

McFarland High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

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

McFarland High School's Vision and Mission

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

MHS COUGARS are:

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

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

21st Century Skills

- Collaboration
- Communication
- Critical Thinking
- Creativity

Then focus on the following areas while on campus:

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

WASC Accreditation Goals:

- 1) Promote Literacy Skills: Focus on Reading and Writing
- 2) Make Learning Accessible: Restructure Course Offerings
- 3) Develop a Goal Mindset: Ensure College and Career Readiness

MHS Motto:

"Opening doorways to new opportunities: college and beyond"

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	232
Grade 10	244
Grade 11	213
Grade 12	171
Total Enrollment	860

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.3
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	0
White	1.4
Two or More Races	0
Socioeconomically Disadvantaged	88.7
English Learners	19.3
Students with Disabilities	7.3
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	43	42	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.1	4.9
All Schools in District	90.1	9.9
High-Poverty Schools in District	90.1	9.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9CP Pearson, Literature for California 2010 Gr. 9 Pearson, Language Central 2010 Pearson, Reality Central Anthology, 2010</p> <p>English 9 Honors Pearson, Literature for California, 2010, Gr. 9 Pearson, Language Central 2010 Pearson Reality Central Anthology 2010</p> <p>English 10 CP Pearson, Literature for California 2010, Gr. 10 Pearson, Language Central, 2010 Pearson Reality Central Anthology, 2010</p> <p>English 10 Honors Pearson, Literature for California, 2010 Pearson, Language Central, 2010 Pearson, Reality Central Anthology 2010</p> <p>English 11 CP Pearson, Literature for California, 2010, Gr. 11 AP English Language Bedford/St. Martins, The Language of Composition, First Edition</p> <p>English 11 AP/Language Bedford/St. Martins The Language of Composition; 1st Ed. 2008</p> <p>English 12 CP Pearson, Literature for California, 2010, Gr. 12 AP English Literature 12 Cengage Learning, Perrine's Sound and Sense,</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	13th Ed. 2010 English 12 AP/Literature Longman Pearson Literature: An Intro to Reading and Writing. 2012		
Mathematics	Consumer Math: Glencoe McGraw-Hill, Mathematics for Business and Personal Finance, 2010 Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015 Math 2: Integrated Mathematics Volume 2 Houghton Mifflin Harcourt, 2015 Math 3: Integrated Mathematics Volume 3 Houghton Mifflin Harcourt, 2015 Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010 AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2007 Stats: Modeling the World, AP Edition Pearson, 2015	Yes	0%
Science	Earth Science: Glencoe McGraw Hill, Earth Science, 2007 Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter & Change, 2007 AP Chemistry: McDougal Littell, Chemistry 7th Ed., Zumdah, 2007 Biology CP: Prentice Hall, Biology, 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008</p> <p>Ag Earth Science: Glencoe McGraw Hill, Earth Science, 2007;</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005</p> <p>Ag Science Biology: Prentice Hall, Biology, 2007;</p> <p>Prentice Hall, Biology: Laboratory Manual, 2007;</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>AP Biology Pearson, Biology, 8th AP Edition 2008</p>		
History-Social Science	<p>World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006</p> <p>World History AP MPS, Ways of the World: A Global History, 2011</p> <p>U.S. History CP: McGraw Hill, American Vision, 2006</p> <p>U.S. History Honors: McGraw Hill, American Vision, 2006</p> <p>American Government CP: Prentice Hall, Magruder's American Government, 2006</p> <p>Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>AP Government McGraw Hill, American Democracy, 8th Ed. 2006</p> <p>Economics: Prentice Hall, Economics: Principles in Action, 2007</p>		
Foreign Language	<p>Spanish 1: McDougal Littell, En Español Level 1, CA Ed., 2004</p> <p>Spanish 2: McDougal Littell, En Español Level 2, CA Ed., 2004</p> <p>Spanish 3: McDougal Littell, En Español Level 3, CA Ed., 2004</p> <p>Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003</p> <p>AP Spanish Language: McDougal Littell, En Español, Level 3, CA Ed., 2004</p>	Yes	0%
Health	<p>Health: Glencoe McGraw Hill, Health, A Guide to Wellness, 8th Ed., 2003</p>	Yes	0%
Visual and Performing Arts	<p>Glencoe: Music! Its Role and Importance in Our Lives, 2000</p>	Yes	0%
Science Laboratory Equipment (grades 9-12)	<p>Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes. Inventory includes: Microscopes (10) Petrie Dishes (100)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Scales (1) Dissection Kits (20) Graduated Cylinders (10) Dissection Pans (10) Test Tubes (50) Dell Laptops (24) Lab refrigerator (1) Dissection tools (115) Beakers (90) Human skeleton (1) Test tubes (150) Dissection trays (20) Microscopes (40) Meter sticks (12) Laserdisc players (2) Tongs (1) Petrie dishes (175) Animal Skeletons (8) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5)</p> <p>Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar & pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker Crucible & cover 125mL Erlenmeyer flask Glass plate 250mL Erlenmeyer flask Medicine dropper 10mL graduated cylinder Dropper bottle 100mL graduated cylinder Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas Test tubes & rack Microplate Bunsen burner & tubing Funnel Hot Plate</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water		

