McFarland High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McFarland High School
Street	259 Sherwood Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3126
Principal	Brian Bell
E-mail Address	brbell@mcfarland.k12.ca.us
Web Site	
Grades Served	9-12
CDS Code	15-73908-15341155

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

School Description and Mission Statement (Most Recent Year)

School Description

Established in 1928, McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. The City of McFarland's new motto is "Tradition. Unity. Excellence. The majority of employment in the community is in agriculture production in almonds, grapes, oranges, roses, cotton, or dairy cattle. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Of the approximately 3,300 K - 12th grade students enrolled in the McFarland Unified School District, 855 students attend McFarland High School. The school's ethnic diversity consists of 93% Hispanic and 7% others with 100% able to participate in the free lunch program. In addition, 50% of these students are English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a strong agricultural program, an AP program, and a partnership with Bakersfield College and Porterville College for Career Technical Pathways.

McFarland High School's Vision and Mission

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

MHS COUGARS are:
      C - Committed to be career and college ready
      O - Organized for success
      U - Utilizers of the most up-to-date technology
      G - Goal-setters who are adept in achieving any objective
      A - Achievers of rigorous & elevated academic, cultured, & personal standards
      R - Respectful and Responsible to ourselves and our society
      S - Successful citizens who are ready to contribute positively to our community

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

21st Century Skills
- Collaboration
- Communication
- Critical Thinking
- Creativity

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

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	238
Grade 10	224
Grade 11	173
Grade 12	193
Total Enrollment	828

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.6
Hispanic or Latino	96.9
White	1.6
Socioeconomically Disadvantaged	87.8
English Learners	21.3
Students with Disabilities	7.7
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	41	38	43	171
Without Full Credential	1	1	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	97.0	3.1
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9CP Pearson, Leterature for California 2010 Gr. 9 Pearson, Language Central 2010 Pearson, Reality Central Anthology, 2010 English 9 Honors Pearon, Literature for	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
Mathematics	Consumer Math: Glencoe McGraw-Hill, Mathematics for Business and Personal Finance, 2010 Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015 Math 2: Integrated Mathematics Volume 2 Houghton Mifflin Harcourt, 2015 Algebra II: Prentice Hall, Ca. Algebra 2, 2008 Pre Calculus:	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Prentice Hall, Precalculus, 4th Ed., 2010 AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007 Stats: Modeling the World, AP Edition Pearson, 2015 CAHSEE: American Book Co., California Math Review, 2003		
Science	Earth Science: Glencoe McGraw Hill, Earth Science, 2007 Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter & Change, 2007 AP Chemistry: McDougal Littell, Chemistry , 7th Ed., Zumdah, 2007 Biology CP: Prentice Hall, Biology, 2007 Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008 Ag Science I: Glencoe McGraw Hill, Earth Science, 2007; Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005 Ag Science Biology: Prentice Hall, Biology, 2007; Prentice Hall, Biology: Laboratory Manual, 2007;	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998 AP Biology Pearson, Biology, 8th AP Edition 2008		
History-Social Science	World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006 World History AP MPS, Ways of the World: A Global History, 2011 U.S. History CP: McGraw Hill, American Vision, 2006 U.S. History Honors: McGraw Hill, American Vision, 2006 American Government CP: Prentice Hall, Magruder's American Government, 2006 Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006 AP Government McGraw Hill, American Democracy, 8th Ed. 2006 Economics: Prentice Hall, Economics: Principles in Action, 2007	Yes	0%
Foreign Language	Spanish I Native Speaker & I Non Native Speaker: McDougal Littell, En Espanol Level 1, CA Ed., 2004 Spanish II Native Speaker & II Non Native Speaker: McDougal Littell, En Espanol Level 2,CA Ed., 2004	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004		
Health	Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003	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) 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) Student computers (6)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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 (Most Recent Year)

General

The facilities at McFarland High School are clean, safe, functional, and maintained in good repair as determined by the Office of Public School Construction. To assist in this effort, the district uses the facility survey instrument developed by that office. The results of these surveys are available at the school office. In addition every year, inspectors make scheduled and unscheduled visits to our school to check for compliance as per the Williams settlement legislation. The facility report is on file in the office

