

2009-10

SCHOOL ACCOUNTABILITY REPORT CARD



McFarland High School

McFarland Unified District



Published During

2010-11

Principal:

Shirley Oesch

Address:

259 Sherwood Ave.

McFarland, California 93250-1519

Phone:

661-792-3126

Email:

mschmidt@mcfarland.k12.ca.us

Website:

www.mcfarlandUSD.com



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

School Profile

Established in 1928, McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a current population of approximately 15,000. McFarland's motto is "The Heartbeat of Agriculture" because of its major role in agricultural production of almonds, grapes, oranges, alfalfa, corn, roses, cotton, and dairy cattle in which most families are employed. 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. Approximately 3,200 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 839 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% others with 100% designated socio-economically disadvantaged and able to participate in the free breakfast and lunch programs. In addition, 8% of McFarland High School students receive migrant services. Since 31% of these students are English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering Success and Intervention classes. In addition, the high school also offers innovative programs such as AVID, a strong Agricultural program, a strong AP program, and a partnership with The College Board and Paramount Farming. McFarland High School is in year two of participation in Program Improvement.

McFarland High School's Vision and Mission

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.

McFarland High School is committed to educational quality, with emphasis on the following:

- A positive learning environment that is safe, drug free, and conducive to learning.
- Measurable student achievement with the end goal being student subject proficiency in reading, writing, history, math, and science.
- Utilization of standards-based materials for instruction and fidelity to adopted courses of studies.
- Ensuring equal access to core curriculum by all students.
- Instruction following district guidelines as well as state standards.
- Improving accountability by gathering data of subgroup populations and using that data to drive instruction.
- 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.
- Parental involvement and in student progress through meaningful and regular partnership opportunities.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

McFarland High School offers many opportunities for parents to become involved with school activities, including:

- School Site Council
- ELAC Parent Meetings
- DELAC Parent Meetings
- Back-To-School Night
- Open House
- Parent/Teacher Conference Night
- AVID (Advancement Via Individual Determination) Parent Meetings
- College Board 2nd semester Monthly Parent Meetings
- College Night Parent/Student
- 9th Grade Enrollment Parent/Student Conferences
- 9th Grade Parent/Student Orientation
- Sophomore Counseling Parent Conferences
- Financial Aid Workshops
- Career Center Senior Parent Financial Aid Conferences
- Career Day
- Awards Banquets
- Agricultural Advisory Committee (FFA activities)
- Field Trips - Chaperon
- Extra-Curricular and Athletic Events
- Parent Conferences as requested by parent/teacher
- Parent portal on Infinite Campus

The school has just begun a new parent support group that has elected officers and is in the process of determining what their role and focus will be as a group. So far it is small but enthusiastic.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	208
Grade 10	242
Grade 11	260
Grade 12	170
Total Enrollment	880

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.004	White	1.8
American Indian or Alaska Native	0	Two or More Races	0.002
Asian	0.002	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	32
Hispanic or Latino	98.2	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	26	26	2	27	12	25	8	26	25	15	8
Mathematics	25	15	20	8	26	7	25	5	26	12	19	1
Science	29	2	16	3	28	2	19	1	25	6	16	1
Social Science	25	4	17	2	31	1	10	9	29	3	13	7

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

In order to ensure the safety of students and staff, McFarland High School reviewed the former comprehensive school safety plan outlining appropriate procedures for students, teachers, office staff, and administration using the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) plans as a guideline. The plan needed to be updated since a new two-story classroom building was completed and classes began in it. 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. McFarland High School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Following the revisions, the Administration will work on the implementation process of the plan. The plan allows substitute teachers to easily follow safety regulations at any of the five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a county wide Earthquake Disaster Drill. 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. A campus supervisor assists administrators and staff in monitoring the campus to assure safety, investigating incidents as necessary, and maintaining security of the school site.