School Facility Conditions and Planned Improvements (Most Recent Year)

General

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

Planned Improvements

Adding 1-Portable buildings to the West parking lot for the schools expansion to incorporate the Career Technical Education Pathways that are planned at McFarland High School.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/19/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/19/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	42	24	27	44	48
Mathematics	17	21	16	18	34	36

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	204	202	99.0	41.6
Male	11	102	102	100.0	37.3
Female	11	102	100	98.0	46.0
Hispanic or Latino	11	195	193	99.0	43.0
Socioeconomically Disadvantaged	11	136	134	98.5	41.0
English Learners	11	33	32	97.0	3.1
Students with Disabilities	11	17	17	100.0	5.9
Students Receiving Migrant Education Services	11	11	11	100.0	54.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	204	202	99.0	20.8
Male	11	102	102	100.0	20.6
Female	11	102	100	98.0	21.0
Hispanic or Latino	11	195	193	99.0	21.2
Socioeconomically Disadvantaged	11	136	134	98.5	19.4
English Learners	11	33	32	97.0	
Students with Disabilities	11	17	17	100.0	
Students Receiving Migrant Education Services	11	11	11	100.0	27.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	28	24	31	35	29	28	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	233	223	95.7	30.9
Male	127	120	94.5	35.8
Female	106	103	97.2	25.2
Hispanic or Latino	229	220	96.1	30.5
Socioeconomically Disadvantaged	168	158	94.1	31.0
English Learners	53	46	86.8	4.4
Students with Disabilities	15	12	80.0	8.3
Students Receiving Migrant Education Services	24	22	91.7	36.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

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

- Auto Body
- Medical Receptionist
- Nursing
- Merchandising
- Welding
- Law Enforcement
- Construction

The following classes were offered in-house for CTE Programs.

- Ag. Business
- Computer Graphics
- Video Production
- Welding
- Logistics/Supply Chain - Planning Year, Dual Enrollment Porterville College
- Computer Aided Design (CAD) - Planning Year

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	150
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.95
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	41.6

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.6	16.7	17.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

School Site Council (SSC)
 ELAC Parent Meetings
 DELAC Parent Meetings
 Back-To-School Night
 Parent/Teacher Conference Night
 AVID (Advancement Via Individual Determination) Parent Meetings
 TRiO Semester Parent Meetings
 TRiO Cash for College
 College Night Parent/Student
 9th Grade Enrollment Parent/Student Conferences
 9th Grade Parent/Student Orientation
 Sophomore Counseling Parent Conferences
 Financial Aid Workshops
 Career Center Senior Parent Financial Aid Conferences
 Career Day
 Awards Banquets
 Agricultural Advisory Committee (FFA activities)
 CTE Advisory Meetings
 Field Trips - Chaperone
 Extra-Curricular and Athletic Events
 Parent Conferences as requested by parent/teacher
 Parent portal on Infinite Campus
 Parent Workshops - PEP and Project to Inspire

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.90	3.80	0.50	8.90	14.70	6.80	11.40	11.50	10.70
Graduation Rate	94.44	95.54	98.42	83.25	79.90	89.19	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	100	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	100	54
Students with Disabilities	100	100	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	5.2	5.8	7.6	4.6	6.2	4.4	3.8	3.7
Expulsions	18.8	0.0	0.0	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

McFarland High School's staff, administration, and students feel our campus is safe, orderly, friendly and as a result, enhances learning. The administration, counselors, teachers, and the staff make contact with parents regarding discipline, attendance, and student-related concerns. One campus supervisor and one Student Affairs Specialist assists administrators and staff in monitoring the safety of our campus, investigations, and security of our school site. We are currently seeking additional supervision individuals for the remaining of the 2017 school year.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	26	21	1	28	6	21	10	28	6	21	10
Mathematics	25	9	20	1	26	8	18	4	26	8	18	4
Science	25	7	14	2	27	4	15	3	27	4	15	3
Social Science	28	2	14	2	29	2	13	6	29	2	13	6

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	450
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,694	\$977.35	\$6717.35	\$73,572.65
District	N/A	N/A		\$64,427
Percent Difference: School Site and District	N/A	N/A		5.5
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	43.2	16.7

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

Types of Services Funded (Fiscal Year 2015-16)

Funding from LCAP and categorical or other sources provide for a variety of programs at MHS that include:

- 8th Period Remediation
- Summer Academies
- FFA and AG activities
- ELA/Math Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation programs

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,717	\$42,063
Mid-Range Teacher Salary	\$64,334	\$64,823
Highest Teacher Salary	\$81,905	\$84,821
Average Principal Salary (Elementary)	\$114,720	\$101,849
Average Principal Salary (Middle)	\$99,040	\$107,678
Average Principal Salary (High)	\$114,720	\$115,589
Superintendent Salary	\$135,000	\$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

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