

A COPY OF THE SARC IS AVAILABLE UPON REQUEST AT THE SCHOOL OFFICE

## School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	McFarland High	<b>District Name</b>	McFarland Unified
<b>Principal</b>	Tamra Wallace	<b>Superintendent</b>	Jim Schiffman
<b>Street</b>	259 Sherwood Ave.	<b>Street</b>	601 Second St.
<b>City, State, Zip</b>	McFarland, CA 93250-1519	<b>City, State, Zip</b>	McFarland, CA 93250-1121
<b>Phone Number</b>	(661) 792-3126	<b>Phone Number</b>	(661) 792-3081
<b>FAX Number</b>	(661) 792-2315	<b>FAX Number</b>	(661) 792-2447
<b>Web Site</b>	<a href="http://www.mcfarlandusd.com/schools/mhs">www.mcfarlandusd.com/schools/mhs</a>	<b>Web Site</b>	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>
<b>E-mail Address</b>	<a href="mailto:joorteg@zeus.kern.org">joorteg@zeus.kern.org</a>	<b>E-mail Address</b>	<a href="mailto:jischif@zeus.kern.org">jischif@zeus.kern.org</a>
<b>CDS Code</b>	15-73908-1534155	<b>SARC Contact</b>	Ermelinda Ozuna

### School Description and Mission Statement

Information about the school, its programs, and its goals.

The mission of the McFarland Unified School District is to provide each student with the optimal opportunities and to ensure that learning takes place through the effective allocation of available resources. The McFarland Unified School District is committed to educational quality, emphasizing the

following:

- \*A positive learning environment.
- \*Student achievement in reading, writing, and math.
- \*Parental involvement in their student's progress.
- \*Respect and appreciation of the individual.
- \*Intellectual, physical and emotional growth.
- \*Academic and social development.
- \*Preparing for a meaningful, goal-oriented, and productive future.
- \*Positive self-image through awareness and adoption of healthy lifestyles.
- \*Value personal integrity and responsibility.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Tamra Wallace</b>	<b>Contact Person Phone Number</b>	<b>(661) 792-3126</b>
School Site Council ELAC Agricultural Advisory Committee (FFA activities)			

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	198
Grade 1	0	Grade 10	178
Grade 2	0	Grade 11	152
Grade 3	0	Grade 12	167
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	<b>695</b>

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	4	0.6	Hispanic or Latino	651	93.7
American Indian or Alaska Native	1	0.1	Pacific Islander	0	0.0
Asian	4	0.6	White (Not Hispanic)	35	5.0
Filipino	0	0.0	Multiple or No Response	0	0.0

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	January 2005	Date Last Discussed with Staff	March 2005
<p>McFarland High School completed a revised comprehensive safety plan outlining appropriate procedures for students, teachers, office staff, and administration. The areas covered in the Safe School Program 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, parent notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system.</p>			
<p>McFarland High School is in the process of revising the fire drill, school safety plan and evacuation procedures with the entire staff. Following the revisions, the Administration will work on the implementation process of the plan.</p>			
<p>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. Our discipline and attendance concerns are documented in computer-based records and in student files. A strong collaboration with Kern County Probation department encourages timely intervention in a truancy reduction program. Kern County Probation staff contacts students and their parents to assist in correcting nonattendance and tardiness. The State of California provides the Educational Discipline Code that all McFarland High school students are obligated to follow. Appropriate measures such as after-school detention, Saturday School Program, counseling, suspension, transfer to Alternative Education, expulsion and other options are undertaken when necessary to assure the safety and security of all students. One campus supervisor assists in monitoring the safety of our campus, investigations, and security of our school site.</p>			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

McFarland High offers challenging curriculum to high achieving students through honors English, physics, chemistry, speech, advanced art, drama, AP Calculus, pre-calculus, AP Spanish, and honors history. Presently, MHS students are offered concurrent enrollment through Bakersfield College.

As a Digital High School MHS encourages all teachers to infuse technology into their core curriculum. All freshman and sophomore students must pass courses in computers.

**Counseling and Guidance Program:** The counseling and guidance program provides services to all students in grades 9-12. The counseling office staff includes two counselors, a career technician, and a registrar, all of whom provide services to students and parents through the following methods: individual student and/or parent conferences, student guidance in small groups, classroom presentations, and parent meetings. The counseling department has developed a monthly counselor's timeline to ensure consistency in services from year to year and among all students.

The goal of the counseling staff is to provide students with the information and guidance they need to meet their goals for high school graduation and post secondary opportunities. Students are exposed to realities of the workforce, technical/vocational programs, college, and university studies. In addition, the staff assists students with social, personal, and academic concerns.