McFarland High School Expulsion, Suspension, and Truancy Information for 2009-2010 can be found at <http://dq.cde.ca.gov/dataquest/>

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	28.5	13.4	10.4	18.3	21.3	32.6
Expulsions	1.6	1.2	0.3	0.7	0.9	0.4

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The facilities at McFarland High School are safe, clean, and well maintained. The most recent Williams Act visit, resulted in a compliance statistic of 98.01% on building issues. What deficiencies they found were quickly remediated. Due to changes in school policies regarding students out of class on hall passes, the restrooms and the campus in general are being maintained everyday at a much high level. The school recently completed a new 2-story classroom building which houses 9 classrooms including 2 science labs and 2 computer labs. Two of the rooms are still incomplete because of a change order to pipe gas into the science lab. All the rooms should be in use in the near future. The rooms are large and equipped with the latest in technology. It is a beautiful addition to the campus.

School Facility Good Repair Status. (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 10/18/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	
Interior: Interior Surfaces	—	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✔	—	—	
Electrical: Electrical	—	✔	—	—	Cords needed replacing. Work done. Electrical panel blocked. Work done.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	—	
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	—	Concete is uneven. Some was shaved off. Some was replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	
Overall Rating	—	✔	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Teachers with Full Credential	27	31	37	151
Teachers without Full Credential	10	6	1	1
Teachers Teaching Outside Subject Area of Competence	1	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.71	11.29
All Schools in District	94.53	5.47
High-Poverty Schools in District		
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	414
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non - teaching)	0	N/A
Other	5	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

With the assistance of QES Consultants new Language Arts curriculum was selected that met all of the Williams requirements as the ELD and Intervention needs of the students. Every student has a textbook for each class (where applicable) and has access to a classroom set of the same textbooks. That facilitates homework without requiring students to carry multiple large textbooks in their backpack. The committee from the Williams visit found no deficiencies in our curriculum/textbook offerings.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials

<p>Reading/Language Arts</p>	<p>English 9CP/Success Pearson, Literature for California 2010 Gr. 9 Pearson, Language Central 2010 Pearson, Reality Central Anthology, 2010 English 9 Honors Pearson, Literature for California, 2010, Gr. 9 Pearson, Language Central 2010 Pearson Reality Central Anthology 2010 English 10 CP Pearson, Literature for California 2010, Gr. 10 Pearson, Language Central, 2010 Pearson Reality Central Anthology, 2010 English 10 Honors Pearson, Literature for California, 2010 Pearson, Language Central, 2010 Pearson, Reality Central Anthology 2010 English 11 CP Pearson, Literature for California, 2010, Gr. 11 AP English Language Bedford/St. Martins, The Language of Composition, First Edition English 12 CP Pearson, Literature for California, 2010, Gr. 12 AP English Literature 12 Cengage Learning, Perrine's Sound and Sense, 13th Ed. 2010 Academy English Hampton-Brown. Inside the USA 2009 Intervention F Hampton-Brown, Edge, Fundamentals, 2008 Intervention A-1 Hampton-Brown, Edge Level A, 2008 Intervention A-2 Hampton-Brown, Edge, Level A, 2008 Intervention B1 Hampton-Brown, Edge, Level B, 2008</p>	<p>0</p>	<p>The Pearson textbooks listed above were adopted for the 2010-2011 school year. Those are used for the core college prep classes. For the Intervention classes, the Hampton-Brown, Edge materials were newly adopted by the Board. Teachers were trained in the use of all these materials.</p>
------------------------------	---	----------	---

