McFarland High School

WASC Self-Study Report 2014

2/24/14 - 2/26/14

259 W. Sherwood Ave.
McFarland, CA 93250
McFarland Unified School District

MCFARLAND HIGH SCHOOL

SELF-STUDY REPORT

259 West Sherwood Ave

McFarland, CA 93250

McFarland Unified School District

2/24/14 – 2/26/14

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INSTRUCTIONAL STAFF

Thad Aweeka	Science	Rinna Johnson	ELD
Amador Ayon	Gov't/Econ/W. History	Michael Kopulos	English/Journalism
Natalie Banuelos	English	Edward Levenson	Health/3-D Art
Christi Bowman	Health/P.E.	Orlen Loverin	World History
Cindy Bowman	Math/Home Economics	Beverly Meier	Library
Earl Bowman	Science	Raul Murrieta	Agriculture
Liz Bowman	Math/AVID	Alan Navarro	Spanish
Mark Castro	English	Claudia Ocampo	U.S. History/AVID
Lorenzo Cruz	English	John Reed	Comp. Lit./Woodworking
Leslie Daniels	Art/Yearbook	Roobie Richards	Agriculture
Taylor Easterwood	English	Doroteo Rivera	Math
Armando Flores	Special Education	Donna Roberts	Co-Ed P.E.
Tracy Foster	Science	Rafael Ruiz	English
Carrie Gamboa	Special Education/Health	Julie Sepulveda	Spanish
Zenaido Garza	Spanish/ISS	Alysha Sessions	English
Shari Gonzales	Math/AVID	David Tarula Chavez	Math
Elvia Gonzalez	Math	Keithie Tarver	Math
Andrea Gutierrez	ELD	Amie Timpson	Music
Adamarie Guzman	English	John Wenger	Co-Ed P.E.
Bill Hungerford	Comp. Lit./Video Prod.	Kim Whealy	U.S. History/AVID

INSTRUCTIONAL AIDES

Elizabeth Ortega Cheri Pennywitt Soraida Valtierra

CUSTODIAL STAFF

Humberto Gonzalez Javier Holguin Jim Price Fernando Pruneda Tim Staggs

WASC Focus Groups

Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources Curriculum

Claudia Ocampo	Lorenzo Cruz	Ada Guzman	Ed Levenson	Lisa Ortega
Raul Murrieta	Steve Garza	Javier Holguin	Andrea Gutierrez	Rita Vargas

Category B

Standards-based Student Learning: Curriculum

Shari Gonzales	Thad Aweeka	Earl Bowman	Regina Cardoso	Armando Flores
Orlen Loverin	Bev Meier	Alysha Sessions	Keithie Tarver	Maria Pacheco
Humberto Gonzalez				

Category C

Standards-based Student Learning: Instruction

Liz Bowman	Mark Castro	Tracy Foster	Carrie Gamboa	Elvia Gonzalez
Rinna Johnson	Kim Whealy	Julie Sepulveda	David Tarula Chavez	Jim Price
Cheri Pennywitt				

Category D

Standards-based Student Learning: Assessment and Accountability

Taylor Easterwood	Natalie Banuelos	Cindy Bowman	Anna Garcia	Araceli Jara
Alan Navarro	Roobie Richards	Doroteo Rivera	Donna Roberts	Josephina Raya
Tim Staggs				

Category E

School Culture and Support for Student Personal and Academic Growth

Christi Bowman	Amador Ayon	Leslie Daniels	Mick DeLeon	Zenaido Garza
Bill Hungerford	Mayela Medina	John Reed	Rafael Ruiz	Amie Timpson
John Wenger	Monica Munoz	Irma Soto	Soraida Valtierra	Alejandro Alvarez

* **Name:** Group Leader

TABLE OF CONTENTS

Principal's Welcome Message..... 3

Preface 4

WASC Self-Study Timeline 6

Chapter I: Student/Community Profile, Supporting Data, and Findings 8

Chapter II: Progress Report..... 50

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress..... 58

Chapter IV: Self-Study Findings 64
- A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources 64
- B: Standards-based Student Learning: Curriculum..... 80
- C: Standards-based Student Learning: Instruction 91
- D: Standards-based Student Learning: Assessment and Accountability..... 100
- E: School Culture and Support for Student Personal and Academic Growth..... 107
- Prioritized Areas of Growth Needs from Categories A through E 115

Chapter V: Schoolwide Action Plan..... 118

Appendices..... 130

Principal's Welcome Message

We take pride in sharing our Self Study Report and welcome you as our guests on campus. The Focus-on-Learning process has been an insightful collaborative effort for all stakeholders. We have observed and analyzed practices, used formative and summative assessments, and taken that data to drive decisions that improve student success. Having sought research-based strategies to provide our students with an optimal academic classroom learning environment, we recognize the increased importance of scholastically preparing graduates for college and skilled careers.

Many hours of meaningful conversations with students, parents, teachers, and classified personnel, have produced an action plan designed to create and sustain a thriving academic community supported by a safe, warm, nurturing, and spirited learning environment. We pride ourselves on the progress made since the last WASC visit and stand firm on the expectation of continued growth through our future plans.

In all, student needs drive what we do here at MHS. First, we continually address the Master Schedule to provide the fullest array of course offerings that advance opportunity for varied student interests and academic excellence. Second, in support of academics, the school continues to enrich student life through growing sports and arts programs. Third, district funding and priorities support the increasing technological needs of education to include up-to-date computer labs and a growing collection of technologies such as iPads and Smart Boards.

Following the MHS tradition of excellence, we have also increased classroom capacity through the addition of a two-story, ten-classroom building containing two modern science labs and two computer labs furnished with state-of-the-art equipment. Also, in addition to the recent modernization of our vintage 1939 MHS Gym, by the fall of 2014, a larger, new multi-use stadium will be complete with an incorporated rubber synthetic turf, eight-lane track, modern raised seating, and much more. We are growing to insure that our students have the best available resources.

Finally, the district office personnel play an important role in our successes. The support of our superintendent and school board have provided many hours of support for our teachers in the form of on-site and off campus professional development in instructional strategies, lesson design, and delivery. Given our ongoing efforts to increase rigor, while meeting student needs in an ever changing Common Core environment with rigorous standards-based curriculum, this support helps to insure that our students will meet continued success and advancement.

We welcome you and your team members to our school and to our community. We look forward to your insights and recommendations.

Sincerely,

Lori Schultz
Principal

Preface

McFarland's Focus on Learning originates in community pride. This close-knit community rallies around its students. With many arising from humble roots, teachers, staff, and families unite, promoting student achievement. This past year in particular, McFarland High School made a 37 point gain in API, bringing the 2012-2013 API to 701. This completes a four year run of an average API of 24 points per year. Still, improvements in current programs and the transition to Common Core remain.

Insights provided by the Visiting Committee Chairperson following the 2008 WASC have benefited the Focus-On-Learning Self-Study process. The Self-Study provided the opportunity to re-evaluate purpose, recognize critical needs, align goals, monitor progress, and strengthen future. The WASC Self Study reaffirmed elements that currently bring success and at the same time heighten an awareness of needs in fulfilling the school's commitment to increase students' college and/or career readiness.

Stakeholder Involvement to Support Student Achievement

Under the new leadership of Superintendent Mr. Maldonado, and Principal Lori Schultz, the team believes that "there is no stopping us now." As such, this self-study comes at a critical point in time where the staff can build upon last year's success and attain new heights.

The MHS staff worked diligently throughout the self-study process by serving on Focus Groups as well as Home Groups, with an understanding in the importance of WASC as a process in evaluating and planning for growth in supporting student achievement. In addition, MHS personnel had been in continuous communication with MHS stakeholders via School Site Council, parent ELAC meetings, and a school-wide parent survey.

On the whole, the leadership team meets frequently to insure progress to the fulfillment of the study's objectives. Additionally, the team brings a wealth of experience to the study: previous experience with successful self-studies, community assimilation (many teachers and staff are McFarland High graduates and current area residents), and a strong representation of long tenured faculty. More, fresh outlooks and enthusiasm comes from more recent additions to staff that help fuel the flame.

In addition, students, parents, and support staff team together to provide critical perspectives that embrace the partnership, furthering community pride and delivering greater results; A cohesion of minds helps keep all eyes on the prize. Students provide invaluable insight from the front lines, while parents fulfill their charge with great influence. Parents provide students backbone and help maintain thrust toward new levels of success.

Further, support staff stands ready at our beckoned call. Time remains at a premium and the secretarial staff and facilities support staff quickly answer to any need. In addition, the technical team provides invaluable and prompt data report whenever required.

The eager and committed staff has set forth a tenacious determination for the long term benefit of the student body, and in this study, has pooled together many significant insights, formed a clear plan, and implemented new strategies to further our objectives.

Clarification of Student Learning

The self-study process began in August 2013, under the direction of Lori Schultz, the new Principal. In

all, this study breathes new life into campus efforts and puts all stakeholders ready to launch many more years of continued growth and improvements to goals, strategies, and methods. School goals embrace the new Common Core standards, while celebrating the timeless benchmark of good education; put students first and prepare them for success in all manner of life. Common Core requires a realignment of strategies to higher level, analytical and critical thinking, which stem from a moral imperative to prepare students for life's sometimes difficult challenges.

The MHS staff worked hard in providing standards based instruction to students utilizing research-based teaching strategies, instructional strategies trainings, and curriculum development workshops. Presently, they collaborate in clarifying and identifying new school-wide learner outcomes and academic standards to support student achievement with the transition to Common Core. The goal is to clearly communicate to students what they should know, understand, and be able to accomplish. Subsequently, every classroom has the Expected School-wide Learning Results (ESLR) displayed on posters and examples of student work on display demonstrating standards based instruction.

Data Analysis to Measure and Improve Student Learning

The MHS staff has been committed to using technology based data analysis to evaluate student learning since the last WASC visit, and was further supported by the creation of Professional Learning Communities (PLC) since 2011. MHS teachers analyzed and discussed various assessment data from the CST, CAHSEE, and CELDT results, as well as benchmark assessments during common preps, early release Wednesdays, and departmental meetings. The results of these discussions influenced curricular adoption, instructional design, course pacing, and lesson planning.

Assessment of School-Wide Program and Impact on Student Learning

The MHS staff invests an inordinate amount of time and energy in providing a school-wide program that supports student learning. Staff members work closely with students towards three common goals: 1) Promoting Literacy through a Reading and Writing Focus; 2) Make Learning Accessible by Restructuring Course Offerings; and 3) Developing a Goals Mindset for College and Career Readiness. Staff members are committed to providing students with a quality education that assists them with meeting academic standards identified by the ESLRs and WASC/CDE criteria, and helping them to find success in all aspects of their adult lives.

Alignment of Long-Range Action Plan: Implementation and Monitoring Plan Accomplishment

The WASC self-study process assisted in the identification of critical needs at MHS. The established Focus Groups and Home Groups analyzed the various data in conjunction with state and federal criteria to develop growth targets for student academic performance as outlined by the WASC Long-Range Action Plan and its alignment to the MHS School Site Plan which supports, monitors, and evaluates student achievement and overall school program effectiveness. The MHS staff will continue to monitor the progress of this Long-Range Action Plan to better serve our students' learning needs.

WASC Self-Study
Timeline and Process
McFarland High school
2013-14

Date	Activity
August 12, 2013	WASC Training The principal, Self-Study Coordinator, and a teacher collaborated on WASC time-lines, preparation of the Self Study Document and training.
August 20, 2013	Leadership Group Time-Line Presented This meeting discussed tasks for each Home Groups/Focus Group.
August 20, 2013	WASC Overview to Staff, Establishment of Focus Groups
August 21, 2013	Focus Groups Meeting
August 22, 2013	Focus Groups Meeting
August 23, 2013	Focus Groups Meeting
September 11, 2013	Faculty Meeting to review WASC process
September 16, 2013	School-Site Council Meeting - Review WASC process and gather input
September 18, 2013	Focus Groups Meeting
September 23, 2013	WASC Training – Principal, Department Chair, Counselor
September 26, 2013	Leadership Team Meeting
October 2, 2013	Formal Focus Groups Meeting
October 16, 2013	Formal Focus Groups Meeting
November 2, 2013	School-wide Saturday WASC - Analyze data, develop areas of critical need
November 13, 2013	Formal Focus Groups Meetings
November 20, 2013	Formal Focus Groups Meetings
December 4, 2013	Formal Focus Groups Meetings
December 11, 2013	Formal Focus Groups Meetings
December 17, 2013	Formal Focus Groups Meetings
January 2 – 10, 2013	WASC Report Analysis/Assembly

Chapter I

Student/Community Profile and Supporting Data and Findings

Chapter I: Student/Community Profile, Supporting Data, and Findings

Community Profile

McFarland is a small, rural and predominantly agricultural community located in northern Kern County. The city is physically bisected by State Highway 99, drawing much through traffic and supporting local business. However, the small community economically trends below county, state, and national averages. The unemployment rate varies from season to season but often exceeds twice that of the county average, up to 27.9 percent. The annual average earned income is $9,285. The Hispanic population has grown by 3%, currently at 98%, remaining relatively stable. Other essential statistics follow:

- 33.8% of the people in the community live below the poverty level
- 35% of the population is under 18 years old
- Only 4% hold a Bachelor's degree or higher
- Only 43% are high school graduates
- 57% have less than a twelfth grade education

Working to help their families with providing basic needs is a necessity for many students.

Furthermore, all students receive free breakfast and lunch due to the economic conditions.
Despite the agricultural basis for most employment, the mobility rate remains low creating a relatively stable community. In addition to agriculturally related jobs, other significant employers include three state prisons located within a ten mile radius: Kern Valley State Prison, North Kern State Prison, and Wasco State Prison. Most local businesses operate independently under private ownership.

Local service organizations, the Lions Club and the Chamber of Commerce, promote community involvement. In 2011, the Lions Club and the McFarland Police Department organized youth mentoring programs: the Leo's, and the MPD Explorers. McFarland has a "MAC" committee that plans community activities, such as the annual Christmas Parade, the annual Cinco De Mayo parade, and the carnival.

To provide needed support, the Family Resource Center, (FRC) a function of the McFarland Unified School District and Henrietta Child Guidance Clinic provide additional services for the benefit of McFarland students and their families. In addition, several local churches provide community events throughout the year. The Parks and Recreation Center provide other outlets with a pool, weight room, softball field, and gym.

City Council representatives recently adopted a new motto which was composed by a local MHS student: "Tradition, Excellence, and Unity." Although the past focus of city pride rests in agriculture because of the extensive production and employment related to agriculture, the 12,500 residents now seek to increase community pride through the legacy of the high school's nine state cross-country championships. This heritage has produced a legendary status for many. As such, Disney is currently filming a movie chronicling the championship quest of McFarland High School's 1987 Cross Country Team and thus telling a story of both community striving and accomplishment. Many former students, parents, staff, and community members have a part in the movie. This has unified the community and solidified the school's role in the tradition and heritage of McFarland. Grade school and middle school students also perpetuate the tradition by running during McFarland Parks and Recreation Department programs. Thus, the runners' legacy belongs to the community.

McFarland is served by one Title I K-12 school district, the McFarland Unified School District. The district employs approximately 350 people at the various school sites. While many of these do not live within the city, several teachers attended high school here.

Approximately 3,306 students are enrolled in the district. Hispanics dominate the landscape at ninety-eight percent. Thus, the district designates almost half of the student population as English Learners. McFarland High School serves approximately 180 of these students, representing approximately twenty-three percent of the campus.

Overall, McFarland High School has been the center of town since its founding in 1928 and represents a community commonality. The school's population currently hovers around the 800 mark and promises growth as the McFarland bears the banner of the "fastest growing city in Kern County", having experienced 34.19 percent growth in population since 2000.

McFarland High School -Vision

The goal and 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. These ESLRs articulate the school's values and objectives to this end as follows:

MHS COUGARS:

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

McFarland High School Mission Statement

The mission of McFarland High School is to accelerate student performance through great teaching and great learning. In order to provide a quality education to the students of McFarland, McFarland High School emphasizes:

*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."

School Profile

McFarland High School is part of the McFarland Unified School District, which is composed of:

- Kern Avenue Elementary
- Browning Road Elementary
- McFarland Middle School
- McFarland High School
- San Joaquin High School
- McFarland Independent Study School
- Adult Education Program

A district support team is available that includes: a math coach, an ELD coach, a district nurse, two psychologists, speech pathologist, a security resource officer staffed by the McFarland Police Department, and classified employees. A district technology team is available as needed for technological assistance.

As the fastest growing city in Kern County, McFarland's educational needs continue to increase proportionally. Over the last three years, McFarland High School students have enjoyed the benefits of the district's investments through the addition of a new two-story Science and Technology Building, a completely renovated gym, a new central kitchen, various classroom enhancements, and facility upgrades.

The Science and Technology building houses math classes, science laboratories, and computer classrooms. The science lab offers a spacious workroom suitable for laboratory instruction. Further, at the opening of the building, the computer labs were outfitted with the latest Apple computers with central control and monitoring available to the teacher through a networked system.

The gym renovation included extensive structural enhancements, a new wood floor, additional seating capacity, and an improved sound reinforcement. The Cougars can now enter in pride and practice in a comparable facility similar to those in which their competing schools operate.

In addition to the Science and Technology Building, the school added two other large classrooms, increasing the capacity for students and helping to manage classroom size in order to maintain efficient instruction. Other classroom enhancements include the completion of Smart Board technology in all classrooms. The newer computer labs in the Science and Technology building find compliment in three computer labs which received new computers this year to enhance workflow and instructional efficiency. These faster operating units vastly improve student ability to work online in research, writing labs, and other learning activities.

Aside from instruction related improvements, the district installed a secure entry system at the main entrance. Staff provides all day monitoring of both entry and exit traffic, improving attendance controls and safety for students during their instructional day.

Other benefits derive from district wide enhancements. The district built a "tasteful meals" menu for students. The facility has opened conversations for a range of dietary and delivery options for every campus. In particular, these options excite the staff and student populations as they will increase a spectrum of desirable choices and build a sense of community through shared lunch or snack times.

Furthermore, the district broke ground on a new track and football stadium which will be located directly behind the newer two story building. With completion set for the fall of 2014, a larger, modernized multi-use stadium complete with an incorporated rubber synthetic turf, eight-lane track, modern raised seating, and much more will increase school pride. Continued growth insures that our students have the best resources. The former football field will be converted to a new practice field and parking lot to serve the increase capacity.

McFarland High School Faculty Information

The staff at McFarland High School consists of forty-one full time teachers, eight full time and part-time classified staff, two full-time administrators, a part-time Athletic Director and a part-time Activities Director, two counselors, one at-risk counselor, and one UC Scholars Student Affairs Officer. The Resource Specialist Program (RSP) provides two special education teachers and three six-hour per day instructional aides. McFarland High School's leadership and teaching staff continues to evolve. Ms. Schultz, the former vice-principal returns as principal, while Mr. Cantu returns to the campus this time as vice-principal. Experience varies among teachers as shown in the chart below:

Years of Teaching Experience by Percentage

Experience	1-5 Years	6-10 Years	11-20 Years	20+ Years
Teachers	38%	12%	24%	26%

Fifty percent of the teaching staff has more than 10 years of teaching experience and almost forty percent has less than 5 years of experience. This provides a strong balance of experience and fresh vision.

Standards-Based Curriculum

McFarland High School provides standards-based curriculum for all students. The courses of study at McFarland High School are aligned to meet the State Standards for student achievement across the curriculum. The courses consist of grade level, college preparatory, honors, support, and Advanced Placement (AP) classes. College preparatory classes make up the majority of course offerings across the curriculum. The school offers three honors classes: English 9H, English 10H and Honors Economics. The school has continued to emphasize and increase our AP course offerings and now offers AP Spanish Literature, AP US History, and AP Studio Art (Drawing, 2D, and 3D), for a total of thirteen AP courses. Based on these offerings and the incoming Common Core standards, the staff constantly faces the challenge of properly placing students and supporting the push-in of Special populations.

To enable students to meet graduation requirements, the school offers Intervention classes for students who are far below basic on the CST and support classes in English and geometry for students who are below basic. The support classes in algebra were eliminated this year. In addition, CAHSEE math and English classes for sophomores, juniors and seniors increase graduation rates. At-risk students and those off track for graduation may enroll in after school Credit Recovery classes utilizing the A+ Online Learning program to recover credits in failed courses. In addition, beginning in 2012-13, the staff implemented the college preparatory APEX program to provide college preparatory students the opportunity to make up classes after school. Furthermore, students have access to the Bakersfield College Concurrent Enrollment Program through the Delano Campus and on-line program.

English Language Development (ELD) classes are offered for students who need continued support in mastering their English skills. Students find support by taking this class along with their regular English class. Conversely, "newcomers" with little or no English skills take a two period English Academy class.

Common Core – Rigorous Curriculum Design

The district and school site staff remains vigilant in the pursuit of rigorous classroom study. However, the adoption of Common Core standards in the State of California requires additional measures in order to effectively transition to the Common Core foci. As a result, staff has begun a process of transition by enrolling members of Math and English departments in a professional development course called RCD Training (Rigorous Curriculum Design). Other departments begin training March of 2014 in succession as those disciplines find suitable articulation of recently adopted standards.

In addition to outside resources, departments rally around rich discussion pertaining to Common Core as they address the mechanics of the adoption. Starting with a process of cross-referencing CST based standard standards and Common Core Standards, teachers have been gaining knowledge of the new applications relevant to their student's learning. Faculty discussions also center on relevant instructional practices and curriculum design or adoption pursuant to teaching to the new standards so that students find enhanced learning through targeted instructional practices and a germane approach to content and the current available curriculum resources. Renewed discussions include new curriculum adoption plans and revised adoption timelines for new curriculum as publishers scramble to adapt their products to the new standards. Where some departments, such as English, recently adopted a new curriculum just prior to the advent of Common Core, the publisher provides companion materials pertaining to Common Core.

Campus Improvements SIG Grant– 3 years

Resulting from three intense years of operation under a School Improvement Grant (SIG), the school's API rose 34 points this last year. First, the funds afforded the district to extend the instructional day for students in an effort to promote accelerated growth. Second, the district offered a range of after-school tutoring options. Many teachers from almost every discipline served in various capacities to aid at risk students who struggled in various topics.

Further, the district in partnership with UC Merced, offered eight week CAHSEE Academies two of the last three years. Over 100 students each year attended these six hour academies, shifting between three hours of math instruction and three hours of English instruction carefully targeted at CAHSEE skills. In addition, to the many resources available, UC Merced provided specialized training for academy teachers, calling on the vast knowledge of well-seasoned professionals.

The success of these programs produced a strong desire to continue these intensive learning opportunities. Due to the lack of continuing SIG funds, the district cannot continue these efforts and will need to provide other funding to offer similar sessions this school year for students.

Grants and Additional Funding

Every year brings new grant opportunities. Teachers continue to find sources of additional funding. Paramount Farms has remained a benchmark for area support. Many teachers have written grants and received awards that enhance their classroom resources and instructional materials. Most notable, the grants have often funded the acquisition of technologies such as iPads or material purchases that supply particular classrooms where school funding falls short.

In addition, some teachers have found classroom scholarship funds through the internet. Various websites and organizations offer donor opportunities for education.

English Department

Over the last three years, the English Department received a face lift. The department continues to grow through the addition of new instructors. Beginning with the SIG grant, the district added three teachers to the English Department. In spite of the absence of the grant this year, and as a matter of budget, the district has appropriated sufficient funds to sustain the added positions. In process, the department has turned over several positions for various reasons. But, in all, the progress of the department continues with the acquisition of several bright and energetic teachers. Many of these teachers were recently credentialed, which advances the incorporation of special needs into the general population since credential programs now include a heavy focus on these concerns with regard to differentiation of classroom instruction. In addition, newly credentialed teachers benefit from discussion and preparation pertinent to Common Core standards.

As the department continues to stabilize, the collaborative environment improves each year. Rich discussions echo in the halls as teachers dialogue over instructional practices, curriculum application, and assessment methodologies. At the close of last school year, the department conducted a five day workshops where participants performed an extensive review of instruction relative to Common Core including building new instructional plans and pacing calendars. The department aligned all four grade levels with regard to pacing by coordinating genre studies across grade levels so that instructors could continually converse over instructional methods, higher level questioning (related to Common Core), student learning activities, assessment methods and tools, and curriculum applications.

Math Department

The math department has championed marked gains over the last few years due to concerted efforts of a well-organized department. They worked closely with QES for three years mapping out strategies for teaching and implementing effective instruction. The on-site academic coach has also greatly helped facilitate and organize the necessary support.

In particular, the department has diligently worked with specific regard toward transitioning to Common Core Standards. They have already begun realigning instruction with a focus on new teaching strategies that will assist students in testing well under the expected Common Core testing methods and foci. CAHSEE scores have made significant gains through a concerted effort involving three implementations: in-class preparation, CAHSEE Saturday Academies, and Revolution K12. This last year marked the largest increase resulting from these strategies. First, teachers strategized to include CAHSEE prep through daily warm-ups. Second, two of the last three years, the Math Department in cooperation with UC Merced held eight week Saturday sessions offering students three hours of intensive preparation. Additionally, the department adopted Revolution K12. The program is used as a second wave for at risk students that need an extra boost beyond the CAHSEE Academies and in-class instruction.

SPECIAL ED

The Special Education Department has come under new leadership over the last three years at both a district and campus level. During the last few years, the department has shifted to a “push-in style” distribution of students with varied levels of success. Overall, the department still needs to address the needs of all students in working with this model.

This push-in represents an effort to incorporate RSP students into the general population for the social and educational benefits of all students. However, as stated before, this incorporation has met challenges for teachers in providing differentiated instruction, maintaining curricular pace, supporting special populations in college prep courses consistent with IEPs, and providing appropriate rigor for all.

School Programs and Activities Beyond the Classroom

Vocational Training

McFarland High School continues to partner with North Kern Vocational Training Center offering classes for junior and seniors on the campuses of Delano and Wasco High Schools. These courses partner with local businesses such as McFarland doctor's offices, McFarland Health Care Clinic, Delano Regional Medical Center, and Kmart. This program advances career paths for students through on-the-job training and formal instruction in the classroom. Completion of the program provides students with a Certificate of Completion in their designated program. Students in the nursing program may also take the State Exam for Certificated Nursing Assistance (CNA) licensing. McFarland High School offers innovative programs.

COURSE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Auto Tech	2	5	8	1	0	0
Autobody/Fender Repair	4	3	10	4	9	4
Computer Aid Draft	3	0	0	0	0	0
Computerized Billing	4	0	0	0	0	0
Construction	1	0	2	0	2	1
Co-Op	1	2	2	3	2	1
Cosmetology	2	0	0	0	0	0
Health Occupations	1	2	1	0	0	0
Market/Merchant/Bank	1	2	4	5	13	3
Medical Assistant	8	7	3	3	10	1
Medical Receptionist	3	6	14	3	4	10
Nursing Assistant	10	0	3	2	4	2
Office Occupation	1	0	0	0	0	0
Receptionist Clerk	1	1	4	0	0	0
Security & Law Enf	6	6	9	10	9	3
Welding/Pipe Welding	0	2	0	0	0	0
TOTAL ENROLLMENT	**48**	**36**	**60**	**31**	**53**	**25**

The VTC program waxes and wanes alternately over the last six years, with a general downward trend in enrollment by as much as 50 percent. The program holds classes off-site generating scheduling difficulties for many students, especially since this last year the school did not offer an afternoon program. In all, the highest interest courses remain in the medical related professions, followed by auto and law enforcement. With the school's emphasis on college and career ready, the administration and staff will need to address logistical availability and course scheduling that helps facilitate students holding those career-related interests supported by the VTC program.

The AVID program serves approximately 100 students and the UC Scholars program has a cohort of 120 students. This comprises one-fourth of the student population in a four year mentoring program. In addition, a group of community leaders have formed a student leadership group, meeting with ASB and school leaders once a month. The Student Leadership Group provides mentoring and motivation to student leaders.

Community Partnership

Roll Global/Paramount Academy: Consistent with the college and career ready school wide objective, the California Partnership Academies (CPA) has formed a community partnership with McFarland High School to establish an Ag Academy following the CPA model. The CPA model is a three-year program (grades ten-twelve) structured as a school-within-a-school. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. http://www.cde.ca.gov/ci/gs/hs/cpagen.asp

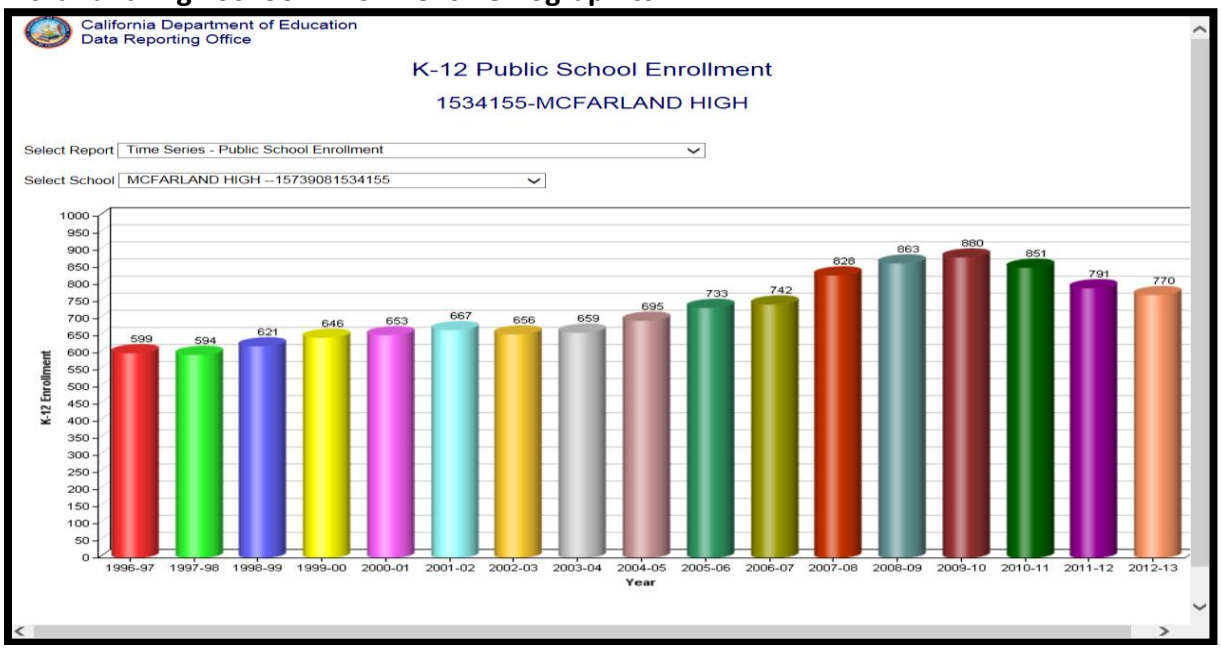
Preparation for the first freshman class is underway with monthly meetings being held with the 9th grade core teaching team (Math, Science, and English), an At Risk Counselor, the Ag Advisor, and Roll Global. Funding from the CDE has been secured for the planning phase. Planned infrastructure improvements to the school farm as well as the ag shop building are part of the preparations for implementation of the academy. A school learning garden will be built in the common area of campus. http://thekitchencommunity.org/

Extracurricular and the Arts

MHS offers athletic teams for students in fifteen different sports and numerous extracurricular clubs and activities. These include ASB, M.E.C.H.A., FOCUS club, CSF, Club Ed., and Travel Club. Students also have a voice in school and community governance through the Associated Student Body (ASB) Council.

In support of the arts, the school offers a music program, featuring a percussion ensemble, "Drum-Line" and Show Choir. The drum-line is featured at many school and community events and is a sense of pride for the school. Additionally, the school supports an active fine arts program including AP Arts classes. The art department participates in art shows and art exhibits in McFarland and Bakersfield. The school also continues to develop and grow the drama program. Furthermore, beginning this year, an after-school Hispanic Folkloric Dance program was implemented and open for all interested students. The sports program, various clubs and fine arts programs on campus are very important to McFarland students due to the limited community resources available to them.

McFarland High School Enrollment Demographics



Enrollment – Current October 2013 student enrollment **804** Students

Grade	9th Grade	10th Grade	11th Grade	12th Grade
Enrollment	237	196	199	172

For the first time in three years, enrollment has increased. The decline for the past three years can be attributed to students leaving the district for higher performing schools in nearby communities, transfers to San Joaquin Continuation High School, and drop-outs. The housing shortage during this same period contributed to the decline as well. In the past year, however, McFarland has experienced a surge in the building of 50 new single family homes and an apartment complex with an additional 50 units. The California Department of Finance recently declared McFarland the fastest growing city in Kern County. http://www.dof.ca.gov/research/demographic/reports/estimates/e-1/documents/E-1_2013_Press_Release.pdf

2012 – 2013 Subgroup Enrollments

TYPE	English Learners	Socioeconomic Disadvantaged	Students with Disabilities
Population	54%	99%	8%

The English learner population percentage has dropped due to re-designation from English Learner to R-FEP. The success in re-designation can be due in part to the Kevin Clark program and teacher instructional training funded with the SIG money. Still, over fifty percent of all students remain EL Students. The school socioeconomic population reflects the overall socioeconomic population of the community. The entire McFarland Unified School District student population participates in a free breakfast and lunch program.

Gender Breakdown by Grade

	9th Grade	10th Grade	11th Grade	12th Grade
Female	106	105	100	77
Male	94	131	99	87

Current Enrollment by Ethnicity

	9th Grade	10th Grade	11th Grade	12th Grade
Hispanic	195	215	185	156
Other	5	7	2	4

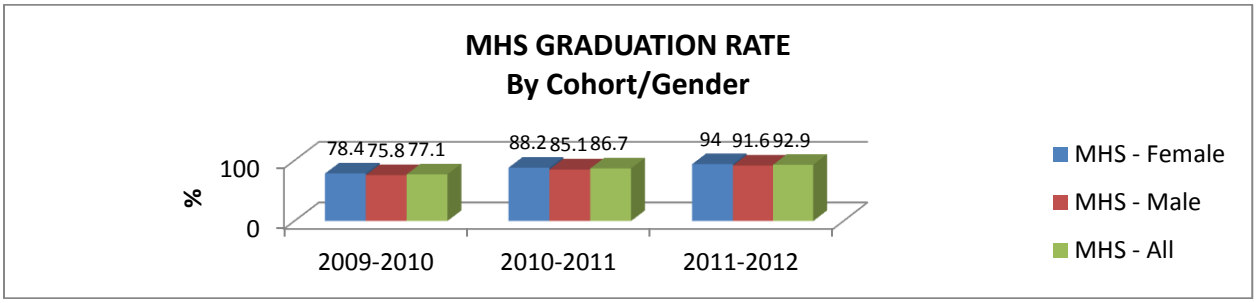
Expulsions and Suspension Rates

Year	Expulsions	Suspensions
2012-2013	**0**	**79**
2011-2012	**1**	**95**
2010-2011	**6**	**135**
2009-2010	**3**	**90**
2008-2009	**10**	**116**

The philosophy of the McFarland Unified School District is reflected in reduced expulsions, dropping significantly, from 10 students in 2008-2009 to zero students in 2012-2013 resulting from the Opportunity Class option, drug counseling program in lieu of expulsion, and optional transfers to the

Delano, CA community school. Suspension rates have dropped from 116 to 79 during the same time period.

Graduation and Completion Rates



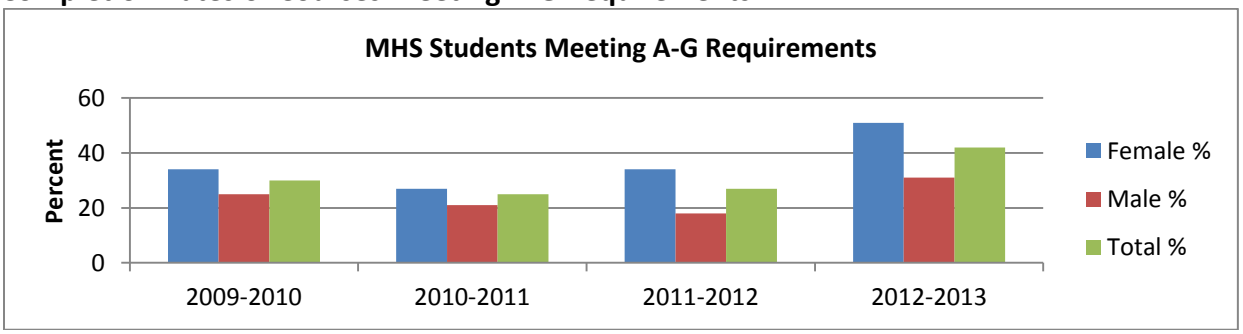
- McFarland High School graduation rates have increased 16%, while the state cohort graduation rates have risen less than five percent.
- Over a three year period, MHS students graduated at an average rate of 85.6 percent, while California posted a graduation rate of 76.7 percent.
- McFarland graduation rates have risen from 77.1 percent in 2010 to 92.9 percent in 2012.

Statistical Breakdown of Graduation Rates by Gender and Ethnicity

	MHS - Female	MHS - Male	MHS - All	CA Hisp. Female	CA Hisp. Male	CA - All	CA - Female	CA-Male
2009-2010	78.4	75.8	77.1	73.1	63.2	74.7	78.8	70.8
2010-2011	88.2	85.1	86.7	76.4	66.6	77.2	81.3	73.2
2011-2012	94	91.6	92.9	78.8	68.4	78.9	83	74

MHS graduation rates overall significantly exceed state averages. More, given the 97 percent Hispanic student population, MHS students exceed statewide Hispanic graduation averages.

Completion Rates of Courses Meeting A-G Requirements



- Student completion rates of courses meeting A-G requirements trends upward.
- Female completion rates rank strongest, tracking with overall graduation rates

In seeking to address the needs of all student populations, MHS needs to develop ways of reaching male populations so as to bring their performance on par with female students.

Breakdown of A-G Completion Rates

	2009-2010	2010-2011	2011-2012	2012-2013
MHS - Female %	34	27	34	48
MHS - Male %	25	21	18	31
MHS - Total %	30	25	27	42
CA – Female %	41	41	43	NA
CA – Male %	32	33	34	NA
CA – Total	36	37	38	NA

- Students meeting A-G requirements increased from 30% in 2009 -2010 to 42% in 2012-2013
- State averages rate 37% as compared to MHS rates of 31%
- MHS gender statistics mirrors the state

Contributing factors for increase result from the promotion of college going culture through: School wide PSAT, MHS as SAT Testing Site, UC Scholars Parent Empowerment Program, acknowledgement for academic excellence (e.g. Golden State Seal Merit graduation diplomas, medallion awards, teacher awarded certificates, and a district sponsored breakfast), and counselor classroom presentations – 2 times per year per grade level. The school also offers college prep classes during summer school and has implemented the APEX Online Learning for A-G Credit Recovery for failed courses.

Advanced Placement & Honors Courses

LIBERAL ARTS		**SCIENCES**
AP English Literature and Composition		AP Calculus
AP English Language and Composition		AP Statistics
AP Government/Economics		AP Biology
AP U.S. History	AP World History	**HONORS**
AP Spanish Language	AP Spanish Literature	9th and 10th Grade Honors English
AP Studio Art (Drawing, 2D Art, and 3D Art)		Honors Economics

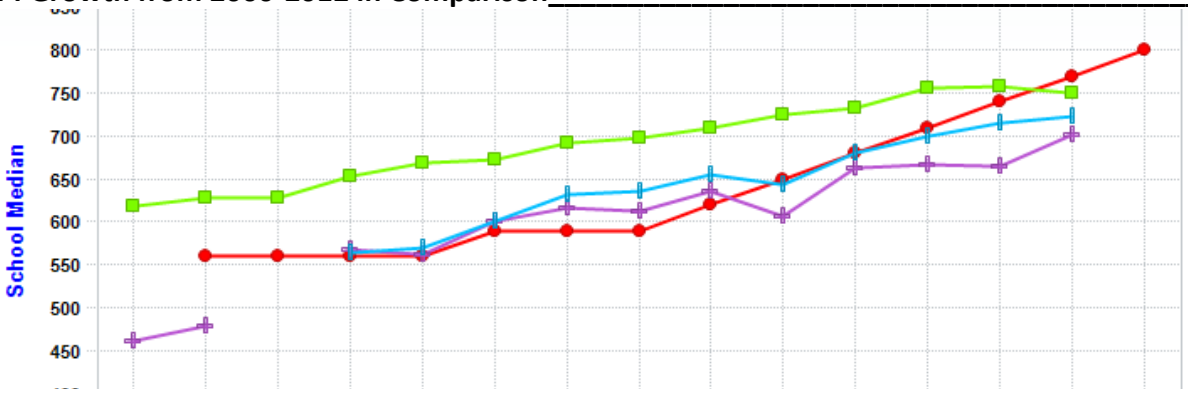
	2009	2010	2011	2012	2013
	McFarland High School (051945)				
Total AP Students	90	77	132	124	154
Number of Exams	157	130	240	199	294
AP Students with Scores 3+	39	29	48	19	19
% of Total AP Students with Scores 3+	43.3	37.7	36.4	15.3	12.3

MHS currently offers 13 AP courses and 3 honors courses, though the program faces various challenges due to teacher turnover and the addition of new courses. Five courses have been added in the past three years and are still being refined. Overall, the number of students taking AP courses has increased significantly. However, students passing with 3+ test scores decline by percentage.

Consideration of vertical articulation, realignment of AP and honor class coursework, and coordination across disciplines lead the discussion for improving MHS performance in the AP arena.

