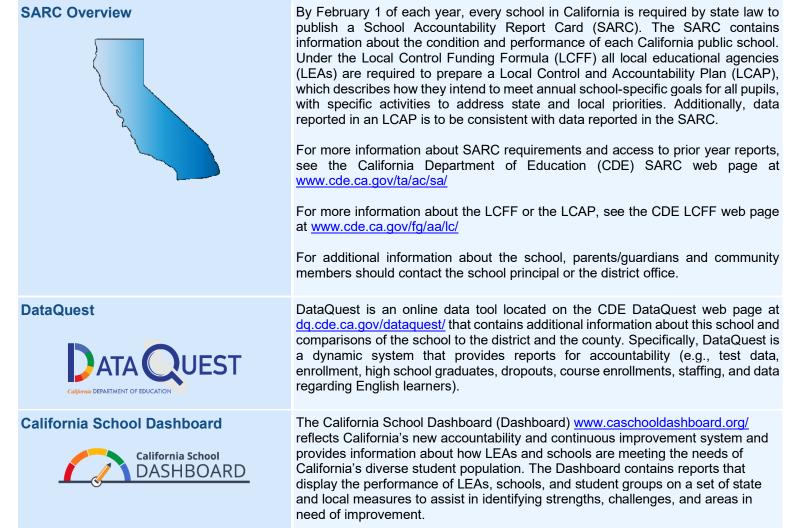# San Joaquin Continuation High School
McFarland Independent School
2021 School Accountability Report Card

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/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 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	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
School Website	https://mcfarlandusd.com/sjhs
County-District-School (CDS) Code	15-739081530146

2021-22 District Contact Information

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

2021-22 School Overview

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

2021-22 School Overview

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 certified 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	8
Grade 11	19
Grade 12	26
Total Enrollment	53

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.1
Male	67.9
Asian	1.9
Hispanic or Latino	94.3
White	3.8
English Learners	24.5
Foster Youth	1.9
Homeless	13.2
Socioeconomically Disadvantaged	96.2
Students with Disabilities	5.7

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)	0.6	24.1	77.3	54.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.3	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	9.7	6.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	72.7	4.6	3.3	12115.8	4.4
Unknown	0.0	3.2	48.8	34.7	18854.3	6.9
Total Teaching Positions	2.4	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	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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	1.8
Total Out-of-Field Teachers	1.8

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)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

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..

Year and month in which the data were collected	August 2019

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 Mathmatics 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

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.

Year and month of the most recent FIT report	8/5/2021

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	24	23	95.83	4.17	21.74
Female	--	--	--	--	--
Male	18	18	100	0	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	22	95.65	4.35	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	24	23	95.83	4.17	0.00
Female	--	--	--	--	--
Male	18	18	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	22	95.65	4.35	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.
*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.
*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	4.00	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	29	25	86.21	13.79	4.00
Female	11	10	90.91	9.09	--
Male	18	15	83.33	16.67	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	26	22	84.62	15.38	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	23	85.19	14.81	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
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	

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	50.94
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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 School 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.

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	36.4	78.6	37.9	7.4	8.5	7.7	9.0	8.9	9.4
Graduation Rate	40.9	14.3	55.2	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	29	16	55.2

Female	13	10	76.9
Male	16	6	37.5
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	26	14	53.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	29	16	55.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	71	44	62.0
Female	26	21	12	57.1
Male	53	50	32	64.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	75	68	42	61.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	18	18	14	77.8
Foster Youth	1	1	1	100.0
Homeless	10	9	7	77.8
Socioeconomically Disadvantaged	77	69	43	62.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	4	4	2	50.0

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	4.26	0.00	2.94	0.06	3.47	0.20
Expulsions	0.00	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	10.23	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2020-2021, the safety plan was reviewed, discussed and updated. 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.

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	3	28		
Mathematics	2	22		
Science	2	16		
Social Science	4	10		

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	2	26		
Mathematics	2	20		
Science	2	16		
Social Science	3	11		

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	2	28		
Mathematics	2	19		
Science	1	17		
Social Science	2	21		

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	

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)	0.8
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	16035.77	10.09	16025.68	94097.06
District	N/A	N/A	13770.15	$75,969
Percent Difference - School Site and District	N/A	N/A	15.1	21.3
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	62.0	19.9

2020-21 Types of Services Funded

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-promise/at-risk students who meet AB 167/216 requirements and meet qualifying Dashboard Alternative School Status criteria.

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	

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

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 enhance 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

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	11	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 A. 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