The counselors hold individual class registration conferences for all students. In addition, the incoming

freshmen and sophomores have student/parent conferences. Every sophomore is encouraged to attend one field trip to a college and/or university during the year. Student conferences are held throughout the year whenever a deficiency grade is reported.

The counseling staff is responsible for the following areas: transcripts; report cards, including progress reports; California Exit Exam testing; Advanced Placement Coordination and testing; ASVAB testing; SAT 9 testing; scholarships, including the governor's scholarship awards; SAT/ACT registration and information; PSAT testing; master schedule building; student scheduling and adjustments; PASS; concurrent enrollment programs; student registration; withdrawals; Career Day; Financial Aid Parent Workshops; College Night; graduation; seniors awards assembly; and, summer school enrollment and registration.

**Peer Helping:** Peer Helping is a multi-faceted program that allows students to develop a sense of purpose and significance in their lives through service to others. Students are given opportunities, and later create their own opportunities, to make a difference in the lives of those around them and in their community. This is accomplished through peer and cross-age tutoring, conflict mediation, creating and conducting workshops for their peers, freshman mentoring, and active listening and community service. Since its inception eight years ago, McFarland High School's Peer Helping students have spoken at numerous events and also have had a significant role in establishing other Peer Helping Programs throughout the county. The foundation of the Peer Helping program lies in the support which the students gain from one another and in the realization that they gain strength from the group. It lies, too, in their sense of belonging. This foundation nurtures a greater sense of self-esteem and encourages a healthy shift towards self-actualization.

**Conflict Mediation:** Conflict mediation utilizes students to mediate conflicts with their peers. Conflict mediation uses trained facilitators, creating an excellent opportunity for honest communication to take place and, in most cases, leads to a lasting resolution. The McFarland High School Peer Helpers' Conflict Mediation Team received its initial training through the Kern County Superintendent of Schools Office and has gone on to train other high schools and junior high schools in this process.

**Migrant Education:** Migrant Education services are available through the District Migrant Education office, which includes the use of migrant tutorial aides, after-school tutorial programs, Saturday School, field trips, PASS and direct home intervention.

**A.V.I.D.:** AVID (Advancement Via Individual Determination) is a four-year, regularly scheduled, elective college preparatory class. It is an educational program dedicated to helping average students who are often underachieving, disadvantaged, and under-represented. These students can also be first generation college students, who will become educated, responsible participants and leaders in our democratic society. The mission of AVID is to ensure that all students, especially average students not previously successful in college curriculum, will succeed in a rigorous curriculum, enter mainstream activities, and increase enrollment in four year colleges.

**SAP:** The Student Assistance Program is a team comprised of aides, teachers, counselors, administrators, and other support personnel. Students are identified through a referral process which red-flag specific concerns about students who seem to be experiencing difficulties academically, emotionally, socially and/or physically.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	190	100				

Rate of Suspensions	28	14				
Number of Expulsions	3	1				
Rate of Expulsions	3	2				

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

McFarland High School has become the cleanest school in the district. There are 34 classrooms, a multi-purpose room, gym, library/media center, counseling office, an athletic/activities office, metal shop, and an agriculture office. In addition, the athletic department and facilities includes a football stadium, two baseball fields, one softball field, and tennis courts. The administration works closely with district maintenance departments to maintain a positive school physical appearance. Personnel conduct inspections at least twice a year and clean hallways and classrooms on a daily basis. The school randomly conducts emergency fire and earthquake drills.

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

The California Standardized Testing and Reporting (STAR) program tests students in grades 2 through 11 annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in

grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	16	17	20	12	13	17	35	36	40
Mathematics	5	5	5	11	11	14	35	34	38
Science	16	10	12	12	5	16	27	25	27
History-Social Science	13	10	15	10	8	10	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	*		18	*	58
Mathematics	*	*	*		5	*	10
Science	*	*	*		11	*	17
History-Social Science	*	*	*		13	*	31

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	16	24	4	19	0	18
Mathematics	5	4	3	4	4	5
Science	15	10	*	10		15
History-Social Science	15	15	1	12	0	14



6									
7									
8									
9									
10									
11									
12									

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				20.9	26.8	14.3	24.5	26.7	22.3
7				10.6	5.8	15.0	28.8	30.9	26.8
9	13.8	11.0	16.2	13.8	11.0	16.2	26.7	25.8	27.5

### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a school-wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and



the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	100	99	Percent Tested	100	99	99
API Base Score		569	562	API Growth Score	572	573	601
Growth Target		12	12	Actual Growth		4	39
Statewide Rank		2	2				
Similar Schools Rank		6	2				