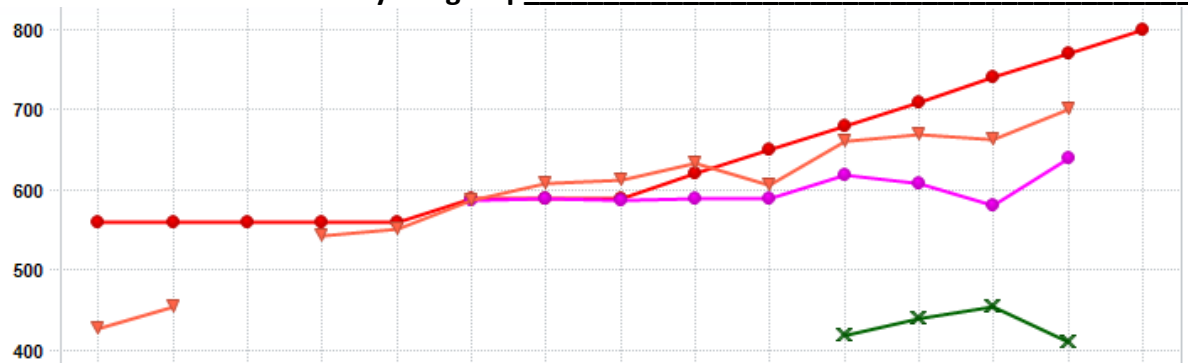
Student Achievement Data

API Growth from 2000-2012 in Comparison



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
California School Median															
Kern County School Median	619	629	628	653	669	673	693	698	710	724	732	756	757	751	
McFarland Unified District API				564	570	601	631	636	656	643	681	700	716	723	
McFarland High School API	462	479		569	562	601	616	613	636	606	662	667	664	701	
API Target of AYP		560	560	560	560	590	590	590	620	650	680	710	740	770	800

API Growth from 2000-2012 by Subgroup



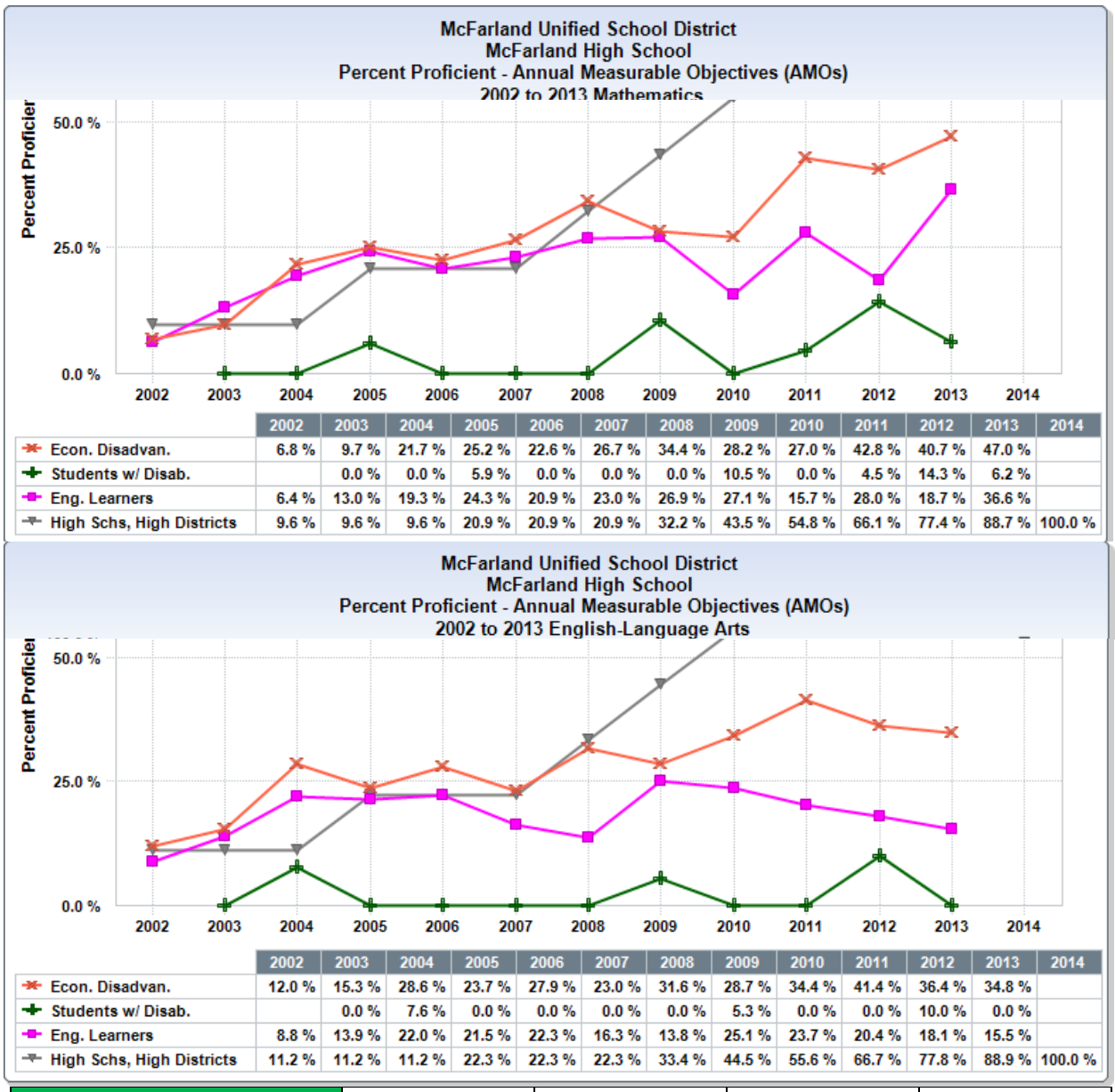
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Econ. Disadvan.	428	455		543	551	588	608	612	634	606	662	670	664	701	
Students w/ Disab.											418	440	455	411	
Eng. Learners						588	589	587	590	589	618	608	582	639	
API Target of AYP	560	560	560	560	560	590	590	590	620	650	680	710	740	770	800

Analysis

Overall, the school's API scores have trended upward with the largest gains in the 2009-2010 and 2012-2013 school years. From 2009-2013 the school gained an average of 24 points per year which approximately represents a four percent annual increase.

Despite these overall improvements, special populations (students with disabilities and language learners) struggle to track with the larger group's progress. This points to the need for critical attention in reviewing how the staff meets the instructional needs of these students. **MHS staffs need to develop literacy through a reading and writing focus. In addition, the school needs to make learning more accessible by restructuring course offerings to meet the diverse needs of special populations.**

AYP OVERVIEW 2002-2012



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Econ. Disadvan.	6.8 %	9.7 %	21.7 %	25.2 %	22.6 %	26.7 %	34.4 %	28.2 %	27.0 %	42.8 %	40.7 %	47.0 %	
Students w/ Disab.		0.0 %	0.0 %	5.9 %	0.0 %	0.0 %	0.0 %	10.5 %	0.0 %	4.5 %	14.3 %	6.2 %	
Eng. Learners	6.4 %	13.0 %	19.3 %	24.3 %	20.9 %	23.0 %	26.9 %	27.1 %	15.7 %	28.0 %	18.7 %	36.6 %	
High Schs, High Districts	9.6 %	9.6 %	9.6 %	20.9 %	20.9 %	20.9 %	32.2 %	43.5 %	54.8 %	66.1 %	77.4 %	88.7 %	100.0 %

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Econ. Disadvan.	12.0 %	15.3 %	28.6 %	23.7 %	27.9 %	23.0 %	31.6 %	28.7 %	34.4 %	41.4 %	36.4 %	34.8 %	
Students w/ Disab.		0.0 %	7.6 %	0.0 %	0.0 %	0.0 %	0.0 %	5.3 %	0.0 %	0.0 %	10.0 %	0.0 %	
Eng. Learners	8.8 %	13.9 %	22.0 %	21.5 %	22.3 %	16.3 %	13.8 %	25.1 %	23.7 %	20.4 %	18.1 %	15.5 %	
High Schs, High Districts	11.2 %	11.2 %	11.2 %	22.3 %	22.3 %	22.3 %	33.4 %	44.5 %	55.6 %	66.7 %	77.8 %	88.9 %	100.0 %

ANNUAL OVERALL GROWTH DIFFERENTIAL	2009-10 Growth	2010-11 Growth	2011-12 Growth	2012-13 Growth
	54	8	-3	37

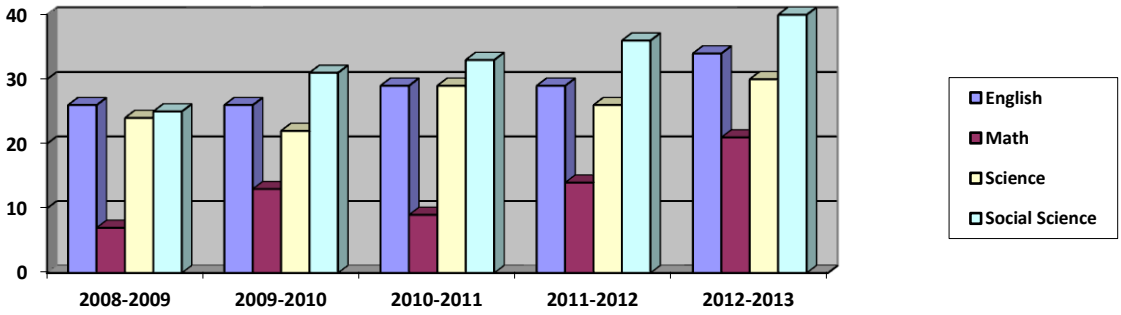
With regard to students with disabilities, the school's population represents a significantly smaller sample than language learners, thus the irregularities in student achievement. Yet, despite the larger sample of almost 23 percent of the school's total population, math proficiencies vacillate, while English proficiencies decline.

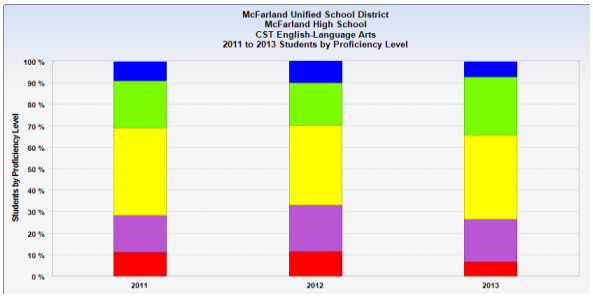
Consistent with the API report by subgroup, the AYP indicators above again emphasize the need for developing literacy through a reading and writing focus, while making learning accessible to all students through restructured course offerings.

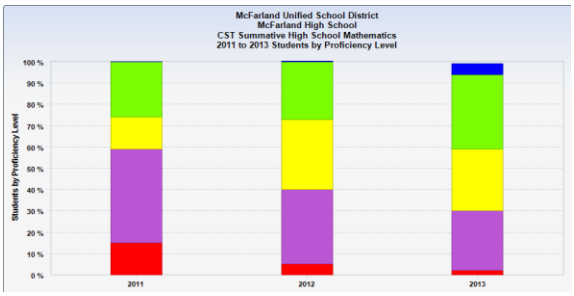
OVERVIEW: CST Data in English, Math, Science, History/Social Science

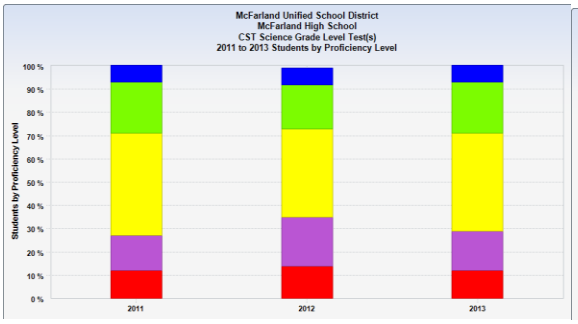
Overall, CST Proficiency has increased in all subjects over the last five years. Teachers have received training in all areas including ELPD, AB 466, RCD, RTI, AP, AVID, AVID Engagement Strategies, Thinking Maps, Writing Across the Curriculum, Common Core scoring using rubrics, and Common Core pacing. Other training such as Safe School Ambassadors and Capturing Kids' Hearts has enhanced a positive learning environment. The two charts below provide an overview of global increases across the disciplines.

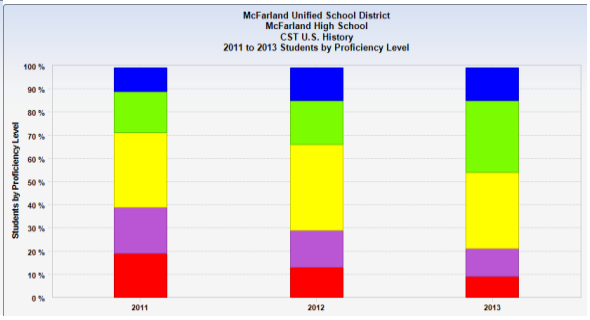
CST Proficiency by Department







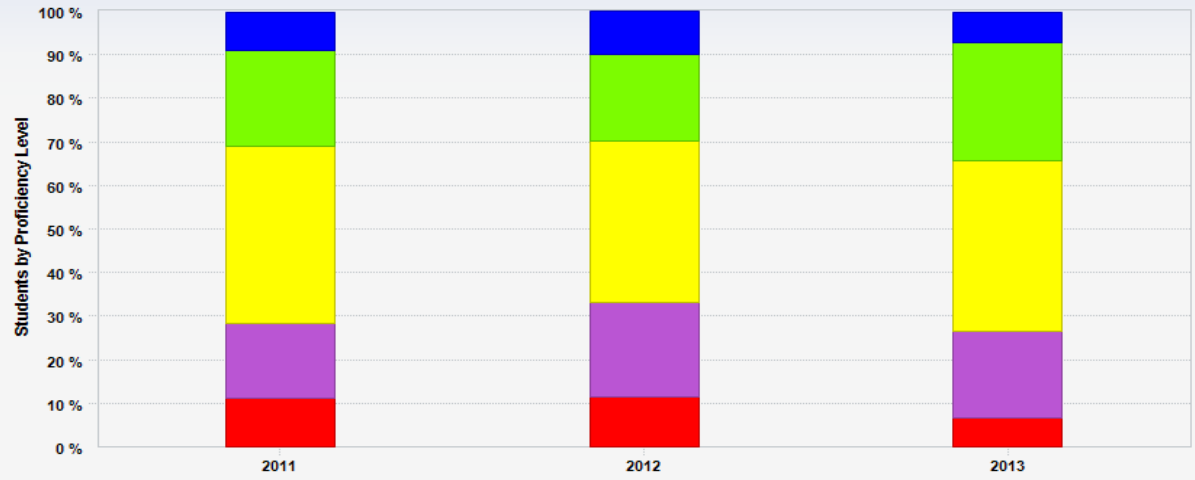




Overall, the Far Below Basic and Below Basic bands shrink against growing proficiency and advanced bands. ***Subsequent and detailed breakdowns follow according to individualized course offerings within the disciplines as available.***

CST Language Arts Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST English-Language Arts
2011 to 2013 Students by Proficiency Level



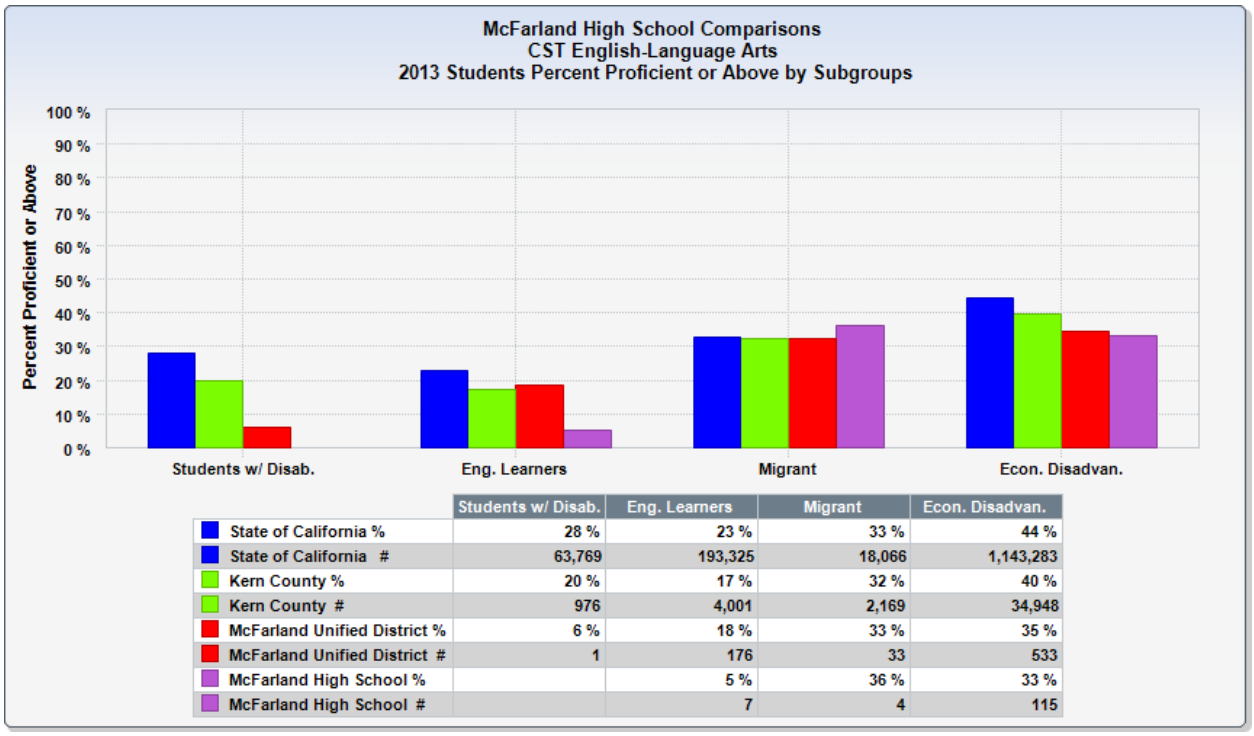
	2011	2012	2013
Far Below Basic %	11 %	11 %	7 %
Far Below Basic #	61	61	36
Below Basic %	17 %	22 %	20 %
Below Basic #	94	117	105
Basic %	41 %	37 %	39 %
Basic #	223	201	208
Proficient %	22 %	20 %	27 %
Proficient #	121	107	145
Advanced %	9 %	10 %	7 %
Advanced #	48	54	37

McFarland Unified School District
McFarland High School
CST English-Language Arts
2011 to 2013 Mean Scale Score by Grade

Mean Scale Score Proficient Target 350

	Grade 9	Grade 10	Grade 11
2011 MSS	326	331	323
2011 #	198	175	176
2012 MSS	321	327	321
2012 #	197	183	161
2013 MSS	331	331	329
2013 #	185	185	162

CST Language Arts Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	28 %	23 %	33 %	44 %
State of California #	63,769	193,325	18,066	1,143,283
Kern County %	20 %	17 %	32 %	40 %
Kern County #	976	4,001	2,169	34,948
McFarland Unified District %	6 %	18 %	33 %	35 %
McFarland Unified District #	1	176	33	533
McFarland High School %		5 %	36 %	33 %
McFarland High School #		7	4	115

CST Language Arts Results – Group Findings

Overall, MHS shows significant improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. Mean scores, on the other hand, span a narrow range with marginal improvement over three years in 9th and 11th grades. Tenth grade students hold after three years.

By comparison, the school's performance against state and county averages, shows well for migrant students. Economically disadvantaged students, which represent the demographic of the campus, trail state averages. Furthermore, language skills, overall, fall below state and county averages, signaling a high need for the literacy needs of the MHS student population.

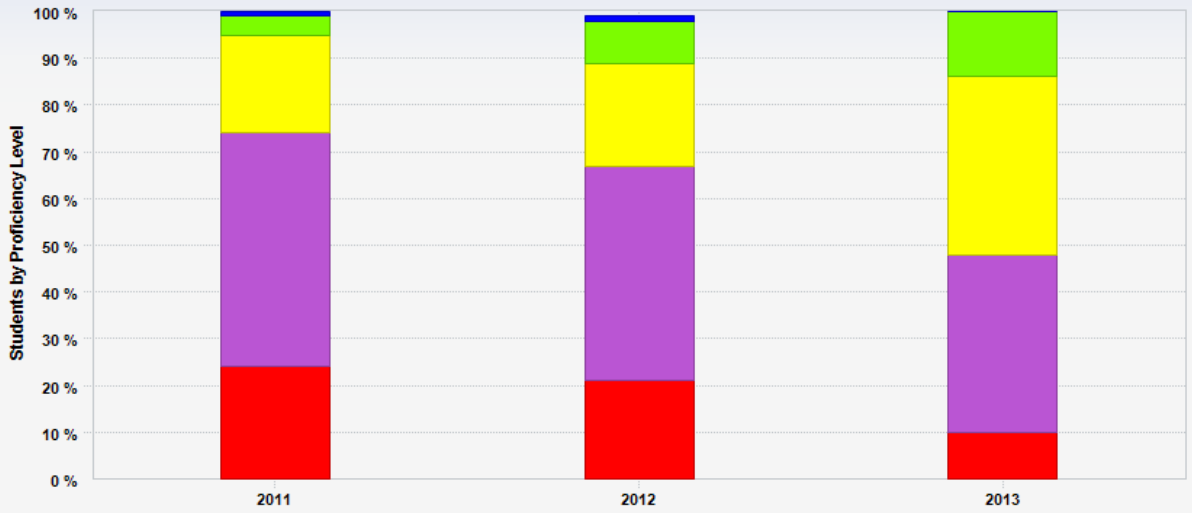
SUMMARY

- Marked improvement of proficient and advanced performance
- Mean scores generally trend upward with marginal increases
- School averages lag behind state and county data
- Results relatively consistent across grade levels

END CST Language Arts

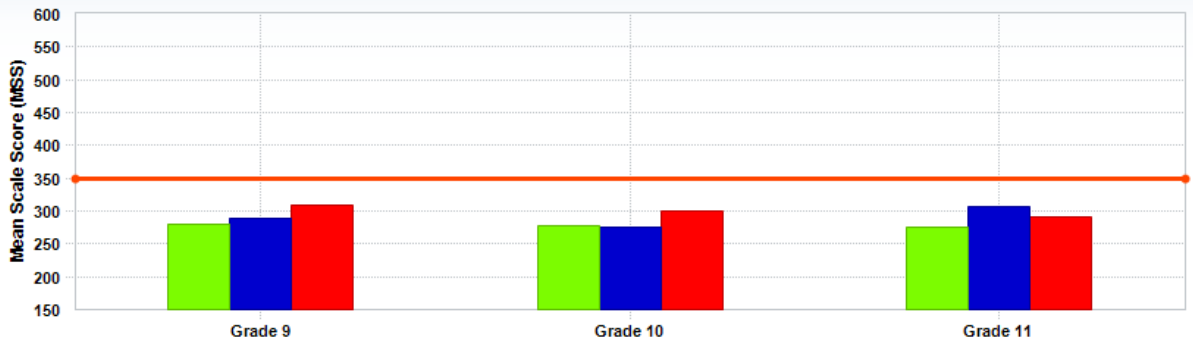
CST Algebra I Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Algebra I
2011 to 2013 Students by Proficiency Level



	2011	2012	2013
Far Below Basic %	24 %	21 %	10 %
Far Below Basic #	50	31	17
Below Basic %	50 %	46 %	38 %
Below Basic #	104	69	65
Basic %	21 %	22 %	38 %
Basic #	43	33	65
Proficient %	4 %	9 %	14 %
Proficient #	8	13	24
Advanced %	1 %	1 %	0 %
Advanced #	2	1	0

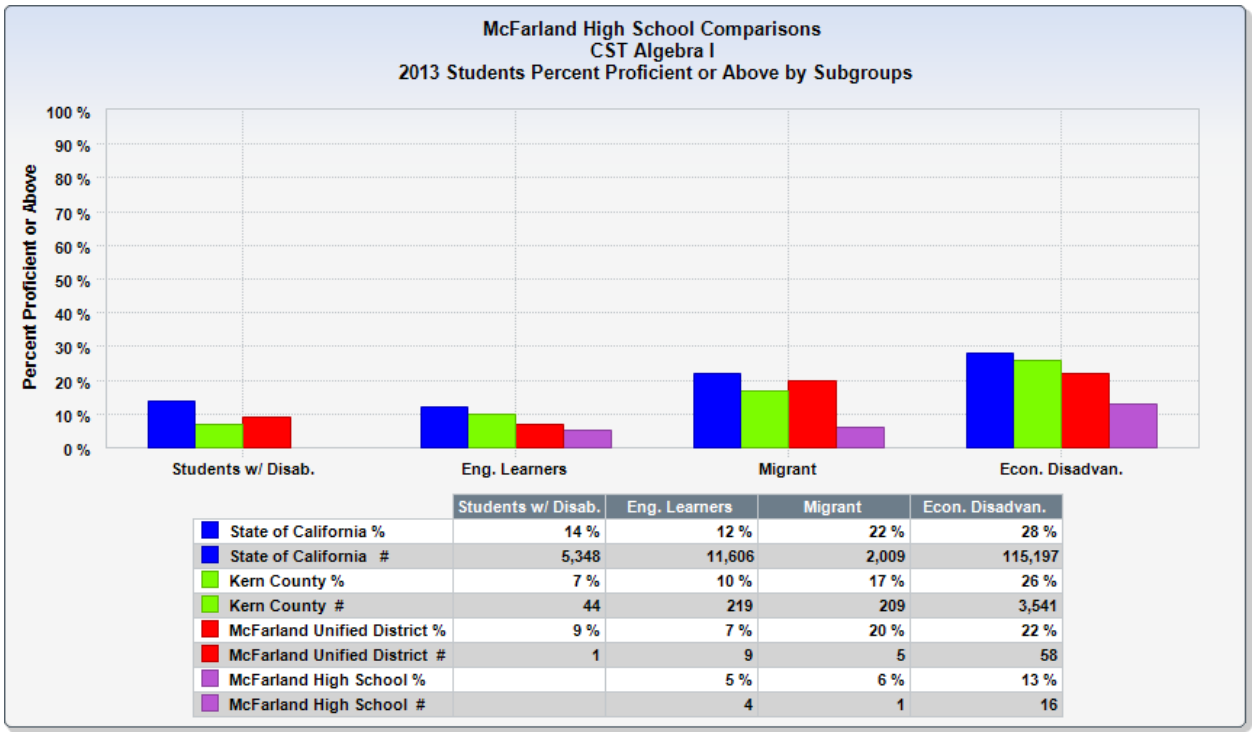
McFarland Unified School District
McFarland High School
CST Algebra I
2011 to 2013 Mean Scale Score by Grade



Mean Scale Score Proficient Target 350

	Grade 9	Grade 10	Grade 11
2011 MSS	281	277	274
2011 #	123	73	11
2012 MSS	290	276	307
2012 #	101	34	14
2013 MSS	308	299	292
2013 #	115	43	12

CST Algebra I Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	14 %	12 %	22 %	28 %
State of California #	5,348	11,606	2,009	115,197
Kern County %	7 %	10 %	17 %	26 %
Kern County #	44	219	209	3,541
McFarland Unified District %	9 %	7 %	20 %	22 %
McFarland Unified District #	1	9	5	58
McFarland High School %		5 %	6 %	13 %
McFarland High School #		4	1	16

CST Algebra I Results – Group Findings

Overall, MHS shows significant improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. Ninth and tenth grade mean scores trend upward, while 11th fell backward after a year of increase.

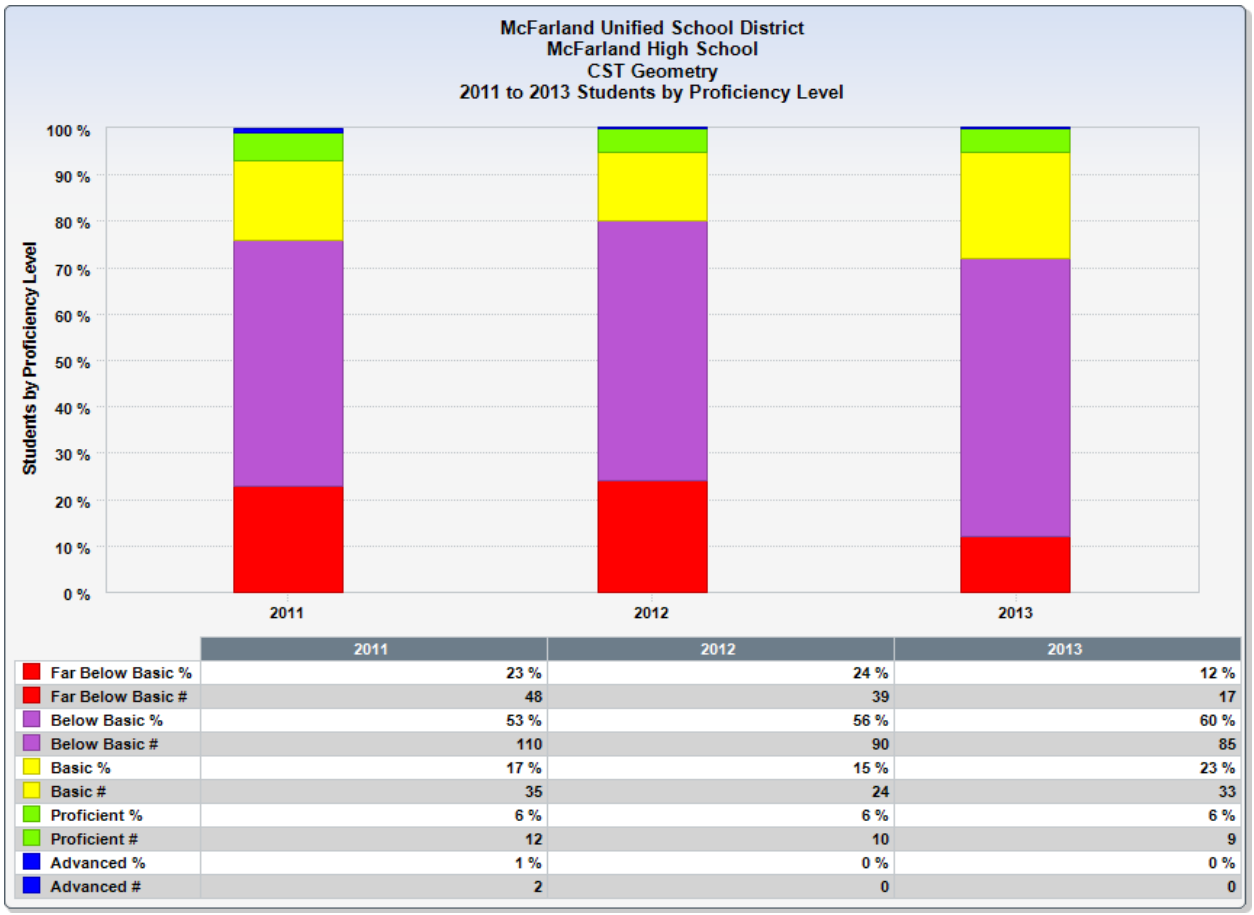
By comparison, the school performs below state and county averages with regard to Economically Disadvantaged subgroups, which represent the larger student body. This data contradicts the findings in Algebra II, thus indicating that more proficient students advance, while under performing students struggle toward proficiency.

SUMMARY

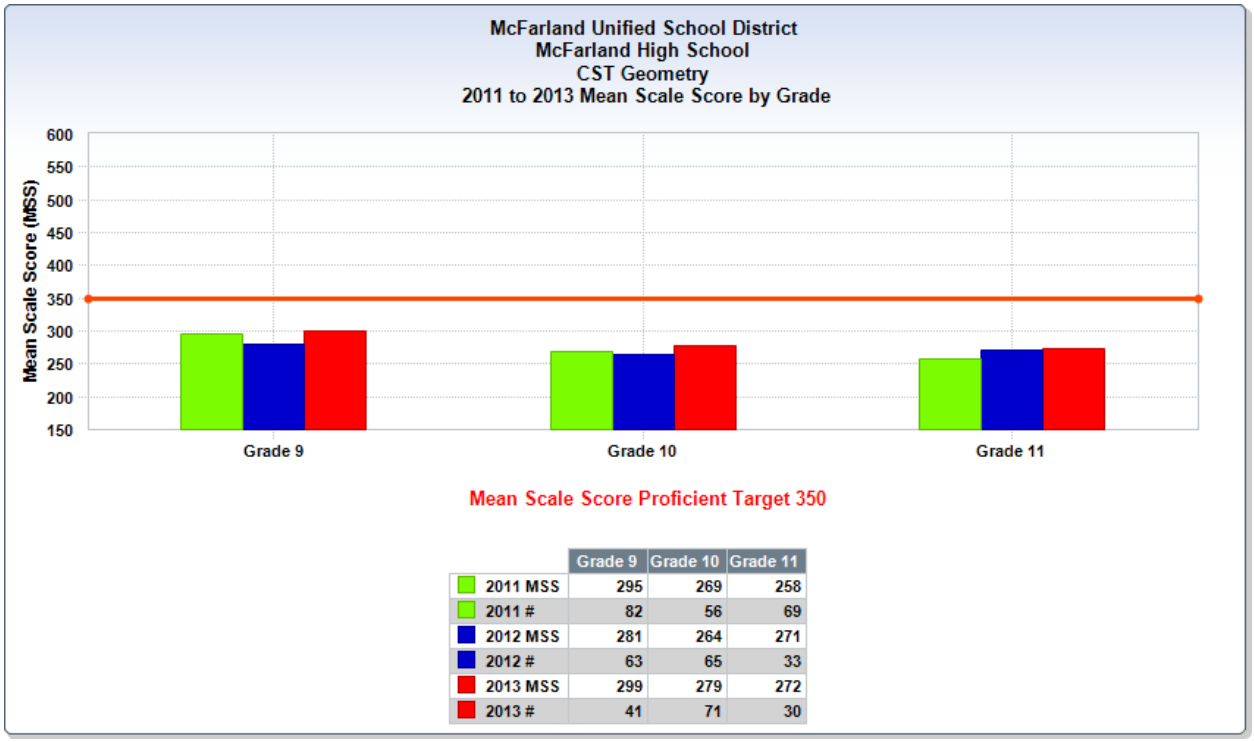
- Significant improvement of proficient and advanced performance
- Mean scores show trend upward for 9th and 10th grades
- 11th grade mean scores vary between rising and falling
- Highest mean scores in the lowest grades
- School averages trail state and county data
- CST band improvements consistent across department

END CST Algebra I

CST Geometry Results – Three Year Comparisons (page 1 of 2)

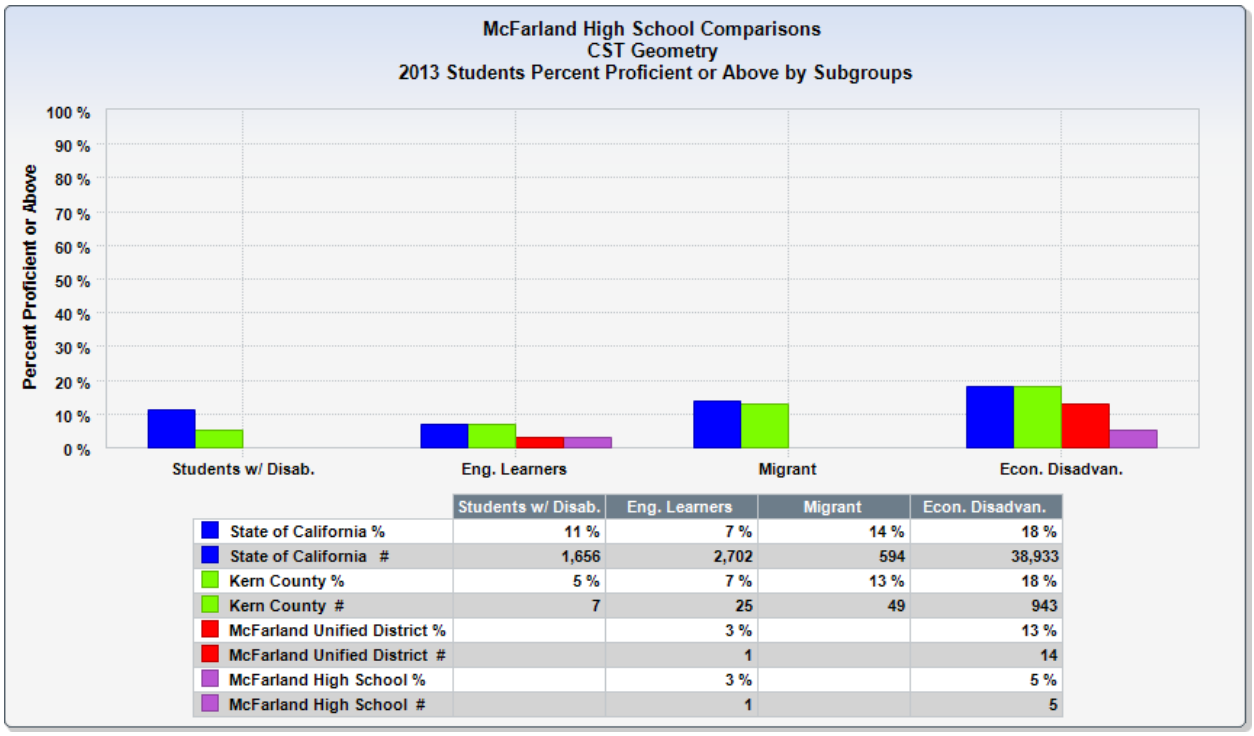


	2011	2012	2013
Far Below Basic %	23 %	24 %	12 %
Far Below Basic #	48	39	17
Below Basic %	53 %	56 %	60 %
Below Basic #	110	90	85
Basic %	17 %	15 %	23 %
Basic #	35	24	33
Proficient %	6 %	6 %	6 %
Proficient #	12	10	9
Advanced %	1 %	0 %	0 %
Advanced #	2	0	0



	Grade 9	Grade 10	Grade 11
2011 MSS	295	269	258
2011 #	82	56	69
2012 MSS	281	264	271
2012 #	63	65	33
2013 MSS	299	279	272
2013 #	41	71	30

CST Geometry Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	11 %	7 %	14 %	18 %
State of California #	1,656	2,702	594	38,933
Kern County %	5 %	7 %	13 %	18 %
Kern County #	7	25	49	943
McFarland Unified District %		3 %		13 %
McFarland Unified District #		1		14
McFarland High School %		3 %		5 %
McFarland High School #		1		5

CST Geometry Results – Group Findings

Overall, MHS shows significant improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. Mean scores trend upward with 9th graders posting the highest mean scores.

By comparison, the school performs well below state and county averages with regard to Economically Disadvantaged subgroups, which represent the larger student body. (This data contradicts the findings in Algebra II as presented in the next segment.)

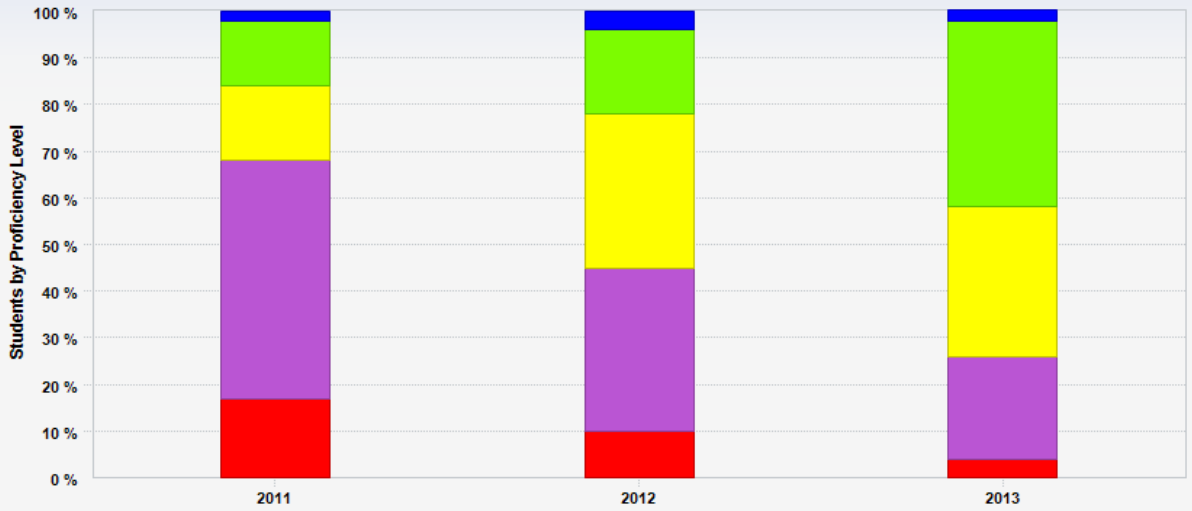
SUMMARY

- Significant improvement of proficient and advanced performance
- Mean scores show trend upward
- Highest mean scores in the lowest grades
- School averages trail state and county data
- CST band improvements consistent across department

END CST Geometry

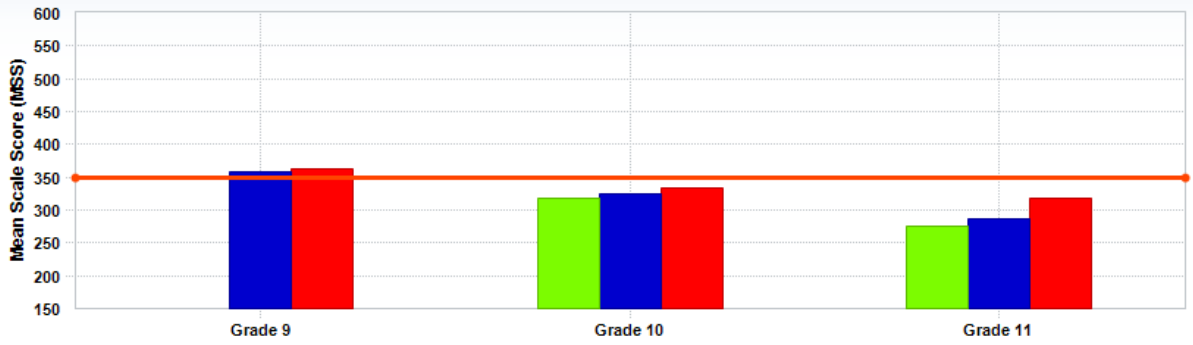
CST Algebra II Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Algebra II
2011 to 2013 Students by Proficiency Level



	2011	2012	2013
Far Below Basic %	17 %	10 %	4 %
Far Below Basic #	15	13	5
Below Basic %	51 %	35 %	22 %
Below Basic #	44	47	25
Basic %	16 %	33 %	32 %
Basic #	14	44	36
Proficient %	14 %	18 %	40 %
Proficient #	12	24	46
Advanced %	2 %	4 %	3 %
Advanced #	2	5	3

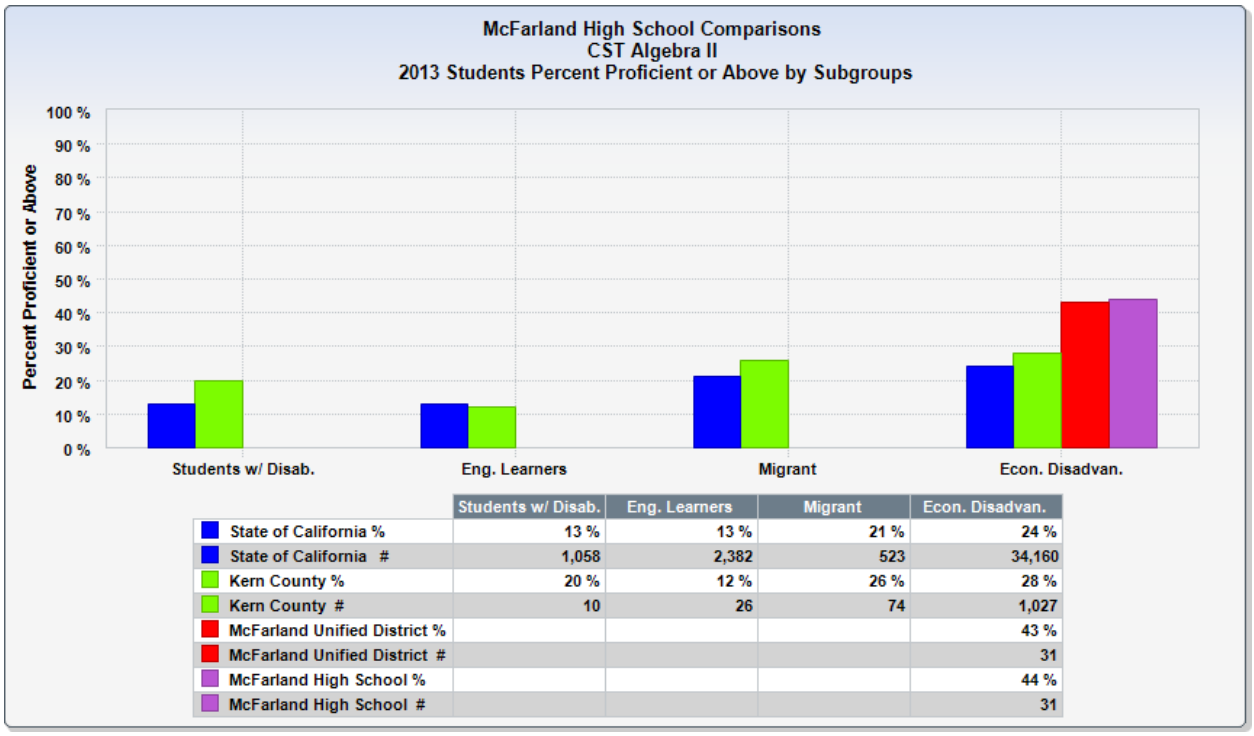
McFarland Unified School District
McFarland High School
CST Algebra II
2011 to 2013 Mean Scale Score by Grade



Mean Scale Score Proficient Target 350

	Grade 9	Grade 10	Grade 11
2011 MSS		317	276
2011 #		42	45
2012 MSS	358	325	286
2012 #	18	69	46
2013 MSS	363	334	318
2013 #	25	56	33

CST Algebra II Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	13 %	13 %	21 %	24 %
State of California #	1,058	2,382	523	34,160
Kern County %	20 %	12 %	26 %	28 %
Kern County #	10	26	74	1,027
McFarland Unified District %				43 %
McFarland Unified District #				31
McFarland High School %				44 %
McFarland High School #				31

CST Algebra II Results – Group Findings

Overall, MHS shows significant improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. Mean scores progressively increase moving from the lowest in 11th grade to the highest in 9th grade.

