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McFarland High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 2017-18)

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 2017-18)

School Description

Established in 1928, McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. The City of McFarland's new motto is "Tradition. Unity. Excellence". The majority of employment in the community is in agriculture production in almonds, grapes, oranges, roses, cotton, or dairy cattle. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Of the approximately 3,500 TK - 12th grade students enrolled in the McFarland Unified School District, 929 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, 48% 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 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 2016-17)

Grade Level	Number of Students
Grade 9	264
Grade 10	224
Grade 11	223
Grade 12	196
Total Enrollment	907

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	0.7
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	0
Socioeconomically Disadvantaged	88.9
English Learners	18.3
Students with Disabilities	8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	42		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9CP Pearson Education; My Perspective Grade 9 CA; 2017 English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017 English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017 English 10 Honors Pearson Education; My Perspective Grade 10 CA; 2017 English 11 CP Pearson Education; My Perspective American Literature CA.; 2017 English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017 AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017 English 12 AP/Literature Pearson Education; My Perspective British and World Literature CA.; 2017 ELD: Pearson; iLit ELL; 2017		
Mathematics	Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015 Math 1H: Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 2, Vol 1; 2015 Math 2H: Houghton Mifflin Harcourt; Integrated Mathematics 2 Vol. 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 2; 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 Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Stats: Modeling the World, AP Edition Pearson, 2015		
Science	Earth Science: Glencoe McGraw Hill, Earth Science, 2007 Chemistry CP: Glencoe McGraw Hill, Chemistry: Matter & Change, 2007 AP Chemistry: McDougal Littell, Chemistry 7th Ed., Zumdah, 2007 Biology CP: Prentice Hall, Biology, 2007 Physics: Glencoe McGraw Hill, Physics, Principles and Problems, 2008 Ag Earth Science: Glencoe McGraw Hill, Earth Science, 2007; Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005 Ag Science Biology: Prentice Hall, Biology, 2007; Prentice Hall, Biology: Laboratory Manual, 2007; Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998 AP Biology Pearson, Biology, 8th AP Edition 2008	Yes	20%
History-Social Science	World History CP McDougal Littell, Modern World History: Patterns of Interaction, 2006	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	World History AP MPS, Ways of the World: A Global History, 2011 U.S. History CP: McGraw Hill, American Vision, 2006 U.S. History Honors: McGraw Hill, American Vision, 2006 American Government CP: Prentice Hall, Magruder's American Government, 2006 Ag Government: McGraw Hill, Magruder's American Democracy, 8th Ed., 2006 AP Government McGraw Hill, American Democracy, 8th Ed. 2006 Economics: Prentice Hall, Economics: Principles in Action, 2007		
Foreign Language	Spanish 1: McDougal Littell, En Espanol Level 1, CA Ed., 2004 Spanish 2: McDougal Littell, En Espanol Level 2,CA Ed., 2004 Spanish 3: McDougal Littell, En Espanol Level 3, CA Ed., 2004 Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003 AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2016	Yes	0%
Visual and Performing Arts	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (grades 9-12) Sufficient Laboratory Equipment is available for Ag Science I, Ag Science II, Ag Biology, Biology, Physics and Chemistry classes. Inventory includes: Microscopes (10) Petrie Dishes (100) Scales (1) Dissection Kits (20) Graduated Cylinders (10) Dissection Pans (10) Test Tubes (50) Dell Laptops (24) Lab refrigerator (1) Dissection tools (115) Beakers (90) Human skeleton (1) Test tubes (150) Dissection trays (20) Microscopes (40) Meter sticks (12) Laserdisc players (2) Tongs (1) Petrie dishes (175) Animal Skeletons (8) Magnifying glasses (20) Computers (2) Grow cabinets (2) Microscope slides (200) VCR (1) Centrifuge (1) Microscope cameras (2) Tables (5) Student computers (6) 8 each of the following: 50mL Beaker Electronic balance 100mL Beaker Mortar & pestle 250mL Beaker Evaporating dish 400mL/600mL Beaker	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Crucible & cover 125mL Erlenmeyer flask Glass plate 250mL Erlenmeyer flask Medicine dropper 10mL graduated cylinder Dropper bottle 100mL graduated cylinder Stirring rod Test tube holder Test tube brush Beaker tongs Beaker brush Scoopulas Test tubes & rack Microplate Bunsen burner & tubing Funnel Hot Plate Thermometer Test tube clamp Forceps Clamp Holder Plastic beaker set Thermometer clamp Volumetric Flask Pinchers Goggles Aprons Sink & running water		

School Facility Conditions and Planned Improvements (Most Recent Year)

General

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

Planned Improvements

Adding 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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			

School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: 8/11/2017

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/11/2017				
	Exemplary	Good	Fair	Poor
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	58	27	27	48	48
Mathematics (grades 3-8 and 11)	21	17	18	19	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	208	100	57.69
Male	111	111	100	52.25
Female	97	97	100	63.92
Asian	--	--	--	--
Hispanic or Latino	205	205	100	57.56
White	--	--	--	--
Socioeconomically Disadvantaged	188	188	100	56.91
English Learners	56	56	100	26.79
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	17	17	100	41.18
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	208	100	17.31
Male	111	111	100	21.62
Female	97	97	100	12.37
Asian	--	--	--	--
Hispanic or Latino	205	205	100	17.07
White	--	--	--	--
Socioeconomically Disadvantaged	188	188	100	17.02
English Learners	56	56	100	1.79
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	17	17	100	11.76
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	24	31	29	28	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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

- Ag. Business
- Multi-media Design
- Welding
- Logistics/Supply Chain - Planning Year, Dual Enrollment Bakersfield College
- Computer Aided Design (CAD) - Planning Year

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.44
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.71

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	20.8	16.5	17.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.8	0.5	0.6	14.7	6.8	5.1	11.5	10.7	9.7
Graduation Rate	95.54	98.42	99.42	79.9	89.19	92.39	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	100	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	90	100	63.9
English Learners	77.27	92.31	55.44
Students with Disabilities	100	100	85.45
Foster Youth	100	100	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.1	5.8	6.2	4.6	6.2	5.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.4	0.1	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

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	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	28	6	21	10	24	13	28	4	25	16	26	4
Mathematics	26	8	18	4	27	5	23	2	26	4	27	1
Science	27	4	15	3	25	6	15	3	25	6	19	1
Social Science	29	2	13	6	26	7	11	6	26	8	10	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 2016-17)

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 2015-16)

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		$66,950
Percent Difference: School Site and District	N/A	N/A		5.5
State	N/A	N/A	$6,574	$69,649
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 2016-17)

Funding from LCAP and categorical or other sources provide for a variety of programs at MHS that include:
- 8th Period Remediation (Cougar Focus)
- Summer Academies
- FFA and AG activities
- ELA/Math Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation programs

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,591	$44,144
Mid-Range Teacher Salary	$65,621	$69,119
Highest Teacher Salary	$83,543	$86,005
Average Principal Salary (Elementary)	$91,846	$106,785
Average Principal Salary (Middle)	$106,069	$111,569
Average Principal Salary (High)	$119,940	$121,395
Superintendent Salary	$160,000	$178,104
Percent of Budget for Teacher Salaries	31%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	20.9

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. In addition, teacher professional developments are in place to increase student engagement where at McFarland High School we aspire for all students to become life-long learners with intrinsic motivation for positive growth. Therefore, daily instruction constantly engages all students, that inspires curiosity, critical thinking, and classroom involvement through collaborative, creative, and relevant learning.