

McFarland High School Early College

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

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.

2021-22 School Contact Information

School Name	McFarland High School Early College
Street	259 W. Sherwood Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3126
Principal	Dario Diaz
Email Address	dardiaz@mcfarland.k12.ca.us
School Website	https://mcfarlandusd.com/MHS/
County-District-School (CDS) Code	15-73908-15341155

2021-22 District Contact Information

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

2021-22 School Overview

School Description

Established in 1928, McFarland High School Early College 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, 963 students attend McFarland High School. The school's ethnic diversity consists of 97.82% Hispanic, 0.42% Asian, 0.31% Filipino, 0.31% Black/African American, and 1.14% White with 100% able to participate in the free lunch program. In addition, 21% of these students are currently labeled as English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering two levels of ELD classes in the Academy Program. The high school also offers innovative programs such as Robotics, a strong agricultural program, an AP program, and Dual Enrollment opportunities through a partnership with Bakersfield College for Career Technical Pathways.

McFarland High School's Vision and Mission

The vision of McFarland High School Early College, 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

2021-22 School Overview

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) Continue the development and coordination of pacing to synchronize and synthesize concepts that cross disciplinary lines and promote critical thinking and problem solving exercises for students across all departments.
- 2) Enhance consistency in analyzing student work and assessment data in PLCs to determine appropriate instructional strategies to support all students, including English Learners, students in Special Education, and students with low academic performance.
- 3) Continue to focus on ways to increase the College and Career Indicator on the CA dashboard by providing more opportunities for all students, including English Learners and students in Special Education, to enroll in a-g courses, dual enrollment courses, and CTE pathways.
- 4) Continue professional development for all departments, course-alike teams (cohorts), and individual teachers that are targeted 21st century project-based learning, literacy, as well as in identifying and implementing checking for understanding strategies that engage all students and measure student progress during class.
- 5) MHSEC will further their efforts to implement consistent Tier 1 supports for all students as well as establish universal tools for monitoring all students in Tier 2 and Tier 3 regularly and consistently.

MHS Motto:

"Opening doorways to new opportunities: college and beyond"

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	254
Grade 10	285
Grade 11	232
Grade 12	213
Total Enrollment	984

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	0.4
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	97.5
White	1.3
English Learners	17.7
Foster Youth	0.5
Homeless	4.8
Socioeconomically Disadvantaged	87.4
Students with Disabilities	10.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.9	16.1	77.3	54.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.3	0.8	0.3	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.2	14.6	9.7	6.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	3.7	4.6	3.3	12115.8	4.4
Unknown	27.8	64.8	48.8	34.7	18854.3	6.9
Total Teaching Positions	43.0	100.0	141.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	4.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.6
Total Out-of-Field Teachers	1.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9CP Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017</p> <p>English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 10 Honors Pearson Education; My Perspective Grade 10 CA; 2017</p> <p>English 11 CP Pearson Education; My Perspective American Literature CA.; 2017</p> <p>English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017 Bedford/St. Martins; The Language of Composition; 1st Ed.; 2008</p> <p>English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017</p> <p>English 12 AP/Literature (B1a) Pearson Education; My Perspective British and World Literature CA.; 2017 Norton; The Norton Field Guide to Writing; 2013 Plume/Penguin; Creating Room to Read; 2013</p> <p>English 12 AP/Literature (B1b) Pearson Education; Literature: An Introduction to Fiction, Poetry, and Drama; 2016</p> <p>ELD: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016</p> <p>Enrichment: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016</p>	Yes	0%
Mathematics	<p>Math 1: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015</p>	Yes	0%

	<p>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</p> <p>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</p> <p>Math 2: Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015</p> <p>Math 3: Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015</p> <p>Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010</p> <p>AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007</p> <p>Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014</p> <p>Stats: Pearson Education; Modeling the World, AP Edition; 2015</p>		
Science	<p>Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020</p> <p>Chemistry CP: Glencoe McGraw Hill, Inspire Chemistry, 2020</p> <p>Biology CP: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>Biology: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>Physics: Glencoe, McGraw Hill, Inspire Physics, 2020</p> <p>Ag Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020</p> <p>Ag Biology: Glencoe McGraw Hill, Inspire Biology, 2020</p> <p>AP Biology Glencoe McGraw Hill, Biology AP Edition, 2019</p>	Yes	0%