By comparison, the school performs far above state and county averages with regard to Economically Disadvantaged subgroups, which represent the larger student body. (This data represents the opposite comparisons as shown in Geometry and Algebra I.)

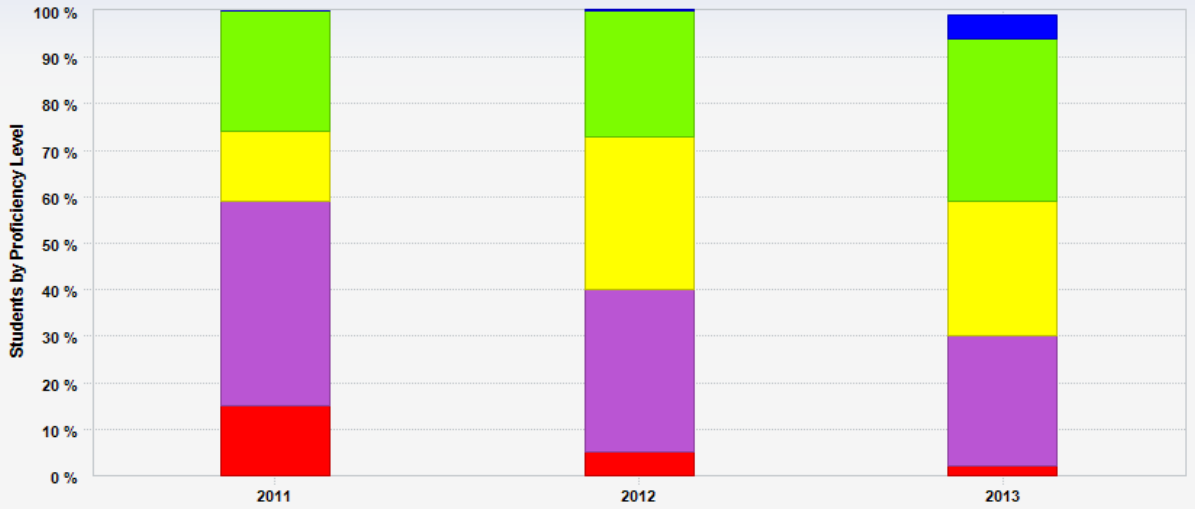
SUMMARY

- Significant improvement of proficient and advanced performance
- Mean scores show consistent trend upward
- Highest mean scores in the lowest grades
- School averages far exceed state and county data
- CST band improvements consistent across department

END CST Algebra II

CST Summative Math Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Summative High School Mathematics
2011 to 2013 Students by Proficiency Level



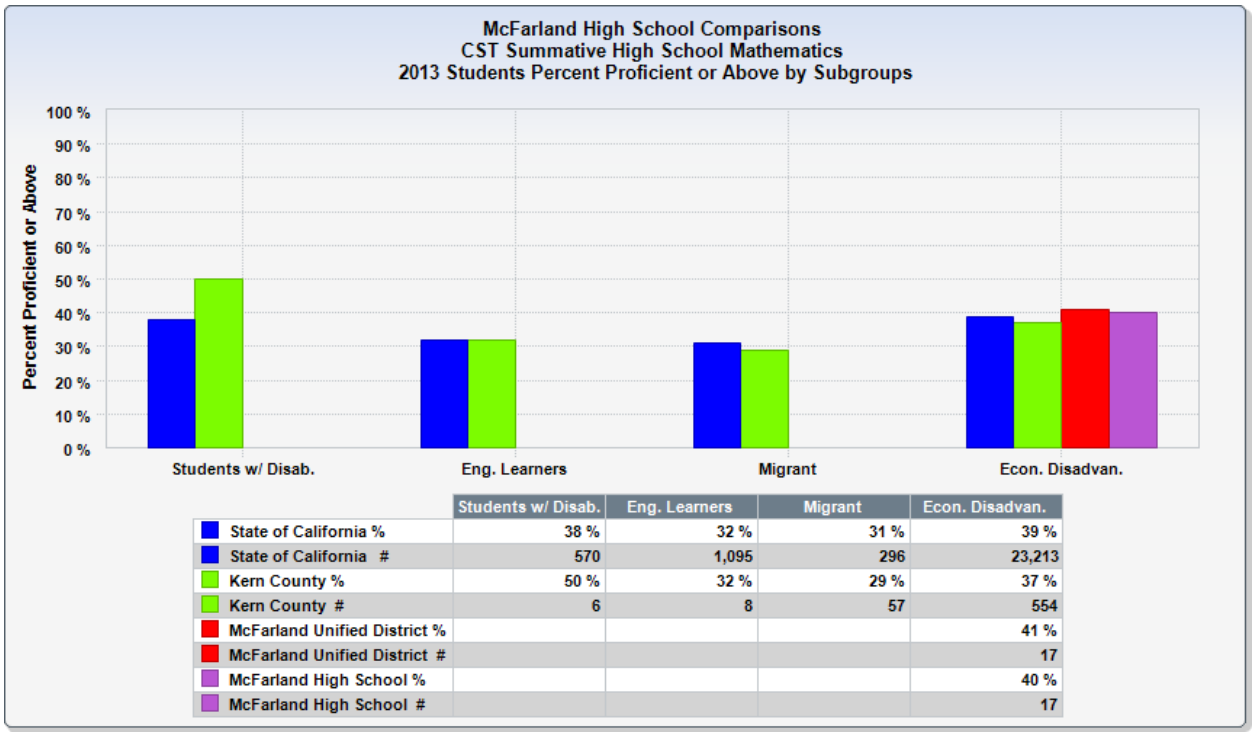
	2011	2012	2013
Far Below Basic %	15 %	5 %	2 %
Far Below Basic #	4	2	2
Below Basic %	44 %	35 %	28 %
Below Basic #	12	15	23
Basic %	15 %	33 %	29 %
Basic #	4	14	24
Proficient %	26 %	28 %	35 %
Proficient #	7	12	29
Advanced %	0 %	0 %	5 %
Advanced #	0	0	4

McFarland Unified School District
McFarland High School
CST Summative High School Mathematics
2011 to 2013 Mean Scale Score by Grade

Mean Scale Score Proficient Target 350

	Grade 10	Grade 11
2011 MSS		290
2011 #		28
2012 MSS		318
2012 #		42
2013 MSS	364	323
2013 #	17	65

CST Summative Math Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	38 %	32 %	31 %	39 %
State of California #	570	1,095	296	23,213
Kern County %	50 %	32 %	29 %	37 %
Kern County #	6	8	57	554
McFarland Unified District %				41 %
McFarland Unified District #				17
McFarland High School %				40 %
McFarland High School #				17

CST Summative Math Results – Group Findings

Overall, MHS shows significant improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. Mean scores trend upward amongst 11th graders while 10th graders made a first strong showing.

By comparison, the school's performs above state and county averages with regard to Economically Disadvantaged subgroups, which represent the larger student body.

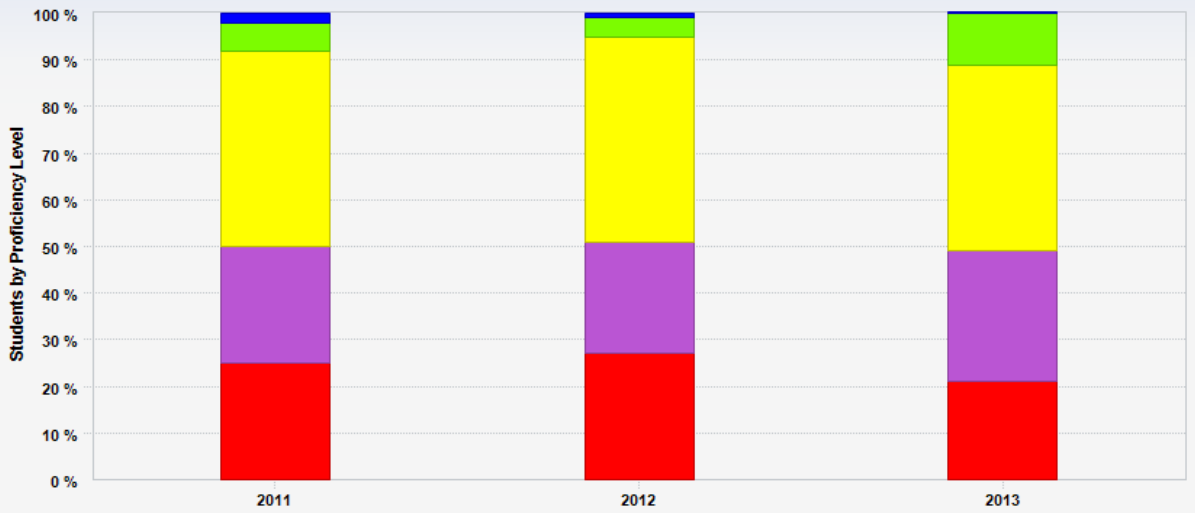
SUMMARY

- Significant improvement of proficient and advanced performance
- Mean scores show consistent trend upward
- School averages exceed state and county data
- CST band improvements consistent across department

END CST Summative Math

CST Earth Science Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Earth Science
2011 to 2013 Students by Proficiency Level



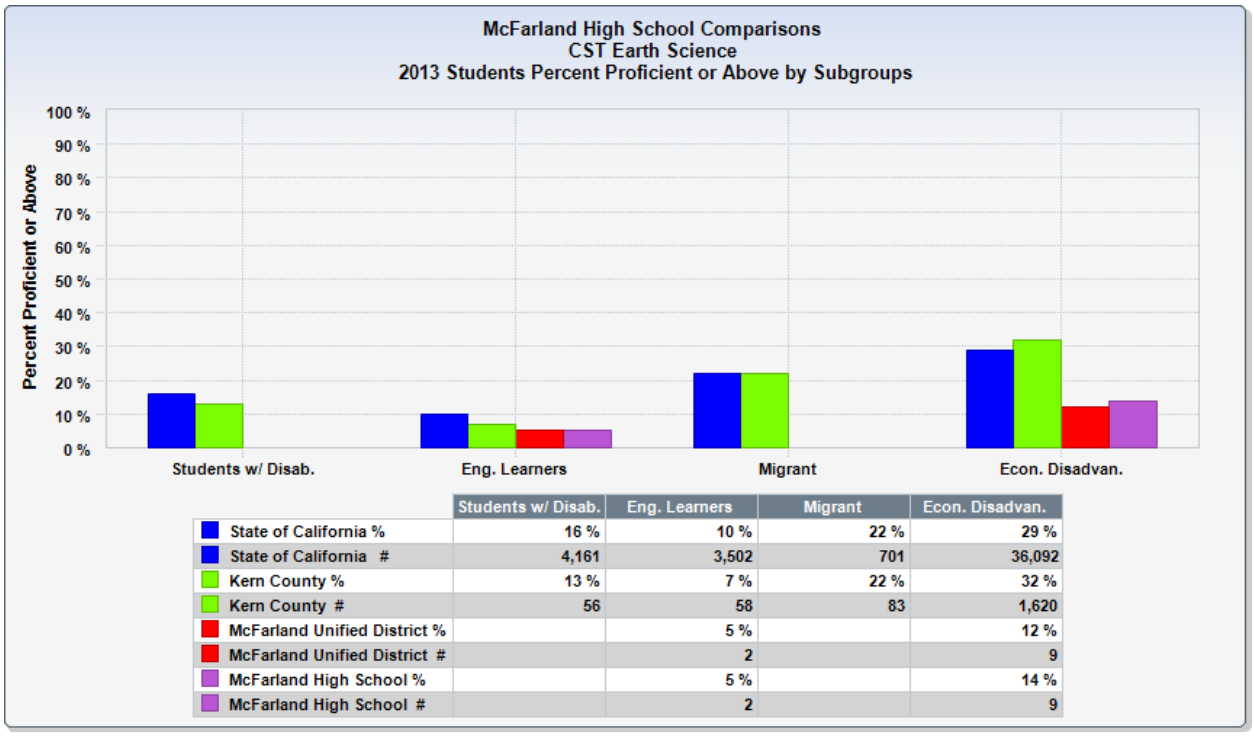
	2011	2012	2013
Far Below Basic %	25 %	27 %	21 %
Far Below Basic #	40	36	21
Below Basic %	25 %	24 %	28 %
Below Basic #	40	32	28
Basic %	42 %	44 %	40 %
Basic #	66	59	40
Proficient %	6 %	4 %	11 %
Proficient #	9	5	11
Advanced %	2 %	1 %	1 %
Advanced #	3	1	1

McFarland Unified School District
McFarland High School
CST Earth Science
2011 to 2013 Mean Scale Score by Grade

Mean Scale Score Proficient Target 350

	Grade 9
2011 MSS	303
2011 #	153
2012 MSS	298
2012 #	126
2013 MSS	304
2013 #	101

CST Earth Science Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	16 %	10 %	22 %	29 %
State of California #	4,161	3,502	701	36,092
Kern County %	13 %	7 %	22 %	32 %
Kern County #	56	58	83	1,620
McFarland Unified District %		5 %		12 %
McFarland Unified District #		2		9
McFarland High School %		5 %		14 %
McFarland High School #		2		9

CST Earth Science Results – Group Findings

Overall, MHS shows improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands between the 2010-2011 and 2012-2013 school years, having experienced a slight dip during the 2011-2012 school year. Mean scores, on the other hand, span a narrow range of only 6 points, yet show a similar pattern.

By comparison, the school's performance falls significantly under state and county averages given the dominating Economically Disadvantaged demographic of the campus. English learners equally lag behind state and county data. In all, these trends remain consistent amongst all science courses.

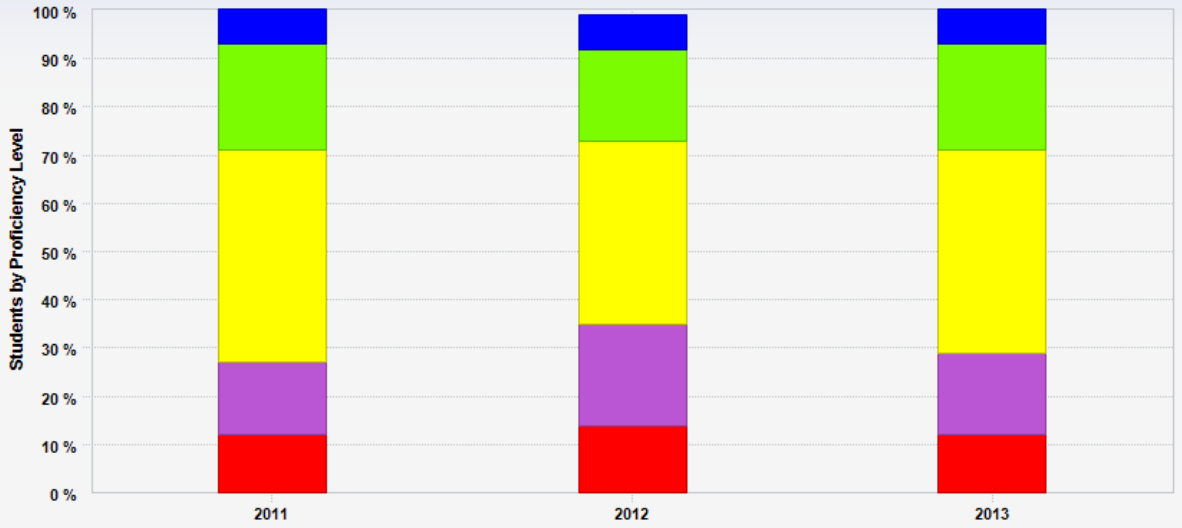
SUMMARY

- Recent improvement of proficient and advanced performance
- Mean scores show little deviation over three years
- School averages lag behind state and county data
- Little overall movement over three years
- Results consistent across department

END CST Earth Science

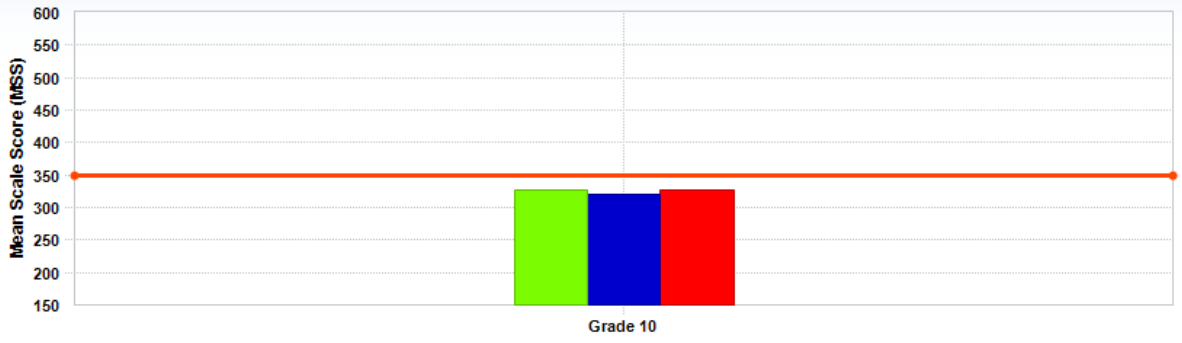
CST Life Science Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Science Grade Level Test(s)
2011 to 2013 Students by Proficiency Level



	2011	2012	2013
Far Below Basic %	12 %	14 %	12 %
Far Below Basic #	20	26	22
Below Basic %	15 %	21 %	17 %
Below Basic #	25	39	32
Basic %	44 %	38 %	42 %
Basic #	73	70	78
Proficient %	22 %	19 %	22 %
Proficient #	37	35	41
Advanced %	8 %	7 %	8 %
Advanced #	13	13	15

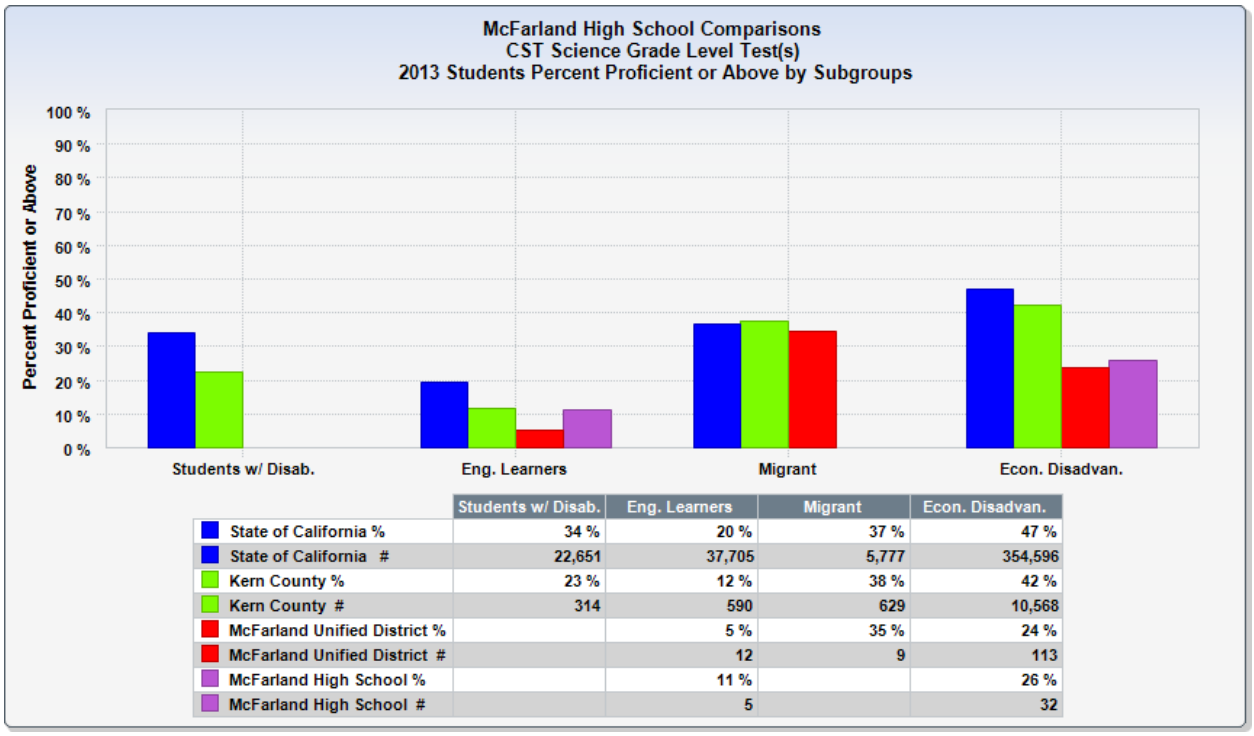
McFarland Unified School District
McFarland High School
CST Science Grade Level Test(s)
2011 to 2013 Mean Scale Score by Grade



Mean Scale Score Proficient Target 350

	Grade 10
2011 MSS	328
2011 #	166
2012 MSS	320
2012 #	184
2013 MSS	327
2013 #	186

CST Life Science Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	34 %	20 %	37 %	47 %
State of California #	22,651	37,705	5,777	354,596
Kern County %	23 %	12 %	38 %	42 %
Kern County #	314	590	629	10,568
McFarland Unified District %		5 %	35 %	24 %
McFarland Unified District #		12	9	113
McFarland High School %		11 %		26 %
McFarland High School #		5		32

CST Life Science Results – Group Findings

Overall, MHS shows improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands over the last year after taking a dip the previous year. Mean score show similar results staying within a range of 8 point total.

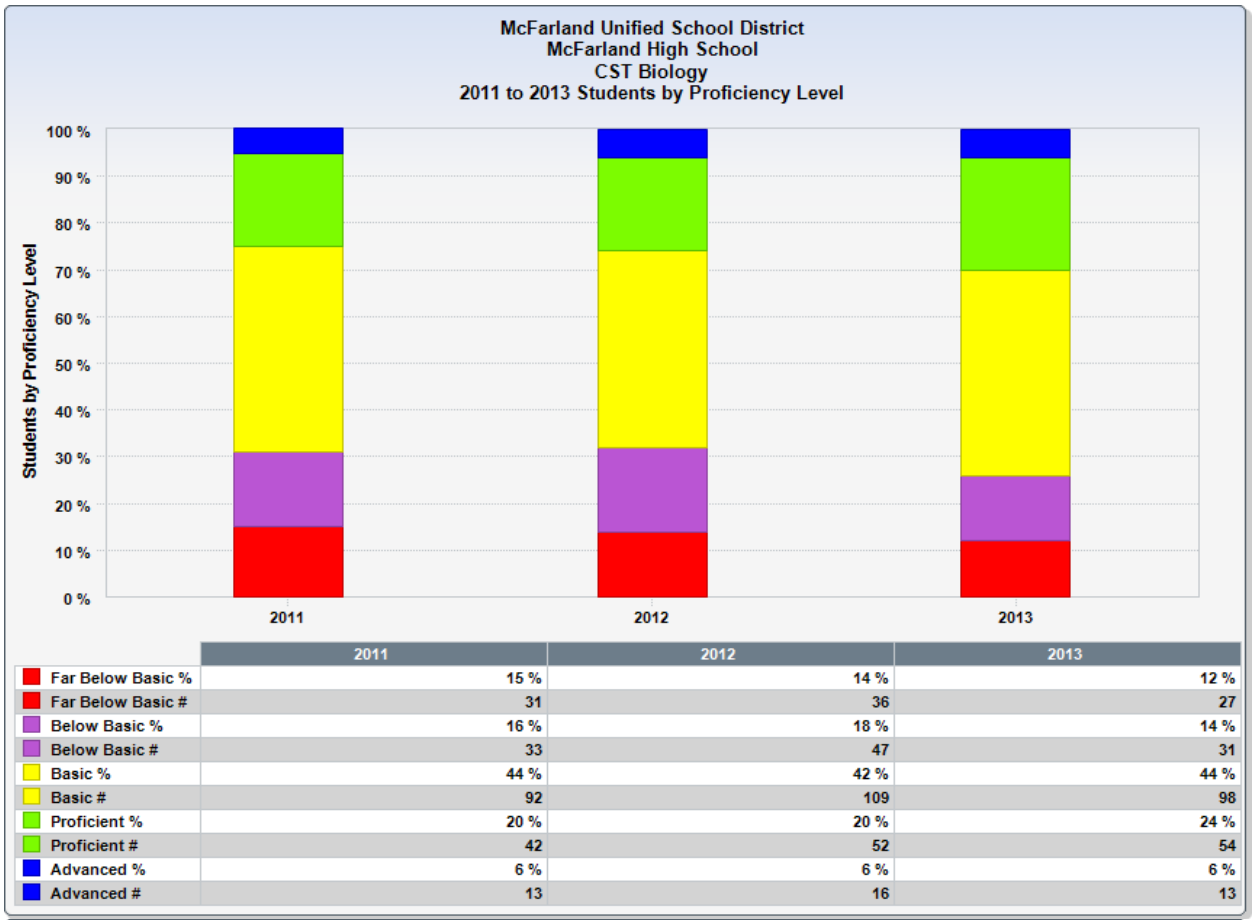
By comparison, the school's performance falls significantly under state and county averages given the dominating Economically Disadvantaged demographic of the campus. English learners equally lag behind state and county data. In all, improvement commensurate to the last year's gains would establish a trend upward. At present, the Life Science results represent little overall progress.

SUMMARY

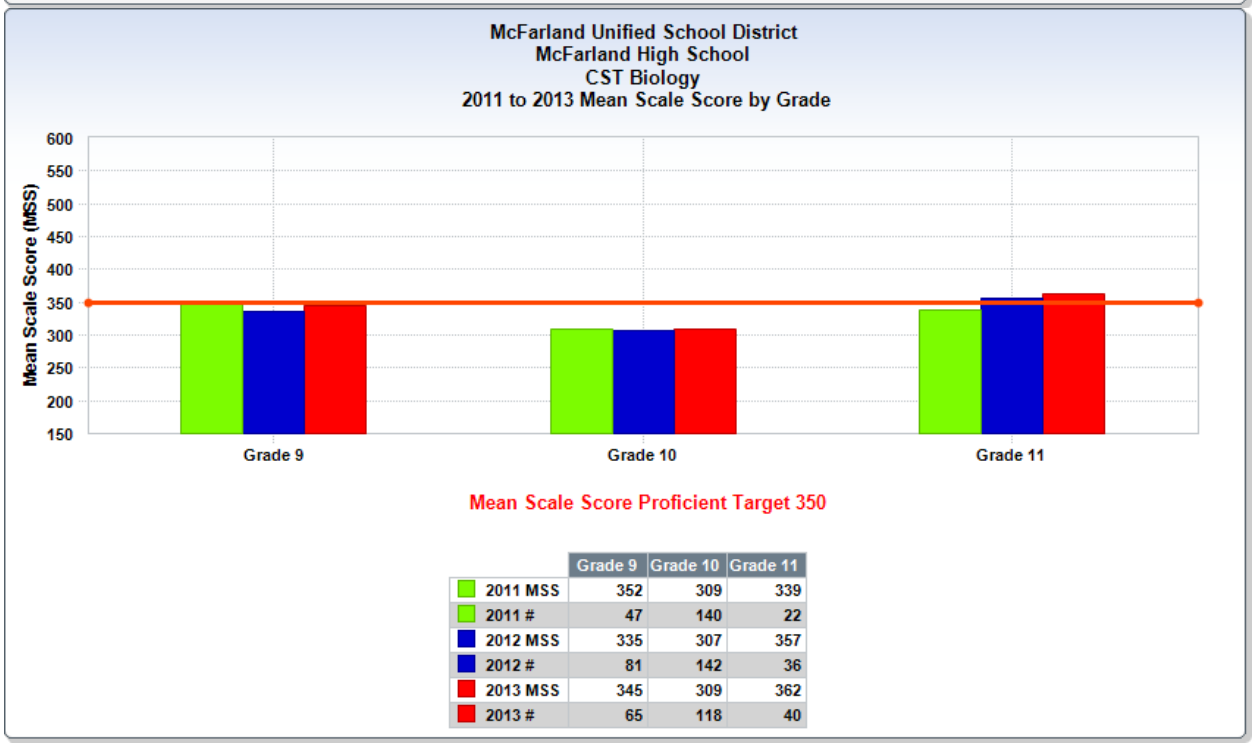
- Recent improvement of proficient and advanced performance
- Mean scores show little deviation over three years
- School averages lag behind state and county data
- Little overall movement over three years
- Results consistent across department

END CST Life Science

CST Biology Results – Three Year Comparisons (page 1 of 2)

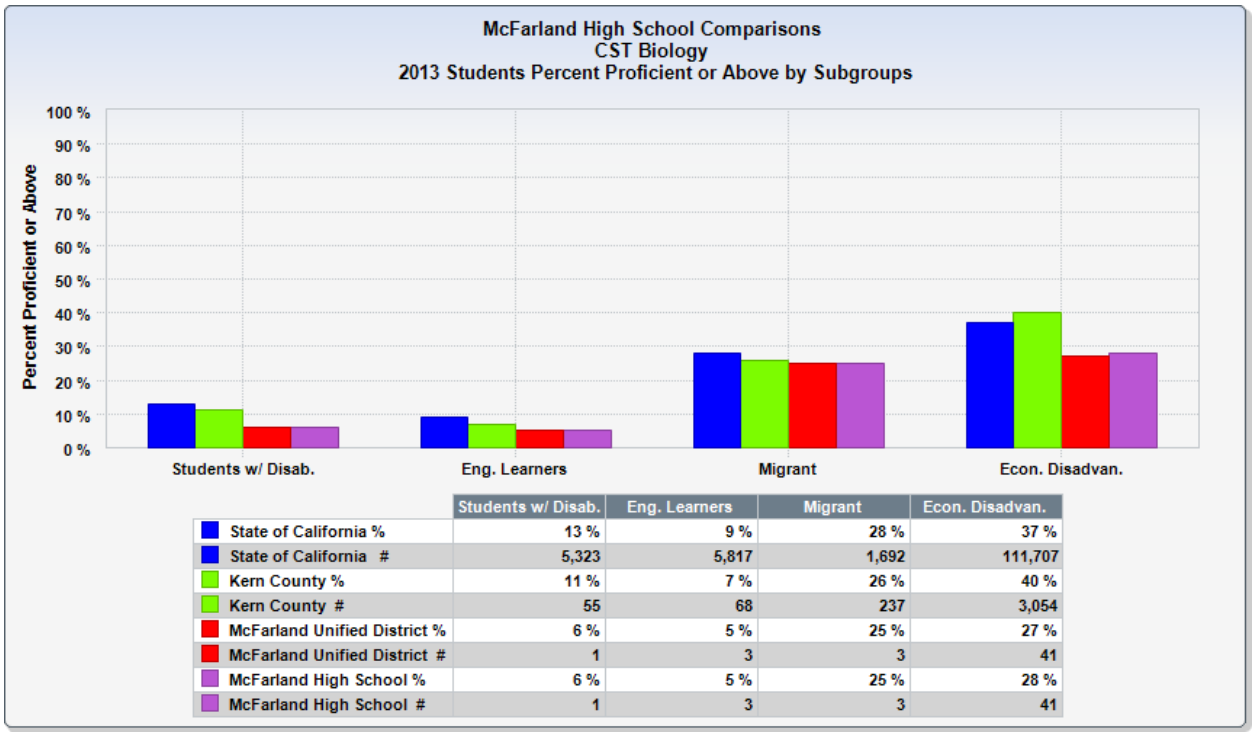


	2011	2012	2013
Far Below Basic %	15 %	14 %	12 %
Far Below Basic #	31	36	27
Below Basic %	16 %	18 %	14 %
Below Basic #	33	47	31
Basic %	44 %	42 %	44 %
Basic #	92	109	98
Proficient %	20 %	20 %	24 %
Proficient #	42	52	54
Advanced %	6 %	6 %	6 %
Advanced #	13	16	13



	Grade 9	Grade 10	Grade 11
2011 MSS	352	309	339
2011 #	47	140	22
2012 MSS	335	307	357
2012 #	81	142	36
2013 MSS	345	309	362
2013 #	65	118	40

CST Biology Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	13 %	9 %	28 %	37 %
State of California #	5,323	5,817	1,692	111,707
Kern County %	11 %	7 %	26 %	40 %
Kern County #	55	68	237	3,054
McFarland Unified District %	6 %	5 %	25 %	27 %
McFarland Unified District #	1	3	3	41
McFarland High School %	6 %	5 %	25 %	28 %
McFarland High School #	1	3	3	41

CST Biology Results – Group Findings

Overall, similar to Life Science, MHS shows steady improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands. However, Biology does show stronger improvement in the last year. Mean score results show strengthening amongst 11th graders, an average of 362 against a 350 proficiency standard.

Freshmen taking Biology also bodes well with a most recent 357 mean score with only a slight dip during the 2011-2012 school year. However, 10th graders taking Biology lag behind their peers, yet remain stable over the last three years.

By comparison, the school's performance falls behind state and county data with all above posted subgroups. In all, continued trends upward will close this gap with specific attention to the 10th grade students taking Biology because these averages bring down the whole.

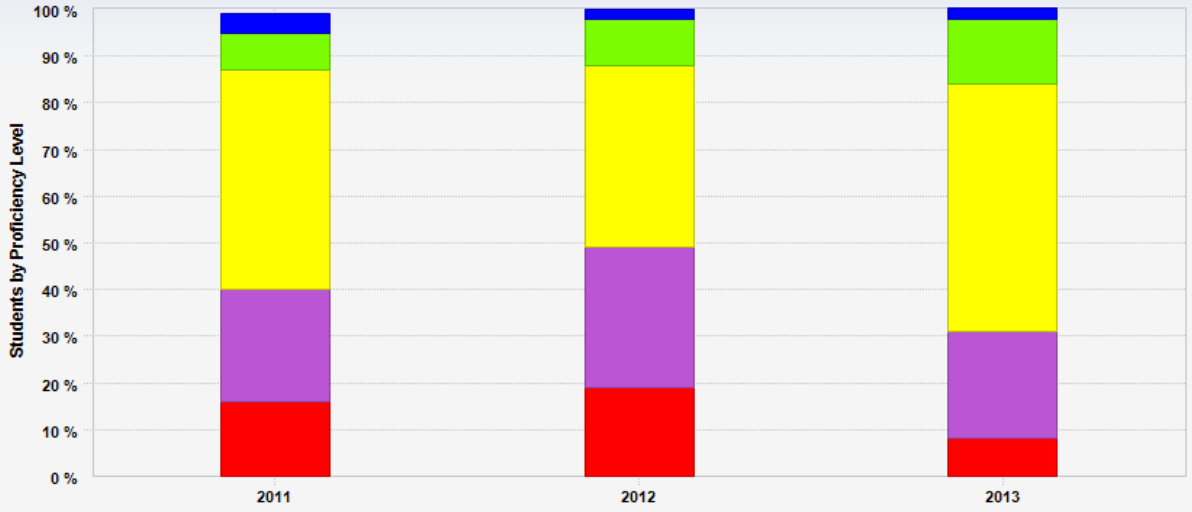
SUMMARY

- Steady improvement of proficient and advanced performance
- Mean scores strengthening amongst 11th graders
- Mean scores holding amongst 9th graders
- 10th grade mean scores weakest bringing down the school's averages
- 10th grade mean scores show the least movement
- Results consistent across department

END CST Biology

CST Chemistry Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST Chemistry
2011 to 2013 Students by Proficiency Level



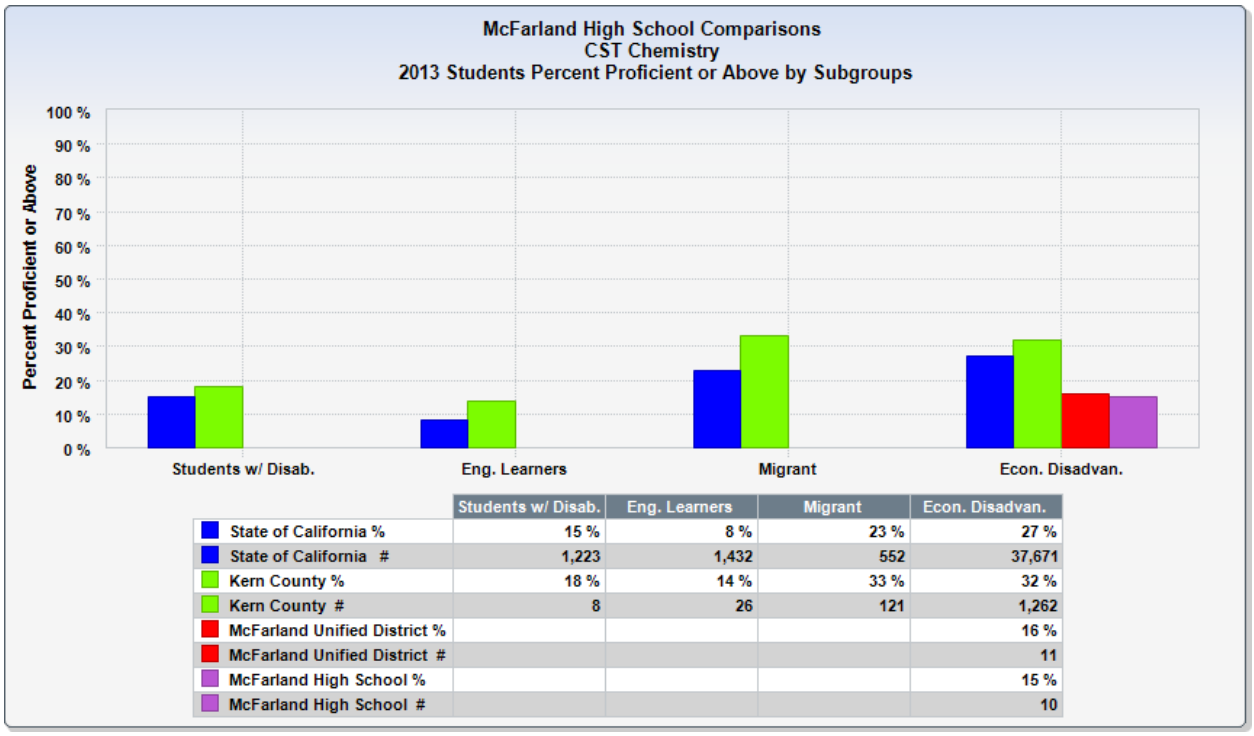
	2011	2012	2013
Far Below Basic %	16 %	19 %	8 %
Far Below Basic #	16	16	9
Below Basic %	24 %	30 %	23 %
Below Basic #	24	25	27
Basic %	47 %	39 %	53 %
Basic #	46	33	63
Proficient %	8 %	10 %	14 %
Proficient #	8	8	17
Advanced %	4 %	2 %	3 %
Advanced #	4	2	4

McFarland Unified School District
McFarland High School
CST Chemistry
2011 to 2013 Mean Scale Score by Grade

Mean Scale Score Proficient Target 350

	Grade 10	Grade 11
2011 MSS	339	298
2011 #	31	67
2012 MSS	323	294
2012 #	39	45
2013 MSS	322	314
2013 #	63	55

CST Chemistry Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	15 %	8 %	23 %	27 %
State of California #	1,223	1,432	552	37,671
Kern County %	18 %	14 %	33 %	32 %
Kern County #	8	26	121	1,262
McFarland Unified District %				16 %
McFarland Unified District #				11
McFarland High School %				15 %
McFarland High School #				10

CST Chemistry Results – Group Findings

Overall, MHS shows improvement towards increasing proficiencies with significant reduction of students scoring in the lower bands during the 2012-2013 school year. Mean score results show strengthening amongst 11th graders although they lag overall behind 10th graders taking chemistry.