Planned Improvements

Adding 4-Portable buildings to the West parking lot for the schools expansion to incorporate the Career Technical Education Pathways that are planned at McFarland High School.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/17/2015</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Interior: Interior Surfaces</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Electrical: Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/17/2015			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	41	24	44
Mathematics	16	16	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	168	165	98.2	24	34	36	4
Male	11		77	45.8	29	29	38	4
Female	11		88	52.4	20	39	35	5
Asian	11		1	0.6	--	--	--	--
Filipino	11		1	0.6	--	--	--	--
Hispanic or Latino	11		160	95.2	24	34	37	4
White	11		3	1.8	--	--	--	--
Socioeconomically Disadvantaged	11		141	83.9	25	35	35	5
English Learners	11		20	11.9	70	25	5	0
Students with Disabilities	11		9	5.4	--	--	--	--
Students Receiving Migrant Education Services	11		8	4.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	168	166	98.8	52	29	13	3
Male	11		78	46.4	54	23	15	4
Female	11		88	52.4	50	34	11	2
Asian	11		1	0.6	--	--	--	--
Filipino	11		1	0.6	--	--	--	--
Hispanic or Latino	11		161	95.8	51	29	14	3
White	11		3	1.8	--	--	--	--
Socioeconomically Disadvantaged	11		142	84.5	53	29	12	4
English Learners	11		20	11.9	95	0	0	0
Students with Disabilities	11		9	5.4	--	--	--	--
Students Receiving Migrant Education Services	11		8	4.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	30	28	24	27	35	29	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	24
Male	31
Female	19
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	24
White	--
Socioeconomically Disadvantaged	--
English Learners	2
Students with Disabilities	25
Students Receiving Migrant Education Services	27
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

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
Computer Accounting
Computer Graphics (On Campus)
Computer Tech
Construction
Co-Operative Learning
Health Career
Marketing/Merchandising
Nursing Assistant
Office Occupation
Receptionist Clerk
Security and Law Enforcement
Video Production (On Campus)
Welding

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	42
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.95
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	45.68

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	33	34	32	30	32	30	57	56	58
Mathematics	49	50	44	45	47	40	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	70	16	14	60	28	12
All Students at the School	68	17	15	56	30	14
Male	71	17	12	55	29	16
Female	64	17	19	58	31	11
Hispanic or Latino	67	17	15	55	31	14
Socioeconomically Disadvantaged	67	17	15	56	30	14
English Learners	98	2		86	12	2
Students Receiving Migrant Education Services	73	9	18	64	27	9

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.90	22.50	23.80

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

School Site Council
ELAC Parent Meetings
DELAC Parent Meetings
Back-To-School Night
Parent/Teacher Conference Night
AVID (Advancement Via Individual Determination) Parent Meetings
Trio 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 - Chaperone
Extra-Curricular and Athletic Events
Parent Conferences as requested by parent/teacher
Parent portal on Infinite Campus
Parent Workshops - PEP and Project to Inspire

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	6.60	4.90	3.80	17.10	8.90	14.70	13.10	11.40	11.50
Graduation Rate	92.90	94.44	95.54	77.63	83.25	79.90	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	94.19	97.84	84.6
Black or African American	100	200	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	94.71	97.25	81.28
Native Hawaiian/Pacific Islander			83.58
White		100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	73.33	77.78	61.28
English Learners	80.65	85.29	50.76
Students with Disabilities	92.14	94.7	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	14.97	18.84	5.20	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.03	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	20	31	22		22	26	21	1	28	6	21	10
Mathematics	21	22	14	1	25	9	20	1	26	8	18	4
Science	23	10	14		25	7	14	2	27	4	15	3
Social Science	26	5	13	1	28	2	14	2	29	2	13	6

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	428
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,694	$977.35	$6717.35	$73,572.65
District	N/A	N/A		$61,782
Percent Difference: School Site and District	N/A	N/A		5.5
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	43.2	16.7

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

Types of Services Funded (Fiscal Year 2014-15)

Funding from LCAP and categorical or other sources provide for a variety of programs at MHS that include:
7th Period Remediation
Summer School
FFA and AG activities
CAHSEE Prep and Intervention
Professional Development for Staff
Consulting Services
Academic Remediation programs

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,035	$40,379
Mid-Range Teacher Salary	$61,860	$62,323
Highest Teacher Salary	$78,755	$81,127
Average Principal Salary (Elementary)	$110,308	$99,192
Average Principal Salary (Middle)	$90,693	$91,287
Average Principal Salary (High)	$105,052	$112,088
Superintendent Salary	$128,750	$159,821
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All courses	13	1.3

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every other Wednesday, McFarland High School has a minimum day to allow for staff meetings with time devoted to WASC (Full Self-Study WASC year), Common Core State Standards Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, Advisory, and Staff Development. The school worked closely with district coaches for Math and English. Ten training days each were provided for teams of 4 - 6 Math and English high school teachers to participate in further development of California State Common Core Curriculum. Teachers worked with our District representative on - Rigorous Curriculum Design. The commitment was to redesign curriculum so that it truly represented a rigorous 21st-Century set of comprehensive units of study aligned with existing state and the new Common Core State Standards. Key components included designing a course-specific curricular unit of study from start to finish, laying foundational steps for designing a connected K-12 curriculum, building and using formative assessments and data analysis to guide instruction, and leadership guidance for organizing, implementing and sustaining the model system-wide.

In addition, there were non-student days scheduled into the school year to have more in-depth work in departments. The primary focus of this in-service for this year was working to develop appropriate and positive relationships with our students and managing the classroom to improve school climate and behavior. The desired outcome of these sessions is to improve current practices and modify strategies to improve student success.