History-Social Science	<p>World History General McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019</p> <p>World History CP McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019</p> <p>AP World History Pearson; World Civilizations: The Global Experience, AP Edition; 2017</p> <p>U.S. History General Engage; America: Through the Lens. 1877 to Present; 2019</p> <p>U.S. History CP Engage; America: Through the Lens. 1877 to Present; 2019</p> <p>AP U.S. History Pearson; By the People: A History of the United States. AP Edition; 2019</p> <p>American Government General TCI; Government Alive! Power, Politics, and You; 2014</p> <p>American Government CP TCI; Government Alive! Power, Politics, and You; 2014</p> <p>AG American Government TCI; Government Alive! Power, Politics, and You; 2014</p> <p>AP Government TCI; Government Alive! Power, Politics, and You; 2014</p> <p>Economics General TCI; Econ Alive! The Power to Choose; 2015</p> <p>Economics CP TCI; Econ Alive! The Power to Choose; 2015</p> <p>AP Economics TCI; Econ Alive! The Power to Choose; 2015</p>	<p>Yes</p>	<p>0%</p>
Foreign Language	<p>Spanish 1: McDougal Littell, En Espanol Level 1, CA Ed., 2004</p> <p>Spanish 2: McDougal Littell, En Espanol Level 2, CA Ed., 2004</p> <p>Spanish 3: McDougal Littell, En Espanol Level 3, CA Ed., 2004</p> <p>Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003</p> <p>AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004</p>	<p>Yes</p>	<p>0%</p>

Health	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018	Yes	0%
Visual and Performing Arts	Glencoe: Music! Its Role and Importance in Our Lives, 2000	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.</p> <p>Inventory includes:</p> <ul style="list-style-type: none"> 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) <p>8 each of the following:</p> <ul style="list-style-type: none"> 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 	Yes	0%

	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		
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School Facility Conditions and Planned Improvements

General

The facilities at McFarland High School Early College 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

For a year now, a 2 story building is being erected on the east side of the campus due to continuous growth and the need for additional learning spaces. We also added a shade structure in the quad to provide shade and protection from the elements during breakfast break and lunch period. We recently finished the addition of the staff parking lot on Mast and the newly renovated welding facility as well.

Year and month of the most recent FIT report

8/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RR Boys (Near Room 41) - Restroom 1. Urinal drainage water overflow.
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Quad – Playground/School Grounds 1. Broken water pipe due to construction causing a small muddy area. Evident of water overflow on the surrounding tree.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	225	98.68	1.32	38.67
Female	120	119	99.17	0.83	44.54
Male	108	106	98.15	1.85	32.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	223	220	98.65	1.35	39.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	32	100	0	0
Foster Youth	--	--	--	--	--
Homeless	34	34	100	0	35.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	205	99.03	0.97	35.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	14.29

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	224	98.25	1.75	16.07
Female	120	118	98.33	1.67	18.64
Male	108	106	98.15	1.85	13.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	223	219	98.21	1.79	16.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	32	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	11.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	204	98.55	1.45	14.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	9.18	N/A	8.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	708	610	86.16	13.84	9.18
Female	369	311	84.28	15.72	8.68
Male	339	299	88.20	11.80	9.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	691	601	86.98	13.02	9.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	111	103	92.79	7.21	0.00
Foster Youth	--	--	--	--	--
Homeless	78	68	87.18	12.82	2.94
Military	0	0	0	0	0
Socioeconomically Disadvantaged	619	542	87.56	12.44	8.67
Students Receiving Migrant Education Services	23	21	91.30	8.70	4.76
Students with Disabilities	69	64	92.75	7.25	1.56

2020-21 Career Technical Education Programs

The following pathways and course sequences are offered through our CTE pathways on site:

Ag. Business Pathway (12 units)

- 1) Student Development B3
- 2) Agricultural Communications
- 3) Agricultural Business B1
- 4) Agricultural Sales and Marketing
- 5) Agricultural Business B6
- 6) Horticulture
- 7) Agricultural Business B3

Logistics/Supply Chain Pathway (21 units)

- 1) Student Development B3
- 2) Business Administration B89A
- 3) Business Administration B89B
- 4) Business Administration B89C
- 5) Business Administration B89D
- 6) Business Administration B89E

Business Pathway (24 units)

- 1) Student Development B3
- 2) Business Administration B66A
- 3) Business Administration B66B
- 4) Business Administration B66C
- 5) Business Administration B68
- 6) Business Administration B20
- 7) Business Administration B5
- 8) Computers B5

Health Careers Pathway (27 units)

- 1) Student Development B3
- 2) Public Health Science B20
- 3) Public Health Science B21
- 4) Public Health Science B22
- 5) Public Health Science B23
- 6) Public Health Science B24
- 7) Public Health Science B25
- 8) Communications B9
- 9) Medical Science B35

Education Pathway (15 units)