By comparison, the school's performance falls behind state and county data with regard to the economically disadvantaged subgroups. Given this represents our campus, this data signals the need for continued growth with the hope of establishing a trend based on 2012-2013 results.

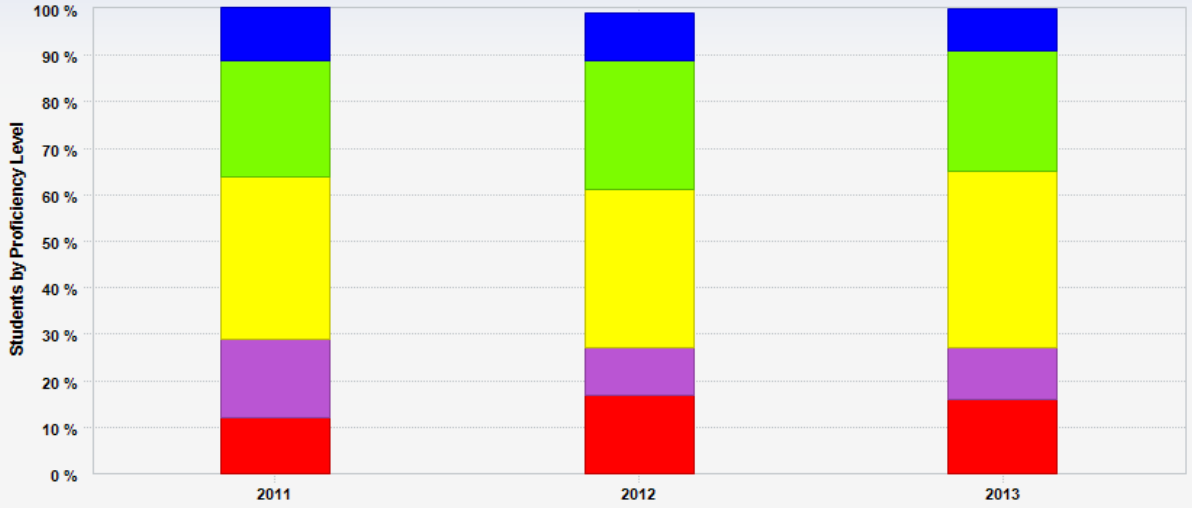
SUMMARY

- Significantly diminished lower bands in the 2012-2013 school year
- Mean scores strengthening amongst 11th graders
- 10th grade mean scores showing strongest
- MHS scores well below state and county proficiency averages
- Need for significantly improving numbers of proficient students
- Results consistent across department

END CST Chemistry

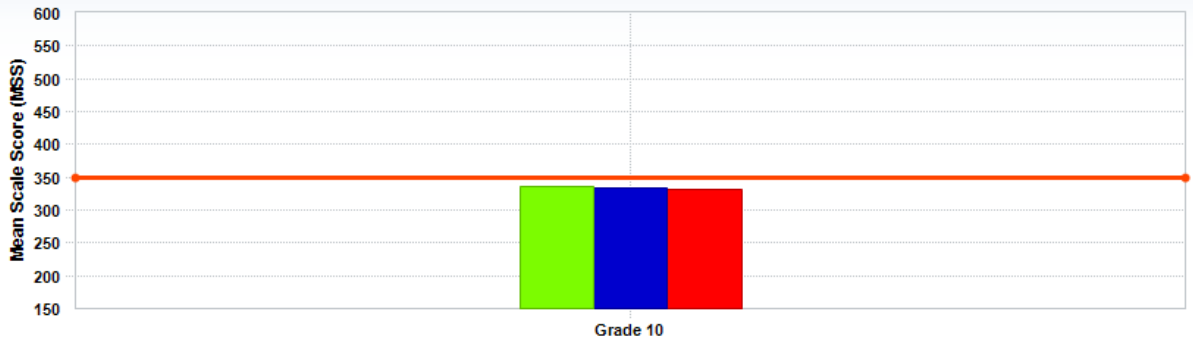
CST World History Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST World History
2011 to 2013 Students by Proficiency Level



	2011	2012	2013
Far Below Basic %	12 %	17 %	16 %
Far Below Basic #	22	33	33
Below Basic %	17 %	10 %	11 %
Below Basic #	31	20	23
Basic %	35 %	34 %	38 %
Basic #	64	67	78
Proficient %	25 %	28 %	26 %
Proficient #	46	55	54
Advanced %	12 %	10 %	9 %
Advanced #	22	20	19

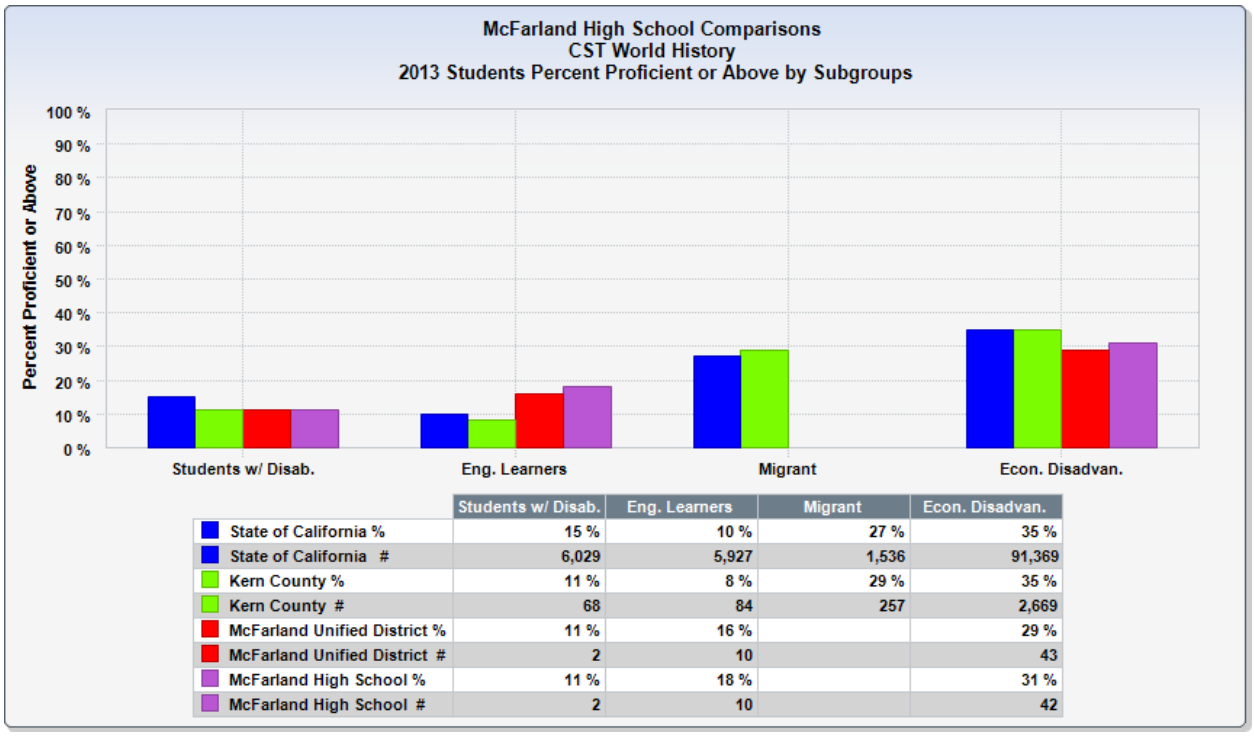
McFarland Unified School District
McFarland High School
CST World History
2011 to 2013 Mean Scale Score by Grade



Mean Scale Score Proficient Target 350

	Grade 10
2011 MSS	336
2011 #	175
2012 MSS	333
2012 #	186
2013 MSS	331
2013 #	198

CST World History Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	15 %	10 %	27 %	35 %
State of California #	6,029	5,927	1,536	91,369
Kern County %	11 %	8 %	29 %	35 %
Kern County #	68	84	257	2,669
McFarland Unified District %	11 %	16 %		29 %
McFarland Unified District #	2	10		43
McFarland High School %	11 %	18 %		31 %
McFarland High School #	2	10		42

CST World History Results – Group Findings

Overall, MHS continues to diminish the numbers of at-risk students, but has not increased the proficient and advanced bands. Conversely, the mean scores consistently trend upward, although marginally.

By comparison, the school's performance falls slightly short of state and county data with regard to the economically disadvantaged subgroups. Yet, MHS English learners scored exceedingly well in comparison to state and county averages. More, students with disabilities score on par with county and slightly behind state averages. Thus, global scores could find improvement by increasing proficiency rates while maintaining the upward trend of mean scores.

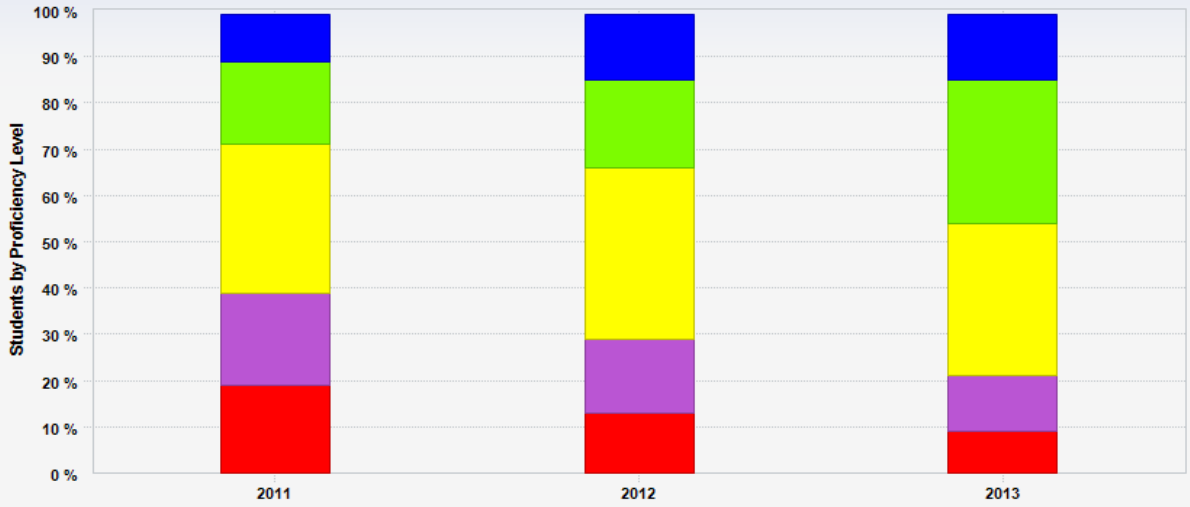
SUMMARY

- Proficiency slightly behind state averages
- Diminishing lower bands
- Mean scores show steady improvement
- Economically Disadvantaged slightly behind state and county averages
- Students with disability toward proficiency on par with county
- English learners proficiency far exceeds state and county averages

END CST World History

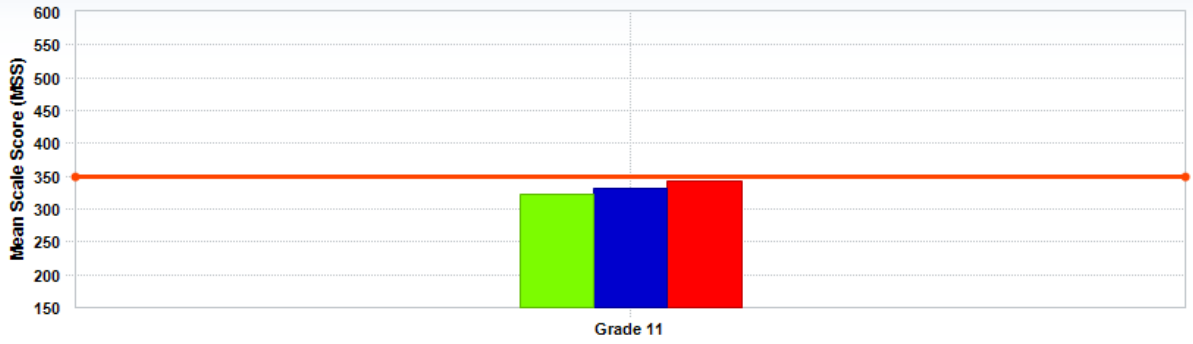
CST US History Results – Three Year Comparisons (page 1 of 2)

McFarland Unified School District
McFarland High School
CST U.S. History
2011 to 2013 Students by Proficiency Level



	2011	2012	2013
Far Below Basic %	19 %	13 %	9 %
Far Below Basic #	33	21	15
Below Basic %	20 %	16 %	12 %
Below Basic #	35	26	20
Basic %	32 %	37 %	33 %
Basic #	56	60	56
Proficient %	18 %	19 %	31 %
Proficient #	32	31	52
Advanced %	10 %	14 %	14 %
Advanced #	18	23	24

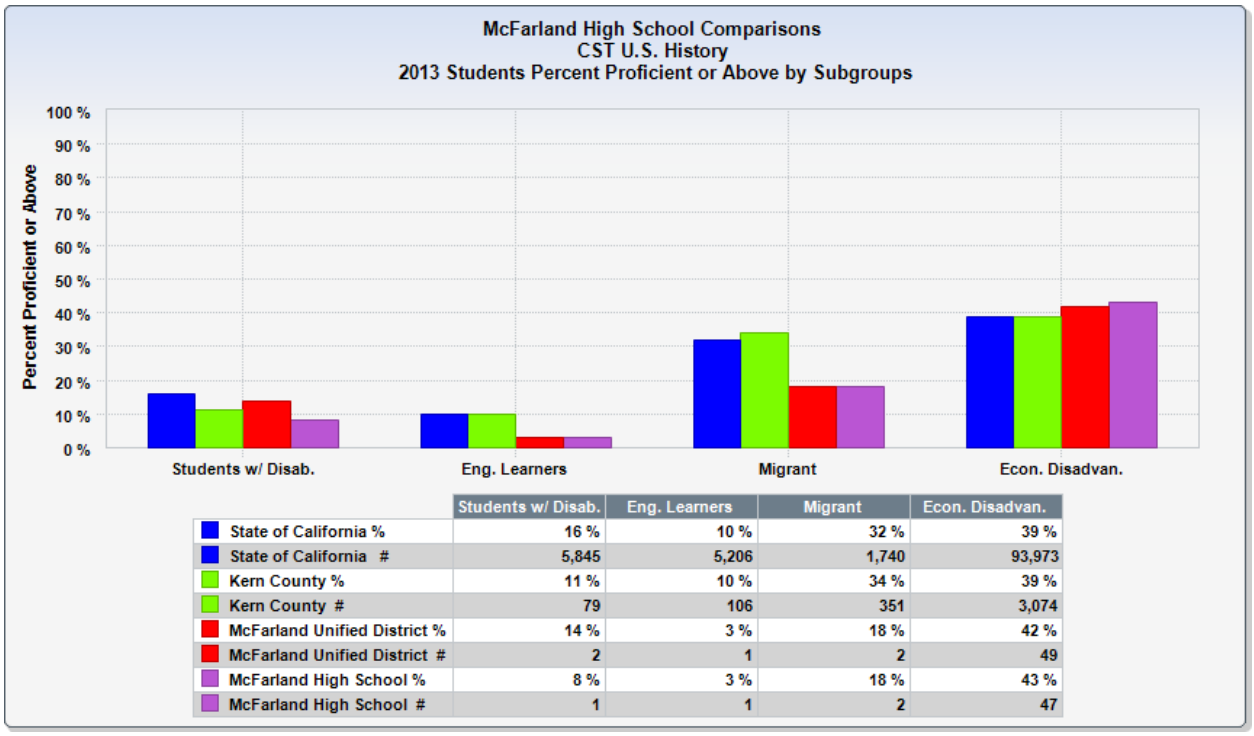
McFarland Unified School District
McFarland High School
CST U.S. History
2011 to 2013 Mean Scale Score by Grade



Mean Scale Score Proficient Target 350

	Grade 11
2011 MSS	321
2011 #	175
2012 MSS	330
2012 #	163
2013 MSS	343
2013 #	169

CST US History Results – Subgroup Comparisons (page 2 of 2)



	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	16 %	10 %	32 %	39 %
State of California #	5,845	5,206	1,740	93,973
Kern County %	11 %	10 %	34 %	39 %
Kern County #	79	106	351	3,074
McFarland Unified District %	14 %	3 %	18 %	42 %
McFarland Unified District #	2	1	2	49
McFarland High School %	8 %	3 %	18 %	43 %
McFarland High School #	1	1	2	47

CST US History Results – Group Findings

Overall, MHS continues to make marked gains in proficiency and advanced standings, while diminishing the numbers of at-risk students. In addition, mean scores steadily trend upward falling only 7 points short of proficient.

By comparison, the school's performance bodes strong against state and county data with regard to the economically disadvantaged subgroups. Given that almost all MHS students fall into this category, the school performs very well by this comparison. However, students with disabilities and English learners continue to lag behind state and county, pointing to the need for targeting the needs of these students and building support for these populations toward achieving proficiency.

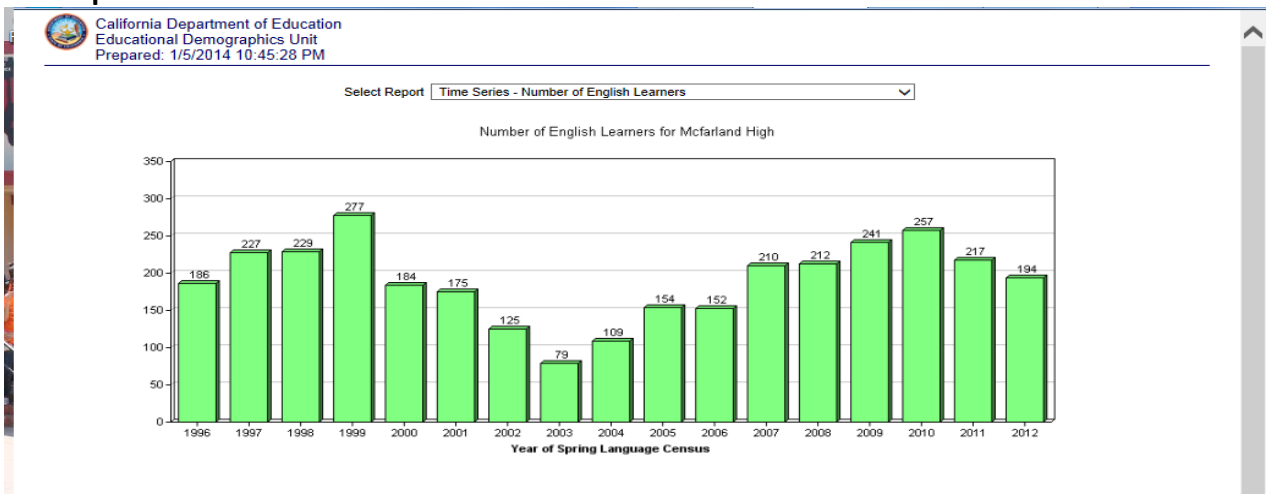
SUMMARY

- Marked gains towards proficiency
- Diminishing lower bands
- Mean scores only 7 points short of proficient
- Economically Disadvantaged exceed state and county averages
- Need for supporting students with disability toward proficiency
- Need for supporting English learners toward proficiency

END CST US History

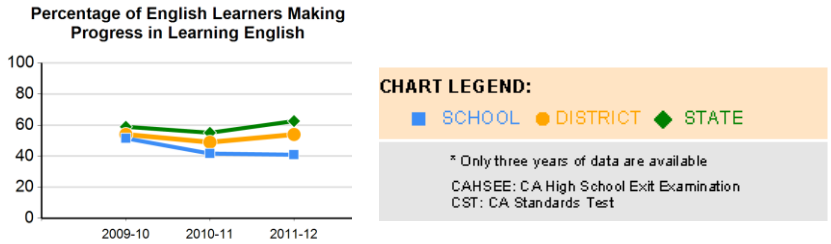
English Language Learners (ELL) Academic Performance

ELL Population Overview

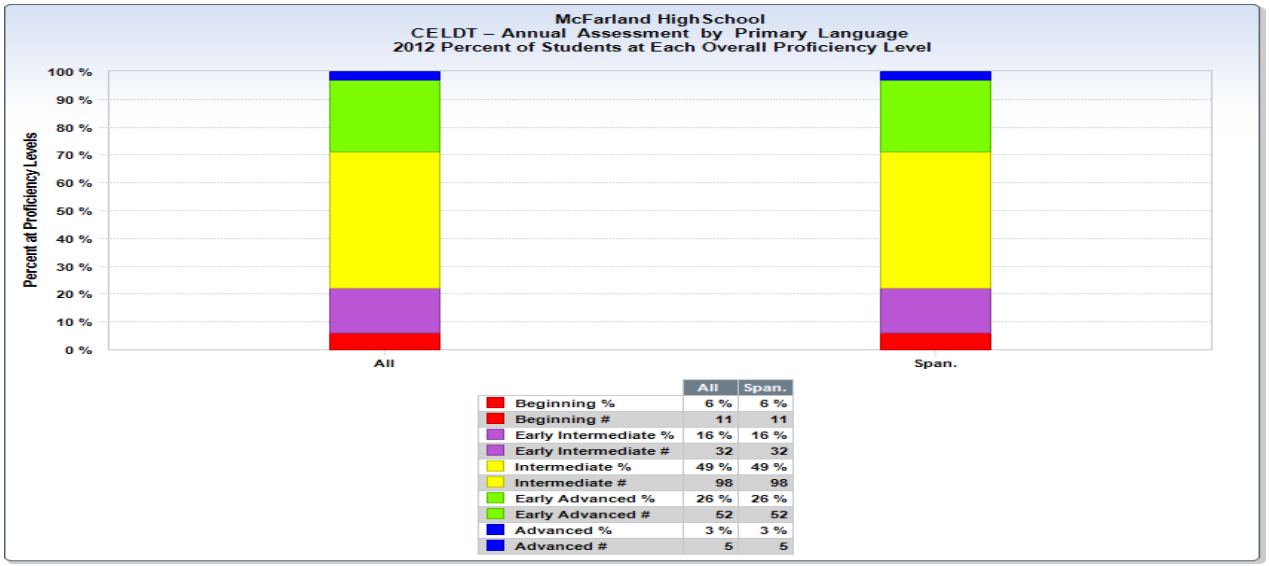


- ELL student populations ebb and flow over the range of years, but mostly fall into the 20 percentile range.

English learner Status – 2012-2013 – 54%

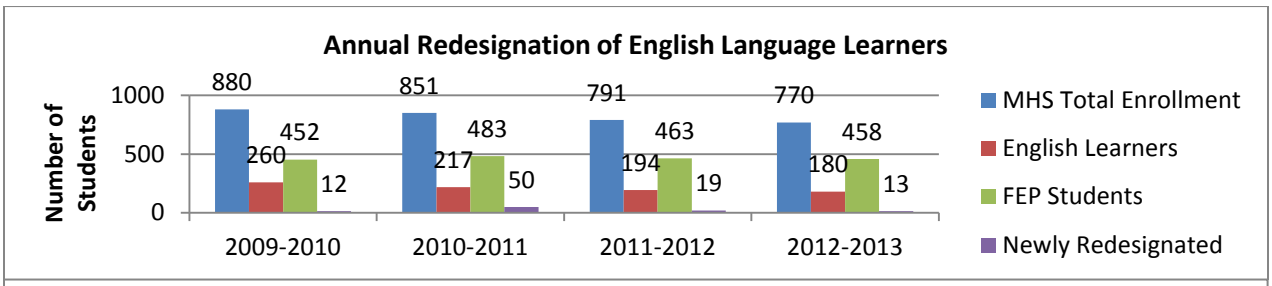


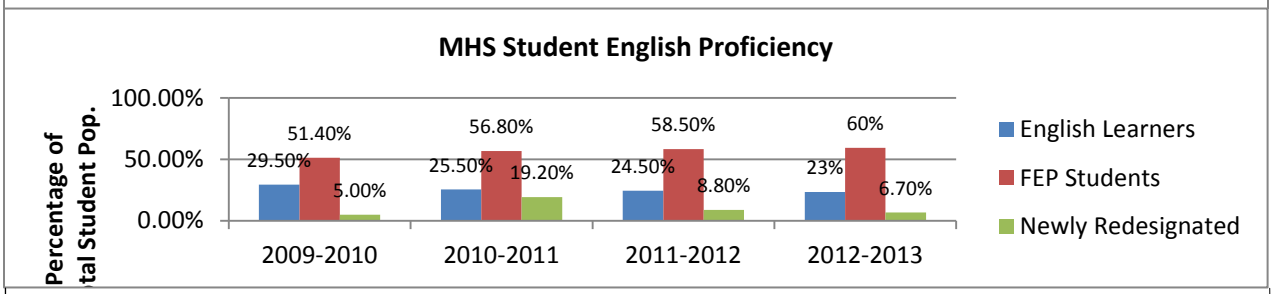
- From 2009 to 2012, ELL students making gains in learning English as measured by CAHSEE and CST test results has diminished to 45%.

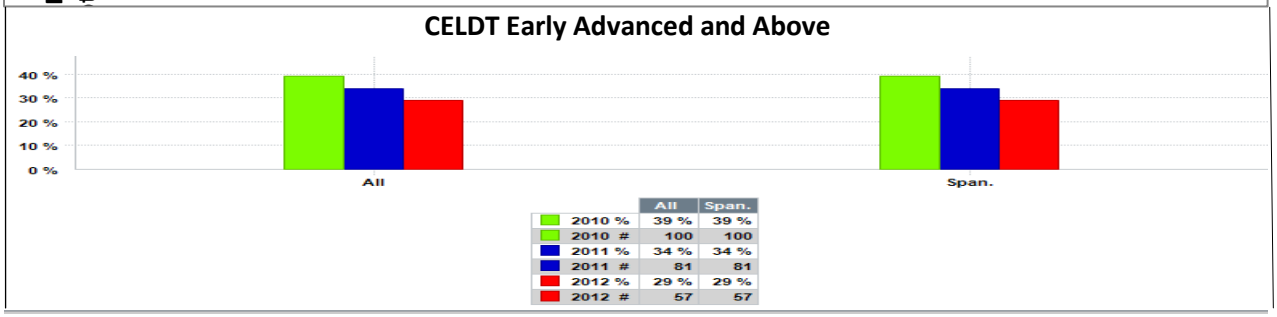


- CELDT level band distribution tracks with campus wide results in overall academic performance across disciplines.

ELL Academic Performance Cont.







ELL Summary and Analysis

- Percentage of ELL has decreased from 29.50% in 2009-2010 to 23% in 2012-2013.
- Percentage of Early Advanced and above declined over three years.
- Newly Re-designated students decreased from 19% in 2010-2011 to 6.7% in 2012-2013.
- The % of FEP students is steadily increasing from 51.40% in 2009-2010 to 60% in 2012-2013.
- From 2011-2012 to 2012-2013, McFarland Unified School District trained and provided coaching for ELD teachers in the Kevin Clark program
- ELD students are provided academy classes and support classes.
- ELD teachers receive support from a district ELD coach, Teresa Arvizu.

Overall, MHS's ELL population averages about twenty percent of the total student body. While re-designation rates have declined in past years, so too has the number of language learners. The school seeks to address deficiencies in ELL academic performance, proficiency rates, and re-designation rates through further developing literacy with a reading and writing focus. Moreover, staff will make learning more accessible through the restructuring of course offerings to the benefit of all students, particularly special populations such as language learners.

D/F Grade Analysis - Percent of Students receiving 1 or more D/F

Grade	2010-2011	2011-2012	2012-2013	2013-2014a
9th Grade	76.55%	61.86%	51.25%	65%
10th Grade	66.84%	57.21%	59.51%	67%
11th Grade	58.24%	54.91%	35%	63%
12th Grade	42.43%	45.5%	37.3%	56%

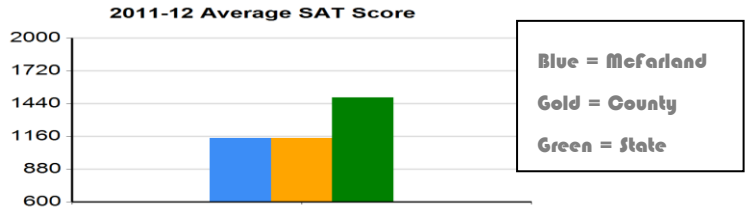
Related influences, factors, or observations include:

- 2010-2011: Implementation of ALL CP level courses. Dropped "general" courses.
- 2012-2013: Ds/Fs went down, incentivized by an extended lunch period.
- 2013-2014: No incentive – First Semester
- Freshmen and Sophomores post more Ds and Fs than Juniors or Seniors.

In an effort to address academic and some behavioral issues, the school will close the campus at lunch for students with Ds or Fs during the second semester this year. This provides similar incentive to last year's approach. In addition, all freshmen and sophomore will be confined to campus during lunch.

This data suggests the need for investigation into possible contributing factors that include the introduction of Common Core, stress on rigorous courses of study, and student motivations.

SAT Data



While McFarland SAT scores lag behind state averages, the school provides SATs to all students at a nominal cost due to special grants, making the test accessible to a larger percentage of the student population thus skewing the averages. Still, MHS seeks to improve student achievement in this area.

CAHSEE

MHS Sophomore CAHSEE Passing Rates

Year	ENGLISH Passing Rate		Year	MATH Passing Rate
2008-09	60%		2008-09	62%
2009-10	71%		2009-10	68%
2010-11	73%		2010-11	86%
2011-12	70%		2011-12	73%
2012-13	70%		2012-13	84%

Over the past three years, MHS increased its efforts toward raising Sophomore CAHSEE Passing Rates. Beginning with the Spring Semester of 2011, McFarland High implemented a Saturday CAHSEE Academy for identified sophomores. The CAHSEE Academy provided 6 hours of Boot Camp Teaching for over 115 students. Committed Staff members (Admin-Counselors-Teachers) worked diligently to sell the eight Saturday CAHSEE Academy to parents and students. Sophomore passing rates immediately improved for 2011 most significantly in Math and marginally in English. Last year alone, pass rates increased 11% in Math, marking a 22% increase over the last five years. Over the same period, English shows a strong ten percent increase with room for growth.

PROCESS AND PERCEPTION DATA

Teacher Survey

McFarland teachers strongly support increased access to the most up-to-date technology. According to the survey given to teachers, 51.36% of teachers require their students to use technology in order to complete an assignment on a daily or weekly basis. Additionally, 89.47% of teachers would make use of a class set of computers/notebooks/iPads throughout each unit if they were available. Accordingly, McFarland High faculty utilizes the technology available to them and desires expanded access to interactive technology in the classroom.

Moreover, 81% of teachers use technology when providing instruction on a daily basis. Seventy-one percent make use of the current computer labs on campus. As well, 13.16% of the teaching staff has iPads available. Smartboards are located in 89.47% of the classrooms and document cameras in 36.84%. Student use graphing calculators in advanced math courses.

Student Survey

Resulting from a campus-wide survey, the team derived these student perceptions:

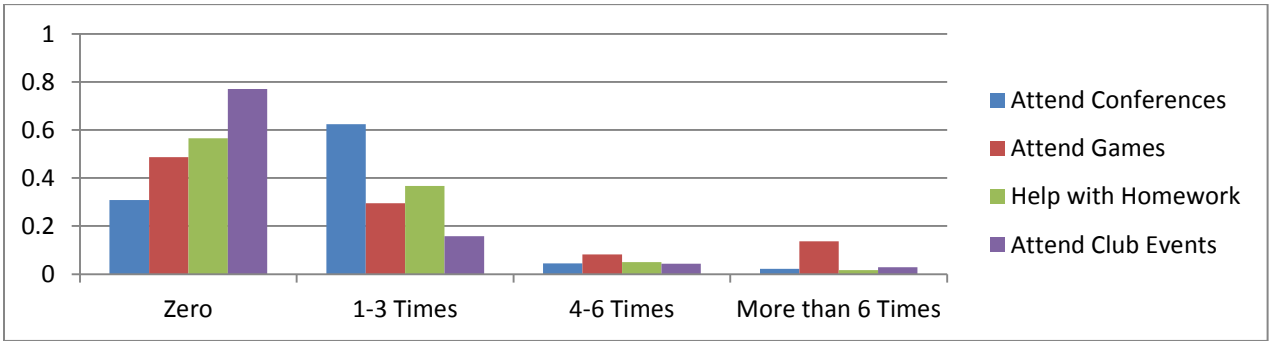
- Teachers set high academic standards, expecting the best from them. (90.6%)
- Students feel that they are learning in:
  - Math (84.9%), English (78.05%), Science (80%), and Social Science (91.84%)
- Teachers show a caring attitude toward students. (82.5%)
- Students understand the state standards for learning in each subject area. (86.2%)
- Students feel learning academically prepares them to begin their college or career path. (79%)
- Students have been exposed by a teacher/counselor to information about college. (83.8%)

Parent Survey

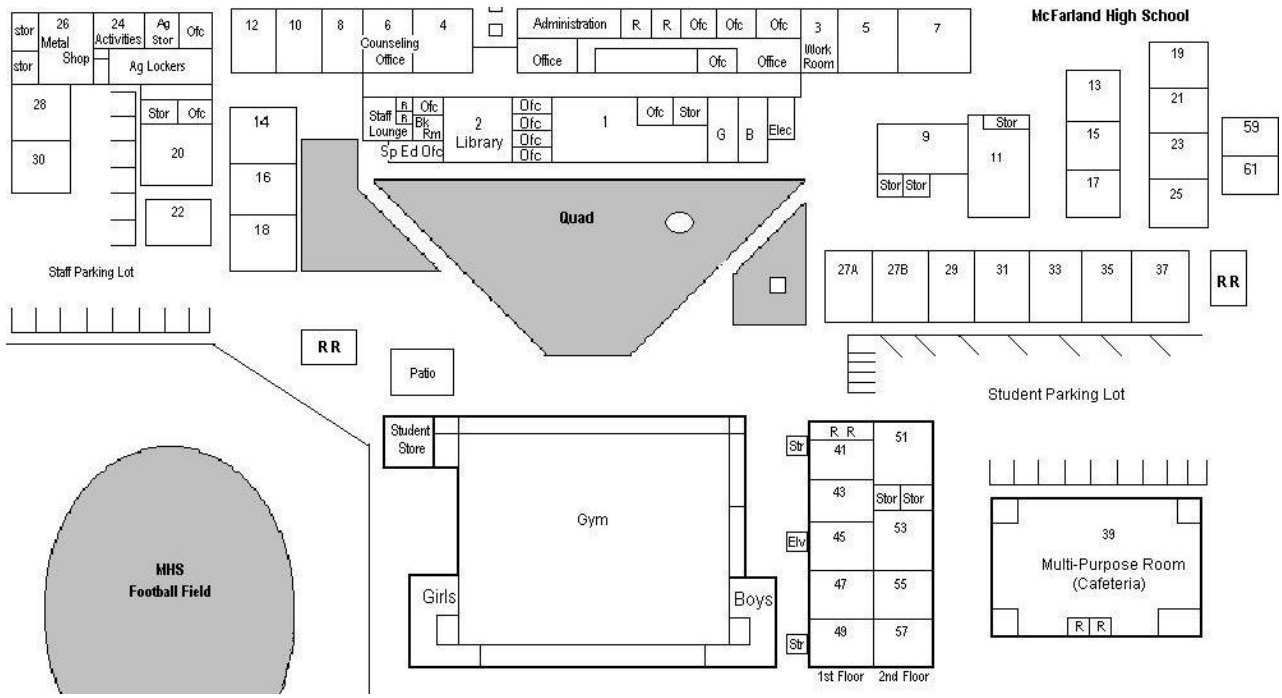
Based on 173 returned parent surveys:

- 69% of parents attend at least one conference throughout the year.
- 52% of the parents attend at least one game per year.
- 43% of parents involve themselves by helping with homework.
- Of those not participating, 42% did not participate because of work obligations.
- 20% of the parents stated that they were unable to help with their child's homework.
- 15% of the parents do not attend their child's events because they do not have time.
- 9% of the parents had "other reasons."
- 7% of parents stated they did not participate in events because they were unaware.
- 40% of the parents said they were comfortable with participating.
- 40% of the parents felt there should be more opportunities to get involved.

Parent Involvement in Student Academic Performance and Campus Activity

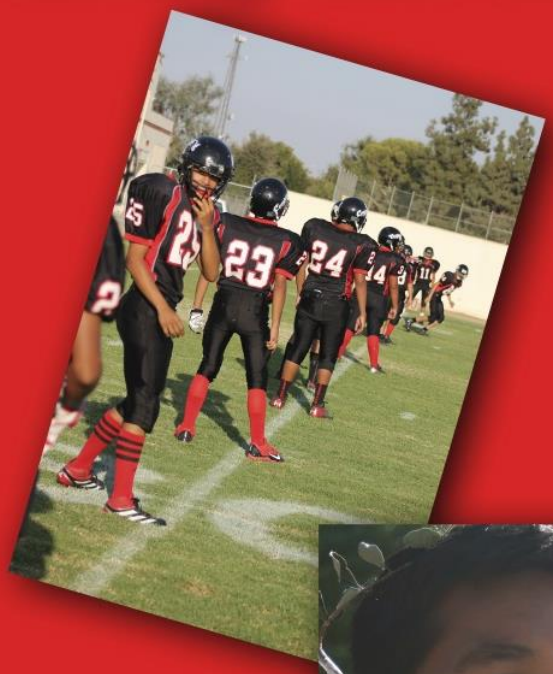


Description of School Facility and Grounds



MHS comprises classrooms, a multi-purpose room, gym, library/media center (including additional student computers), two full computer labs (newly equipped and updated), two computer lab/classroom, a counseling office, an athletic/activities office, an Ag/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. In particular, the new football and track stadium is under construction. The old stadium area will be replaced by a practice and additional parking. McFarland currently uses its facility as efficiently as possible, considering its condition, size and age. With the projected growth in student population, the school added two large portable classrooms to accommodate expansion.

Chapter II



Progress Report

CHAPTER II: PROGRESS REPORT

PART ONE: RESPONSE TO PREVIOUS REPORTS - The following addresses the previous report findings and the recommendations of the visiting WASC committee.

Schoolwide Critical Areas of Follow-up

Pursuant to the 2008 MHS Full Study and the 2011 MHS Interim Study, the MHS staff worked to align instruction with the California State Content Standards. (**Critical Areas of Follow-up 2008 A1**) Working with consultants, QES (Quality Education Services), various departments created new systems of instruction and benchmark tests that better promote mastery of the standards. Staffers enter test data into School City (a web based data source) so that teachers can disaggregate and analyze student performance down to the standard and individual question level. Teachers meet in department meetings to plan and adjust instruction according to test feedback so as to improve long term student outcomes.

Departments, this year and last, further endeavor discussions pertinent to adaptations, correlations, and implementations relevant to Common Core Standards. Content, curriculum, instructional methods, and assessment are all under review. Departments are reformatting benchmarks to accurately represent specified objectives and learning outcomes that correspond to the Common Core Standards. Department members participate in training, group discussions, and other forms or professional development in order to insure a smooth and effective transition to the Common Core Standards. **(Critical Areas of Follow-up 2008 A1)**

In the 2010-2011 school year, the staff created the "COUGARS". **(Critical Areas of Follow-up 2008 A1 and Critical Areas of Follow-up 2011 B1.)** This acronym embodies the vision and mission of the McFarland High School campus. The school staff seeks to prepare students for collegiate and career pursuits. The document, which is posted throughout the campus, published in student planners, printed on school t-shirts, and posted on the district website, articulates the vision, goals, and means of student achievement and success. Posters embellish the walls in every classroom promoting the concepts within the "COUGARS".

At the outset of each year, students receive a planner with the published objectives. Teachers encourage students to use their planners year long. Third, as a means of promotion and reward, the school acknowledges academic achievement each semester. Recognized students receive school t-shirts with the imprinted "COUGARS". Finally, as a means of communicating these objectives to families and the community, the "COUGARS" are posted on the district website. **(Critical Areas of Follow-up 2008 A1 and Critical Areas of Follow-up 2011 B1.)**

Campus faculty continues to pursue strategies that improve reading and writing skills in all content areas **(Critical Areas of Follow-up 2008 A3 and Critical Areas of Follow-up 2011 B3)**. With the move to Common Core Standards, all content areas require students to focus on textual evidence, deeper understanding of reasons, synthesis of concepts, and practical application of skills. Specifically, across disciplines, teachers engage students in marking the text and then citing then the text during written responses. Students regularly practice textual summaries. For example, Social Science students analyze primary sources, while looking for textual clues and building vocabulary. Science teachers regularly require students to summarize informational texts. Since 2011, Language Arts teachers have additional reading resources to facilitate the advancement of reading skills through curriculum supplements such as readers, audio resources, and online content. In addition, many Language Arts teachers have

increased the volume of student reading to help increase fluency. A department wide focus on reading and understanding novels produces wider comprehension skills. Students follow with culminating writing tasks that lead to deeper analysis, understanding, and application.

Teachers gather regularly in PLCs (Professional Learning Communities) to discuss instructional strategies, campus wide initiatives, analyze test data, and realign or coordinate pacing calendars. The staff comes together in four ways: general staff meetings, department meetings, shared preps, and informal communication. **(Critical Areas of Follow-up 2008 A5 and Critical Areas of Follow-up 2011 B4.)**

First, the whole staff gathers when topics or subjects pertain to the broader spectrum of instructional matters, campus wide initiatives, or special training that applies to all. Second, departments regularly meet to discuss specific concerns regarding instructional strategies and content specific matter. Here, PLCs discuss uniform testing and the associated data stemming from those tests. Further, they analyze the data which informs future instruction. Additionally, they discuss classroom instruction relating to successful student learning and any unique challenges that benefit from shared ideas.