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	<p>Consumer Math: Glencoe McGraw-Hill, Mathematics for Business and Personal Finance, 2010</p> <p>Algebra I/CP/ Success Prentice Hall, Ca. Algebra 1, 2009</p> <p>Geometry CP: Prentice Hall, Ca. Geometry, 2008</p> <p>Algebra II: Prentice Hall, Ca. Algebra 2, 2008</p> <p>Pre Calculus: Prentice Hall, Precalculus, 4th Ed., 2010</p> <p>AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007</p> <p>CAHSEE: American Book Co., California Math Review, 2003</p>	0	See above.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Science	<p>Earth Science: Glencoe McGraw Hill, Earth Science, 2007</p> <p>Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter & Change, 2007</p> <p>AP Chemistry: McDougal Littell, Chemistry , 7th Ed., Zumdah, 2007</p> <p>Biology CP: Prentice Hall, Biology, 2007</p> <p>Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008</p> <p>Ag Science I: Glencoe McGraw Hill, Earth Science, 2007; Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology: Prentice Hall, Biology, 2007; Prentice Hall, Biology: Laboratory Manual, 2007; Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>AP Biology Pearson, Biology, 8th AP Edition 2008</p>	0	See above.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	<p>World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006</p> <p>World History AP MPS, Ways of the World: A Global History, 2011</p> <p>U.S. History CP: McGraw Hill, American Vision, 2006</p> <p>U.S. History Honors: McGraw Hill, American Vision, 2006</p> <p>American Government CP: Prentice Hall, Magruder's American Government, 2006</p> <p>Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006</p> <p>AP Government McGraw Hill, American Democracy, 8th Ed. 2006</p> <p>Economics: Prentice Hall, Economics: Principles in Action, 2007</p>	0	See above.
Foreign Language	<p>Spanish I Native Speaker & I Non Native Speaker: McDougal Littell, En Espanol Level 1, CA Ed., 2004</p> <p>Spanish II Native Speaker & II Non Native Speaker: McDougal Littell, En Espanol Level 2, CA Ed., 2004</p> <p>AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004</p>	0	See above.
Health	<p>Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003</p>	0	See above.

<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes. Inventory includes: Microscopes (10) Petrie Dishes (100) Scales (1) Dissection Kits (20) Graduated Cylinders (10) Dissection Pans (10) Test Tubes (50) Dell Laptops (24) Lab refrigerator (1) Dissection tools (115) Beakers (90) Human skeleton (1) Test tubes (150) Dissection trays (20) Microscopes (40) Mefer sticks (12) Laserdisc players (2) Tongs (1) Petrie dishes (175) Animal Skeletons (8) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)</p> <p>Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar & pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker Crucible & cover 125mL Erlenmeyer flask Glass plate 250mL Erlenmeyer flask Medicine dropper 10mL graduated cylinder Dropper bottle 100mL graduated cylinder Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas</p>	<p>0</p>	<p>See above.</p>
---	---	----------	-------------------

<p>Science Laboratory Equipment (grades 9-12)</p>	<p>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</p>	<p>0</p>	<p>See above.</p>
<p>Visual and Performing Arts</p>	<p>Glencoe: Music! Its Role and Importance in Our Lives, 2000</p>	<p>0</p>	<p>See above.</p>

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,887.60	\$797.14	\$5,090.46	\$79,343.39
District	N/A	N/A	\$9,452.47	\$58,714.00
Percent Difference – School Site and District	N/A	N/A	-0.46	0.35
State	N/A	N/A	\$5,681.00	\$61,706.00
Percent Difference – School Site and State	N/A	N/A	-0.1	0.29

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$40,811	\$38,970
Mid-Range Teacher Salary	\$60,058	\$59,776
Highest Teacher Salary	\$76,461	\$78,072
Average Principal Salary (Elementary)	\$99,448	\$94,605
Average Principal Salary (Middle)	\$101,934	\$98,480
Average Principal Salary (High)	\$107,095	\$106,266
Superintendent Salary	\$132,613	\$144,721
Percent of Budget for Teacher Salaries	50	
Percent of Budget for Administrative Salaries	4	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	29	26	26	26	25	29	46	50	52
Mathematics	12	7	13	27	29	37	43	46	48
Science	23	24	22	23	25	21	46	50	54
History-Social Science	22	25	31	19	22	32	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	29	47	21	30
All Students at the School	26		22	30.5
Male	23	16	27	33
Female	29	10	17	29
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	13	21	30
Native Hawaiian or Pacific Islander	*	*	*	*
White	23	8	*	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	26	13	22	31
English Learners	3	6	5	8
Students with Disabilities	2	7	17	11
Students Receiving Migrant Education Services	19	15	13	28