- 1) Student Development B3
- 2) Education B3
- 3) Education B5
- 4) Education B9
- 5) Education B10

Welding Pathway (3 units)

- 1) Student Development
- 2) Basic Welding
- 3) Intermediate Welding
- 4) Advanced Welding

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	596
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	78.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	88.41
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	31.92

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

School Site Council (SSC)
ELAC Parent Meetings
DELAC Parent Meetings

2021-22 Opportunities for Parental Involvement

Back-To-School Night
 Equity Grant Involvement
 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
 Academic Awards Night (1 per semester)
 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
 Senior Signing Day
 Youth Athletics
 SSICA

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.5	3.2	2.4	7.4	8.5	7.7	9.0	8.9	9.4
Graduation Rate	98.5	96.8	96.7	90.4	90.7	89.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	209	202	96.7
Female	104	102	98.1

Male	105	100	95.2
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	205	199	97.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	45	41	91.1
Foster Youth	--	--	--
Homeless	18	14	77.8
Socioeconomically Disadvantaged	204	197	96.6
Students Receiving Migrant Education Services	11	10	90.9
Students with Disabilities	15	14	93.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1018	1004	151	15.0
Female	507	503	61	12.1
Male	511	501	90	18.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	1	25.0
Black or African American	6	6	1	16.7
Filipino	4	4	1	25.0
Hispanic or Latino	989	975	144	14.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	15	15	4	26.7
English Learners	187	182	41	22.5
Foster Youth	10	9	2	22.2
Homeless	63	60	13	21.7
Socioeconomically Disadvantaged	900	886	140	15.8
Students Receiving Migrant Education Services	39	39	4	10.3
Students with Disabilities	110	108	30	27.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.97	0.20	2.94	0.06	3.47	0.20
Expulsions	0.62	0.00	0.16	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.39	2.52	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.39	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.91	0.00

2021-22 School Safety Plan

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 Early College participates in the annual earthquake drill, the Great California Shakeout, in October.

McFarland High School Early College 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	24	7
Mathematics	25	10	23	2
Science	23	15	14	2
Social Science	23	11	18	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	35	5
Mathematics	25	10	25	1
Science	26	7	15	7
Social Science	22	16	14	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	34	9
Mathematics	25	7	27	1
Science	24	9	15	5
Social Science	24	8	20	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	246

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,965	\$977.35	\$6717.35	\$67,035
District	N/A	N/A		\$75,969
Percent Difference - School Site and District	N/A	N/A		-12.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-22.8	-13.9

2020-21 Types of Services Funded

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

- FFA and AG activities
- ELA/Math Intervention
- Professional Development for Staff
- Consulting Services
- Academic Remediation Programs
- CTE Pathways
- Dual Enrollment
- Athletic Programs
- Student Body Activities

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,457	\$48,119
Mid-Range Teacher Salary	\$72,781	\$74,665
Highest Teacher Salary	\$92,659	\$98,160
Average Principal Salary (Elementary)	\$111,310	\$118,542
Average Principal Salary (Middle)	\$123,529	\$125,068
Average Principal Salary (High)	\$114,910	\$133,516
Superintendent Salary	\$175,100	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	2
Total AP Courses Offered	12

Professional Development

McFarland High School Early College is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every Wednesday, 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 coach for English and ELD 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. These training are min the areas of curriculum, classroom management, and technology implementation. Therefore, daily instruction constantly engages all students, that inspires curiosity, critical thinking, and classroom involvement through collaborative, creative, and relevant learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	12	14

McFarland Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1836	1789	97.44	2.56	26.02
Female	905	882	97.46	2.54	29.27
Male	931	907	97.42	2.58	22.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1801	1755	97.45	2.55	26.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	20.00
English Learners	615	596	96.91	3.09	5.56
Foster Youth	16	14	87.50	12.50	21.43
Homeless	290	274	94.48	5.52	14.60
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1664	1618	97.24	2.76	24.50
Students Receiving Migrant Education Services	49	44	89.80	10.20	6.98
Students with Disabilities	177	172	97.18	2.82	12.21

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1836	1788	97.39	2.61	12.09
Female	905	879	97.13	2.87	12.17
Male	931	909	97.64	2.36	12.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1801	1755	97.45	2.55	12.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00		10.00
English Learners	615	598	97.24	2.76	4.01
Foster Youth	16	14	87.50	12.50	14.29
Homeless	290	278	95.86	4.14	10.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1664	1619	97.30	2.70	11.13
Students Receiving Migrant Education Services	49	48	97.96	2.04	2.08
Students with Disabilities	177	171	96.61	3.39	12.87