Third, to further extend these meetings, most core teachers worked under common preps so that grade level or content level teachers could find additional opportunities daily to collaborate, thus honing the delivery of the instruction.

Finally, departments foster frequent communication by email, polling one another for ideas and sharing thoughts on matters with direct impact to instruction and student learning.

Additionally, since meeting times are always at a premium and the staff has so many issues to discuss, the district set aside additional meeting opportunities for teachers to address both specific matters and general support. First, AVID and AP teachers attended summer workshops to support their instruction from interaction with professionals from other campuses. Second, math and English PLCs meet for intensive week long meetings with an outside consultant to discuss matters of transitioning to Common Core Standards. Third, the district formed Common Core Committees at both district and campus levels to both research and discuss detailed matters related to effectively transitioning our campuses. In addition, several days were set aside throughout the year for collaborative observations of other teachers in order to facilitate rich discussion of instructional strategies and student learning. **(Critical Areas of Follow-up 2008 A5 and Critical Areas of Follow-up 2011 B4.)**

Per the last WASC follow-up, the committee recommended that the special education department would benefit from a clear set of convictions. **(Critical Areas of Follow-up 2011 B5.)** As a matter of process, the department has transitioned from conducting self-contained RSP classes to incorporation of the mild- moderate identified student population into general education classrooms. The process is guided by **three precepts** and their associated applications:

- The special education department seeks to integrate all mild-moderate identified students into the general population for the benefit of all students on campus. This conviction find basis in the following:
    - Mild-moderate identified students offer diversity and richness to the campus culture.
- Mild-moderate identified students benefit greatly from interaction with the general populace.
- The special education department staff pledges to support students in their learning by collaborating within general education classrooms and will support core subject

teachers in differentiation of academic content or instruction as necessary. Special Ed teachers and aides seek to practically fulfill this mission through:

- Providing tutoring or coaching students in the core subject classrooms.
- The co-teaching of lessons as appropriate
- Administering weekly grade checks to facilitate close monitoring of student progress
- Occasional pull out support as deemed necessary by the student's IEP or as appropriate on an individual basis regarding difficulty with a specific assignment as agreed between core and special education teachers.
    - One on one or small group coaching
    - Testing environments or accommodations consistent with student IEPs.
    - Student needs for a "quieter" environment during some forms of instruction or classroom activity per student IEPs.

- The special education department will follow all protocols regarding the fair treatment and equal access to learning of all students under their purview according to IDEA. With regard to regulatory protocols:
    - Special education teachers will clearly communicate the specifications of the student's IEPs to core subject teachers.
    - Special education teachers and instructional aides will push in to classrooms to support core subject teacher instruction and student learning.
    - Special education teachers and instructional aides will provide appropriate environments for mild-moderate identified students, specific to their IEPs with regard to both testing and instruction.

Special Services under the direction of Quentin Panek seeks to carry out these measures as a matter of daily routine. To help facilitate communication and the access of information, the school employs Infinite Campus for student data, attendance, grade reporting, and home communication. Infinite Campus provides means of flagging student IEPs, 504s, and other important demarcations. In addition, as of this year, the school has the ability to post complete IEPs for ease of access with cooperating professionals.

Again, with reference to the three core convictions, the department establishes Behavioral Support Plans with students as appropriate. These plans incorporate special accommodations and adaptations consistent with individual students related to helping them with behavioral problems. According to these documented plans, students may be pulled out from time to time, responsively or pre-emptively, to address severe behavioral infractions that would effectively disrupt instruction.

As special education professionals push in to classrooms, they pay particular attention to supporting new teachers. In so doing, they establish partnerships that support student learning.

In addition to all else the special education department offers, the school offers one specialized class in CAHSEE Math for RSP students. This offering alone enrolls RSP students exclusively. CAHSEE math skills are life skills. Thus, Mr. Flores (Special Ed) teaches this CAHSEE Math class with special attention to instructional methods that best suit the students in a manner that helps them master these essential skill sets. In supporting students this way, they have a better chance of feeling a part of the campus culture as we push hard and promote CAHSEE proficiency. Although not required of all RSP students, some students may pass the CAHSEE with modifications and receive the benefits pertaining to completion.

PART TWO: REVIEW OF THE SCHOOLWIDE ACTION PLAN FROM PREVIOUS WASC SELF-STUDY

In 2008, the staff tasked themselves with improving the alignment of instruction to California State Standards. While the staff has made advancements in this area, the tide has turned to a focus on Common Core Standards. The previous work will help facilitate implementation of the Common Core precepts and adaptations. Available cross reference guides help support these efforts.

SCHOOL GOAL #1: Increase academic achievement in English Language Arts

The last report specified that the student body will achieve thirty-five percent proficiency in the Language Arts portion of the CST exams and produce a seventy-five percent pass rate for the CAHSEE exam. Efforts toward CST exams produced a thirty-four percent proficiency rate missing the goal by only one percent. However, to the team's credit, the number of students in the Below Basic and Far Below Basic spectrums declined significantly, putting that many more students closer to attainment of proficiency.

Conversely, CAHSEE prep has stalled slightly. While pass rates have improved overall, the school pass rate year after year struggles to attain the targeted seventy-five. In addition to on campus preparation of sophomores, the Language Arts departments across the district must develop vertical articulation of language arts precepts in advance of the sophomore year. Specifically, on the high school campus, interventions must strengthen during the freshmen year. Additionally, the department can provide preparatory instruction directly targeted at the CAHSEE during the freshmen year. Transition to Common Core should improve preparation as well.

The previous team did specify additional and more finite targets, but in hindsight, these objectives did not provide traceable measures that would provide interpretive data. These grade level goals ultimately prove irrelevant because the population shifts every year. The present team will reassess and redefine more easily quantifiable targets.

SCHOOL GOAL #2: Increase academic achievement in math.

Per the objectives set forth in the previous full WASC self-study, the math department sought to increase proficiency in all subgroups to thirty-five percent. While the department has made improvements totaling fourteen percent, they still fall short by fourteen percent. Measured progress with the shift in a Common Core focus should escalate as they continue rigorous applications of department particulars.

Though the department has much work ahead with regard to standardized tests, math teachers and students achieved the targeted seventy-five percent pass rate. This shows strong improvement in CAHSEE math basics, but attention must persist in helping students to retain these skills and apply them to higher math concepts so that those areas can also evidence proficiency. Further development of instruction and the pursuit of higher proficiency rates will overall evidence the desired competencies in higher math.

SCHOOL GOAL #3: Increase academic achievement of all ELL students.

With regard to School Goal #3, in hindsight, the team focused solely on student academic gains for the 2007–08 school year. In this WASC Self-study, the team will revisit increases in academic gains that translate to consistent progress year after year for the benefit of ELL students. In general, the former study articulated better than ten percent gains in proficiency among ELLs with diminishing representation in the lowest bands.

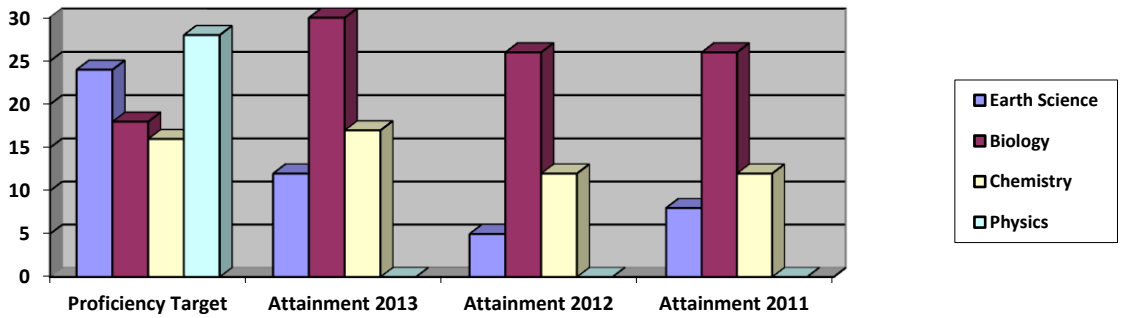
SCHOOL GOAL #4: Increase the academic achievement of all Special Ed. students.

As with the ELL population, the former WASC Self-study team set too narrow a focus on achievement for the 2007-2008 school year. In this WASC Self-study, the team will revisit increases in academic gains that translate to consistent progress year after year for the benefit of Special Ed. students. In general, the former study articulated better than ten percent gains in proficiency among RSP students with diminishing representation in the lowest bands.

SCHOOL GOAL #5: Increase academic achievement in Science.

The chart below specifies the Science Department's goals and gains relevant to the 2008 Full WASC Study School Goal #5.

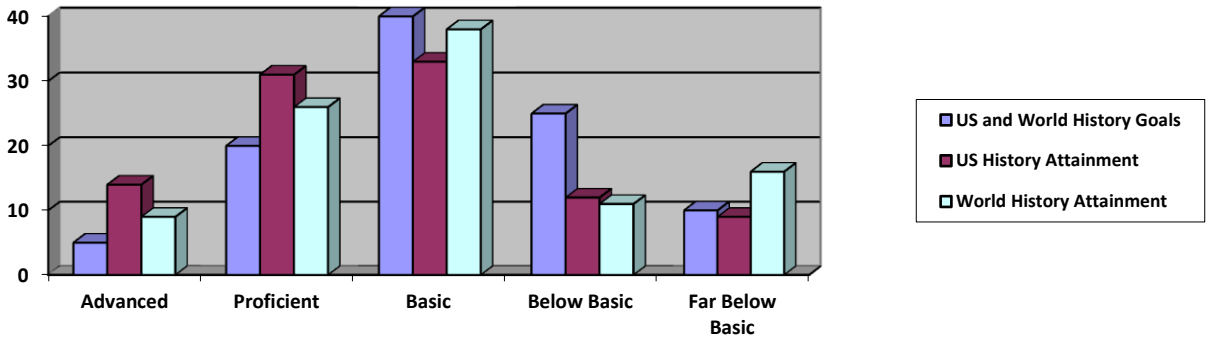
Proficiency Targets for Science Classes



Per the last WASC Self Study, the team specified the above displayed targets. Biology has exceeded the target every one of the last three years. Chemistry has shown consistent progress, but made significant improvements to surpass the goal. Earth Science proficiency rates point to an area of need with low proficiency rates and a significant disparity between goals and attainment. Physics at present remains too new an offering to provide sufficient data.

SCHOOL GOAL #6: Increase academic achievement in social studies.

Proficiency attainment from 2013 CSTs corresponding to School Goal #6



As shown in the above chart, the Social Science Department exceeded almost all of their objectives for academic increase. Overall, the trend across CST bands point to upward mobility. As students gain proficiency, the lowest bands trend downward as desired and expected. Outside of the overall trend, the Far Below Basic group in World History increased. However, the Below Basic group more than doubled its objective, thus negating much of any concern associated with the former increase.

PROGRAM SUPPORT GOAL #7: Develop a school-wide college-going culture.

Pursuant to the last full WASC Self Study, McFarland High School staffers implemented a new paradigm for course offerings that heavily encouraged a school wide shift in academic and career orientations. All core classes were offered only as college prep, signaling to the student body that all students benefit from pursuing college readiness regardless of specific career pursuits.

This emphasis was supported by the published and publicly displayed "COUGARS," which specify clear readiness concepts. Staff may also periodically refer to the ideal as they communicate practical rationale behind learning specific tasks. In addition, during awards assemblies, students were presented with t-shirts that displayed the "COUGARS" in bold color on the back.

In addition, the district has increased honors and advanced placement offerings in all disciplines to increase a focus on higher academic achievement. The current offerings follow:

Advanced Course Offerings 2013-2014

LIBERAL ARTS		**SCIENCES**
AP English Literature and Composition		AP Calculus
AP English Language and Composition		AP Statistics
AP Government/Economics		AP Biology
AP U.S. History	AP World History	**HONORS**
AP Spanish Language	AP Spanish Literature	9th and 10th Grade Honors English
AP Studio Art (Drawing, 2D Art, and 3D Art)		Honors Economics

PROGRAM SUPPORT GOAL # 8: Improve student motivation and effort.

McFarland High School administration and faculty as a result of the last full WASC Self Study determined to increase student motivation and effort. They form an Incentives Committee (often supported by Paramount Grants) to provide measures of extrinsic motivation that support the intrinsic motivation presented by the shift to college ready school culture.

Resulting from discussions fostered amongst faculty, administration, and committee members, staff implemented several measures to increase motivation through public acknowledgements and awards so that the message of desired increases in academic achievement sound clearly and loudly to all participants.

Several initiatives create a web of motivation. First, every quarter, teachers grant an academic achievement award for top performers, one in every period. Second, once a semester, the school held an academic assembly where top performers received acknowledgement, medals, and/or t-shirts. During the second semester, the most improved students were also acknowledged and rewarded.

Many teachers additionally offer their own acknowledgements and celebrations by posting student work or achievement on the walls of the classroom. During "good news" times as a part of "Capturing Kids Hearts," teachers and students alike share out successes that bring cause for celebration. This brief share time at the open of the class offers students the opportunity to share personal joys that increase a sense of positivity in the classroom and across the campus.

As an effort to increase student motivation and effort, the campus held a rally focusing on the 700 API objective for the school. The goal was widely promoted through announcements, parent

communications, and school wide posters. As a reward for this attainment, the whole campus was offered a celebration lunch. This year, everyone enjoyed a time of great celebration with an extended lunch period with a special provided lunch from our central kitchen, live music performances from the music department, and spirit offered by the cheer squad. Everyone attended including faculty, staff, student body, and district personnel.

While all these measures have seemed to yield positive results, the committee had also offered an extended lunch period to those students who maintained marks no less than a "C" letter grade. This motivational effort met mixed reviews. Students with a progress report or quarter grade report showing any "Ds" or "Fs" would remain in the class for additional tutoring. Students responded differently depending on which side of the "lunch line" they fell. The motivation had both negative and positive implications and ultimately did not improve failure rates. As a result, the program has not continued.

However, beginning with the second semester of the 2013-2014 school year, the campus will close during lunch for all freshmen, all sophomores, and any juniors or seniors producing "Ds" or "Fs" in their classes. The closure seeks to improve behavioral concerns amongst the lower grade level students and improve their focus on the academic component of high school life, while lessening the affect of negative social aspects which increase lateness in getting back to class. In addition, the closure for juniors and seniors hopes to incentivize a focus on academic achievement. Overall, all students remaining on campus during lunch will benefit from the safety of the closed campus.

Chapter III

Student/Community Profile

CHAPTER III: STUDENT/COMMUNITY PROFILE — Overall Summary from Analysis of Profile Data and Progress

IMPLICATIONS OF DATA

Last year marked the second largest API gain for the McFarland campus, coming only three years behind the first largest gain of 54 points. Resulting from the concerted efforts of staff and students, the school's API rose 37 point to 701. This brings the McFarland team to a running average of 24 point per year gain over the course of four years. The student body and faculty under the direction of administration heavily promoted a focus on academic achievement which included well-displayed signs, campus-wide announcements, parent notifications, and a rally promoting the focus.

Significant to the campus' positive spirit and safe atmosphere, the District embraced and implemented the Capturing Kid's Hearts Program. Teachers spent three days in advance of the year with intensive training in this program. Teachers sustained the impetus through regular sharing during staff meetings and employing the strategies through department and staff meetings, thus affecting the campus culture as a whole.

To advance these efforts, the school also implemented the Safe School Ambassadors program, training representative students, teachers, and staff so that the campus at large could foster a safe and positive environment which results in greater student successes, academically and socially.

Every department earned gains in CST proficiency rates. While some departments have been sometimes up and down over the last five years, the school definitely trends upward. Science and social science both gained four percent in proficiency rates, while English gained five percent and math improved by seven percent. These unified gains signal an improved campus culture and the unification of a team effort, staff, students, and parents.

Additionally, students tested with their core teachers, providing a "safe" and familiar environment, while bolstering student confidence. Furthermore, we had diminished teacher absences during testing which also might help to account for improvement in testing environments.

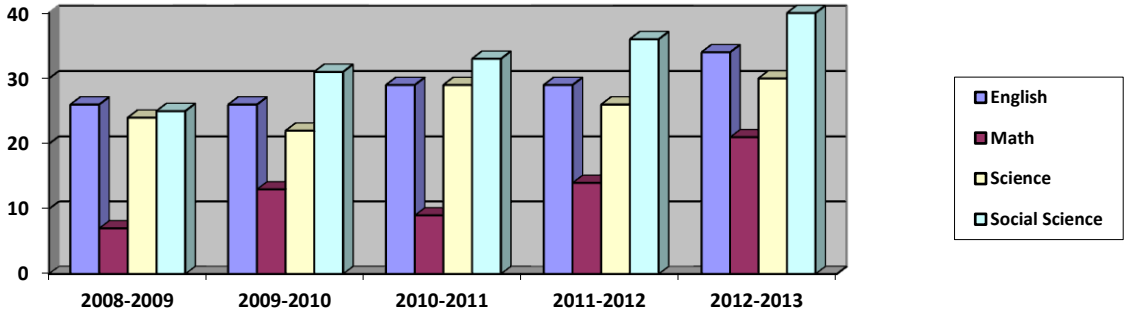
Other campus-wide efforts included eight weeks of Saturday CAHSEE Academies, after school tutoring programs, and an extended tutoring time during lunch. Both math and English departments held the academies, while teachers from all departments rotated in supporting after school efforts. The extended lunch period offered at risk students an extra twenty minutes of instruction to support their learning and comprehension of class exercises.

While the school overall sees strong signs of health academically, this year meets increases in students under-performing according to the most recent semester grade postings. The school seeks to investigate and address contributing factors which include the implementation of Common Core standards and instructional strategies, increased classroom and curricular rigor aligned with Common Core instruction, and the absence of after-school tutoring programs.

Staff also identified the high needs of special populations such as language learners and students with disabilities whose low and struggling proficiency rates signal alarm and help point the administration and instructional staff to establish a strong action plan that supports all students.

In all, the school staff recognizes the need to: 1) Promote Literacy through a Reading and Writing Focus; 2) Make Learning Accessible through Restructured Course Offerings; and 3) Develop a Goals Mind Set toward College and Career Readiness.

CST Proficiency by Department



In addition to gains by proficiency, the student body marked improvements across other achievement bands. Across all departments, higher bands increased and lower bands diminished. The consistency of these shifts marks a trend in school culture in both staff and students as these shifts also happened across grade levels. Several contributing factors in the various departments supported the gains.

Apart from these findings, ELD teachers report declining reclassification numbers over the last three years. Yet, the department had targeted a CST gain of eleven percent but produced more than five times those gains with fifty seven points. Facilitating these changes are the heavy training as provided by the Kevin Clark Program, common prep periods that facilitated intensive collaboration, and an onsite ELD coach. However, in the final analysis, the ELD department lost traction in proficiency rates.

Additionally, the English department once again returned to a heavy CAHSEE focus as they had in 2010-2011 with the return of the Saturday CAHSEE academies and a Winter Academy. These courses provided intensified learning for student achievement in reading comprehension, academic vocabulary, writing skill, and test taking strategies. More than 100 students showed for eight Saturday sessions to focus on the English Language Arts.

In partnership with UC Merced, participants were rewarded a trip to LA where they visited both UCLA and the Santa Monica Pier. Students from all academic levels attended and made marked gains in their skills as evidenced by their post academy test results. The department has consistently posted better than a seventy percent pass rate of sophomores without filtering test takers by deferring grade advancement due to a lack of qualified credits. However, the department seeks to better those pass rates by persisting in development of the program.

As with the ELD department, English teachers shared preps across grade levels, facilitating collaboration. As a result, teachers were able to work more in-depth with the curriculum that they had adopted two years earlier. Having had time to discover the best reading selections to incorporate in the pacing guides, the department could hone in on instructional strategies that best suited those selections. Unfortunately, changes to staffing and master scheduling could not afford the same benefit in the 2013-2014 academic year.

The math department last adopted their text in 2009. In concert, teachers have continued to refine department coordination of their efforts with the help of common preps as with other departments. Teachers orchestrate "together" chapter and unit tests to foster dialogue amongst teachers that further inform instruction. In reviewing the data, as teachers discussed what worked and what did not, they could employ effectual instructional methods across the board. In addition, teachers employed spiral instruction to better build upon previous knowledge and to provide adequate review that supported long term memory and mastery of concepts.

The math department also participated heavily in the CAHSEE academies, enjoying all the benefits of the program and the largest gains in CAHSEE pass rate. Additionally, math teachers assigned student to peer tutoring strategies and incorporated the use of ALEKS, a web-based online program that supports learning.

As evidenced by the earlier chart, the science department cycles in its advancement. Part of this stems from staff turnover due to retirement and one death from cancer. However, the overall trend moves upward, posting six percent gains over the last five years in proficiency. And as with other departments, the department posted diminishing percentages in the lowest bands.

To this end, the department benefited from diversified teaching assignments where more than one teacher instructs a particular subject, thus facilitating collaboration and improved instruction. This strategy worked in tandem with improved pacing alignment between teachers which increased coordinated efforts.

In the Social Science department, U.S. History has most consistently posted gains in proficiency and marks the closest of the disciplines on the McFarland campus to state averages. With regard to faculty, the department has remained seventy five percent stable over the last several years which contributes to consistent gains. The consistency of working relationships builds upon collaboration and accountability to pacing guides. They also benefit from having had the same curriculum since 2009, allowing for a focus of refinements. Common Core will impact both curriculum choices and instructional practices in the near future, but the department stability should fare well.

With regard to campus trends, the social science department continues to increase enrollments in advanced courses such as honors and advanced placement. Thus, more students across the school population benefit from the increased rigor of these offerings.

Three years ago, Quentin Panek came to the McFarland Unified School District as Director of Special Services. Since coming, campuses have markedly shifted their focus, resources, and methods for supporting students with various special needs.

Aside from those with learning disabilities, Mr. Panek with his staff has championed various programs that address other student needs. As a result, these programs which address student issues that could result in expulsions and suspensions, has effectively diminished the rate to seven percent as reported in the 2011-2012 school year.

Of some concern, SAT averages still lag behind the state average, yet the local demographic supports a comprehensive range of test takers due to financial aid afforded to defray the cost of the test. Further, the school fully supports that all students take the test, consistent with the intended campus culture of being college and career ready.

CRITICAL AREAS OF NEED

Consistent with previous WASC findings, the student population still lags in **reading and writing**. Over the last three years, the school implemented campus wide writing exercises that covered topics across the curriculum. Students composed essays in every English class and the whole staff subsequently graded the essays. This exercise exposed students to CAHSEE style writing prompts. The topics changed each quarter to focus on different areas of knowledge: First Quarter – English, Second Quarter – Social Science, and Third Quarter – Science.

In all, the quarterly essay projects, which were done in a timed writing environment, apprised the faculty of student writing needs, while at the same time, raised an awareness to incorporate writing across the curriculum. As a matter of language development, writing proficiency follows reading proficiency. Thus, the staff has identified the need to establish concerted efforts in developing reading proficiency, inclusive of vocabulary development. Thus, students must read voluminously across the curriculum to build fluency.

Conversations have already begun as to developing and incorporating the next phase of "writing across the curriculum" to include a campus-wide focus where writing becomes a more integral part of all instruction in every discipline in an effort to **promote literacy through a reading and writing focus.**

As previously discussed in this chapter, many departments have implemented reading and comprehension strategies as a matter of course. However, dialogue across departments could further enhance student proficiency through coordinated efforts and strategies. Further, vertical alignment and articulation could also improve the effort through discussions across grade levels where appropriate.

Many strategists say "to start with the end in mind." McFarland students could benefit from goal minded educational pathways related to various careers. A **Goals Mindset** could help direct and motivate student achievement by instilling a concept of end game objectives into the educational process. As students discover connections between learning and career goals, they find more value in their learning. While the "COUGARS" and school mission statement specific college and career readiness, a Goals **Mindset** would assist students in making practical connections with in class learning. For example, STEM programs (Science, Technology, Engineering, and Math) have recently been considered as a means of articulating the science and technologies tracts.

Three years ago, under the advisement of QES (Quality Educational Services), the campus employed across the board changes in course offerings. All classes were specified as college prep. General classes were eliminated from the register. To facilitate scaffolding and support to students with special needs, learning disabilities, or skill deficiencies (as specified by CST scores), "support" classes were offered as a companion to a student's college prep class. Departments and individual teachers both have struggled to find a consistent way to provide efficacious application of the ideal. Scheduling in a smaller population such as one as McFarland High School remains problematic. Thus, the faculty continues to discuss the matter of **restructuring course offerings** that would serve the whole population's needs and at the same time uphold an ideal that raises the educational paradigm to agree with higher academic achievement and career mindedness.

Thus, the staff remains concerned for **promoting literacy through a reading and writing focus, making learning accessible through restructured course offerings, and developing a goals mindset**

for college and career readiness. Yet, in consideration of these, the faculty must also tackle transitions to Common Core Standards: the instructional practices, the student adaptations, and the logistics of assessment. Thus, in answering these needs, the school will need to provide response consistent with Common Core adaptations.

School wide learner outcomes must continue on the rise as staff addresses all concerns. The three listed target areas address the largest deficiency in student proficiency while not neglecting the practical motivations that could stem from career pathways. Further, balanced course offerings could facilitate greater student success as teachers have a vehicle to help students achieve at the course level. Ultimately, course offerings that build student confidence and provide rationales for career applications will increase student achievement because students will identify learning as relevant and practical to their personal goals. Moreover, reading and writing proficiency benefits every career and educational pathway.

Demographic and Perception Data

As previously mentioned in chapter one, the student and community demographic remains very consistent, benefitting the faculty efforts to increase achievement because student backgrounds, behaviors, and culture stay unchanged. Conversely, this fact must awaken students to achievement beyond the campus' historical record. Staff must continue to uphold high expectations for college readiness and work tirelessly to incorporate strategies across grade levels that promote proficiency.

Critical to this end, student moral must continue to rise, building school spirit and community pride. In partnering with parents and other family members, MHS staff must increase awareness. Parents must receive information about the benefits of higher education and provide increase support.

Since incorporating the Capturing Kid's Hearts program in the campus culture, students arrive at school with increased positivity. Additionally, what might appear as small efforts by the Drum Line and Cheer Squads greatly promotes school pride. This pride showed marked changes in the campus culture and academic achievement last year. The perceptions concerning the future of McFarland High School ring optimistically.

In addition, increased parent, family, and student attendance at Back-to-School Nights and Parent-Teacher Conferences signals agreement with improved student and parent perceptions. The counseling department works tirelessly to communicate to all parents, but especially the parents of at-risk students. Through informational meetings, home communications, and diligent follow-up, counselors endeavor to keep up the call to higher achievement.

Students perceive that they count and this shows in the across the board academic increases. They believe that teachers care and provide academically challenging instruction. In addition, they strongly feel that they are learning.

Still, while parents show signs of increased involvement, many still struggle to get more involved in their student's success due to availability impaired by work or inability due to a lack of knowledge in content areas.

In all, the McFarland High School cultures progressively shifts for the better.

Chapter IV

Self-Study Findings

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Findings	Supporting Evidence
The Expected Schoolwide Learning Results have been reviewed against the community profile and the needs of students to create actions plans that further school-wide learner outcomes.	• Profile data • CBEDS • School Site Council notes
Students are involved in the academic and career decision making process. Goals for student achievement, effort, and commitment are communicated by staff and administration on a frequent basis.	• Expected Schoolwide Learning Results – MHS • Student board members
The school promotes vision through the communication of ESLRs.	• Classroom postings • Student Handbook • T-Shirts

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

Findings	Supporting Evidence
Staff meets in large group and small group settings to discuss vision, mission, school-wide learner outcomes. The staff discusses the content and the dispensation of these values across the campus to all stakeholders. Student leaders serve on the school board to contribute student perspectives.	• Staff meeting agendas
The School Site Council reviewed the ESLRs.	• School Site Council agenda

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Students, parents, and other members of the school community demonstrate an understanding of and a commitment to the vision, mission, and the schoolwide learner outcomes.

Findings	Supporting Evidence
The school staff communicates, promotes, and insures an understanding of vision, mission, and school-wide learner outcomes through:	

• -Direct parental contact • Marquee postings • Newletters • All calls • Open School Board Meetings • Parent Empowerment Program • Project to Inspire • ELAC • Student Handbook • Freshman Orientation • School Site Council Parents, students, and other community members demonstrate their understanding by actively participating at and attending events.	• School Board Agenda • Classrooms posting • Sample • Meeting notes • PEP Agenda • Agendas • Returned signature pages • Attendance records • Meeting notes

Regular Review and Revision

The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Findings	Supporting Evidence
The School Board, School Site Council, student government, school staff, and administration engage in periodic discussions concerning vision, mission, and the school-wide learner desired outcomes to review and/or update to remain relevant with student needs and community conditions.	• Staff meeting agendas • School Site Council notes • Student government notes • School Board notes

Conclusions

Findings	Supporting Evidence
Continuous efforts are made to inform our students about ESLR's and their importance by having these: • Posted in classroom, main hallway, library and admin. office • Printed in Student Handbook • Imprinted on t-shirts distributed at Awards Assemblies • Reference to in conversation, e.g. during class, counseling session, assemblies, etc.	• ESLRs • Meeting Notes • Stakeholder knowledge and understanding of ELRs

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Governing Board

The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Supporting Evidence
The governing board has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic standards based on data-driven instructional decisions for the school. They are continually monitored at the district level and revised and updated as needed. The governing board gives MHS administration and staff professional freedom to use the data-driven information from Infinite Campus, School City, and other student assessment data to evaluate student needs and create an appropriate school-wide plan in collaboration with School Site Council.	• M.U.S.D. Trustee Handbook • M.U.S.D. Board Policy and Administrative Regulations – hard copies at the district office and onsite as well as an electronic copy at http://www.gamutonline.net/
Elected members of the McFarland Unified School District governing board adopt policies consistent with federal and state mandates that are in compliance with California Education Codes. The Board further authorizes the superintendent to establish an administrative body that implements effective instructional programs and oversees district operations and support services. The superintendent delegates authority and responsibility for the effective site operations.	• Minutes of Monthly Board Meetings
Each year, the School Site Plan is reviewed, updated, and adopted by School Site Council and communicated to all stakeholders.	• MHS School Site Plan • www.mcfarlandusd.org

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The Board Values and Priorities section of the M.U.S.D. Trustee Handbook set forth by the Board of Trustees connects with the school's vision, purpose, and ESLRs. It emphasizes setting a leadership course which establishes a pathway and blueprint for success. This blueprint is based on what the community desires for its children. The desired outcome of the McFarland Unified Board of Trustees is to increase the graduation rate of the community.	• MUSD School Trustee handbook

School policy, as reflected in the student handbook, is driven by California state laws and the established McFarland Unified School District's Board of Education policies and regulations. These policies demonstrate a continued emphasis on student achievement.

- MHS Student Handbook

Board members meet at 4:30 p.m. on the second Tuesday of every month from August through June of each school year to conduct school district business and to provide the members of the board an opportunity to discuss issues with each other and with staff while obtaining community input on issues of importance.

- Seventy-two hours before meeting, board agendas are e-mailed to the sites and posted in public and accessible sites. Each of these meetings, with the exception of closed sessions, is open to the public.

- MUSD School Board minutes

The board endeavors to recognize the contributions by the students, staff, and community in the overall success of the school district by awards and presentations. The board has issued the following statement:

- "The members of the Board of Trustees of the McFarland Unified School District are committed to serving the children and citizens of this school district. We will strive to provide a high quality public education which meets the needs of our community. We believe that the success of the McFarland Unified School District depends on a shared vision among the school board, MUSD staff, parents, and community, and we will try to the best of our ability to uphold these aspirations."

- Board publications

Additional Online Instruction Policies

Findings	Supporting Evidence
• The governing board has approved both A+ Online Learning and APEX to be used for credit recovery online instruction.	• Board Minutes
• MHS has strict policies related to online computer use and related instruction.	• AUP – Acceptable Use Policy; District Internet Filter (CIPA); District Tech. Plan;

Understanding the Role of the Governing Board

The school community understands the governing board's role, including how parents can participate in the school's governance.

Findings	Supporting Evidence
Agenda notices are posted 72 hours prior to board meeting, displayed on the school's marquee, and posted on the district's website. Parents have the opportunity to speak at board meetings and are encouraged to attend. Board meetings are open to the public, with the exception of closed sessions.	• Sample notification • Sign in sheet example • All call printout

Governing Board's Involvement in Review and Refinement

The governing board is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes.

Findings	Supporting Evidence
The principal reports to the superintendent weekly.	• Principal's weekly report
The principal reports to the school board annually. The report includes the school's vision and purpose which include the school-wide learning results.	• MUSD School Board Trustee reports
Board members periodically visit the site and meet with MHS administration throughout the year to discuss the mission, vision, and direction of the school. These informal meetings allow the board members to gain an understanding of any new developments or of any implementation of new policies that will increase success for all students.	• Notifications • Actual visits and attendance at school events

Professional Staff and Governing Board

There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Findings	Supporting Evidence
The governing board keeps learning, teaching, and achievement for all students as the primary focus.	• MUSD School Trustee handbook – page 3

Board's Evaluation/Monitoring Procedures

There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Findings	Supporting Evidence
The governing board evaluates the superintendent annually which includes evaluation of student performance, school operations, and the fiscal health of all schools. The superintendent provides weekly updates to the governing board from all sites and departments. Various sites and departments present information to the governing board during regularly scheduled meetings. The governing board also holds study sessions throughout the year in the areas of budget and academic performance.	• School Board Study Sessions prior to closed sessions • MUSD Board Agenda • School Site Plan • Audited Financial Statements

Complaint and Conflict Resolution Procedures

The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Findings	Supporting Evidence
Conflict resolution begins at the school level with an open door policy between the administration and the staff as a whole. The focus of the school is to keep conflict resolution at the school site as MHS stresses a professional and positive working environment. The administration works with the McFarland Teachers Association and the California Schools Employees Association (CSEA) in accordance with the McFarland Unified School District office and the MUSD School Board to ensure contractual agreements are met and honored at the school site. Through the use of the district union representative and the bylaws set forth in the certificated and classified contracts, as well as policy set forth in the Williams Uniform Complaint Procedure, every employee has the support needed to further a formal complaint. Parents with complaints are encouraged to follow the appropriate chain-of-command starting with the point of origin of the complaint, i.e. the teacher or site administrator. If the situation cannot be resolved, they are offered a complaint form, Uniform Complaint Form (aka. UCP) which is available at the school office, district office, or downloadable from the web in English and Spanish, Every effort is made to resolve complaints or conflicts at the site level.	• CA Uniform Compliant form • Board Minutes – Superintendent's report • http://mcfarlandusd.com/District/page&mode=view&ID=150025, per Education Code 35186.

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Findings	Supporting Evidence
The staff meets weekly throughout the year to share information concerning student data and programs. The administration also meets with the staff and provides regular updates on the current data and programs regarding students' assessment and progress.	• -School Site Council – Meeting agendas
The school leadership requires that competency be measured through the use of formal assessments including the CAHSEE, CELDT, and CST. Student data is disseminated to all stakeholders through weekly staff meetings. On an ongoing basis, consultants, coaches, and other district personnel meet periodically with administrators and teachers to strategize ways of improving	• -Staff Meeting Agendas • -Sign in sheets for CST Test Training • -Sign in sheets for Department Meetings

teaching and learning. Staff is able to access student data using Infinite Campus. Counselors develop counseling programs and services guide and share it with administration, staff, students, and parents. They also develop a yearly counseling calendar designed to inform all stakeholders. It is posted on the school's website. Teachers and counselors meet with students on a regular basis to discuss credits earned and goal setting to enable students to complete credit and CAHSEE requirements for graduation.	• -Sign in sheets for Parent Conferences • --MHS Counseling Programs and Services • http://mcfarlandusd.com/MHS/Department/1017-Counseling • Monthly calendar of events • -Daily Bulletins
Data is analyzed upon receipt, and it guides initial placement in courses, i.e. CST, CELDT. School-wide, this data is analyzed bi-annually. CAHSEE data is analyzed upon receipt and when planning the test prep courses.	• CST, CELDT and Benchmark data

School Plan Correlated to Student Learning

The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Findings	Supporting Evidence
Data analysis of CSTs, CAHSEE, and local assessments drive course offerings, the daily schedule, support classes, staff development, and staffing needs.	• CST, CAHSEE, MHS School Site Plan • Master Plan
Data analysis drives goal setting for School Site Plan. Staff meets on a regular basis to analyze data.	• Data Analysis • Daily Schedule • PLC Data Analysis
There is a correlation between the current Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, ESLRs and academic standards. The McFarland High School Single Plan for Student Achievement has set the same goals as WASC.	• MHS Single Plan for Student Achievement

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Findings	Supporting Evidence
The school connect resources to objectives by review and implementation of: • MHS Site Budget • MHS District Budget • School Site Plan • Data Analysis Documentation • Master Schedule • Teaching assignments • Availability of District level Coaches: Math, BTSA, ELD • Hiring of district Director of Curriculum &Instruction 12/13	• Budget • Textbook and material purchases - Invoices • Material resources • CTCC teacher credentialing information • NKVT Center Schedule • Courses of Study • Funding/Implementation for staff dev., tech, etc.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

The school has clear employment policies and practices related to qualification requirements of staff.

Findings	Supporting Evidence
Clear employment policies/practices related to the qualification or statutory requirements of our staff exist.	• -Job Descriptions
All teachers are required to be credentialed and CLAD/CTEL/SDAIE certified in the area they teach; they are all highly qualified under NCLB requirements. The teachers have experience working with "at risk" students and students from highly diverse backgrounds. The district practices sound and routine procedures in vetting candidates and follow all legal guidelines in hiring procedures. Human resources personnel review ongoing credential status and other pertinent standings periodically. The district supports ongoing professional development to keep current staff up to date on the latest effective trends in education.	• -CCTC California Commission on Teacher Credentialing • -District HR Records • -County Office Records • -Edjoin Job Postings • Interview Notes • -Personnel Files • -Ongoing Professional Development, e.g. VPSS, ELPD, etc.

Qualifications of Staff

The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Findings	Supporting Evidence
Human Resource reviews all credentials and conferences with the site administrator to ensure staff members are appropriately placed within their credentialed subject area. • There is a process in place to ensure interviews of only qualified applicants to fill open positions. • Staff receives ongoing training and preparation, e.g. new teacher orientation, RCD training, ELPD training, SB472 training, etc. To help staff members better meet the needs of all our students, MUSD provides professional development opportunities including curriculum and standards alignment for math and English specific to California State Standards, and opportunities to plan placing guides, benchmarks, and lessons.	• -Edjoin Job Postings • -Job Descriptions • -Personnel Files • -CCTC California Commission on Teacher Credentialing records
Other periodic PD opportunities provide training specific to: using software; disaggregating and analyzing student data; using pre and post tests to evaluate student achievement based on standards; meeting the needs of special and gifted students when	• -Attendance/Sign in sheets • Master Calendar • -Substitute assignments for teachers at training

they are enrolled; accountability methods/requirements; using benchmarks; lesson differentiation; motivating reluctant learners; understanding IEPs; and using pacing guides.	
Teachers new to the profession are provided support through Beginning Teacher Support and Assessment (BTSA). Informal mentoring is ongoing and embraced by all experienced staff at our site.	• BTSA Participant Roster
Teacher evaluations are conducted every year for new teachers and every other year for tenured teachers or as needed. Our principal continually alerts staff to professional development and training opportunities.	• Sample evaluation • Schedule of evaluations
The district provides math and ELD coaches to assist all math and ELD teachers in preparing and delivering the highest quality lessons possible. RCD training is currently ongoing for the English and Math Departments. During 2010-2011 to 2012-2013, SIG monies funded coaching for both the Math and English Departments from QES.	• Calendar of meetings • Meeting notes

Maximum Use of Staff Expertise

The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Findings	Supporting Evidence
All new teachers receive New Teacher Orientation at both the district office and at the school site. They are trained on the use of student information systems and they meet with the department chairperson for specific curriculum instruction as per assignment. All teachers teach core subjects and rely on the department chairperson and administrators for initial orientation.	• -Master Schedule • -CTCC records • - MUSD HR Department • -Kern County Office of Ed (KCSOS)

Defining and Understanding Practices/Relationships

The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
• An updated staff handbook distributed annually contains a list of responsibilities, operational practices, decision-making processes, and staff relationship policies are distributed annually.	• -Staff Handbook
• Additionally, job postings define responsibilities of each staff member.	• -Edjoin/Job Postings

Internal Communication and Planning

The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
Existing structures for internal communication, planning, and resolving differences include: conferencing between staff members and/or administration, e-mailing, and the use of staff mailboxes.	• -School Email • -Infinite Campus
Procedures are in place allowing differences to be resolved at a higher level through the Williams Complaint Procedure. Instructions on how one goes about filing are posted in every classroom, office, staff workroom and in the lunchroom. No complaints have been filed. Differences are resolved in a professional manner at the site level, if possible.	• -Uniform Complaint Form
The staff embraces the ideals of Capturing Kids Hearts.	• -Capturing Kids Heart Handbook • Meeting notes
MHS openly discusses matters pertinent to school-wide learning outcomes and the means by which they are achieved at staff meetings and in PLCs.	
The MHS principal, Lori Schultz, has an open and supportive policy towards all teachers and staff. The staff evaluation process is ongoing and feedback is provided.	• Suggestion box
The McFarland Unified District also has had a District Assistance and Intervention Team (DAIT) and other District teams that do walk-throughs with general feedback given to the principal.	• Sample DAIT reports

Staff Actions/Accountability to Support Learning

The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as: shadowing, coaching, co-teaching, observation, mentoring and group presentations.