### API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score		560	554	API Growth Score	562	563	592
Growth Target		10	10	Actual Growth		3	38
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data			API Growth Data				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>API Base Score</b>		543	551	<b>API Growth Score</b>	548	552	588
<b>Growth Target</b>		10	10	<b>Actual Growth</b>		9	37

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	No	No	No

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	No	Yes	No
<b>African American</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	Yes	Yes	Yes	No	Yes	No
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	Yes	Yes	Yes	No	Yes	No
English Learners	Yes	N/A	N/A	No	No	No
Students with Disabilities	N/A	N/A	N/A	No	No	No

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	50.0

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004

<b>Enrollment (9-12)</b>	667	656	659	837	819	830	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	12	2	0	20	5	16	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	1.8	0.3	0.0	2.4	0.6	1.9	2.7	3.2	3.3
<b>Graduation Rate</b>	94.0	98.6	99.2	89.0	98.3	95.1	87.0	86.7	85.1

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	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+
<b>English</b>	20.4	40	11		22.5	18	15	3	23.9	17	16	1
<b>Mathematics</b>	23.9	10	11	1	24.1	8	11		28.8	2	14	3
<b>Science</b>	26.6	3	7	1	30.3	1	5	3	30.0		8	3
<b>Social Science</b>	23.8	8	8	2	27.7	2	10	3	27.4	4	8	5

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	59.5
<b>All Schools in District</b>	45.2
<b>High-Poverty Schools in District</b>	40.7
<b>Low-Poverty Schools in District</b>	33.3

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	34	32	32
<b>Teachers with Full Credential</b>	28	29	29
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	2	3
<b>Pre-Internship</b>	3	1	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	4	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	0.0
<b>Master's Degree plus 30 or more semester hours</b>	9.4	4.6
<b>Master's Degree</b>	15.6	11.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	50.0	47.7
<b>Bachelor's Degree</b>	25.0	36.0
<b>Less than Bachelor's Degree</b>	0.0	0.7

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	2

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The Board of Trustees has established standards of expected student achievement at each grade level. The evaluations are standards based evaluations. Tenured teachers are evaluated every two years. Administration trained in the evaluation process conduct these evaluations.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers meet state and district qualifications and are cleared through the Department of Justice.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	347.5

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Most of the courses offered at MHS are aligned with the California State Frameworks and California Content Standards in Math, English, Science, and Social Studies. Numerous programs are in place to accommodate student needs including honors, AP, AVID, ELD, Title I, Special Education, Ag and tech prep classes. After-school tutoring is available Monday through Thursday from 2:45 pm to 3:30 p.m. The school and community realize that many of our students come to high school fluent in a language other than English. MHS has initiated many programs to increase our students' chances of success. MHS has implemented an Extended Day reading program and an Extended Day math program for students who are Far Below Basic, Below Basic or Basic in Math and/or Language Arts.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

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. Twice a month each school site has a two-hour delay with time devoted to WASC, Standards Alignment, Advisory, and Staff Development.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing

board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

<b>Core Curriculum Areas</b>	<b>Quality and Currency of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>History-Social Science</b>	

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>History-Social Science</b>	
<b>Foreign Language</b>	
<b>Health</b>	
<b>Science Laboratory Equipment (grades 9-12)</b>	

### **Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>		36,000
<b>1</b>		50,400
<b>2</b>		50,400
<b>3</b>		50,400
<b>4</b>		54,000



5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The total number of minimum days at MHS for the 2004-2005 was ten. These days did not affect instructional time.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	2	36
Foreign Language	1	1	20
Mathematics	1	1	6
Science	1	1	11
Social Science	1	1	18

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
2190	1285	58.7

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
121	46	38.0

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	145	126	167	193	174	221	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	21.4	32.5	29.3	16.1	23.6	22.2	36.7	35.3	35.9
<b>Average Verbal Score</b>	415	419	417	415	419	417	494	496	499
<b>Average Math Score</b>	400	394	393	400	394	393	518	519	521

### College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

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### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,220	\$35,309
Mid-Range Teacher Salary	\$53,301	\$53,828
Highest Teacher Salary	\$67,859	\$68,027
Average Principal Salary (Elementary)	\$89,001	\$82,530
Average Principal Salary (Middle)	\$91,745	\$85,123
Average Principal Salary (High)	\$96,614	\$91,421
Superintendent Salary	\$101,286	\$118,587
Percent of Budget for Teacher Salaries	36.8	40.4
Percent of Budget for Administrative Salaries	4.3	5.8

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)

\$21,502,971	\$7,565	\$6,987	\$6,919
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**Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

MHS receives special funding for Special Education. Additional funding is provided through Title I, EIA/LEP, Carl Perkins, Ag Incentive, Advanced Placement, and Title VI.