

**San Joaquin Continuation High School/McFarland
Independent School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	San Joaquin Continuation High School/McFarland Independent School
Street	599 Fifth Street
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
Email Address	loschultz@mcfarland.k12.ca.us
Website	http://mcfarlandusd.com/SJHS/
County-District-School (CDS) Code	15-739081530146/15-739081530146

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel A. Resendez
Email Address	SaResendez@mcfarland.k12.ca.us
Website	www.mcfarlandusd.com

School Description and Mission Statement (School Year 2020-2021)

Vision Statement:

San Joaquin High School's vision is to encourage, guide, and support each student to rise to their highest potential in 21st Century skills so that they may be effective communicators, innovators, and participants in the global economy.

Mission Statement:

San Joaquin High School's mission is to ensure each student graduates with a high school diploma and is ready to enter college and/or a career technical school.

San Joaquin High School (SJHS), a continuation high school, is housed at the McFarland Learning Center campus. SJHS is part of the McFarland Unified School District with a student population of approximately 3,600. McFarland Unified School District is located in the small, rural, and predominantly agricultural community of McFarland California, population approximately 15,500 according to the estimated 2019 U.S. Census Bureau data. McFarland is located in the southern part of the San Joaquin Valley, about thirty miles north of Bakersfield, adjacent to State Highway 99. The main industry of the area is agriculture.

Our role at SJHS is three-fold:

1. To prepare students academically, emotionally, and behaviorally to return to McFarland High School or to stay on track to meet the requirement for earning a high school diploma
2. To promote articulation of curriculum and teaching of "same skills courses" that match those at McFarland High School
3. To assist students in attaining sufficient credits and appropriate instruction to enable them to earn a high school diploma

SJHS serves students who are at risk of not graduating from high school because they are unable or unwilling to attend McFarland High School, the McFarland Unified School District comprehensive high school. Various reasons for choosing SJHS include: personal hardships, pregnancy/childcare needs, special needs for work scheduling, and a positive alternative to the larger high school setting. The SJHS student population, with both voluntary and involuntary enrollment, is considered “transitional” in that student enrollment is usually short term, limited to or usually one or two semesters, to enable the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one-on-one assistance. However, a considerable number of students have graduated from this school.

An important factor in preparing students for return to MHS is that of being emotionally prepared. Some students attend because of behavior management challenges. Staff takes great pride in cultivating school culture and promoting the caring attitudes. We are able to assist our students in finding appropriate programs and services to meet their needs, assist them in developing appropriate behaviors and working to provide individualized assistance in overcoming difficulties (i.e. – counseling referrals, career counseling, and individual education planning) due to a higher teacher student ratio than the local traditional high school. Students with active IEPs receive additional support from the appropriate district specialists in special education and speech pathology in order to reach their goals and objectives. For students on probation, there is a continued collaboration between probation officers and our instructors. A team of classified employees support our certificated staff. District technology teams, psychologists, nurses, a social worker, and other support staff are available on an as needed basis.

The curriculum of SJHS mirrors that of the comprehensive high school in that we follow the same course outlines in order to meet state standards across the curriculum. We routinely confer with MHS counselors and staff to be sure we are providing for the needs of our students to enable them to return to MHS or to meet graduation course requirements. We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment as well as further education and training. SJHS staff members are well-versed in technology and are striving to integrate its use throughout the curriculum in all our courses. District continuing support of technology and several grants have provided computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Each student is also provided with a personal Chrome Book (and hot spot if needed) to use for web-based computer instruction available to them outside of regularly scheduled school hours.

In March 2020 due to the COVID pandemic, SJHS moved to a Distance Learning mode of instruction that incorporated synchronous and asynchronous learning. Daily Zoom classes were established and students were able to continue their studies through a combination of direct instruction and online courses.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	12
Grade 10	9
Grade 11	15
Grade 12	8
Total Enrollment	44

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
Hispanic or Latino	97.7
Socioeconomically Disadvantaged	95.5
English Learners	36.4
Students with Disabilities	11.4
Foster Youth	11.4
Homeless	11.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3.2	3.2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2019

Historically, McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The District chose to delay adoption during the phase of the state adoption of common core standards. As the standards are adopted and textbooks reflecting common core standards become available, the District is resuming the seven year cycle for adoption. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. San Joaquin High School meets Williams Act compliance requirements..

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Prospective California California Volume 1 & 2, Grades 9th, 10th, 11th, and 12th, Pearson Education, 2017/2017 Edgenuity Online Learning English 3D: Course B, Volume, 2017/2018 English 3D Language & Writing Portfolio, Course B, Volume 2, 2017	Yes	0
Mathematics	Mathmatics - For Business and Personal Finance Glencoe/McGraw Hill 2010/2009 Integrated Mathematics 1,2 & 3/2014 Houghton Mifflin Harcourt 2015 Edgenuity Online Learning	Yes	0
Science	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007/2006 Edgenuity Online Learning	Yes	0
History-Social Science	World - History, Culture, & Geography The Modern World - McGraw Hill Education 2019/2018 America Through The Lens National Geographic Learning, Cengage Learning Co 2019/2018 Econ Alive! The Power To Choose Teacher's Curriculum Institute 2015/2018 Government Alive! Power Politics and You Teacher's Curriculum Institute 2014/2018 Edgenuity Online Learning/2017	Yes	0
Foreign Language	Edgenuity Online Learning/2017	Yes	0
Health	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003/2003 Positive Prevention - American Red Cross 2007/2006 Edgenuity Online Learning/2017	Yes	0
Visual and Performing Arts	Art Talk Glencoe/McGraw Hill 2005/2004	Yes	0
Science Laboratory Equipment (grades 9-12)			N/A

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

School Facility Conditions and Planned Improvements

San Joaquin High School facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Large ongoing maintenance projects are scheduled during winter or summer breaks. Within the last two years, the entire exterior of the site was repainted and the carpets replaced in the main building. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed. San Joaquin High School consists of six buildings. Built in 1987, the main permanent building houses 6 classrooms, 3 offices, two sets of restrooms, and miscellaneous storage areas. Four adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities are located on site. The two computer labs have been replaced by 1:1 computers. Every student is assigned a Chrome Book which they are encouraged to bring to school daily. The school also maintains two computer carts storing 25 computers each. All students have access to WiFi throughout the facility. A small soccer field and public library are within the same city block. In addition to SJHS, McFarland Independent School (independent study) and an adult education program are also housed at McFarland Learning Center site. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. An angle-iron security fence secures student area during school and assists in securing entry to the site when school is not in session. Multiple security cameras provides monitoring and a bell system provides an additional means of communication.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	32	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	9	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Students are provided with Career Technical Education Information through field trips and career counseling. Opportunities to participate in and to complete CTE programs are provided at the local traditional high school for students, McFarland High School. Enrollment through San Joaquin High School is typically short term while students are in a transition period. However, reparations were made in Spring 2019 to add the following in 2019-2020 - OSHA 10-Hour General Industry 10-Hour Certifications in Blood-borne Pathogens, Electrical, Introduction to Ergonomics, Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection, Fall Protection, Hazard Communications, Hazardous Materials, Introduction to Industrial Hygiene, Machine Guarding, Personal Protective Equipment, and Safe and Health Programs.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	60.47
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

San Joaquin High School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for involvement include participation in budget development (site and district) through LCAP/LCFF meetings held throughout the year, ELAC (English Learner Advisory Committee), DELAC (District English Learner Advisory Committee), and development of the Single Plan for Student Achievement (SPSA). Parents are encouraged to access the student information system, Aeries, online and on a phone app. Parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school. At least one member of ELAC is elected to serve at the district level, DELAC. Other opportunities for parental involvement include LCAP School Site Council, Back-To-School Night, Parent/Teacher Conferences, Career Day, field trip parent supervisors, and school/community events to mark significant milestones such as community holiday festivities (representing the school in parades or through community service events) and graduation ceremonies. Parents are also encouraged to enroll in adult education courses held during the evenings at the site. Courses specifically supporting parental involvement include the English language acquisition and digital literacy courses specifically designed to support the academic achievement of their students.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	36.8	11.1	36.4	6	3.4	7.4	9.1	9.6	9
Graduation Rate	42.1	55.6	40.9	91.5	93.7	90.4	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.1	4.3	2.8	2.9	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

San Joaquin High School and the McFarland Unified School District have comprehensive emergency and safety plans in place using guidance outlined by California Education Code Sections 32280-32289. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the county, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. The plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. Staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. For 2019-2020, the safety plan was reviewed, updated and discussed on 10/10/2019, 10/16/2019, 10/23/2019, and 11/14/2019. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. Administration conducts safety drills throughout the year so that staff and students are aware of safety protocols and procedure.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	3	19			3	28			2	26		
Mathematics	4	9			2	22			2	20		
Science	4	6			2	16			2	16		
Social Science	2	16			4	10			3	11		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,240.44	622.28	15,618.16	98,118
District	N/A	N/A	9,936.34	\$74,781
Percent Difference - School Site and District	N/A	N/A	44.5	27.0
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	67.3	25.8

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

Types of Services Funded (Fiscal Year 2019-2020)

Special Education Services - Special education services, guided by Individualized Educational Plans, are provided to Special Education students through a credentialed Resource Teacher. The specially designed instruction is provided at no cost to parents to meet the unique needs of students with disabilities. In addition to core subject assistance, plans are created to assist students with transition from high school to employment and quality adult life.

English Language Development - English learners are enrolled daily in an ELD class designed to assist students in overcoming language barriers. In addition, all teachers have been trained in ELPD strategies constructed to ensure that English learners can access core curriculum and that English learners are able to participate meaningfully and equally in all educational programs/services.

Health and Mental Health Services - A district nurse, a district nurse, and a district-based school psychologist are available to provide services when needed. The district is contracted with a provider to hold 8-week group substance abuse counseling sessions throughout the year. Services are also provided to at-risk students who meet AB 167/216 requirements and meet qualifying Dashboard Alternative School Status criteria.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,726	\$47,145
Mid-Range Teacher Salary	\$71,706	\$74,952
Highest Teacher Salary	\$91,290	\$96,092
Average Principal Salary (Elementary)	\$111,264	\$116,716
Average Principal Salary (Middle)	\$115,905	\$120,813
Average Principal Salary (High)	\$131,061	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	26.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	11	

McFarland Unified School District offers many varied staff development opportunities throughout the year. Staff receives training designed for serving at-risk students in an alternative education through California Continuation Education Association conference workshops. Professional development is enhanced through dialog and collaboration with other continuation/alternative education professionals. Local and county staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital and Technology Training and other related areas. Teachers are supported through in-class coaching, teacher-principal meetings, and weekly teacher staff meetings to review student performance data reporting. All staff members attended various alternative education specific 3-Day California Continuation Conference in Spring of 2019 and two teachers attended the CA Consortium for Independent Studies 3-Day in Fall 2019. Teachers also received a one-day Supporting Common Core Instructional Strategies and Student Behavior workshop