Findings	Supporting Evidence
The school provides accountability to support learning through: • BTSA Coaching • Teacher observation/evaluation • Math Coach • ELD Coach/Consultant • English Coach • QES Consultants • Principal's Coach • Implementation of CCSS English criteria into writing across the curriculum applied in school-wide grading events.	• Teacher evaluations • Teacher observation – feedback • ELD Co-Teaching lessons • New Teacher Mentoring (BTSA) • Teacher Presentations at staff meetings, e.g. AVID strategies • Graded Student Essays

Additional Online Instruction

Findings	Supporting Evidence
Note: Online instruction is not a primary instruction tool. It is use for credit recovery and CAHSEE test prep only. • Visit to Tulare Union High School – to observe APEX /Credit Recovery use • Onsite Training for Online Instruction program use - APEX Training & Revolution K12 Training	• Handouts • Notes

Evaluation of Existing Processes

The school leadership regularly reviews the existing processes to determine the degree to which the action of the leadership and staff focuses on successful student learning.

Findings	Supporting Evidence
School leadership meets prior to the start of the school year to determine the appropriateness of programs and schedules of the previous semester. Adjustments are made as needed.	• Leadership Agenda/Notes • Admin Meetings/Notes
School leadership meets monthly to review existing processes to determine courses of action that maximize student learning. The size of the student population and staff is conducive to more informal meetings as needed.	• Leadership Agenda/Notes • Admin Meetings/Notes
School Leadership participates in ongoing training from district provided consultants who offer ongoing education in the areas of best practices. Data analysis, Common Core, and evaluation of implementation of researched-based best teaching/learning practices have been the ongoing themes.	• Leadership Agenda/Notes • Admin Meetings/Notes

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Support of Professional Development

The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
The district office supports on-going professional development. • Funding is available to staff and teachers who wish to enhance teaching strategies by attending conferences and workshops. • Upon approval from administration, release time can be given to allow teachers this opportunity. • All conference requests must include how the conference supports learning and other site goals. Some of the more recent trainings attended by MHS staff follow: • English Language Professional Development (ELPD)	• Conference requests • Conference Materials • Training Materials

- Verification Process for Secondary Teachers in Special Settings (VPSS)
- Capturing Kids' Hearts Common Core
- Safe Schools Training - Anti-bullying, Anti-gangs, Disaster Preparedness
- AB466S B472 ASB
- Law Regarding Student Enrollment/Attendance (2 trainings)
- Crisis Prevention and Intervention

- Agendas
- Tech Tuesday schedule

District and site technology personnel offer classes and tutoring on technology available at the school site, e.g. document cameras, California Streaming, Infinite Campus, Smartboards, and SchoolCity.

Supervision and Evaluation

The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	**Supporting Evidence**

The staff evaluation process is on-going.
• Teachers are observed and formally evaluated by administration twice a year for the first two years of employment.
• After two years, evaluations take place every other year.
• Processes follow these steps:
  ○ Goal-setting meeting with administrator and teacher.
  ○ Observation
  ○ Post-observation discussion/review
Administrators review:
• Engagement of all students in learning
• Creates and Maintains a Suitable Learning Environment
• Understands and Organizes Subject Matter
• Designs Learning Experiences for All Students
• Demonstrates Effective Instructional Techniques/Strategies
• Assesses Student Learning
	• Evaluation schedule
	• Teacher evaluation forms
	• Lesson Plans

Measurable Effect of Professional Development

There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Findings	Supporting Evidence
Global measures are used to measure effect of professional development, coaching, and mentoring on student performance. District Coaches (ELD and BTSA) regularly monitor student performance for teachers working within those areas.	Teacher Records for ELD and BTSA Teachers School-wide student data for achievement and performance

Conclusions

Findings	Supporting Evidence
The school could benefit from post training review processes directly related to *specific* professional development events. This weakness impacts the school's ability to address: • Literacy – knowing when professional development, training, or coaching has made measureable impact • Making learning accessible – knowing when professional development or coaching has measureable impact.	• API • AYP • Benchmark • Local Assessments

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

Allocation Decisions

There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
The principal reviews the school budget as allocated by the district and consults with various staff members to assure that funds are first distributed to the highest needs and that fund will serve the vision and mission of the school. General fund monies supplement site funds as needed and made available by the district. The district provides money for approved/adopted textbooks according to the Williams Act. Any supplemental classroom materials come from the school budget. All teachers receive lottery money to be used for supplemental materials. Although school leadership and staff are involved in the resource allocation decisions, approval is ultimately made at the district level. Purchase orders are signed off by the principal who confirms the expenses match the goals. The district follows strict criteria for dispensation of categorical funds.	• MUSD Budget • MUSD Financial Statements • Purchase Requisitions/Orders • Materials in the classrooms • Technology in the classrooms • Lottery distributions • Purchase orders • EL and RSP programs • Title I fund • District budget

The district continues to enhance and expand facilities.

- Completion of the two-story classroom building
- Modernization of the gym
- Construction of a new Varsity Baseball field
- Construction of a new stadium (to be completed August, 2014)

Additional budget is given to the school for AP materials provided through College Board.	• Activities Office Budget
A 3-year SIG Grant funding by the U.S. Department of Education to assist low achieving schools in implementing focused school improvement, corrective action and restructuring actions. (expired Spring of 2013)	• SIG Grant Budget

Practices

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
The district maintains and enforces internal controls to protect against the misappropriation of institutional funds.	
• Multiple approval points are setup to ensure that expenditures falls within the guidelines of the funding resources and school plan.	• Yearly budget
• The district prepares an annual budget using revenue estimates provided by School Services of California, the county office, and the CDE.	
• Expenditures are projected using position control and historical data to allow for the fulfillment of school plans.	
• The budget is maintained and updated at 1st Interim and 2nd Interim to reflect changes to revenues and expenses.	• Interim reports
• The district closes the books yearly in compliance with governmental accounting guidelines.	
• The district financials are audited yearly by an independent auditor. For the year ending 6/30/2013, the audit report shows no findings.	• Audit reports

Facilities

The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Findings	Supporting Evidence
• McFarland is currently using its facility as efficiently as possible, considering the condition, size and age of the plant.	• District safety committee minutes.
• The district recently completed a two-story building and added portable classrooms. In addition, recently	• Budget funds spent to maintain facilities.

completed improvements on benches and the grounds. • The district employs a Director of Maintenance, Operations, and Transportation (MOT) who is responsible for the maintenance on campus, working with site administrators to ensure the adequacy of the facilities. • An on-line maintenance work order system is used to request routine installations or repairs. Emergency situations are handled by calling the MOT Director who immediately handles situations as they occur. • The district takes pride in providing facilities that are clean and safe for students. MOT is committed to providing facilities that are conducive to learning and enhance the learning experience.	• Director of Maintenance, Operations, and Transportation job description. • Business Manager has weekly facility meetings to discuss facility issues and concerns • Williams Act Inspection Report

Instructional Materials and Equipment

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
Policies and procedures are in place for textbook and other print inventory to be checked out by teachers and students. The librarian uses Follett software to keep track of inventory and does so annually. Loss prevention measures are in place although they need to be strengthened.	• Library Procedures
When additional instructional and laboratory materials are needed, a purchase requisition is submitted to the district office. If site funds are not sufficient, general funds are used, if available.	• Purchase Requisitions • Purchase Orders
Board adopted texts have routinely been adopted on a set basis. However, due to the introduction of Common Core, a hold has been in place this past year. Supplemental textbook are regularly reviewed and new supplemental texts purchased as needed using the purchase requisition protocol.	• Text adoptions schedule (former) • Textbook inventory
The technology department handles downloading and connections to the software programs available to aid our students and teachers: A+ Credit Recovery, Microsoft Office, Infinite Campus for student attendance and grading, SchoolCity for standards-based assessments, etc.	• Online tech requests
The technology department also maintains the equipment and software using an online technology request system if the site technology person is unable to resolve issues. The district is committed to providing up-to-date computer equipment, software, and technicians to support our educational mission.	• Equipment inventories

Well-Qualified Staff

Resources are currently available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Findings	Supporting Evidence
• While McFarland High has in recent years has expand many staffing areas, MHS does not currently employ a dedicated college/career technical assistance. In 2009-2010, the career tech position eliminated due to funding. • College/career assistance is currently offered through the counseling office. • Online primary instruction is not offered. The lack of a direct career resource personnel weakness impacts the school's ability to address one of the three goals: Developing a Goals Mindset - College and Career Readiness.	• Staff rosters • Counseling schedule • Diminishing VTC enrollment • After-school Career Lab available to students

Long-Range Planning

The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
The district prepares a multi-year projection to review the availability of funds in the current year and two subsequent years. This process allows the district to monitor and strategize to ensure that the funds available meet the education needs of students. The schools goals in chapter 5 are multi-year goals based on needs of MHS students.	• Multi-year projections • McFarland Unified School District – Study Session Meetings

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- Established Vision, Mission, and targets for School-wide Learner Outcomes
- Relevant ESLRs
- Supportive Governing Board's Involvement: Board Policy, Board Values; and Priorities
- Adequate Complaint and Conflict Resolution Procedures
- Qualified School Leadership and Staffing
- Facilities – older but maintained

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Lack of funds for College/Career Center to support **goals mindset for college/career readiness.**
- After school tutoring that **makes learning** accessible by support special populations: Language learners and students with disabilities.
- Process for equipping new teachers and teachers with new assignments with all needed resources.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
• Current adoption plan of 7 year terms have been suspended until publishers have adapted their material to address the common core standards • Common Core Adoption • RCD (Rigorous Curriculum Design) – 2013-14 - 2 days/month for English & Math • QES (Quality Educational Services) – 2011-2012 – 2 days/month for Math & English additional dates for History and Science, 2012-13 Math continued to meet • English – Common Core Companion from publisher • Aligning of the curriculum to state standards has been the priority for the past five years. • MHS math and English coaches to provide the school assistance in developing common benchmarks, support in analyzing data, developing common pacing guides, and providing effective instructional strategies and feedback to teachers. • AP (13 classes), honors (3), college preparatory, general, intervention (FBB), support classes in English (BB), ELD and academy classes are offered to meet the needs of all students.	• Attendance record RCD trainings – Dates of Attendance • QES • DAIT-Total School Solutions • Common Core Materials • SIG Grant • SB 472/ELPD Training • CMC Conference • Math and English coaches • Master Schedule

Academic Standards for Each Area

The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “” requirements.

Findings	Supporting Evidence
• Courses of Study for all Subject Areas • Core subject areas in the transition to common core; • Former pacing guides were aligned to state standards. • Pacing guides for all courses. • Benchmarks are used to determine growth/mastery • All AP students take the corresponding exam at the end of the year. • AP Course offerings have increased school-wide. • Course offerings have increased school-wide with an emphasis on “G” and fine art offerings	• Courses of Study • Pacing guides • Benchmarks • AP scores • Benchmark Data • AP Test Data • AP Course Audit • Course List

Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Findings	Supporting Evidence
• Online curriculum/courses are used to keep students on track for graduation. • Revolution K12 is used to help prepare students to re-take the CAHSEE • APEX – College Prep Curriculum to assist students who are off-track to meet requirements • PASS Program- migrant student program with course offerings and graduation requirement course offerings	• Credit Recovery • A+ Program • Revolution K12 • APEX • P.A.S.S. course list

Congruence

There is congruence between the actual concepts and skills taught, the academic standards and the school-wide learner outcomes.

Findings	Supporting Evidence
• District adopted materials are aligned to state standards • Benchmarks address the key standards • Monitored through department curriculum planning and training, the posting of lesson objectives and academic standards on the board, and administration observations. • Teachers provide a class syllabus for students and parents that outline course requirements, grading policies, homework, and behavior expectations. • Common assessments and key assignments in social studies, math, and science are aligned to the state standards. • Transition to common core standards in English and math. • Through a variety of instructional methods, students are writing and giving oral presentations. Organizational skills are implemented through the use of MHS planners, Cornell note-taking strategies, and notebooks. • In English classes, the research paper is taught in grade. • Technology is used by teachers and students to implement Power point presentations and computer-related research.	• Textbooks/Workbooks • Benchmarks • PLC agendas • Syllabi • Pacing calendars • RCD training • Lesson plans • English syllabus • Lesson plans

Student Work — Engagement in Learning

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school-wide learner outcomes.

Findings	Supporting Evidence
• Projects and assignments are addressed in the pacing guides which are aligned to state standards. • Active engagement in the learning process is demonstrated in the student work.	• Completed projects. • Photos of class activities

• Teachers participate in a school-wide grading of student essays using the district adopted writing rubric.	• Evidence Binder

Accessibility of All Students to Curriculum

A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Findings	**Supporting Evidence**
• Increased the number of AP courses offered.	• Master schedules
• Students take APEX/ A+ online courses to make up credits	• AP & APEX Course lists
• Intervention and Academy classes are available for students performing below grade level.	• Master Schedule
• ELD courses are available for those students who are designated as English language Learners.	• Master Schedule
• Special Education students are integrated into all core classes with an assigned special education advisor.	• Student schedules
• General education, college prep, honors and AP courses are available in English and history.	• Master Schedule
• College prep and AP courses are available in math and science.	• Master Schedule

Evaluate the procedures to ensure that students have access to courses that meet the UC "" requirements, including lab courses.

Findings	**Supporting Evidence**
• Freshmen Registration Conferences –Counselor present class registration information to all freshmen. Counselors hold individual registration conferences with all incoming freshmen and their parent/guardian. Students and parents are encouraged to select a program to meet .	• Registration forms, flyers, parent signatures
• All freshmen are enrolled in an English, math and science course.	• Student schedules
• Sophomore Counseling – Counselors review the four year plan and an academic review with students and parents (Individual conferences) with an emphasis on and career pathways.	• Four year plans/academic reviews
• Registration presentations and follow-up conferences: Counselor presentations for 9-11 grade students for class registration. Review Curriculum Guide. Counselors emphasize class offerings and completion, along with graduation requirements and completion.	• McFarland High School Curriculum Guide • Registration forms
• AP classes are available to all interested students who have a C average in the CP courses of study. The emphasis is on equity and access.	• AP Enrollment data
• UC Scholars cohort has an academic plan for each student	• UC Scholars Academic Plan

emphasizing completion of courses. Plans are reviewed with all UC Scholar students on a yearly basis. • PEP – Parent Empowerment Program. UC Scholars provides a parent component to educate parents on requirements and the systems of higher education. • AVID students have an academic plan for completion. • APEX/PASS courses offered to off-track students. • Summer school classes available for all students to repeat classes in which they received a D or F in courses.	• PEP Attendance Data • AVID Academic Plan • APEX Enrollment • Summer School Courses

Integration Among Disciplines

There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
• Pacing guides demonstrate an alignment between history and English. • English CCSS-based rubric scored writing guides to be implemented school-wide • Integration of STEM and Arts (STEAM) that supports Common Core standards across the disciplines	• Pacing guides • Across the curriculum writing scoring training materials • Conferences • Planning Notes

Curricular Development, Evaluation, and Revisions

The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Findings	Supporting Evidence
• Textbook adoption processes are in place at the district level. Textbooks are reviewed by a committee, evaluated for effective alignment to state standards and supportive material included, voted on by the committee and submitted to the board for final approval. Prior to approval, materials are displayed in an open forum for public review and input. The board makes the final approval. • Rigorous Curriculum Development curriculum review, evaluation, and time for PLC to develop implementation of CCSS into math and English curriculum. Twenty full days devoted to math and twenty full days devoted to English in 2013-2014.	• Textbook adoption process notations • Board Min. – adoptions • Board Minutes – courses of study • Notes to key stakeholders advising of textbook perusing opportunities • RCD Workshop materials, lesson plans, pacing guides

Policies — Rigorous, Relevant, Coherent Curriculum

The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Findings	Supporting Evidence
• Board policy guides school policy	• MUSD Board Policy
• Each department has policy for curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.	• School Site Council Agendas/Meeting Notes • MHS Curriculum Guide
• Administration assesses results of curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc. at least quarterly following posting of grades and analysis of ongoing pertinent assessment data.	• Infinite Campus – Grades, Grade Book Analysis • School City Summative Data
• The adoption committee is formed by teachers, district office personnel, curriculum coaches, school site council members.	• Committee roster
• MHS Counselors created an MHS Curriculum Guide in English and Spanish. The policies and procedures were reviewed by the teacher, SSC, and parents.	• Curriculum Guide
• SSC – Data Analysis	• Review report

Online Instruction:

Note: Not primary instruction. Online instruction is used for credit recovery for previously failed courses

- Apex teachers are trained on how to keep curriculum secure
- Apex students are required to take all exams in the presence of the instructor.
- A+ students use school computers monitored by a trained teacher to complete the units

Articulation and Follow-up Studies

The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
• Professional development days have included the high school middle school teachers.	• Rosters for PD days • AP Trainings - Workshops • AVID Summer Institutes - Workshops
• Counselors and UC Scholars administer an exit survey to assess the post graduate plans of all graduates. Counselors are developing a proposal for “Clearinghouse” to access college enrollment of MHS graduates.	• Senior Exit Survey Data
• Counselors attend yearly CSU and UC High School Counselor Conferences for updates and new policies and procedures.	• CSU/UC/CCC Counselor Conference Forms
• Counselors attend the community college workshops for high school counselors.	• Flyer/materials
• Counselors seek out college representatives to present to high school students.	• CCC outreach, CAMP outreach, UC outreach,
• Administrators, counselors, and district personnel attend quarterly UC Scholars meeting to articulate course	• CSU outreach representatives

offerings and pursue best practices for equity and access for all students to higher education and/or career pathways.	• UC Scholars Quarterly Meeting Agendas

Conclusions

Findings	Supporting Evidence
Strengths:	
• Curriculum is continuously revised and revamped to ensure it is aligned with the current state standards and practices.	• Updated courses of study • Updated pacing guides
• Math and English teachers have received numerous days of professional development to stay abreast of current educational development trends.	• RCD, AP, AVID, Site and District Agendas for professional development days
• Each student, with the assistance of their counselor, develops an academic plan to meet requirements and a career pathway.	• Counselor Calendars, Infinite Campus Student counseling notes
Weaknesses:	
• Training is not offered to all core subject areas, such as Social sciences, science, foreign language etc.	• No CCSS training yet for core subject areas other than English and math
• New Teacher orientation time does not provide curriculum instruction. A formal process is not established to ensure new teachers have access to the courses of study, pacing guides, course syllabus in hand before the first day of instruction.	• New teacher MUSD training prior to start of new school year
• The school/district does not have access to a program that tracks graduates or a four year plan.	

Findings	Supporting Evidence
The weakness impacts the school's ability to address:	• API
• **Literacy**	• AYP
• **Making learning accessible**	• Benchmark
• **Developing a goals mindset**	• Local Assessments

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices

All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
• Vocational courses offered through NKVTC (North kern Vocational Training Center) –certificate of completion awarded for completion of course of study. Classes include placement in a community setting. i.e. business,	• VTC Enrollment

medical office, police station, work-site.	
• College Campus tours. AVID and UC Scholars attend a college campus tour for all students in the programs. Counselors seek out grants and resources to have all sophomores attend at least on campus visitation.	• AVID/UC Scholar campus visit attendance rosters • Paramount Grant
• Counselors assist all Sophomores in completing a Career Interest Inventory on ONET (www.mynextmove.com). The Inventory matches students to careers in one of five job zones. The results are reviewed with students and parents during individual sophomore counseling conferences.	• McFarland High School Counseling Programs and Services binder 2013-14 • ONET results/Sophomore counseling folders.
• Senior projects	• Samples
• Pre-technical training courses offered in woodshop, ag. mechanics, video production, courses offered	• Courses of Study
• MHS hosts representatives from the military. Students have access to meet with a military representative.	• Military visits
• PSAT testing for all 9th -11th grade students. Counselors conduct PSAT presentations and students access on-line score reports and CollegeBoard accounts.	• PSAT Summary of Skills and Answers school Report
• MHS is an SAT Testing site. SAT tests are given 4-5 times per year. Students have access to take SAT tests. MHS is a testing site for five other area high schools.	• SAT Testing Site Data
• MHS administers the ASVAB to every high school senior. The results are reviewed in a group presentation by trained ASVAB personnel.	• ASVAB School Report and ASVAB roster
• Annual Cash for College Workshop (FAFSA) is held on a Sunday to provide access to all parents and students.	• FAFSA Sign In Roster, flyers, mailers
• All MHS Seniors participate in an application workshop for community college, CSU, and UC applications (three separate workshops) conducted by the senior counselor and college representatives.	• College Application attendance rosters, proof of submission

Student-Parent-Staff Collaboration

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Findings	**Supporting Evidence**
• Sophomore Counseling – Counselors review the four year plan and an academic review with students and parents (Individual conferences) with an emphasis on and career pathways.	• Academic Review Plans, four year plans, sophomore counseling parent letter
• Freshmen Registration Conferences –Counselor present class registration information to all freshmen. Counselors hold individual registration conferences with all incoming freshmen and their parent/guardian. Students and parents are encouraged to select a program to meet requirements.	• Freshmen Registration Forms, parent letters,
• Parent/teacher conferences	• Parent sign in rosters, parent letter

• PEP – Parent Empowerment Program. UC Scholars provides a parent component to educate parents on requirements and the systems of higher education. Culminating activity is a visitation and tour of a college campus by the parents and their students.	• PEP attendance rosters, completion certificates,
• Registration presentations and follow-up conferences: Counselor presentations for 9-11 grade students for class registration. Review Curriculum Guide. Counselors emphasize class offerings and completion, along with graduation requirements and completion.	• MHS Curriculum Guide in English and Spanish • AVID attendance roster
• AVID Parent Meeting. AVID holds an annual parent meeting for students and parents.	

Monitoring/Changing Student Plans

The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Findings	Supporting Evidence
• Counselors meet with all students to register for the following year's classes. The four year plan is reviewed and updated. The graduation plan/academic review is reassessed and changes are made as necessary. Students are informed regarding their progress toward graduation, completion, and career goals and post secondary education opportunities and goals.	• Student academic review and four year plan
• MHS counselors refer students to APEX, credit recovery, and class changes as indicated by student performance and teacher recommendations.	• Rosters
• ELD/Academy reclassification	• Reclassification data
• AP and Honors Class options	• Master Schedule

Post High School Transitions

The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
• UC Scholars program • AVID Program • Senior Project • College Campus Tours • AP and Honors class option	• Actual college graduation rates.
• College preparatory courses of study • NKVTC program • Bakersfield College Articulation Agreement • CC Concurrent Enrollment classes, including on-line options.	• VTC to vocational job transition rates • VTC to vocational school transition rates

Conclusions

Findings	Supporting Evidence
Strengths: • Students are provided a multitude of opportunities to be college and career ready. • AVID & UC Scholars help prepare our students to be successful after graduation. • PSAT is offered to all students. • MHS is an SAT Test site. Weaknesses: • Career Technician position was eliminated by the district and is desperately needed for a comprehensive career services program. • School to career options are limited with no VTC classes available on campus. • RSP and Special education students are integrated into CP classes.	• Transfer data • Sample work/syllabus • Master calendar • Flyers

Findings	Supporting Evidence
The weakness impacts the school's ability to address: • **Literacy** • **Making learning accessible** • **Developing a goals mindset**	• API • AYP • Benchmark • Local Assessments

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Real World Applications — Curriculum

All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings	Supporting Evidence
• English: Stories chosen are connected to a non-fiction piece that relates to the student's lives. In transition to Common core, more technical documents and owner's manuals have been implemented into the curriculum. • Math: Word problems are incorporated into the units to connect the math to real world topics. Consumer math course delves into finance, taxes, etc. • Independent Living includes a life skills unit where the students learn how to get a loan, make a budget, balance a check book, basic cooking and sewing, nutrition, etc. • Science: energy and propulsion systems, transportation, environmental studies, human anatomy and physiology included in curriculum • History follows current events to tie into history and discover the connections. • PE/Health: connects to physical fitness and benefits of a healthy lifestyle • Four Year Plan: all high school students.	• Class syllabi or pacing calendars • CCSSs into the curricula – for math and English • Sample work/pacing • Course syllabus • Course syllabi • Lesson plans • Pacing calendar • Sample

• Career technician planned and organized an extensive Career Day where students had the opportunity to "discover" 3 various careers.	• Career Day agenda

Meeting Graduation Requirements

The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Findings	Supporting Evidence
• CAHSEE Academy- Saturday Academy class for all at-risk sophomores. Passing rates have increased with the implementation of the academy.	• CAHSEE scores • Passing rates
• CAHSEE class for math and English support class.	• CAHSEE Academy records
• After School Tutoring o SIG Funded Interventions o Credit Recovery – Tutoring	• Tutoring attendance sheets
• Support classes built into master schedule	• Master Schedule
• Counselor conducts "At-risk" student conferences for all sophomores, juniors, and seniors in danger of not meeting graduation requirements, including the CAHSEE.	• Counseling appointment calendars/Infinite Campus notations in student files
• Credit Recovery (A+ Program and APEX) allows students to re-take courses to meet graduation requirements in order to graduate.	• Master Schedule
• Summer School for students who are deficient in credits for graduation.	• Master Calendar
• PASS program for migrant students who are deficient in credits for graduation.	• Enrollment logs

Conclusions

Findings	Supporting Evidence
• Passing rates have increased during years the CAHSEE Academy has been offered. CAHSEE class size decreases throughout the year as students pass, demonstrating the effectiveness of the program.	• CAHSEE Pass Rates (Test result data) • CAHSEE Academy attendance sheets

Findings	Supporting Evidence
Strengths:	
• CAHSEE courses are available to ensure students pass the test and CAHSEE academies are provided to prepare them to be successful for the 10th grade test.	• CAHSEE data analysis, Attendance records
• Teachers endeavor to implement real world applications in the classroom as there is a lack of college to career connections by our students due to the lack of exposure to careers and experience in the community.	• Lesson Plans
• More students have been exposed to college prep classes and have been challenged to attain this goal.	• Lesson Plans - Counselor Presentations
Weaknesses:	
• Not all students are meeting graduation requirements.	• Graduation Statistics/Records
• CP courses have been the only option for the past six years. This does not allow all students to effectively access learning.	• AYP proficiency data

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- CST test score improvements
- CAHSEE score improvements
- Beginning implementation of CCSS for Math and English

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- CST and CAHSEE score improvements – not at desired level of growth
    - Significant Subgroups **find learning inaccessible** toward proficiency due to placement problems in current course offerings
- Need for implementation of the Common Core Standards across the curriculum
- Reading levels remaining low and the amount of outside reading is minimal, signaling a need to **improve literacy.**
- Need to increase the number of students passing the AP exams; Need to develop criteria for AP classes, assisting students in preparation for AP students that are not "ready" for the AP courses & increase the rigor to improve the AP pass rate.
- Update all courses of study, syllabus, benchmarks, and pacing calendars to ensure all courses are meeting Common Core standards and all students receive the same instruction regardless of teacher assignment.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Results of Student Observations and Examining Work

The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Findings	Supporting Evidence
McFarland High employs a variety of programs to ensure the best outcome for students from all backgrounds and levels of learning.	• Course Catalog
To create "college and career ready" graduates, all students at McFarland High School engage in **standards-based curriculum.** • On average, 42 percent of MHS students are on the A-G path for access to the California State University and University of California systems. • MHS students have access to 13 AP and Honors courses	• A-G completion rates • Master Schedule
McFarland High has embraced **two college preparation and education programs**: AVID since 2001 and UC Scholars since 2010. • AVID providies training and a variety of learning strategies that offer the best chance for the most students to succeed in embracing the college dream. • The UC Scholars program provides students and parents with information and support toward attending college, supporting students in their college readiness by building four year plans and providing college preparatory testing.	• UC/CSU acceptance rates • AVID Senior Data • UC Scholars Data • Scholarship winners • SAT Data • PSAT Data • College Testing Data
Students at McFarland High have opportunity to enroll in vocational courses at **North Kern Vocational Training.**	• NKVTC Course List • VTC Enrollment Report
A **robust FFA/Agriculture department** offers Ag Economics, Ag Government, Ag Biology, and Ag Mechanics with 273 enrollees. • Students raise livestock for competition at various fairs • Students gain welding skills and crop science knowledge • Students compete in the International Econ. competition.	• Ag Enrollment report • Photos • Student work examples • Photos
McFarland High provides vocational and real-life learning opportunities through the following courses: • Woodshop Three- Dimensional Art • Home Economics Foods • Independent Living Child Development • Technology classes Video Production	• Master Schedule

Students facing specific academic challenges in the different disciplines find opportunity to improve through the following courses and means:

- Intervention classes
- Support classes
- English Language Development classes

- Intervention Rosters
- ELD/AcademyRosters

McFarland High school supports organization skills for success.

- MHS made an investment in school-wide binders and planners this year.
- Teachers promote Cornell Notes strategies across the curriculum in order to help students develop study habits.

- Sample Binder
- Cornell Format
- Student examples

McFarland High is transitioning into a more technologically advanced environment.

- Two computer literacy class labs
- 89.7 percent of classrooms have Smartboards
- 36.84 percent of classrooms have document cameras
- Three campus computer labs with new computers
- Teachers schedule labs for projects and interactive learning.

- School Map
- Lab sign-up sheets

- Staff Survey

McFarland teachers strongly support increased access to the most up-to-date technology.

- 51.36% of teachers require their students to use technology in order to complete an assignment on a daily/weekly basis.
- 89.47% of teachers would make regular/daily use of a class set of computers/notebooks/iPads if they were available.
- McFarland High faculty utilizes the available technology and desires expanded access to interactive technology.

- Four-Year Plans
- AVID enrollment
- UC Scholars enrollment

McFarland High seeks to produce goal-oriented students through:

- Four-year plans, Active counseling, AVID and UC Scholars
- Yet, the campus only produces a 41 percent A-G completion rate and VTC enrollment declines.

- Master Schedule
- Enrollment data

MHS provides elevated academic, cultural, and personal experiences.

- Drumline
- Show Choir
- Drama
- Beginning and Advanced Art
- MPAAS: Mariachi, Latin/Folklorico Dance, jazz &rock bands.

Students are expected to achieve their best and are encouraged to do so through the school-wide CP and AP programs, CAHSEE and ELD academies, and the AVID and UC Scholars programs.

- Perception data supports that students are challenged.

- Student perception survey

• Test data suggests academic improvement • Test data highlights additional areas of need	• Test data • Test data • Social contracts

MHS students are encouraged to become respectful and responsible citizens who contribute to their school and community.
• The Capturing Kids Hearts program builds a positive structure of discipline and respect that promotes learning.
• Students have the opportunity through various clubs and classes on campus to participate in a wide range of community service projects throughout the school year.
• McFarland High promotes positive behavior through the school-wide, student led, "morning message".
• The Safe Schools Ambassadors program has trained staff and students to become active in making MHS safe.
• Community involvement activities and promotions
  ○ FFA projects
  ○ CSF Blood Drive
  ○ Club Ed Jeans Drive
  ○ Toys for Tots
  ○ Clean-up McFarland
  ○ Explorer Program
  ○ Manos Unidos
  ○ CHAMPS
	• Club rosters and constitutions
	• Sample message draft
	• Training register
	• Program sheet
	• Community Service Forms
	• Flyers
	• Master Calendar
	• Program enrollement

Student Understanding of Performance Levels

The students know beforehand the standards/expected performance levels for each area of study.

Findings	Supporting Evidence
• Teachers provide course syllabi at the beginning of the year and course of study are available on the district website. • Through Common Core and AVID training, teachers focus on essential questions and guiding students to a successful understanding of the expectations of each assignment. • Writing rubrics provide guidelines across the curriculum. The district is developing a new Common Core rubric.	• Courses of Study • Syllabi • Revised Cornell Note Format • School-wide Writing Rubric

Differentiation of Instruction

The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Findings	Supporting Evidence
McFarland High School teachers **vary grouping of students** and assignments to make instruction more comprehensible for all students using a variety of ELPD, SDAIE, AVID, and Pre-AP strategies to promote learning for all levels of students.	• Lesson Plans
McFarland students engage in a **wide range of learning activities** including, written work, oral presentations, skits, power point presentations, collaborative projects, Socratic seminars, science and math labs, and group performances.	• Lesson Plans
McFarland Teachers incorporate **a variety of teaching and learning methods**. Teachers use of critical reading methodology, thinking maps, graphic organizers, Cornell note-taking, CLOZE notes, SOAPSTones, and writing across the curriculum helps prepare students for college and career.	• Lesson Plans
Teachers regularly use technology to differentiate instruction and support learning for a varied palette of learning styles and aptitudes.	• Teacher Survey
• 81.58% of teachers use technology daily/weekly. • 71% of teachers make use of the current computer labs.	• Lesson Plans • Student Work Samples
Technology is widely available: • Smartboards are located in 89.47% of the classrooms. • Document cameras provided in 36.84% of classrooms. • Graphing calculators used in advanced math courses. • iPads are available to only 13.16% of teachers.	• School-wide equipment report

Online Instruction

Findings	Supporting Evidence
Students access support, remediation, or advancement through online programs: ALEKS, Pearson, APEX, Revolution K12, and A+.	• APEX and A+ Course List • Program enrollments

Student Perceptions

The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

Findings	Supporting Evidence
<u>MHS staff promotes college and career readiness through:</u> • Counselors have all students create a CSU Mentor account. • The PSAT is administered to all 9-11th graders each year. • All CP/AP/Honors Juniors encouraged to take SAT by spring. • All seniors encouraged to participate in SAT/ASVAB testing. • Thirteen Advanced Placement/Honors courses are offered. • MHS has AVID and UC Scholars programs. • VTC and Ag/FFA program give students access to real-life experiences and training for future careers.	• CSU Mentor accounts • Collegeboard accounts • Master Schedule • AVID & UC Scholars list • VTC enrollment • FFA enrollment

<u>Students give evidence of the effects through a survey:</u>
• Teachers set high academic expectations. (90.6%)
• Students feel that they are learning:
  • Math (84.9%) English (78.05%)
  • Science (80%) Social Science (91.84%)
• Teachers show a caring attitude toward students. (82.5%)
• Students understand the state standards. (86.2%)
• Students feel that they are being academically prepared to begin the college or career of their choice. (79%)
• Students exposed to information about college. (83.8%)
	• Student Survey

Conclusions

Findings	Supporting Evidence
• Teachers effectively communicate the standards and expected schoolwide learner outcomes. • Teachers regularly use tech. to differentiate instruction. • Advancing movement to increase academic rigor. • Students and staff embrace college and career readiness.	• CST scores to 701 • Teacher Survey • Common Core Training • Increased AP offerings • College attendance/app.
Findings	**Supporting Evidence**
The school lacks resources to support all students at CP level. • Insufficient tech. for interactive lessons throughout a unit. • The school needs funding for after school tutoring. • No support classes in social studies or science classes. Not all students flourish on the college path. The school-wide push toward every student completing the A-G requirements has diminished access to vocational training. The needs of all students are not currently met, thus signaling a need for **restructuring of course offerings.**	• Budget/School Site Plan • Master Schedule • Support Rosters • VTC enrollment data • Teacher Survey

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Findings	Supporting Evidence
• Teachers teach with a varied strategies & learning modalities. • A large majority of the core staff uses Cornell note taking, AVID methods of instruction. • ELD teachers use Kevin Clark, ELPD, and SDAIE strategies in order to engage all students in the learning process. • Math and ELA departments currently receive training in Rigorous Curriculum Design relevant to Common Core. • MHS will complete the transition to Common Core in the 2014-2015 school year. • Teachers deliver instruction by utilizing technology to implement lessons and to access student learning. • Walkthrough observation data shows that most teachers who have an LCD projector, Smartboard, and /or document camera use it to contribute to instruction. • The teacher survey revealed that teachers are willing to use more multimedia and other technology as available.	• Lesson plans • Lesson plans • Lesson plans • Training Logs • Teacher survey • Observation Data • Teacher Survey

Teachers as Coaches

Teachers work as coaches to facilitate learning for all students.

Findings	Supporting Evidence
• Teachers are supported by teachers on assignment. Math and ELA collaborate with a coach for their content area. • The English and Math departments have access to a coach to support effective instruction and collaboration. • New teachers are supported through the BTSA provider.	• Teresa Arvizu: ELA Coach • Araceli Jara: Math Coach • CC Training: Math and English • Anell Chavez: BTSA Coord.

Examination of Student Work

Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
Students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this across the curriculum.	
• MHS Students organize, access, and apply knowledge they already have acquired on a daily basis across all subjects.	• Student work
• All students are required to do one or more research projects throughout the year.	• Student work
• Students make use of graphic organizers to assist student learning, including: Cloze notes, Cornell notes, Venn diagrams, storyboards, bubble charts, thinking maps, etc.	• Student work
• Teachers assign a variety of writing projects: essays, lab reports, FRQ/DBQs, and research papers.	• Course Syllabi
• Students analyze primary sources as part of social science and English courses using AP strategies such as the SOAPSTone method and document based question writing assignments.	• Student work
• Students participate in labs and workshops in science, math, agriculture, and vocational training classes.	• Pacing Calendars
• Students are assigned research projects that culminate in presentations (PowerPoint, etc.)	• Pacing Calendars

Examination of Student Work

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Findings	Supporting Evidence
• Student essays and writing assignments in social science and English indicate that they are being prepared to analyze and interpret primary sources and data. • Student lab reports in science indicate that they are involved in higher-order thinking and discovery learning. • Student work in vocational courses indicates that students are able to follow instructions in order to complete projects. • Students produce critical thinking tasks and projects in math that show comprehension which include multi-media. • Foreign language students engage in the creation, development, and delivery of public speaking in the target language on an array of topics.	• Student work samples

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
• Students use technology in order to complete a variety of assignments: Powerpoint presentations, research papers, advanced math problems (graphing calculators, GEOgebra app, Geometers Sketchpad, mat lab), video projects, etc.	• Student work samples • Lesson Plans

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
• Student essays and writing assignments in social science and English indicate that they are being prepared to analyze and interpret primary sources and data. • Student lab reports in science indicate that they are involved in higher-order thinking and discovery learning. • In math classes, students have opportunity to analyze data collected on surveys they create and tests they have taken. • Student work in vocational courses indicates that students can follow complex instructions to complete projects.	• Student work • Lesson plans

Real World Experiences

Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Findings	Supporting Evidence
All students have access to community service projects through various clubs and organizations on campus. Every Ag student is immersed in a broad range of real world learning experiences and hands-on projects. The vocational center provides additional opportunities to interface with community businesses.	• Club/Programs • Pictures of projects • Lesson plans • FFA: Ag Biology, Ag Mech. • Other life skills courses

Conclusions

Findings	Supporting Evidence
• Teachers actively engage students using technology. • Every dept. requires student adv. critical analysis of data. • Critical reading/writing for all students is central to plans.	• Lesson Plans/survey • PLC agendas • Common Core training

Findings	Supporting Evidence
• Both staff and students desire a wider variety of courses that provide opportunities for shadowing, apprenticeship, community projects, and other real world experiences. • Students need more access to technology to complete the increasing project-based demands of education.	• Library Hours

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction: Areas of Strength

McFarland High has a variety of AP classes offered to a wide range of students. Consequently, approximately 80% of students feel that they are learning in each core subject area. College readiness is a focus of the school. Forty-one percent of the student population completes the A-G requirements for college readiness, the graduate rate has risen to over 90 percent, and the numbers of students attending 4-year colleges has increased.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

Further development of technological resources and access to computer labs would help promote student and teacher use of interactive technology that supports the most effective learning environment for all students to **promote literacy through a reading and writing focus.**

MHS needs to develop more vocational/real-world opportunities for students that agree with a **goals mindset for college and career readiness**.

MHS staff needs to explore what can be done to address the needs of the learners who feel that they are not learning, discovering the underlying: personal motivation, individual impairments, and the adequacy of instructional methods. **Restructuring course offering to make learning more accessible** to all students could minimize this concern.

Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criteria

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Professionally Acceptable Assessment Process

The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders.

Findings	Supporting Evidence

• MHS uses standardized tests to evaluate the effectiveness of the instructional methods and process.
  ○ Information gather by strand and standard
• Progress, quarter, and semester report cards mailed home
• District and state test results mailed reports (see example)
• Grades shared with parents and students during parent/teacher conferences (school-wide events and individual meetings as required)
• Students and parents can continuously access grades thru Infinite Campus.
	• School City Data collection for all test results
	• Data and info gathered by Data Coordinator
	• Sample grade reports
	• Parent/Teacher Conference Records
	• Phone Contact/parents
	  ○ Log sheets
	• Infinite Campus Parent Portal

Basis for Determination of Performance Levels

The school staff establishes the basis upon which student grades, growth, and performance levels are evaluated, using that information to strengthen high achievement of all students.

Findings	Supporting Evidence

• Growth is measured in credits and grades earned through student essays, student reports, research/term papers, portfolios, and projects.
• Advancement is determined through Formative and Summative Assessments (Tests) and Benchmarks.
• Successfully passing CAHSEE Math and English.
• Meeting the State of California and McFarland
	• Report Cards
	• Transcripts
	• Graduation Rates
	• Examples of:
	  ○ Rubric
	  ○ Syllabus
	  ○ Results from tests (data)

Unified School District requirements for graduation.

Additional Online Instruction

Findings	Supporting Evidence
• Online programs evaluate a student's readiness to proceed to future units or evaluate if subject mastery has been achieved through steps and gates which have been built into the program. o Revolution K-12 (CAHSEE prepatory) o A+ Credit Recovery (intervention to make up credits.)	• Revolution K-12 report • A+ Credit Recovery student report
• Additional programs such as turnitin.com ensure academic integrity through use of originality score reports which prevent plagiarism.	• Turnitin.com originality report
• Turnitin.com and the Prentice Hall essay scorer provide students advanced grammatical and writing conventions feedback.	• Turnitin.com samples • Essay Scorer samples

Appropriate Assessment Strategies

Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Findings	Supporting Evidence
• Instructors use quizzes, assessments, worksheets, portfolios (e.g. Senior Projects), class projects (individual or group), and checking for understanding to measure student progress.	• Student work • Quizzes, assessments, worksheets, and project samples
• A+ Credit Recovery measures progress in units which translates to successful completion of units, unit quizzes, and tests for grading purposes.	• A+ Credit Recovery records
• All teachers go through training for proper administration of tests.	• Training or meeting logs
• All teachers sign affidavit to administer the various tests required by the state and federal administrations.	• Copies of affidavits
• Teachers use School City to measure and analyze data from assessment to determine student's strengths and areas needing improvement, so as to inform instruction.	• School City Reports
• Department created common/shared assessments to evaluate and analyze student progress.	• Shared School City Tests

Demonstration of Student Achievement

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the school wide learner outcomes, including those with special needs.