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English-Language Arts	31.6	28.3	52.9	31.6	28.3	52.9	34.4	33.5	54
Mathematics	34.4	29.8	51.3	34.4	29.8	51.3	27	26.1	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	65.6	21.4	12.9	73	22.1	4.9
All Students at the School	65.6	21.4	12.9	73	22.1	4.9
Male	68.9	19.4	11.7	64.4	27.9	7.7
Female	62.8	23.1	14	80.3	17.2	2.5
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	66.4	21.7	12	74	21	5
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	65.6	21.4	12.9	73	22.1	4.9
English Learners	76.3	17.1	6.6	84.3	14.4	1.3
Students with Disabilities	100	0	0	100	0	0
Students Receiving Migrant Education Services	73.3	20	6.7	80	20	0

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2	23.8	20.4
7	22	30.6	17.6
9	26.1	21.2	16.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	2	2	1
Similar Schools	7	8	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.
Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	23	-29	52
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	26	-28	42
Native Hawaiian or Pacific Islander	*	*	*
White	*	*	*
Two or More Races	*	*	0
Socioeconomically Disadvantaged	22	-27	52
English Learners	3	0	25
Students with Disabilities	*	*	*

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	658	679	767
Black or African American	*	*	685
American Indian or Alaska Native	*	*	728
Asian	*	*	889
Filipino	*	*	851
Hispanic or Latino	646	675	715
Native Hawaiian or Pacific Islander	*	*	754
White	*	*	838
Two or More Races	*	*	807
Socioeconomically Disadvantaged	658	679	712
English Learners	614	639	691
Students with Disabilities	*	478	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	Yes	Pend

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	3	4	3	11	16	14	4	4	4.5
Graduation Rate	93	87	83.5	76	71	55.9	81	80	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			N/A
Black or African American	0.76		N/A
American Indian or Alaska Native	0		N/A
Asian	0.2		N/A
Filipino	0		N/A
Hispanic or Latino	88.02		N/A
Native Hawaiian/Pacific Islander	0		N/A
White	11.48		N/A
Socioeconomically Disadvantaged	95		N/A
English Learners	34		N/A
Students with Disabilities	0.03		N/A
Two or More Races	0		N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

In addition to vocational classes offered on campus, McFarland High School students have access to the North Kern Vocational Training Center (NKVTC) located adjacent to the Delano High School campus. NKVTC provides occupational training primarily to junior and senior high school students. In addition to formal classroom instruction, NKVTC works with local businesses to provide students with on-the-job training through the community classroom concept. Many of our students participate in the nursing program at Delano Regional Medical Center through NKVTC where teachers/counselors also assist the students with job placement. Programs offered include:

- Ag Mechanics (On Campus)
- Auto Body/Fender Repair
- Auto Tech
- Banking
- Child Development (On Campus)
- Computer Accounting
- Computer Aided Drafting
- Computer Graphics (On Campus)
- Computer Tech
- Construction
- Co-Operative Learning
- Cosmetology
- Health Career
- Marketing/Merchandising
- Nursing Assistant
- Office Occupation
- Receptionist Clerk
- Restaurant Careers
- Security & Law Enforcement
- Video Production (On Campus)
- Welding

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	41
Percent of pupils completing a CTE program and earning a high school diploma	91
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	87
Graduates Who Completed All Courses Required for UC/CSU Admission	44

Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	6	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every Wednesday, McFarland High has a minimum day to allow for staff meetings with time devoted to WASC, Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, Advisory, and Staff Development. All teachers are required to take SB 472 training. The school works closely with consultants from QES that includes a lead consultant, a math consultant, an English consultant, and administrative as well as data consultant as needed. In addition the administration participates in DAIT training along with the head of the Site Council.

In addition, there are three non-student days scheduled into the school year to have more in-depth work in department and with the consultants. The focus of much of the inservice is working with data generated by benchmark tests, departmental data, and schoolwide data. The outcome of these sessions is to assess current practices and modify strategies to improve student success.