Findings	Supporting Evidence
• Students encounter a wide range of work within the areas of Science, Math, English, and History. • School wide state, benchmark, and writing assessments quantifiably demonstrate student achievement correlated to standards. The reports disaggregate results to show: o General population overviews o ELL results o RSP student results	• Student work relative to subjects & standards. • School City Reports
• The school supports the precepts of IDEA through accommodations and formulates IEPs to dispense those as defined by all stake holders.	• Student work relative to subjects & standards. • Accommodation example or method

Additional Online Instruction

Findings	Supporting Evidence
The use of Revolution K12, Pearson Essay Scorer, and turnitin.com	Student work relevant to content areas

Curriculum Embedded Assessments

The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Findings	Supporting Evidence
o The same standards-based assessment is given to all students in all subjects except English. o English learners use the adaptive version for assessments when the Pearson materials are used.	• Pearson English Learner Materials • Assessments

Student Feedback

Student feedback is an important part of monitoring student progress over time based on the academic standards and the school wide learner outcomes.

Findings	Supporting Evidence
• Teachers practice CFU within daily lessons to gain tudent feedback that plays an important part of learning. • Teachers continuously check for understanding through formative and summative assessments.	• Individual grade check report by teachers • Lesson plans w/CFU embedded • Teacher Grade Books

○ Teachers supervising online courses check for understanding and provide tutoring as necessary.	• Online computer class observations

Modification of the Teaching/Learning Process

Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
Curricular and instructional approaches tend to be made on the needs of the student population through results from CAHSEE, CST, STAR, Benchmarks and CELDT tests.	• CST, CASHEE, & CELDT data - Credit progress toward graduation checks

Monitoring of Student Growth

The school has an effective system to monitor all students' progress toward meeting the academic standards and school wide learner outcomes.

Findings	Supporting Evidence
• MHS uses Infinite Campus to monitor student progress toward meeting the academic standards, ESLRs, and graduation requirements. • School City disaggregates in depth data down to student, question, and standard levels. Teacher review data. • A+ Credit Recovery helps monitor progress.	• Infinite Campus • Various student records: e.g. transcripts, attendance • School City sample • Monitoring printout

Conclusions

Findings	Supporting Evidence
• MHS satisfactory progresses at implementing a variety of assessment and progress monitoring strategies. ○ MHS has professionally acceptable assessment processes through benchmark tests, quarterly reports, progress reports, statewide testing data, formative & summative assessments. ○ Staff continues to work on adapting these to Common Core standards. • Departments (PLCs) regularly meet to address performance levels, student feedback, modification of the teaching/learning process, and student growth.	1. School City Assessment Data Analysis 2. PLC Department meeting reports

Findings	Supporting Evidence
• The critical learner criterion drives MHS to provide A+ Credit Recovery, Intervention classes, Academy classes, support classes, CAHSEE prep classes, CAHSEE Academy workshops, after school tutoring, PSAT administration, PSAT score review, RSP program, SPED department, on-site school psychologist, and counselors.	• IEP & 504 Plans/meetings • Credit Recovery Records • CAHSEE & PSAT Scores • CELDT and CST scores • API Score

D3 & D4. Assessment and Accountability Criteria

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes.

The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, regular evaluation, improvement, and the allocation/usage of resources.

Assessment and Monitoring Process

The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Findings	Supporting Evidence
• Infinite Campus is used district-wide. Not all stakeholders actively participate in the assessment and monitoring of student progress. However, students received quarterly grades and progress reports.	• MHS Report Cards • Newsletter.
• The MUSD board members receive data as requested. They also visit the site at least twice a year. The board receives monthly attendance reports.	• PowerPoint of Board Reports • MUSD Board minutes
• The principal provides weekly updates to the superintendent and an annual "state-of-the-school" report to the board.	• State of the School report

Additional Online Instruction (Not Applicable)

Findings	Supporting Evidence

Reporting Student Progress

There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the school-wide learner outcomes.

Findings	Supporting Evidence
• McFarland High School uses School City to process, collect, disaggregate, and analyze student data. • Teachers and administration analyze test results. • The CAHSEE scores resulted in the addition of CAHSEE Academy & Prep classes. • Students and their families receive progress reports and grades. • Twice a quarter, each student grades are mailed home. • Parents have access to their student's information via the Parent Portal on Infinite Campus.	• Infinite Campus: Parent Portal • School City • School Site Plan • SARC

Modifications Based on Assessment Results

The school uses assessment results to make changes in programs, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Findings	Supporting Evidence
• CELDT scores determine student placement. • The ELL teachers receive ongoing development thru Kevin Clark, Academic Vocabulary, & Edge training. • The SIG grant allowed for additional resources such subject specific coaches and extended school day. • QES consultants provided added classroom strategies. • A number of teachers attended Common Core professional development training in January 2013. • Low pass rates on CAHSEE Exam drive CAHSEE Academies and CAHSEE prep classes. • Support Courses are offered to students with low test results with varied results and benefit.	• Master Schedule • A+ Credit Recovery • Guide for how CAHSEE pre-assessments determine placement • Guide for how CST results determine enrollees

Conclusions

Findings	Supporting Evidence
• McFarland High School monitors student performance and progress closely to aid staff in modifying or adding additional resources so that students perform at their optimal level. • Staff utilizes varied methods to communicate with students and their families: Infinite Campus Parent Portal, Parent-Teacher Conferences, Calls home through Community Liaison, and Report Cards. • Benchmarks and teacher collaboration on assessments enable modified instruction.	• Infinite Campus ○ Parent Portal • Parent-Teacher Conferences • Calls home through Community Liaison • Report Cards • School City • CST

Findings	Supporting Evidence
McFarland High School supports all its learners. • IEPs and 504s determine student accommodations and modifications necessary to differentiate instruction for critical learner's needs. • CELDT scores identify students in need of ELL instruction and class placement. • CST scores identify students in need of Support classes.	• IEP's & 504's • CELDT & CST scores • Student placement data

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The district supports expenditures that are directly tied to student achievement and staff developments.

Staff Development Examples:

RCD Training	SIP Training	Common Core Training
Capturing Kids' Heart	AP Training	AVID Training
Ag Conferences	BTSA	UC Scholars Program/Counselor
CAHSEE Academy Training	Focus on Freshmen	ELD/EDGE Training
Avid Coordinator		

Student Achievement:

Academic Rallies	CAHSEE Academy	CST Barbeque
English/Math Support Classes	CAHSEE Classes	PSAT
UC Scholars	SAT Test site	AVID
AP Test prep		

Implementation of A+ Credit Recovery Online Learning enables students to access additional pathways toward graduation.

- School City Program to analyze data
- It analyzes which standards students are mastering as well as the ones they are struggling with.
- Reports students' performance and places them in one of the following performance bands: advanced, proficient, basic, below basic, and far below basic.
- Provides standard specific data that informs instruction.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Continue to improve technology to allow more efficient feedback, in order to access student needs and **improve literacy across the curriculum.**
- RSP students should receive the necessary support and accommodations through **restructured course offerings** and other valid approaches to insure learning is accessible to all students and to accurately assess their skills.
- Department developed Benchmark's instead of District developed Benchmark's to insure our learning goals are met for purposes of **college and career readiness.**

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Regular Parent Involvement

The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

Findings	Supporting Evidence
McFarland High School promotes parent involvement through: • DLAC, ELAC, SSC, BACK TO SCHOOL NIGHT, UC Scholars, P.E.P. (Parent Empowerment Program), Parent Teacher conferences, Senior Parent Night, Sophomore Counseling, and Freshmen Registration	• Meeting/Event Sign in sheets • Parent and Community Meeting Agendas
• Community Liaison, "All Call" phone communication	• Call logs
• Blast Communication: Marquee, monthly newsletter, school/teacher web pages, and website links: http://www.mcfarlandusd.com/MHS/Events	• Samples, links, logs • Flyers (Copies/Examples)
• Parent Portal on Web	• Agendas and logs • Infinite Campus Activity Report (Parent Portal)

Use of Community Resources

The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Findings	Supporting Evidence
• Student leaders meet and work various community groups to help build support for student achievement.	Meeting agendas
• Community Resources: Parks and Recreation, Lions Club, Chamber of Commerce, District School Board, and local businesses.	Group notes Flyers

Parent/Community and Student Achievement

The school ensures that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
• The school is in process of updating curriculum guides and pacing calendars on the school website	• Administrative plan
• State assessment results are sent home in the homes native language.	• Sample mailing

Conclusions

Findings	Supporting Evidence
• The staff at McFarland High School makes every effort to include parent involvement in their student's education by establishing community meetings, individual parent meetings, and parent teacher conferences. • The school provides regular communication through newsletters, all calls, and marquee posting to inform parents.	• Call logs • Meeting agendas • Sign in sheets • Sample flyers

Findings	Supporting Evidence
• Through mailed student reports, in both English and Spanish, for CELDT, CST's and CAHSEE scores, the school communicates student proficiency to parents and guardians.	• Sample Letters sent home and data is placed on Infinite Campus.

E2. School Culture Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

Findings	Supporting Evidence
• The McFarland Police Department (MPD) provided active shooter training to all district staff on Sep. 29th of 2013. • The school employs security personnel: a School Security Person and a School Resource Officer from the MPD. • We have no graffiti. The district has an Internet filter for all sites including MHS. Internet safety is covered in our Computer Literacy Course. Our custodial staff is constantly cleaning MHS grounds and rooms. • The MPD, in cooperation with the district and volunteer staff, held a full Saturday Active Shooter drill.	• Sign in sheets • Agendas • Published work schedule • Visibly clean campus • Flyer

High Expectations/Concern for Students

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Supporting Evidence
• All district staff members were trained in Capturing Kids Hearts training. • We also have training in Safe School Ambassadors for teachers and students.	• Staff sign in sheets • Meeting agenda • Social Contract • Safe School Ambassadors

Manuals and Agendas

Atmosphere of Trust, Respect and Professionalism

The school has an atmosphere of trust, respect and professionalism.

Findings	Supporting Evidence
1. The "Capturing Kids Hearts" program has led to an atmosphere of trust, respect, and professionalism. 2. MHS has regular staff development meetings and our administrators' have an open door policy. 3. Safe School Ambassadors promotes mutual respect for all students and staff.	• Staff sign in sheets • Meeting agenda **5.** Sign-in sheets for In-services at the beginning of the year. **6.** Master calendar of events. • Bulletin announcements.

Conclusions

Findings	Supporting Evidence
7. The campus supports various programs that build trust and mutual respect amongst all shareholders.	**8.** Capturing Kids' Hearts sign-in sheets **9.** Safe School Ambassadors sign-in sheets

Findings	Supporting Evidence
• Students find opportunity to build relationship, participation, and school pride through various clubs and activities. • Teacher establish and maintain professional relationships through regular staff gatherings and PLC collaboration.	• Club rosters • Sign-in sheets

E3 & 4. Student Support Criterion

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Adequate Personalized Support

The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings	Supporting Evidence
• The district provides an Infinite Campus student/parent portal so that parents and students can review student progress at any time. • Support classes including ELD to help struggling students	• Parent/student portal link • Master Schedule

prepare for college. These test scores determine student placement in support classes.	
• Credit Recovery for students who are not successful at a comprehensive high school. Students work at their own pace with the computer course (A+ Learning).	• Student enrollment overview report
4. AVID programs to help first generation college bound students reach their college aspirations.	• AVID Enrollment Statistics Report
• Counselors meet with every sophomore student and parent to update a four year plan and academic review to graduate from high school and how to complete the a-g requirements for college.	• Schedule of counseling events
• College/career counseling 9th to 12th grade. A computer program "My College Quick Start" helps students access the PSAT results. 95% of our students have an account on this site.	• Schedule of counseling events • Sample Survey
• Sophomores complete the ONET Interest Survey and career/job match.	• Referral statistics report
• Henrietta Weill Child and Guidance Clinic. Students with additional emotional needs are sent to Henrietta Weill Child Guidance Clinic.	• Psychological services information sheet
• School psychologist- available for students with personal and academic needs.	• Sample Guide
• MHS Scholarship Guide – comprehensive scholarship guide.	• Eligibility process sheet
• MHS College Guide – comprehensive guide to CCC, UC, CSU, private colleges.	• Sample Guide • Interview process, questionnaire for eligibility
• Opportunity Class for students who are unsuccessful in a comprehensive school environment.	• Enrollment records
• UC Scholars Program to assist students in preparing for college and career readiness.	• Program guide
• SIP(Student Intervention Program) referral program	• SIP reports
• MUSD tutoring program offered to 281 district families.	• Tutoring enrollment records
• School Nurse and speech pathologist	• Contact info and schedule of services
• Resource Officer- McFarland Police Department on campus officer.	• Officer work schedule
• Three full-time counselors; one designated for "at-risk" students.	• Counseling assignments report
• Adopt a Cougar	• Program info sheet
• Athletic banquets and Academic award ceremonies.	• Sample program
• Athletic team breakfast.	• Sample program

Additional Online Instruction	
Findings	**Supporting Evidence**
• No students are off site taking online courses.	NA

Direct Connections

The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Findings	**Supporting Evidence**
• The use of Henrietta Weill Counseling services has been a benefit to students who need additional resources. • College career counseling 9th to 12th grade. A computer program "My College Quick Start" helps students sign up for the PSAT. 95% of our students have an account on this site.	• Henrietta Weill Counseling statistics report • Counseling pacing calendar

Strategies Used for Student Growth/Development

School leadership and staff use various strategies to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.

Findings	**Supporting Evidence**
• Staff creates IEPs for students that need additional direction and support.	• Sample IEP report
• Benchmark tests help regulate overall and individual student performance to inform instructional and intervention plans.	• Sample Benchmark report
• Progress reports (4 per semester)	• Sample report
• New students and ELL student's transferred from other districts are given the CELDT. These students are directed to appropriate classes.	• CELDT administration records
• Parent/teacher conferences assist toward personalized instructional methods and interventions.	• Conference sign-in sheet • Agenda and sign-in sheet samples
• Freshmen orientation at the beginning of each school year.	• Sign-in sheet
• Sophomores are counseled with parents to create a 4-year high school academic plan that incorporates the requirements of any college/university they may attend.	• Sample student plan

Additional Online Instruction	
Findings	**Supporting Evidence**
• Counselors work with students to enroll them in various online instruction that helps to recapture credit deficits.	• Online enrollments • Sign in sheets

Support Services and Learning

The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Findings	Supporting Evidence
• The principal, teachers, and counselors meet to address under-performing student needs. • Administration and counseling insures that the offered courses support advance learning for college bound students.	• Meeting Notes • RSP teacher schedules • SIP Referrals • Sample IEPs and 504 • AVID and AP classes as offered in Master Schedule

Additional Online Instruction

Findings	Supporting Evidence
• The campus houses two open computer labs plus two labs used by all freshmen in computer literacy coursework. o These labs are in addition to two computer instruction classrooms. o All computers have high speed Internet access.	• See school map.

Equal Access to Curriculum and Support

All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Findings	Supporting Evidence
• AP Coursework - Open to all students. • Summer School Courses and credit recovery offered to facilitate remediation and course scheduling. o Students repeat taken coursework during the summer and after school. • Demographics at MHS are homogenous.	• School policy statement • Enrollment statistics • Enrollment data

Co-Curricular Activities

School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Findings	Supporting Evidence
• MHS emphasis to all students opportunities in a variety of clubs and activities such as: ASB, CSF, MUSIC after school "MYPAAS," UC Scholars, FFA, Math club, Kern County Leadership, ANIME club, Club Ed, Art Club, Drama Club,	• ASB Constitution, club rosters • Bulletin, yearbook, photo wall, meeting agendas

Journalism club, Focus club, rallies, and all sports.

Additional Online Instruction Prompt:

Findings	Supporting Evidence
• Not applicable	•

Student Involvement in Curricular/Co-Curricular Activities

The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
• The school provides a variety of extracurricular activities to the entire MHS student body: o Various clubs o Fifteen athletic teams as academically available • School attendance, grade point average increased. • Scholarships are awarded. • (School wide reports on grade averages.) • Seniors are tracked to see what school/work they are in after high school. (Evidence is the tracking report.) o	• Club rosters • Athletic rosters • All activities • Vocational classes

Additional Online Instruction

Findings	Supporting Evidence
• Not applicable	

Student Perceptions

The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
• Teachers set high academic standards, expecting the best from them. (90.6%) • Students feel that they are learning in: o Math (84.9%), English (78.05%), Science (80%), and Social Science (91.84%) • Teachers show a caring attitude toward students. (82.5%) • Students understand the state standards for learning in each subject area. (86.2%) • Students feel learning academically prepares them to begin their college or career path. (79%) • Students have been exposed by a teacher/counselor to information about college. (83.8%)	• Student Support Survey

Conclusions

Findings	Supporting Evidence
1. Overall, the students have a positive outlook on their MHS education.	1. Student Survey
2. Students view teachers as caring which led to an improved atmosphere through the implementation of Capturing Kids' Hearts.	2. Student Survey 3. Observable hanges in campus culture
3. Students perceive that they are learning, yet the test results indicate that they are not learning enough, retaining enough, or cannot apply what they have learned.	4. CST and CAHSEE Scores **5.** Benchmarks

Findings	Supporting Evidence
1. This data does not address specific subgroups.	4. NA
2. A special survey of ELD students and students with disabilities should be conducted.	5. Data not available
3. However, the overwhelming positive attitude indicates students are open to support or intervention. Yet, staff must develop ways to make learning more accessible to these populations, while increasing literacy. In addition, ELD students and students with disabilities could gain a more positive self image through a goals mindset.	6. Proficiency data report of subgroups

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

McFarland High School provides many avenues of support for students at different academic levels. For example, sophomores receive a four year academic plan that ensures academic success as indicated by high graduation rates. Similarly, McFarland also offers academic support services for students who need extra academic support as seen in the CASHEE Academy class and the Credit Recovery classes.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

The school needs to **increase literacy among students in reading and writing** that will increase academic and personal growth. In addition, McFarland High School students would benefit from more parent involvement. The school should **restructure course offerings** that promote higher education inclusive of more AP courses and meet the needs of special populations. Students will also benefit from **a goals mindset** that target vocations in the context of **college and career readiness**.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

After careful review of the Focus Group findings, the MHS staff discovered three unifying themes derived from the identified needs as follows:

- **Promote Literacy Skills: Reading and Writing Focus**
- **Make Learning Accessible: Restructure Course Offerings**
- **Develop a Goals Mindset: College and Career Readiness**

These three goals relate to the overwhelming identified needs as specified in the compilation below.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Lack of funds for College/Career Center to support **goals mindset for college/career readiness.**
- After school tutoring that **makes learning** accessible by support special populations: Language learners and students with disabilities.
- Process for equipping new teachers and teachers with new assignments with needed resources.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- CST and CAHSEE score improvements – not at desired level of growth
    - Significant Subgroups **find learning inaccessible** toward proficiency due to placement problems in current course offerings
- Need for implementation of the Common Core Standards across the curriculum
- Reading levels remaining low and the amount of outside reading is minimal, signaling a need to **improve literacy.**
- Need to increase the number of students passing the AP exams; Need to develop criteria for AP classes, assisting students in preparation for AP students that are not "ready" for the AP courses & increase the rigor to improve the AP pass rate.
- Update all courses of study, syllabus, benchmarks, and pacing calendars to ensure all courses are meeting Common Core standards and all students receive the same instruction regardless of teacher assignment.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Further development of technological resources and access to computer labs would help promote student and teacher use of interactive technology that supports the most effective learning environment for all students to **promote literacy through a reading and writing focus.**
- MHS needs to develop more vocational/real-world opportunities for students that agree with a **goals mindset for college and career readiness**.
- MHS staff needs to explore what can be done to address the needs of the learners who feel that they are not learning, discovering the underlying: personal motivation, individual impairments, and the adequacy of instructional methods. **Restructuring course offering to make learning more accessible** to all students could minimize this concern.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Continue to improve technology to allow more efficient feedback, in order to access student needs and **improve literacy across the curriculum.**
- RSP students should receive the necessary support and accommodations through **restructured course offerings** and other valid approaches to insure learning is accessible to all students and to accurately assess their skills.
- Department developed Benchmark's instead of District developed Benchmark's to insure our learning goals are met for purposes of **college and career readiness.**

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- The school needs to **increase literacy among students in reading and writing** that will increase academic and personal growth. In addition, McFarland High School students would benefit from more parent involvement. The school should **restructure course offerings** that promote higher education inclusive of more AP courses and meet the needs of special populations. Students will also benefit from **a goals mindset** that target vocations in the context of **college and career readiness**.

Chapter V

Schoolwide Action Plan

Chapter V: School wide Action Plan

The new School wide Action Plan seeks to provide uniform and global measures that positively affect student performance across all disciplines. Three universally applicable goals benefit all student subgroups: 1) Promote Literacy Skills - Reading and Writing Focus; 2) Make Learning Accessible - Restructure Course Offerings; and 3) Develop a Goals Mindset - College and Career Readiness.

In meeting these goals, McFarland High School expects to achieve the following overall measurable growth objectives:

- **API** – 5% Average Annual Increase
- **AYP** – 5% Average Annual Increase in Student Proficiencies for English, Mathematics, Science, and History
    - Targeted Student Groups
        - English Learners
        - Socioeconomically Disadvantaged
        - Students with Disabilities
- Students **Meeting A-G Requirements** – 5% Average Annual Increase
    - Emphasis on closing gender achievement gap by increasing male student college readiness

Goal #1—Promote Literacy Skills: Reading and Writing Focus

Rationale:

As a result of inter-departmental discussion and data analysis, the MHS faculty recognizes the need to address student deficiencies in the realm of reading and writing. Students require strong reading and vocabulary skills to navigate all disciplines, especially with regard to academic language. Additionally, students benefit from familiarity with Higher Level and Academic Vocabulary to demonstrate mastery in writing that employs language beyond the vernacular.

Supporting Data:

Despite overall growth on ELA CST scores, Writing Strategies remain the area of lowest achievement. 30% of students do not pass the ELA section of the CAHSEE on the first attempt. 34% of tenth grade students score proficient on the ELA section of the CAHSEE. Based upon the CST ELA Strand Analysis, MHS students are below the state average on all 5 strands. Based on the CELDT Results Overview, students have decreased in reading skills over the past 3 years.

Cougar Outcomes:

Committed to be career and college ready
Achievers of rigorous and elevated academic, cultured, and personal standards
Successful citizens who are ready to contribute positively to our community

GOAL #1—PROMOTE LITERACY SKILLS: Reading and Writing Focus Implementation Plan				
TASKS AND STRATEGIES	**ACTION SPECIFICS**		**FOLLOW-UP PROCESSES**	
	TIMELINES	**RESPONSIBLE PARTIES**	**PROGRESS MONITORING**	**PROFESSIONAL DEVELOPMENT & RESOURCE NEEDS**
• Continue development of the **Professional Learning Community** (PLC) to strengthen knowledge, share strategies, enhance practice, plan collaboratively and engage in student Data Analysis.	Aug- May	Principal, Dept. Chairs, Counselors, Coaches	Members of the PLC report to staff, the Board of Education, and the community regarding student achievement and how staff will address any issues that arise throughout the school year related to student learning.	Site available funding.
Vocabulary development • **Higher Level and Academic Vocabulary School-wide**	Aug - May	Teachers, Administrators, Department Chairs, Students	Pacing Calendars, Weekly Lesson Plans, Student Work, Assessment, Word Wall	RCD, PLCs
Comprehension strategies • Learning: AVID Note-Taking (Cornell Notes) • Reading: Higher Level Questioning ○ Socratic Seminars	Ongoing	AVID Teachers, Teachers, Principal	Student Work	AVID Summer Training, Staff Development Meetings

○ DOK Model for CFU • AR Reading Program ○ Continue to maintain present quality of the Library				
• **Writing across the curriculum** – Teachers will support the writing process in all subject areas. • School Wide Writing Assignments ○ Staff-Wide Collaborative Scoring Sessions • Culminating Writing Tasks In All Disciplines • Interdepartmental Grade Level RTI PLC's • Standardized writing conventions • EBSCO database	One per Semester Aug-May Aug-May Aug-May	Teachers, Administrators, Department Chairs English Dept.	Scored Essays Scored Essays Student Work	Est. Grading Rubric Rubric Training Staff Dev. Meetings Handbook
Increase CAHSEE pass rates for 10th grade students • Provide Saturday CAHSEE academy for students identified as At-Risk ○ Analyze data from Pre and Post Practice CAHSEE exams. • Embed test preparation in class instruction ○ Test strategies ○ Sample questions	Aug-May 10th Grade – Spring Aug - May	English & Math Departments, Counselors, Administrators, District Teachers	Annual Pass Rates Pre and Post Exam Data Lesson Plans	Funding For Saturday Academies CAHSEE Prep Training/ Materials
Re-design of support systems according to departments • Develop system for Assessment of Core Exit Standards (ACES) [for English, Math, Science, and Social Studies] • Develop remediation/tutoring for at risk students • Replace ELA Support Classes with Reading and Writing Courses	Aug-May	English, Math, Science, and Social Studies departments, Coaches English Dept., Principal	Assessments System of referral and assistance Course of Study Schedule for remediation/ tutoring	Create “ACES” Train staff Funding for release time/paid time to create ACES, Remediation Funding, Adopt

				curriculum, Train staff Funding for tutors
Explore the adoption of ERWC Program (College Prep) for 12th grade students Implement as appropriate • Embed program in curriculum *or* create stand-alone course	By Fall 2014 By Fall 2015	English Dept. Principal	Informational Materials Course of Study	Investigate ERWC Funding for training Funding for curriculum if stand-alone course selected
Provide Teachers with **time** and **training** necessary to provide a rigorous, relevant, curriculum, for all students. • RCD training for transitioning to Common Core Standards • Modify current curriculum to meet Common Core Standards	Aug- May	All Core Subject areas	Revised pacing calendars, lesson plans, and courses of study.	Funding for training Time to plan and write curriculum and pacing guides
Provide Teachers with the **materials** and **technology** necessary to provide a rigorous, relevant curriculum for all students.	Year- Round	Admin Department Chairs	Textbook Adoption, Training as needed for new technology	Lottery funds, grants, and available funding
Content Teachers will increase the frequency of **critical reading and writing** in order to meet the requirements of Common Core Standards.	Sept – May	PLC, Dept Chairs, Coaches, Teachers	Student work, student portfolios, lesson plans, meeting/agenda minutes	District available funding, site available funding
Students in need of **literacy remediation** will be placed in intervention courses such as Edge and intervention reading class.	March	Counselors and District Coaches	Students enrolled in intervention classes	District Funding

GOAL #2 - Make Learning Accessible - Restructure Course Offerings

Rationale:

While the campus continues to build a college and career ready student population, the staff has encountered challenges in properly placing and supporting at-risk students in all subgroups. While maintaining an environment of inclusion and assimilation for all students, including English Language Learners (ELL), students with special needs, and gifted students, teachers experience difficulty in supporting all students. Thus, the staff will re-evaluate course offerings and student placement to better insure student success.

Supporting Data:

D and F analysis/ D and F analysis for dropouts
Bakersfield College Data for remedial classes
Transfer rate for students off track for graduation, e.g. SJHS, MIS
Drop out rate
ELA, Math, Science, History Benchmark Analysis

Cougar Outcomes:

Committed to be career and college ready
Successful citizens who are ready to contribute positively to our community.

GOAL #2—MAKE LEARNING ACCESSIBLE: Restructure Course Offerings

Implementation Plan

TASKS AND STRATEGIES	ACTION SPECIFICS		FOLLOW-UP PROCESSES	
	SPECIFIC TIMELINES	RESPONSIBLE PARTIES	PROGRESS MONITORING	PROFESSIONAL DEVELOPMENT & RESOURCE NEEDS
Placement Testing in English and math ○ Incoming 9th grade students and new students will be tested for accurate placement	Annually - March	English and Math Departments	Test results	Funding for development of assessments
Implement Tier System (TS) for RCD core classes (i.e.:, "Core" Courses, "College Prep" Courses, and "Honors"/"AP" Courses)	Review and Revise Annually as per student needs Aug	Administrators	Master Schedule	Ongoing RCD training
Implement RSP and Special Day Classes	Review and Revise Annually as per student needs Aug	Administrators	Master Schedule	Additional instructors, Additional facilities
Redesign the math course offerings to include **Integrated Math**	T/B Completed Aug 2014	Math department, Math Coach, Admin,	Master Schedule, Courses of Study, Pacing	Teacher release time, training, Funding (books)
Implementation of **Common Core Standards** • Planning / Training • Implementation	Planning Math/ELA 2013-2014	Coaches, Teachers, Administration,	Revised Courses of Study, Pacing	Funding -Coaches/Trainers -Teacher Release

	Implementation Math/ELA 2014	District Office	Guides, Lesson Plans	Time -Textbooks -Supplemental materials
Implement **STEM Program** (Science, Technology, Engineering, and Math): **Ag Academy**	Planning 2013 – 2014 Implementation Fall 2014 Yearly thereafter	Admin, Ag Academy Teachers, Counselors,	Courses of Study, monthly meetings,	Paramount & District Funding

Goal #3—DEVELOP A GOALS MINDSET: College and Career Readiness

Rationale:

Prepare students for a variety of college and career options, including community college, vocational schools, four year universities, military, and entry level career options. Increase graduation rates and post-secondary options by providing a strong support system for students transitioning from middle school to high school and then continue to provide targeted, ongoing support. By providing strong support in the 9th grade, a critical year, more students will be successful in high school and in their post-secondary options.

Supporting Data:

An analysis of D & F grades over the last three years identifies an average of: 63.22% of 9th grade students; 61.18% of 10th grade students; 49.38% of 11th grade students; and 41.74% of 12th grade students earn at least one D or F in a subject area.

Despite of an increase in A-G Completion in the last year, on average only 31% of students meet the A-G requirements.

Cougar Outcome:

Committed to be Career and College ready
Goal-setters who are adept in achieving any objective
Organized for Success

GOAL #3— DEVELOP A GOALS MINDSET: College and Career Readiness

Implementation Plan

TASKS AND STRATEGIES	ACTION SPECIFICS		FOLLOW-UP PROCESSES	
	SPECIFIC TIMELINES	RESPONSIBLE PARTIES	PROGRESS MONITORING	PROFESSIONAL DEVELOPMENT & RESOURCE NEEDS
• Build school-wide **College and Career Readiness** culture o School-wide promotion of Career and College Readiness o College Field Trips o Student Workshops for FAFSA, CSU/UC/CCC college applications o PSAT Presentations & Online Score report review o SAT Testing: Target group; 11th grade o Increase VTC enrollment	Ongoing Jul - May	Entire staff and student body Counselors, Administration	Planner, Marquee, Posters, Newsletter, Guest Speakers, Counselor Presentations, College Field Trip Attendance Records, Certificates of Completion	Training Rallies Funding
Implement **STEM Program** (Science, Technology, Engineering, and Math) through our **Ag Academy**. • Training for Ag Academy Teachers on the integration of the Common Core and ELD standards into their content level teaching.	Year-Round	Admin, Ag Academy Teachers, Counselors,	Courses of Study, monthly meetings,	Paramount & District Funding
• Establish **State Seal of Biliteracy Award** for graduates		District Office, MUSD School	Board Policy	Funding: time to write courses of

○ Create Board Policy ○ Establish student criteria for meeting eligibility ○ Ensure one or more 4-year school course of study availability in a foreign language ○ Evaluate student transcripts for meeting eligibility	By June 2014 Annually thereafter Annually	Board adoption, Counseling School Admin	adoption Student Transcript/ Testing & Evaluation Master Schedule Revise and Add Courses/Courses of Study	study
• **Focus on Freshmen – LINK Crew** ○ Develop a strong system of support for freshmen students and parents.	July - May	Link Crew Advisor, Link crew student leaders, Counselors	Yearly Activities Plan approved by Principal, Student Survey	Training for Advisor/ Counselors/Students Funding to support program
• **EBSCO Online Database**	July 2014 Ongoing	Librarian	Student access and use	Funding to Purchase Database
• Establish **course offerings** tailored to meet College and Career Readiness for all students ○ Include vocational courses in curriculum ○ Insure equity and access for all students	Aug 2014 Ongoing	Administration, Counselors	Master Schedule - VTC, CP, Honors, AP	Funding for materials/supplies to be used in specific courses
• **Sophomore Counseling** ○ O*NET Career Inventory http://www.O*NETonline.org/ ○ Student/Parent Academic and 4-Year Plan Conferences	Ongoing	Counselors	Student 4-Year Plans, Counselor Appointment Books (Outlook), O*NET	
• **Preliminary Scholastic Aptitude Test** (PSAT) ○ 9th – 11th Grade ○ Career/Major/ College inventory	Oct –Test Jan – Results	Counselors	PSAT Score Reports, College Board student	Funding

• **SAT Test** o Test Prep o Testing Site	Conferencing Monthly	Teachers	online accts., SAT Prep	
• **Parent Training** o Project 2 Inspire o Parent Empowerment Program (PEP)	Fall & Spring Spring	District Office UC Scholar Counselor	Parent Participation	Funding
• **UC Scholars** o Academic Plan o College Field Trip o Summer Academies (Personal Statement, Remediation)	Yearly review Yearly June-Aug	UC Scholar Counselor	Academic Plan, UC Annual Report	Funding
• **AVID** Site team members will provide staff training promoting AVID strategies (Cornell Note-Taking, Socratic Seminars, Tutorials, Costa's Higher Level Questions) school-wide: o Train all teachers in rigorous AVID best practices (classroom demonstrations,	July-May	AVID site team members	Calendar, sign in sheet, admin walk-throughs, classroom demos	Teacher release time Funding Training

workshops, mentoring)				
• **Bakersfield College Articulation** o Gather and send articulation agreement paperwork to BC for approval (Spanish 3 and 4, Computer Lit, Woodshop, Child Development, Ag Mechanics)	August 2014	Teachers, Administrators	Articulation agreement	
• Implement **mentoring programs** to promote student goal orientation	Aug 2014	Administration, PLC		Funding
• **Adopt STEM Program** or develop tracking system for math and science (Ag Academy)	Aug 2014	Administration	Master Schedule	Funding
• Reestablish a functioning **career center**, including a **career technician**. • Full-time career technician o Reinstitute a school-wide career day with speakers and opportunities	Year round	Administration Career Tech	Calendar	Funding to hire a career tech

APPENDICES

MHS 2014

WASC SELF-STUDY

Appendices:

A. Results of student questionnaire/interviews……131

B. Results of parent/community questionnaire/interviews……131

C. Master schedule……131

D. Additional details of School Programs, e.g., online instruction, college/career, ……...131 academies, IB, AVID

E. School Quality Snapshot (see cde.ca.gov)……138

F. School accountability report card (SARC)……..139

G. CBEDS school information form……139

H. Graduation requirements……139

I. Any pertinent additional data (or have it on exhibit during the visit)……..141

J. Budgetary information, including budget pages from the school's action plan……..141 (i.e., the Single Plan for Student Achievement)

K. A list of standards-based local board adopted texts (include year of publication) used…..141 in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science

L. Glossary of terms unique to the school……145

M. Curriculum Guide……..151

N. Ag Academy – Proposed Course of Study……..151

O. School Condition Report……..155

A. Results of student questionnaire/interviews – Available in Evidence Room

B. Results of parent/community questionnaire/interviews – Available in Evidence Room

C. Master schedule

McFarland High School 2013-2014 Master Schedule — UPDATED 08/22/2013

Teacher	Roo	Period 1	Period 2	Brea	Period 3	Period 4	Lunc	Period 5	Period 6
ELA		8:05 - 9:02	9:07 - 10:07	10:07	10:22 - 11:19	11:24 - 12:21	12:21	1:01 - 1:58	2:03 - 3:00
Banuelos	23	English 12 CP	English 12 General	-	English 12 CP	English 12 CP	-	PREP	English 12 CP
Kopulos	35	AP English	English 12 CP	10:17	Journalism	Office	12:56	PREP	Drama
Castro	33	English 11 General	English 11 CP		CAHSEE English	English 11 CP		CAHSEE English	PREP
Guzman	19	English 11 CP	English 11 CP		English 11 CP	PREP		English 11 CP	English 11 CP
Sessions	25	English 10 CP	AP English		English 10 General	English 10 H		English 10 H	English 10 CP
Easterwoo	43	English 9 CP	English 9 CP		English 9 CP	PREP		English 9 CP	English 9 CP
Ruiz	59	English 9 CP	PREP		English 9 CP	English 9 CP		English 9 CP	ELD 3/4/5
Cruz	21	English 10 CP	PREP		English 9 H	English 10 CP		English 10 CP	English 11 CP
Johnson	27B	ELD 3/4/5	PREP		ELD 3/4/5	ELD 3/4/5		ELD 3/4/5	ELD 3/4/5
Gutierrez	29	Intervention	Intervention		English 10 CP	PREP		Academy 1/2	Academy 1/2
MATH									
Bowman,	14	Algebra I CP	Algebra I CP		Algebra I CP	Algebra I CP		CAHSEE	AVID 9
Gonzalez,	41	Algebra II CP	Algebra II CP		PREP	Consumer Math		Algebra I CP	Algebra I CP
Gonzales,	18	Geometry CP	Geometry CP		Geometry CP	Geometry CP		PREP	AVID 10
Tarver	16	PREP	Geometry CP		Geometry CP	Algebra I CP		Geometry CP	Algebra I CP
Rivera	45	Pre Calculus	Pre Calculus		PREP	Algebra II CP		Pre Calculus	Algebra II CP
Tarula	47	AP Calculus	PREP		AP Calculus	AP Stats		Algebra II CP	Algebra II CP
Bowman,	9	Home Ec	PREP		Foods	Foods		CAHSEE Math	Ind. Living/ Child
SPANISH									
Sepulveda	12	Spanish 4 (Spanish II	PREP		Spanish 4 (Spanish II	Spanish 4 (Spanish II		AP Spanish	AP Spanish
Navarro	17	Spanish 3 (Spanish I	Spanish 3 (Spanish I		PREP	Spanish 1 (Spanish I		Spanish 2 (Spanish II HHS)	Spanish 3 (Spanish I
SCIENCE									
Richards	55	Ag Earth Science	PREP		Ag Earth Science	Ag Biology		Ag Earth Science	Ag Earth Science
Bowman	1	Biology	Biology		Biology	Biology		Biology	PREP
Foster	51	PREP	Biology		Biology	Chemistry CP		Chemistry CP	Biology
Murietta	53	Intro Ag Mechanics	Ag Earth Science		Ag Econ/Ag Gov	AP Biology		PREP	AP Biology
Aweeka	11	Chemistry CP	Chemistry CP		Chemistry CP	PREP		Physics CP	Chemistry CP
SOCIAL									
Whealy	15	PREP	AP		US History CP	AP		US History CP	AVID 12
Ocampo	13	US History CP	US History CP		AP US History	AP US History		PREP	AVID 11
Ayon	8	Econ / Am. Govt.	AP World History		AP World History	Econ / Am. Govt.		Econ / Am. Govt.	PREP
Loverin	7	World History CP	World History CP		World History CP	PREP		World History CP	World History CP
PE /									
Levenson	31/30	PREP	Health		Health	Health		3-D Art	3-D Art
C. Bowman	27A/43	ISS	PE		PE	PEX		PREP	Activities
Roberts	Gym	PE	PREP		PE	PE		PE	PE
Venger	Gym	PREP	Weight Training		Weight Training	Athletics		Athletics	Athletics
FINE									
Daniels	28/30	Art	Art		Art	Art		AP Studio Art/Adv	Yearbook
Timpson	20	Percussion	Music Appreciation		Choir	Band		PREP	MIDDLE SCHOOL
VOC ED									
Hungerford	49	Video Production	Video Production		Computer Literacy	Computer Literacy		Video Production	PREP
Reed	57	Computer Literacy	Computer Literacy		Woodworking	Woodworking		PREP	MIDDLE SCHOOL
SPECIAL									
Gamboa	10/22	Health							
Flores	22							CAHSEE Math	
New 1	Rove	SJHS	SJHS		SJHS	SJHS		PREP	
Garza	61/27A	Spanish 3 (Spanish I	ISS		ISS	ISS		ISS	ISS

D. School Programs

AP Courses

LIBERAL ARTS		SCIENCES
AP English Literature and Composition		AP Calculus
AP English Language and Composition		AP Statistics
AP Government/Economics		AP Biology
AP U.S. History	AP World History	**HONORS**
AP Spanish Language	AP Spanish Literature	9th and 10th Grade Honors English
AP Studio Art (Drawing, 2D Art, and 3D Art)		Honors Economics

A-G Approved Courses

UCOP Web Site:

https://doorways.ucop.edu/list/app/home;jsessionid=9EDEA5845EB88CA0B74F7C60DF2AB519?execution=e1s4

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Agricultural Government	AG/GOVT	American Government / Civics		Semester
American Government PASS	Am Gov PASS, PASS PROGRAM Amer Govt	American Government / Civics		Semester
American Government/Civics CP	AM GOV/CIV CP	American Government / Civics		Semester
AP Government and Politics United States ★	AP GOV/POL US, AP Government US	American Government / Civics	AP	Semester
AP United States History ★	AP US Hist	U.S. History	AP	
AP World History ★	AP World History	World History / Geography / Cultures	AP	This course provisionally approved pending final College Board audit authorization.
U.S. History A PASS	PASS PROGRAM US HIST, US Hist A PASS	U.S. History		Semester
U.S. History B PASS	PASS PROGRAM US HIST, US Hist B PASS	U.S. History		Semester
U.S. History CP	US HISTORY CP, US HIstory CP, US Hist CP, US History CP	U.S. History		A version of this course may be offered online
World History, Cultures/Geog. CP	WORLD HISTORY CP, WRLD HIST CP, World History CP	World History / Geography / Cultures		A version of this course may be offered online

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP English Language and Composition ★	AP ENG LIT, AP Eng Lang, ap eng lit	English	AP	
AP English Literature and Composition ★	AP ENG LIT	English	AP	
English 10CP	ENGLISH 10CP, English 10CP, english 10cp	English		A version of this course may be offered online
English 10H	ENGLISH 10H	English		
English 11CP	ENGLISH 11CP, English 11CP, english 11cp	English		A version of this course may be offered online
English 12CP	ENGLISH 12CP, English 12CP, english 12cp	English		A version of this course may be offered online
English 9CP	ENGLISH 9CP, English 9CP, english 9cp	English		A version of this course may be offered online
English 9H	ENGLISH 9H, english 9h	English		
English IA PASS	Eng IA PASS, PASS PROGRAM ENG 1A	English		Semester
English IB PASS	Eng IB PASS, PASS PROGRAM ENG 1B	English		Semester
English IIA PASS	Eng IIA PASS, PASS PROGRAM ENG IIA	English		Semester
English IIB PASS	Eng IIB PASS, PASS PROGRAM ENG IIB	English		Semester
English IIIA PASS	Eng IIIA PASS, PASS PROGRAM ENGIIIA	English		Semester
English IIIB PASS	Eng IIIB PASS, PASS PROGRAM ENG IIIB	English		Semester
Themes in Literature A PASS	PASS PROGRAM THEMES IN LIT A, T. Lit A PASS	English		Semester
Themes in Literature B PASS	PASS PROGRAM THEMES IN LIT B, T in Lit B PASS	English		Semester

c - Mathematics - 3 years required , 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or this entire requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra IA PASS	Alg IA PASS, PASS PROGRAM ALG IA	Algebra 1		Semester
Algebra IB PASS	Alg IB PASS, PASS PROGRAM ALGEBRA IB	Algebra 1		Semester
Algebra ICP	ALG ICP, ALGEBRA ICP	Algebra 1		
Algebra II	ALGEBRA II, ALGEBRA II CP	Algebra 2		
AP Calculus AB	AP CALCULUS, apcalculus	Advanced Mathematics	AP	
AP Statistics	AP Statistics	Statistics		This course provisionally approved pending final College Board audit authorization.
Geometry	GEOMETRY, GEOMETRY CP, geometry	Geometry		
Pre-Calculus	PRE CALCULUS, pre calculus	Advanced Mathematics		

d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Biology	AP BIOLOGY	Biological Science	AP	
Biology A PASS	Bio A PASS, PASS PROGRAM BIOLOGY A	Biological Science		Semester
Biology B PASS	Bio B PASS, PASS PROGRAM BIOLOGY B	Biological Science		Semester
Biology CP	BIOLOGY CP, Biology CP	Biological Science		
Chemistry	CHEMISTRY, CHEMISTRY CP	Chemistry		

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Integrated Agriculture Biology	Ag Biology, INTEG AG BIOLOGY	Biological Science		
Physics	PHYSICS	Physics		

e - Language Other than English - 2 years required , 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Spanish Language and Culture	AP SPAN LANG, AP Spanish Lang, ap spanish	LOTE Year 4+	AP	
AP Spanish Literature and Culture	AP Span Lit Cult	LOTE Year 4+	AP	
Spanish I	SPANISH I NNS, Spanish I, span INNS	LOTE Year 1		Semester A version of this course may be offered online
Spanish I NS	SPAN I NS, SPANISH I NS	LOTE Year 1		Semester
Spanish II	SPAN II NNS, SPANISH II NNS, Spanish II	LOTE Year 2		Semester A version of this course may be offered online
Spanish II NS		LOTE Year 2		

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Advanced Art	ADV ART, adv art	Visual Arts (Advanced)		
AP Studio Art: 2-D Design	AP Art 2D	Visual Arts (Advanced)	AP	
AP Studio Art: 3-D Design	AP Art 3D	Visual Arts (Advanced)	AP	
AP Studio Art: Drawing	AP STUDIO ART/D	Visual Arts (Advanced)	AP	
Art	ART, art	Visual Arts		

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
		(Intro)		
Music Appreciation ◆	Music Appreciation, Music Appreciation/MusApp	Music (Intro)		A version of this course may be offered online
Show Choir ◆	Show Choir	Music (Intro)		
Video Production ◆	VIDEO PRODUCTION, Video Production	Visual Arts (Intro)		

g - Elective - 1 year required
One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Ag Earth Science	Ag Earth Science	Science-Integrated		
Agriculture Economics CP	AG/ECON	History / Social Science		Semester
AVID 12	AVID, AVID 12	English		
Economics CP	ECONOMICS CP, Economics, Economics CP	History / Social Science		Semester A version of this course may be offered online
Economics PASS	Econ PASS, PASS PROGRAM ECONOMICS	History / Social Science		Semester
Honors Economics	ECONOMICS H, Econ H	History / Social Science		Semester
Journalism	Journalism	English		

College and Career – See Also, Counseling Programs and Services Guide on file in Evidence Room

- **UC Scholars Program - http://cep.ucmerced.edu/?contentid=5&pcode=eao**
  - **U C Scholars – Onsite Counselor**
- **PSAT – Given to all students in 9th – 11th grades**
- **SAT – Testing Site**
- **AVID – Advancement Via Individual Determination - http://www.avid.org/**
  - **9th Grade Class, 10th Grade Class, 11th Grade Class, 12th Grade Class**
- **Online Learning:**

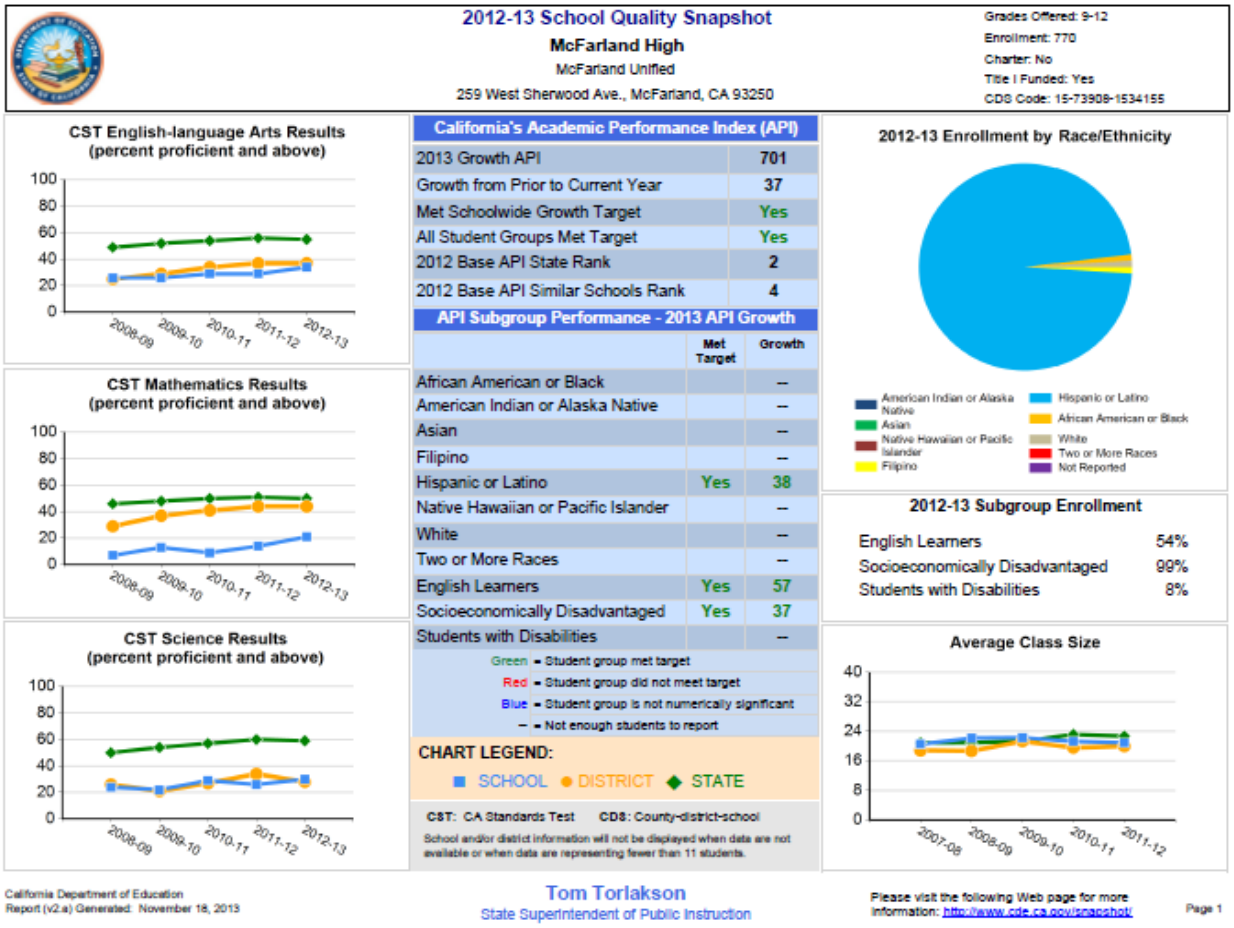
- A+® **Online Learning – Used for credit recovery for students who need to re-take courses to meet graduation requirements. Select modules are server-based and made available to students during school hours.**
  - Pre Algebra A
  - Pre Algebra B
  - Algebra 1A
  - Algebra 1B
  - Personal Finance
  - English 9A
  - English 9B
  - English 10A
  - English 10B
  - English 11A
  - English 11B
  - English 12A
  - English 12B
  - U.S. History A
  - U.S. History B
  - World History A
  - World History B
  - Economics
  - Government
  - Health
  - Biology A & B
  - Physical Science A & B
  - CAHSEE Prep
    - Includes review of online lessons listed above
    - Includes Math 6, 7, 8 Geometry review
    - Includes Reading 8, Language Usage 8
- **Revolution K12 – Used for CAHSEE Prep**
  - **Student Licensed purchased/Web –based**
- **APEX – Used for credit recovery for students who need to re-take courses meeting the A – G Requirements** **http://www.apexlearning.com/**
  - **Student Licensed purchased/Web –based**

- **Vocational Training**
  - **NKVTC -** North Kern Vocational Training Center (NKVTC) **http://www.nkvtc.org/**
    - **Autobody/Fender Repair**
    - **Auto Tech**
    - **Computerized Billing Code**
    - **Construction Beginning/Advanced**
    - **Co-Op**
    - **Computer Aid Drafting**
    - **Cosmetology**
    - **Marketing/Merchandizing/Banking Co-Op Education**
    - **Medical Assistant**
    - **Medical Receptionist**

- **Nursing Assistant**
- **Nursing Assistant**
- **Office Occupations**
- **Security and Law Enforcement**

- **Ag Academy – being developed for the 2014-2015 school year. Funding has been secured and is supported and funded in part by a community-based partnership with Roll Global - http://www.roll.com/**
- **STEAM – Science Technology Engineering Arts and Math – to focus support for integration of the Common Core and ELD standards into content level teaching**

E. School Quality Snapshot (see cde.ca.gov)



2012-13 School Quality Snapshot

McFarland High
McFarland Unified
259 West Sherwood Ave., McFarland, CA 93250

Grades Offered: 9-12
Enrollment: 770
Charter: No
Title I Funded: Yes
CDS Code: 15-73908-1534155

CST English-language Arts Results (percent proficient and above)

CST Mathematics Results (percent proficient and above)

CST Science Results (percent proficient and above)

California's Academic Performance Index (API)	
2013 Growth API	701
Growth from Prior to Current Year	37
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2012 Base API State Rank	2
2012 Base API Similar Schools Rank	4

API Subgroup Performance - 2013 API Growth	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	Yes	38
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	Yes	57
Socioeconomically Disadvantaged	Yes	37
Students with Disabilities		–

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
– = Not enough students to report

CHART LEGEND: SCHOOL DISTRICT STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2012-13 Enrollment by Race/Ethnicity

American Indian or Alaska Native; Asian; Native Hawaiian or Pacific Islander; Filipino; Hispanic or Latino; African American or Black; White; Two or More Races; Not Reported

2012-13 Subgroup Enrollment

English Learners	54%
Socioeconomically Disadvantaged	99%
Students with Disabilities	8%

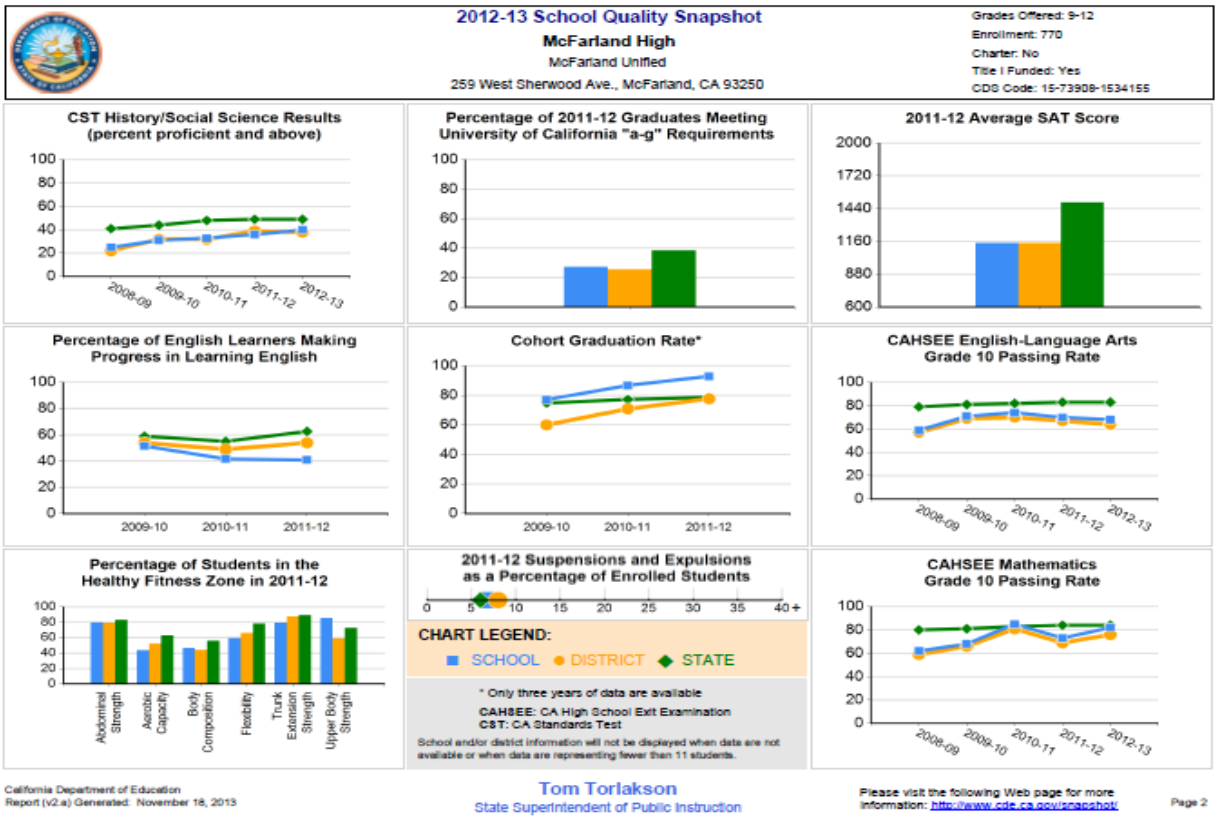
Average Class Size

California Department of Education
Report (v2.a) Generated: November 18, 2013

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/ls/snapshot/

Page 1



F. School accountability report card (SARC): On file at MHS

G. CBEDS school information form:

All CBEDS Information is electronically submitted through CALPADS and OARS – Online Accountability Reporting Systems

Results are published through Dataquest found at http://data1.cde.ca.gov/dataquest/

H. Graduation requirements:

McFarland USD | BP 6146.1

High School Graduation Requirements:

To obtain a high school diploma, students shall complete at least the following courses in grades 9 – 12, with each course being one year unless otherwise specified:

1. **Four courses in English** (Education Code 51225.3)
2. **Three courses in mathematics** (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for **Algebra I**. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)
6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. Effective with the 2009/2010 school year, one semester course in Keyboarding/Computer Literacy.
8. Effective with the 2009/2010 school year, one semester course in Health/First Aid/CPR.

Students obtaining a diploma from a high school must obtain the equivalent of 220 credits.
Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.
High School Exit Examination
As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)
Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)
Certificates of Completion
Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.
Policy McFARLAND UNIFIED SCHOOL DISTRICT
adopted: April 10, 2012 McFarland, California

Student Handbook – Published as

GRADUATION REQUIREMENTS

Total credits required for graduation: 220 Credits
BP 6146.1 (a) and Education Code 51225.3

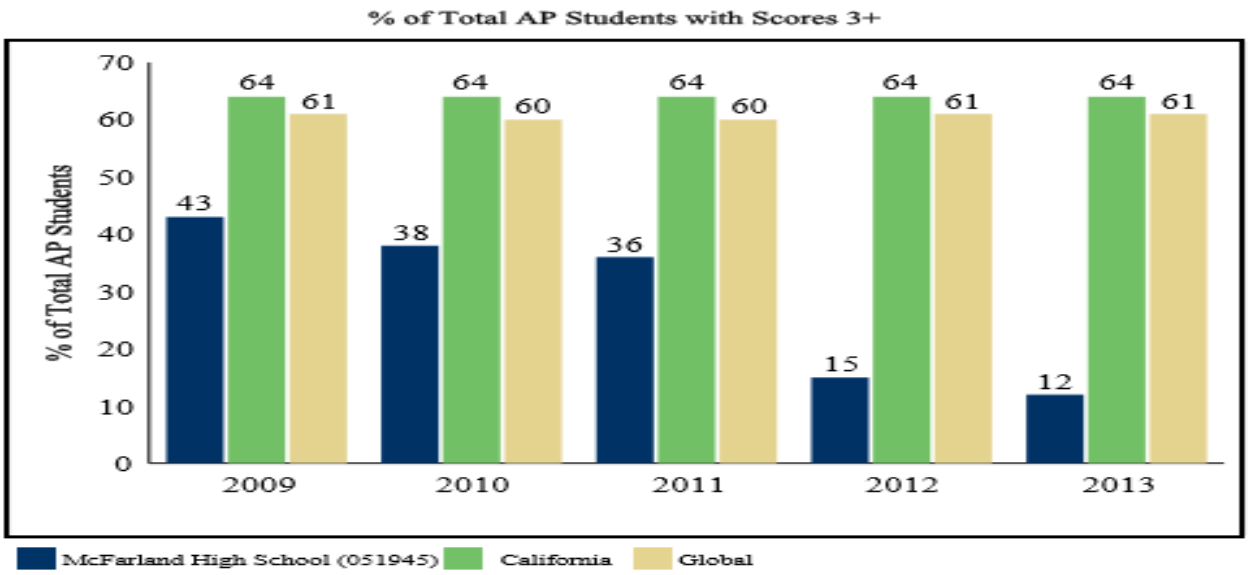
COURSE	**TOTAL CREDITS REQUIRED**
Computer Literacy	5.0
Economics	5.0
English	40.0
Fine Arts	10.0
Government/Civics	5.0
Health	5.0
Math	30.0
Physical Education	20.0
Science	20.0
U.S. History/Geography	10.0
World History/Geography	10.0
Electives	60.0
TOTAL	220

A Passing Score of 350 on the California High School Exit Exam (CAHSEE) in **Language Arts and Mathematics - MHS emphasizes and encourages a score of 380 (Proficiency)**

See also: MHS Curriculum Guide, Pages 10 – 13

I. Pertinent Additional Data

AP Data



J. Budgetary information, including budget pages from the school's action plan (i.e., the Single Plan for Student Achievement)

See: Single Site Plan, MUSD Unaudited Actuals, and Budget Binders in Evidence Room

K. A list of standards-based local board adopted texts (include year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science

Dept Code	Course Name	Publisher	Series	Author	Copy right	ISBN	Grade Level	Term _Year
Eng	English 9	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 1-2	9	2013
Eng	English 9CP	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 1-2	9	2013
Eng	English 9H	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 1-2	9	2013
Eng	English 10	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 2-0	10	2013

Eng	English 10CP	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 2-0	10	2013
Eng	English 10H	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36641 2-0	10	2013
Eng	English 11	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36642 0-1	11	2013
Eng	English 11CP	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, Etal	2010	0-13-36642 0-1	11	2013
Eng	AP Eng Lang	Bedford/St. Martins	The Language of Composition	Shea, Renee	2008	0-312-45094 -X	11	2013
Eng	English 12	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, et al	2010	0-13-36642 1-X	12	2013
Eng	English 12CP	Pearson Prentice Hall	Literature for California	Wiggins, Grant, EdD, et al	2010	0-13-36642 1-X	12	2013
Eng	AP Eng Lit	Pearson Education	Literature, 2nd Edition	Edgar V. Roberts	2012	978-0-13-26778 7-5	12	2013
Eng	Academy 1/2	Hampton-Brown	1. Edge 2. Inside the USA	1. David W. Moore, et al 2. Deborah J. Short & Josefina Villamil Tinjero	2009 2010	0-7362-6163-X 978-0-7362-7054-0	9-12	2013
Eng	Intervention	Hampton-Brown	Edge	David W. Moore, et al	2009	0-7362-6163-X	9-12	2013
Math	CAHSEE Math	Math Teacher's Press, Inc.	Conquering CAHSEE	Carly Pierson	2008	978-1-59167 -313-2	10-12	2013
Math	Consumer Math	Glencoe McGraw-Hill	Mathematics for Business & Personal Finance	Walter H. Lange & Temoleon G. Rousos	2010	978-0-07-88050 5-9	11-12	2013
Math	Algebra I CP	Prentice Hall	California Algebra I	Allan E. Bellman, et al	2009	0-13-20312 1-3	9	2013

Math	Geometry	Prentice Hall	California Geometry	Laurie E. Bass & Art Johnson, Ed.D	2008	0-13-20312 2-1	9-10	2013
Math	Algebra II	Prentice Hall	California Algebra II	Allan E. Bellman, et al	2008	0-13-20312 4-8	10-12	2013
Math	Pre Calculus	Prentice Hall	Precalculus, 4th Edition	Robert Blitzer	2010	0-13-13622 1-6	10-12	2013
Math	AP Calculus	Prentice Hall	Calculus: Graphical, Numerical, Algebraic	Ross L. Finney, et al	2007	0-13-20140 8-4	12	2013
Hist	Wrld Hist CP	McDougal Littell	Modern World History: Patterns of Interaction	Roger B. Beck, PhD, et al	2006	0-618-55715 -6	10	2013
Hist	AP World History	Bedford, Freeman & Worth	Ways of the World: A Global History	Robert W. Strayer	2011	0-312-64466 -3	10	2013
Hist	US Hist CP	Glencoe McGraw-Hill	American Vision	Joyce Appleby, PhD, et al	2006	0-07-86785 1-X	11	2013
Hist	AP US hist	Wadsworth	The American Pageant	David M Kennedy, Lizabeth Cohen	2006	978-1-111-83106 -6	11	2013
Govt /Civics	Am Gov/Civ CP	Prentice Hall	Magruder's American Government	William A. McClenaghan	2006	0-13-13357 9-0	12	2013
Govt /Civics	AP Government US	McGraw-Hill	American Democracy	Thomas E. Patterson	2009	978-0-07-34038 7-8	12	2013
Govt /Civics	Ag Government	Prentice Hall	Magruder's American Government	William A. McClenaghan	2006	0-13-13357 9-0	12	2013
Econ	Economics CP	Prentice Hall	Economics: Principles in Action	Arthur O'Sullivan, PhD & Steven M Sheffrin PhD	2007	0-13-13348 7-5	12	2013
Econ	Ag Economics	Prentice Hall	Economics: Principles in Action	Arthur O'Sullivan, PhD & Steven M Sheffrin PhD	2007	0-13-13348 7-5	12	2013

Sci	Ag Earth Science	Glencoe McGraw-Hill	Earth Science	*Not Stated*	2007	0-07-87726 9-9	9	2013
Sci	Chemistry CP	Glencoe McGraw-Hill	Chemistry: Matter & Change	*Not Stated*	2007	0-07-87723 7-0	10-12	2013
Sci	Biology CP	Prentice Hall	Biology	Kenneth R. Miller & Joseph S. Levine	2007	0-13-20135 2-5	9-10	2013
Sci	Physics	Glencoe McGraw-Hill	Physics, Principles and Problems	*Not Stated*	2008	978-0-07-87873 8-6	11-12	2013
Sci	Int. Ag Biology	Prentice Hall	Biology	Kenneth R. Miller & Joseph S. Levine	2007	0-13-20135 2-5	9-10	2013
Sci	AP Biology	Pearson	Biology, 8th AP*Edition	Neil A. Campbell, et al	2008	0-13-13569 1-7	11-12	2013
For Lang	Spanish 1	McDougal Littell	En Espanol Level 1	Estella Gahala, et al	2004	0-618-30430 -4	9-12	2013
For Lang	Spanish 2	McDougal Littell	En Espanol Level 2	Estella Gahala, et al	2004	0-618-30442 -8	9-12	2013
For Lang	Spanish 3	McDougal Littell	En Espanol Level 3	Estella Gahala, et al	2004	0-618-30450 -9	9-12	2013
For Lang	Spanish 4	Hougton Mifflin	¡Continuemos!	Ana C. Jarvis, et al	2003	0-618-26235 -0	10-12	2013
For Lang	AP Spanish Lang	Prentice Hall	Civilizacion y cultura de Espana	Vicente M. Cantarino	2005	97801 31946 385	11-12	2013
For Lang	AP Spanish Lit	Pearson	Reflexiones de la Literatura Hispanica	Rodney T. Rodriguez	2013	0-132-79312 -1	11-12	2013
Health	Health	Glencoe McGraw-Hill	Health: A Guide to Wellness, 8th Ed.	Mary B. Merki, PhD	2003	0-07-82386 4-1	9	2013

L. Glossary of Acronyms and Frequently Used Terms

A+: A+ Online Learning used by students to retake previously failed courses for the purpose of earning credits for graduation.

AB466: Assembly Bill, replaced by **SB 472**, which established the Mathematics and Reading Profession Development Program. Provides funding for professional development in math and reading/language arts

ACES: Assessment of Core Exit Standards

ALEKS: Assessment and Learning in Knowledge Spaces. A web-based online mathematics programs that supports learning.

ANIME: A MHS club devoted to art pertaining to Japanese animated productions usually featuring hand-drawn or computer animation.

Advanced: See CST.

AP: Advanced Placement https://apstudent.collegeboard.org/home

APEX: Online learning available for students to retake previously failed courses for the purpose of earning AP credits. http://www.apexlearning.com/

API : Academic Performance Index. Measures the academic performance and growth of schools in a variety of academic measures. Expected annual percentage growth targets for all schools based on their API baseline score are calculated with a minimum percentage growth target of 5% annually. The API is part of the state accountability system enacted by the California State Legislature in 1999.

ASB: Associated Student Body

ASVAB: Armed Services Vocational Aptitude Battery. The **ASVAB** is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

AVID: Advancement Via Individual Determination. AVID is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. http://www.avid.org/abo_whatisavid.html

AYP: Adequate Yearly Progress. Adequate yearly progress is the measure of the extent to which students in a school, taken as a whole, and certain groups within the school, demonstrate proficiency in at least reading/language arts and mathematics. It also measures the progress of schools under other academic indicators, such as the graduation rate or school attendance. The federal No Child Left Behind Act requires each state to ensure that all schools and districts make adequate yearly progress based on assessments included in the statewide accountability system. State definitions must reflect the objective that all students will demonstrate proficiency by the year 2014.

Basic: See CST.

Below Basic: See CST.

Behavioral Support Plans: Special Education Department behavior modification plans which incorporate special accommodations and adaptations consistent with each individual student's needs.

Benchmark Assessment/Assignment: A common grade-level standardized administration of an assessment/assignment that provides comparable results for all students and objectively measures progress relative to standards for making decisions about individual students.

BC-CEP: Bakersfield College Concurrent Enrollment Program
http://www.bakersfieldcollege.edu/admissions/concurrent/

CAPA: California Alternate Performance Assessment. A component of STAR, CAPA is administered to students with significant cognitive disabilities in grades two through eleven.

CAHSEE Academy: A local MHS Saturday academy for students determined to be at-risk for not passing the upcoming CAHSEE. The academy typically runs for eight weeks prior to the 10th grade spring Math and English testing dates.

CAMP Outreach: College Assistance Migrant Program

Capturing Kids' Hearts: A district-wide program from the Flippin Group designed to encourage trust, respect, and caring in the classroom and throughout campus.
http://www.flippengroup.com/education/ckh.html

Career Pathways: A career awareness series designed to motivate students to explore the many career options available to them.

CAT/6: California Achievement Tests, Sixth Edition Survey. CAT/6 is a national norm-referenced test administered to students in grades three and seven.

CBEDS: California Basic Educational Data System**.** The purpose of CBEDS is to collect information on student and staff demographics**.**

CCC: California Community College

CCSS: Common Core State Standards

CCST: California Standards Tests. CSTs measure the degree to which students are achieving the academically rigorous content standards adopted by the State Board of Education. California uses five performance levels to report student achievement on the CSTs:

- ***Advanced***
- ***Proficient***
- ***Basic***
- ***Below Basic***
- ***Far Below Basic***

The performance levels for each grade and subject area are based on scale scores that range between 150 and 600. The score dividing the basic scores from below basic is 300 for every grade and subject area. The score dividing basic scores from proficient scores is 350 for every grade and subject area. Tables that include the score range for each grade level, subject area, and performance level are available on the California Department of Education Web site. The target is for all California students to score at Proficient or above.

CDE: California Department of Education

CELDT: California English Language Development Test. CELDT is a mandatory state test for English language proficiency that is given to students whose primary language is other than English.

CFU: Checking for understanding

CLAD, BCLAD: Cross-Cultural Language and Academic Development and Bilingual Cross-Cultural Language and Academic Development.

Club Ed: An on-campus club designed to encourage students to explore and enter the teaching

profession.

CNA: Certified Nursing Assistant

CPA: California Partnership Academies

CSF: California Scholarship Federation

CST: California Standards Test

CSU: California State University

DataQuest: State of California student and school data reporting

Differentiated Instruction: An approach to teaching in which instruction is tailored to meet the needs of individual students. Such instruction is designed to provide each student with access to a rigorous, standards-based curriculum. Instructional decisions are based on the results of meaningful assessments. Differentiated instruction provides various ways for individual students to receive new information, assimilate it, and demonstrate their knowledge.

DOK: What students should do or know

EBSCO: Online Database. http://www.ebscohost.com/

Economically Disadvantaged: Refers to individuals from economically disadvantaged families, including foster children.

EL: English learner. A student for whom a primary language other than English has been indicated on the state-approved "Home Language Survey" and who, based on the results of the California English Language Development Test (CELDT), has been determined to lack the clearly defined English language skills of listening, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

ELA: English–language arts

ELAC: English Language Advisory Committee

ELD: English Language Development

ELL: English Language Learners

ELPD: English Learner Professional Development (See also SB472)

ERWC Program: A full-year college preparatory English course for high school juniors or seniors. The ERWC emphasizes expository, analytical, and argumentative reading and writing. http://www.calstate.edu/eap/englishcourse/

ESLRs: Expected schoolwide learning results – what students should know, understand, and be able to demonstrate by the time they graduate from MHS

FRC: Family Resource Center. A local center providing support and assistance for families in need.

Far Below Basic: See CST.

FAFSA: Free Application for Federal Student Aid.

FEP: Fluent English Proficient. A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon assessment on the CELDT and from additional information (when available) is determined to be fluent in English. To be categorized as FEP, a student must have at least some functional proficiency (e.g., some basic comprehension skills) in a

language other than English.

FFA: A club – Future Farmers of America. Also refers to the Ag Program at MHS.

FOCUS Club: A student run club on campus – Fellowship of Christians United at School

GATE: Gifted and Talented Education. A state program authorizing services to students who are identified as possessing demonstrated or potential abilities that give evidence of high performance capability.

IDEA: Individuals with Disabilities Education Act reauthorized in 1997 which mandates a free, appropriate public education for all children with exceptional needs.

IEP: Individual Education Program. The written instruction plan for students with disabilities designated as special education students under the Individuals With Disabilities Act (IDEA-Part B), which includes: statement of present levels of educational performance of a child; statement of annual goals, including short-term instructional objectives; statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; projected date for initiation and anticipated duration of services; appropriate objectives, criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Infinite Campus: The student data information system used for all schools within the McFarland Unified School District

Kevin Clark Program: A program adopted by MUSD for the purpose of accelerating English acquisition through method based instruction. http://www.cctinc.us/pricelist

MAC: McFarland Activities Committee. A local civics-minded group that organizes community events that improve and enhance the lives of local citizens.

MEChA: *Movimiento estudiantil Chicano de Aztlan*. A student club on campus that seeks to promote chicano unity and empowerment through political action

MHS: McFarland High School

MIS: McFarland Independent School. A local independent studies, alternative education school that serves both minors and adults.

MOT: Maintenance Operations and Transportation. The MUSD department responsible for ongoing maintenance, operations, and transportation needs associated with MHS and other district sites.

MPD Explorers: McFarland Police Department. A local community program for young men and women who have completed the eighth grade and are 14 years of age, or are 15 years of age but have not yet reached their 21st birthday. Law Enforcement Explorer posts help youth to gain insight into a variety of programs that offer hands-on career activities.

MUSD: McFarland Unified School District

MYPAAS: McFarland Youth Performing Arts After School. A MUSD after school program dedicated to bringing the arts to students. http://www.mcfarlandusd.com/District/Department/939-Special-Projects/150764-Untitled.html

NKVTC: North Kern Vocational Training Center http://www.nkvtc.org/

Proficient: See CST.

PLCs: Professional Learning Communities

PSAT: Preliminary Scholastic Aptitude Test
http://www.collegeboard.com/student/testing/psat/about.html

QES: Quality Educational Consultants. http://commoncore.standardsplus.org/qes-professional-development/

RevolutionK12: An online computer-based learning system used for CAHSEE test preparation. https://www.edsurge.com/revolution-k12

RCD: Rigorous Curriculum Design. RCD is a model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with existing state and the new Common Core State Standards.

RTI: Response to Intervention. A method of academic intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

RSP: Resource Specialist Program. Provides assistance for students identified with learning disabilities.

PASS Program: Portable Assisted Study Sequence. An online resource for migrant students to use to be able to earn credits.

PTA: Parent Teacher Association. A volunteer group of parents and teachers that works to promote the education and well-being of all children and youth at home, in school and in the community. Many schools have a Parent Club instead of a formal PTA.

RSP: Resource Specialist Program. RSP is a placement setting that provides instruction and services for those students whose needs have been identified in an IEP (individualized education program) and are assigned to regular classroom teachers for most of a school day.

SAT: Scholastic Aptitude Test http://sat.collegeboard.org/home

SB: Senate Bill

SBE: State Board of Education

SB472: English Learner Professional Development

SDAIE: Specially Designed Academic Instruction in English. SDAIE is an approach utilized to teach academic courses to English learner (EL) students in English. It is designed for non-native speakers of English and focuses on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district.

SchoolCity: An online benchmark and formative assessment tool designed to promote student achievement, teacher engagement, and Common Core readiness. **http://www.schoolcity.com/**

SIG: School Improvement Grant. Funding by the U.S. Department of Education to assist low achieving schools in implementing focused school improvement, corrective action and restructuring actions.

SIP: School Improvement Program. SIP funds are provided by the state to qualifying schools (7-12 and K-6) to carry out a plan developed by a school site council.

SJHS: San Joaquin High School. The local continuation/alternative education high school.

SLG: Student Leadership Group

STAR: Standardized Testing and Reporting. California's chosen method of student evaluation and

accountability. The 2006 STAR program included the following four components: CSTs, CAPA, CAT/6, and Aprenda 3.

STEAM: Science Technology Engineering Arts and Math. See: STEM

STEM: Programs with stress education in Science, Technology, Engineering, and Math

SST: Student Success Team. A team of school staff members often composed of the principal, school psychologist, teachers, and resource specialists whose task is to find solutions to identified problems that students are facing.

UC: University of California

UC Scholars Program: A mentoring program of the Universities of California

VTC: Vocational Training Council. See also, NKVTC

WASC: Western Association of Schools and Colleges

Winter Academy: A MHS intensive week-long CAHSEE Preparatory held over the winter break.

504 Plan: A plan developed to insure a student with an identified disability receives accommodations that ensure their academic success and equal access to the learning environment.

M. Curriculum Guide – See Binder in Evidence Room

N. Ag Academy – Proposed Courses of Study: Paramount Academy & Bakersfield College Partnership (Subject to change – still in the planning stage)

Option A: Plan for HS Diploma & AA in Agricultural Business Management at Graduation

Grade	Type of Course	Summer Courses	Fall Courses	Spring Courses
9	**AA Agriculture**			**Introduction to Computer Information Systems**
	AA General Education	Student Success	Elementary Nutrition	
	High School		English 9 Algebra I (Geometry) Ag Resources Physical Education	English 9 Algebra I (Geometry) Ag Resources Physical Education
10	**AA Agriculture**		**Introduction to Agricultural Mechanics**	**Agriculture, Environment and Society**
	AA General Education	Elementary Spanish Concepts of Biology*	Modern Global Studies	Public Speaking
	High School		English 10 Geometry (Algebra II) Ag Biology Physical Education	English 10 Geometry (Algebra II) Ag Biology Physical Education
11	**AA Agriculture**		**Introduction to Soil Science**	**Principles of Crop Production**
	AA General Education	Art Appreciation Introduction General Chemistry*	Intermediate Algebra	History of the United States Since 1870
	High School		English 11 Ag. Chemistry Open Period Open Period	English 11 Trigonometry (Calculus Readiness) Ag Chemistry Open Period
12	**AA Agriculture**	**Agriculture Leadership Training Agricultural Apprenticeship (Group 1)**	**Agricultural Sales and Communication Agricultural Internship (Group 2)**	**Agricultural Economics Agricultural Intrnship (Group 3)**
	AA General Education		Expository Composition American Government:	Introduction to Types of Literature

			National, State and Local	
	High School		Pre-Calculus (Calculus) Open Period	Pre-Calculus (Calculus) Open Period Open Period

*Optional Course(s)

Option B. Proposed Plan for HS Diploma & Allows for students to complete 42 units towards the AS in Agriculture Science and Technology during high school. An additional 18 units beyond high school allows students to complete the AS. AS in Agricultural Science and Technology

Grade	Type of Course	Summer Courses	Fall Courses	Spring Courses
9	**Agriculture**		**Computer Concepts**	
	AA General Education	**College Success**		**Personal Health and Hygiene (elective)**
	High School		English 9 Algebra I (Geometry) Ag Resources Geography Physical Education Open Period	English 9 Algebra I (Geometry) Ag Resources Geography Physical Education Open Period
10	**AA Agriculture**		**Soils**	**Water Management**
	AA General Education			
	High School		English 10 Geometry (Algebra II) Ag Biology World History Physical Education Open Period	English 10 Geometry (Algebra II) Ag Biology World History Physical Education Open Period
11	**AA Agriculture**			**GPS Crop and Yield Monitoring**
	AA General Education		**Intermediate Algebra**	**History of the United States: 1865-Present**
	High School		English 11 Ag. Chemistry Open Period Open Period Open Period Open Period	English 11 Ag Chemistry Open Period Open Period Open Period Open Period
12	**AA Agriculture**	**Ag. Internship**	**Introduction to Plant**	**Applications of GPS**

		(Work Experience)	**Science**	**Technology in Ag**
	AA General Education		**American Government**	**Macroeconomics**
	High School		English 12 Pre-Calculus (Calculus) Open Period Open Period Open Period	English 12 Govt/Econ Pre-Calculus (Calculus) Open Period Open Period
13 (WH)	**AA General Education**	Upon graduation form AHS students must complete an additional 18 units in the following areas to complete the AS degree: Area A. Language and Rationality: 6 units Area B. Natural Sciences: 6 units Area C: Humanities: 3 units Area E: Physical Education: 2 units Electives: 1 unit		

* **Option C. Proposed Plan for HS Diploma & AS in Agricultural Science and Technology**

Grade	Type of Course	Summer Courses	Fall Courses	Spring Courses
9	**Agriculture**		**Computer Concepts**	
	AA General Education	**College Success**		**Personal Health and Hygiene (elective)**
	High School		English 9 Algebra I (Geometry) Ag Resources Geography Physical Education Open Period	English 9 Algebra I (Geometry) Ag Resources Geography Physical Education Open Period
10	**AA Agriculture**		**Soils**	**Water Management**
	AA General Education			
	High School		English 10 Geometry (Algebra II) Ag Biology World History	English 10 Geometry (Algebra II) Ag Biology

			Physical Education Open Period	World History PE Open Period
11	**AA Agriculture**			**GPS Crop and Yield Monitoring**
	AA General Education		**Intermediate Algebra**	**History of the United States: 1865-Present**
	High School		English 11 Ag. Chemistry Open Period Open Period Open Period Open Period	English 11 Ag Chemistry Open Period Open Period Open Period
12	**AA Agriculture**	**Ag. Internship (Work Experience)**	**Introduction to Plant Science**	**Applications of GPS Tech in Ag**
	AA General Education		**American Government**	**Macroeconomics**
	High School		English 12 Pre-Calculus (Calculus) Open Period Open Period Open Period	English 12 Govt/Econ Pre-Calculus (Calculus) Open Period Open Period
13 (WH)	**AA General Education**	Upon graduation from MHS students must complete 18 units in the following areas to complete the AS degree: Area A. Language and Rationality: 6 units Area B. Natural Sciences: 6 units Area C: Humanities: 3 units Area E: Physical Education: 2 units Electives: 1 unit		

*Allows for students to complete 42 units towards the AS in Agriculture Science and Technology during high school. An additional 18 units beyond high school allows students to complete the AS.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY
McFarland Unified School District		Kern
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS) / NUMBER OF CLASSROOMS ON SITE
McFarland High School		K12
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
Joseph Eberwine	Supervisor of Operations	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION	
8:00 a.m.	Sunny	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	28	28	28	26	28	28	27	6	9	26	27	26	28	0	28
	Number of "O"s:	0	0	0	2	0	0	1	3	1	2	1	2	0	0	0
28	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	19	18	0	0	0	0	28	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	92.86%	100.00%	100.00%	96.43%	66.67%	90.00%	92.86%	96.43%	92.86%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			92.86%	100.00%		96.43%	78.34%		94.65%		96.43%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	FAIR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 94.84% | Mc → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: