

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	McFarland High School	District Name	McFarland Unified School District
Street	259 Sherwood Avenue	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-3126	Superintendent	Gabriel McCurtis
Principal	Martin Schmidt	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	mschmidt@mcfarland.k12.ca.us	CDS Code	15-73908-15341155

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Vision and Mission

McFarland Unified School District's Vision and Mission

The Mission of McFarland Unified School District is to accelerate student performance through great teaching and great learning.

The District Goals are as follows:

Goal #1: Accelerate gains in student achievement

Goal #2: Recruit, hire and retain highly qualified teachers

Goal #3: Provide quality staff development

Goal #4: Provide quality staff development opportunities with an emphasis on great teaching and great learning

Goal #5: Strengthen partnerships with parents and community

Goal #6: Provide safe, secure and well maintained schools

Goal #7: Maintain a balanced and fiscally responsible budget with emphasis on student achievement

McFarland High School's Vision and Mission

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.

McFarland High School is committed to educational quality, emphasizing the following:

- 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.

School Profile

McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. McFarland's motto is "The Heartbeat of Agriculture" because of its major emphasis on agriculture production in almonds, grapes, oranges, roses, cotton, and dairy cattle in which most families are employed. 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. Approximately 3,041 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 830 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% others with 100% able to participate in the free lunch program. In addition, McFarland High School's migrant population includes 33%, and 50% of these students are English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a strong Agricultural program, a strong AP program, and a partnership with The College Board and Paramount Farming. Over the last four years, McFarland High School has witnessed three years of increase in student achievement, followed by last year seeing a slight decline in achievement.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

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- School Site Council
 - ELAC Parent Meetings
 - DELAC Parent Meetings
 - Back-To-School Night
 - Open House
 - Parent/Teacher Conference Night
 - AVID (Advancement Via Individual Determination) Parent Meetings
 - College Board 2nd semester Monthly Parent Meetings
 - College Night Parent/Student
 - 9th Grade Enrollment Parent/Student Conferences
 - 9th Grade Parent/Student Orientation
 - Sophomore Counseling Parent Conferences
 - Financial Aid Workshops
 - Career Center Senior Parent Financial Aid Conferences
 - Career Day
 - Awards Banquets
 - Agricultural Advisory Committee (FFA activities)
 - Field Trips - Chaperone
 - Extra-Curricular and Athletic Events
 - Parent Conferences as requested by parent/teacher
 - Parent portal on Infinite Campus

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	286
Grade 10	205
Grade 11	178
Grade 12	159
Total Enrollment	828

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.72%	White (not Hispanic)	3.5%
American Indian or Alaska Native	0%	Multiple or No Response	0.12%
Asian	0.48%	Socioeconomically Disadvantaged	98%
Filipino	0.24%	English Learners	29%
Hispanic or Latino	94.69%	Students with Disabilities	10%
Pacific Islander	0.24%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	26.9	10	26	12	21.7	25	18	4	20.9	26	26	2		
Mathematics	26.7	4	16	3	22.1	12	12	3	25.2	15	20	8		
Science	28.1	3	13	2	26	5	14	3	28.8	2	16	3		
Social Science	30.4	1	9	7	27.8	4	10	5	25.4	4	17	2		

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

In order to ensure the safety of students and staff, McFarland High School completed a revised comprehensive school safety plan outlining appropriate procedures for students, teachers, office staff, and administration using the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) plans as a guideline. The areas covered in the Safe School Program 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, parent notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system.

McFarland High School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Following the revisions, the Administration will work on the implementation process of the plan. The plan allows substitute teachers to easily follow safety regulations at any of the five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a county wide Earthquake Disaster Drill.

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

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	7.6	29.2	28.5	12.6	15.7	18.3
Expulsions	0.4	1.8	1.6	0.4	0.5	0.7

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

General

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

There are 34 classrooms, a multi-purpose room, gym, library/media center, 4 computer labs, counseling office, an athletic/activities office, metal shop, and an agriculture office. In addition, the athletic department and facilities includes a football stadium, two baseball fields, one softball field, and tennis courts.

Maintenance and Repair

McFarland High School facilities are used as efficiently as possible, considering the condition, size and age of the plant. Site administrators work closely with the district maintenance department to maintain a positive school physical appearance. District maintenance staff ensures that the work necessary to keep the school in good repair and working order is completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District personnel conduct in-depth inspections at least twice a year. A site cleaning schedule ensures that hallways and classrooms are cleaned on a daily basis.

At McFarland High School, the rooms are clean and well lit. There are a sufficient number of desks, tables and storage cabinets. All classrooms have internet access and a teacher computer work station. Many classrooms have one or more student computers. Twenty Smartboards are installed and in use in classrooms.

New School Construction Projects

The high school is in the process of constructing a new two story classroom building which will provide two science labs, storage, five general classrooms, two video/computer labs, and additional restrooms. Architectural planning will begin during the summer of the 2008-2009 school year. The construction cost is estimateed to be \$3,624,000 with project funding provided by state and local bond funding of 162 HS and 26 non-severe grants. Depending on available state funding, a completion date is estimated for July 2010. During this construction phase, six new interim portable classrooms are scheduled to be occupied by students on the first day of school in the 2008 - 2009 school year to replace the five which were removed from the site where the new building will be located.

Deferred Mainenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$166,943.00 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

Deferred Maintenance Projects

For the 07/08 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	Not applicable.
Mechanical Systems	[X]	[]	[]	Not applicable.
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Not applicable.
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Not applicable.
Hazardous Materials (interior and exterior)	[X]	[]	[]	Not applicable.
Structural Damage	[X]	[]	[]	Not applicable.
Fire Safety	[X]	[]	[]	Not applicable.
Electrical (interior and exterior)	[X]	[]	[]	Not applicable.
Pest/Vermin Infestation	[X]	[]	[]	Not applicable.
Drinking Fountains (inside and outside)	[X]	[]	[]	Not applicable.
Restrooms	[X]	[]	[]	Not applicable.
Sewer	[X]	[]	[]	Not applicable.
Playground/School Grounds	[X]	[]	[]	Not applicable.
Roofs	[X]	[]	[]	Not applicable.
Overall Cleanliness	[X]	[]	[]	Not applicable.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

McFarland High School is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Twice a month, the school has a minimum day to allow for staff meetings with time devoted to WASC, Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, Advisory, and Staff Development. All teachers are required to take AB 466 training.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	29	27	148
Without Full Credential	5	5	10	21
Teaching Outside Subject Area of Competence	1	1	2	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments	1	2	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.7%	6.3%
All Schools in District	94.4%	5.6%
High-Poverty Schools in District	93.7%	6.3%
Low-Poverty Schools in District	100%	0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	414
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>English 9 / 9CP: Holt, Literature and Language Gr. 9 Holt, Lit. and Lang. Handbook Gr. 9 Sadlier-Oxford, Vocabulary, Level Blue Odyssey – Nexttext Romeo and Juliet Parallel – Text/Perfection Learning</p> <p>McDougal Littell, Language of Literature, Grade 9, 2002</p> <p>McDougal Littell, Language Network Gr. 9 Jane Schaffer Essay Program McDougal Littell, Bridges to Literature</p> <p>Springboard English Textual Power Level IV</p> <p>Sadlier-Oxford, Vocabulary, Level Blue Sadlier/Oxford, Vocabulary Workshop Level D McDougal Littell, Language Network Gr. 9 Various class sets of novels</p> <p>English 9 Honors McDougal Littell, Language of Literature, Grade 9, 2002</p> <p>Springboard English Textual Power Level IV</p> <p>Sadlier/Oxford, Vocabulary Workshop Level D McDougal Littell, Language Network Gr. 9 Jane Schaffer Essay Program Various class sets of novels</p> <p>English 10 / 10 CP 10 Honors Holt, Literature and Language, Gr. 10 Literature and Language Handbook, Gr. 10 Interactive Reader, Gr. 10 Core Resources Audio CD Library Progress & Assessment of California Standards Mastery</p> <p>McDougal Littell, Language of Literature, Grade 10, 2002</p> <p>Springboard English Textual Power Level V</p> <p>Metamorphous, 75 Readings A Freshman, Anthology, Writing-A College Workbook, James AW Heffernan/John E. Lincoln-Norton, Introducing the Short Story, Meeting the California Challenge, Vocabulary Cartoons SAT Word Power, Language A Literacy Sadelback, Intervention, Reading Comprehension Various class sets of novels</p> <p>English 11 / 11 CP Holt, Literature and Language, Gr. 11 Literature and Language Handbook Gr. 11 Holt, Active Reader MLA Handbook; Building Vocabulary Skills; Grammar Workout; 122 Vocabulary Lessons; Daily Warm-ups</p> <p>McDougal Littell, Language of Literature, Grade 11, 2002 of 20 McDougal Littell, Interactive Reader, Gr. 11 McDougal Littell, Language Network</p>	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Mathematics	<p>Algebra Readiness Glencoe McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving, 2008 Algebra IB / CP</p> <p>McDougal Littell, Algebra I, 2001</p> <p>McDougal, Teacher's Ed McDougal, Teacher Resource</p> <p>Springboard Math Level MS I & II Springboard Math Level Alg. I</p> <p>Geometry CP McDougal Littell, Geometry, 2001 McDougal, Teacher's Ed. McDougal, Worksheet Builder CD, 2001 McDougal, Chapter Resource Books, 2001</p> <p>Springboard Math Level Geom.</p> <p>Algebra II McDougal Littell, Algebra II, 2001</p> <p>McDougal, Teacher's Ed. McDougal, Teacher Resource</p> <p>Springboard Math Level Alg. II</p> <p>Pre Calculus Houghton Mifflin, Precalculus, 5th Ed., 2001</p> <p>Houghton, Test Builder CD, 2001</p> <p>Springboard Math Level Pre Calc.</p> <p>AP Calculus Houghton Mifflin, Calculus, 6th Ed., 1998</p> <p>Houghton, Estate III CD, 1998</p> <p>CAHSEE California Math Review</p>	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	<p>Earth Science CP Glencoe McGraw Hill, Earth Science, 2007</p> <p>Glencoe McGraw Hill, Teacher's Ed. Teacher's Resource Kit CD-ROM Mine Jogger Video quizzes DVD</p> <p>Chemistry CP Glencoe McGraw Hill, Chemistry: Matter & Change, 2007</p> <p>Glencoe McGraw Hill, Teacher's Ed. Lab Manual ChemLab & MiniLab Worksheets CD-ROM DVD Videos</p> <p>AP Chemistry McDougal Littell, Chemistry , 7th Ed., Zumdah, 2007</p> <p>Biology CP Prentice Hall, Biology, 2007</p> <p>Prentice Hall, Teacher's Ed. Guided Reading Level A Guided Reading, Level B Reading & Note Taking Guide Express Interactive Textbook CD-ROM</p> <p>Physics Glencoe McGraw Hill, Physics, Principles and Problems, 2008</p> <p>Glencoe McGraw Hill, Teacher's Ed. Class sets of CA Physics Principles & Problems</p> <p>Ag Science I Glencoe McGraw Hill, Earth Science, 2007</p> <p>Glencoe McGraw Hill, Teacher's Ed. Teacher's Resource Kit CD-ROM Mine Jogger Video quizzes DVD</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 2005 CA FFA Org., California Supervised Agricultural Experience Record Book National FFA Org., FFA Official Manual National FFA Org., FFA Student Handbook, 2000 Delmar, Agriculture Dictionary, 1991</p> <p>Ag Science II Prentice Hall, Biology, 2007 Prentice Hall, Biology: Laboratory Manual, 2007</p> <p>Delmar Publishers, Agriscience: Fundamentals and Applications, 2nd Ed., 1998</p> <p>CA FFA Org., California Supervised Agricultural Experience Record Book National FFA Org., FFA Official Manual National FFA Org., FFA Student Handbook, 2000 Delmar, Agriculture Dictionary, 1991</p>	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
History-Social Science	<p>World History / CP / Honors McDougal Littell, Modern World History: Patterns of Interaction, 2006</p> <p>McDougal, Teacher' Ed. Pupil Workbook CA Standards Enrichment Workbook Reading Study Guide CD-ROM CA Standards Planner & Lesson Plans CA Modified Lesson Plans for EL CA Standards Enrichment Workbook TE Workbook Answer Key Reading Study Guide Answer Key Patterns of Interaction Cesar Chavez: His Life & Contributions Martin Luther King Jr.: His Life Patterns of Interaction DVD Geography Transparencies Critical Thinking Transparencies CA Daily Standards Practice CD World Art & Cultures Various CD-ROMs</p> <p>U.S. History / CP McGraw Hill, American Vision, 2006</p> <p>McGraw, Teacher's Ed. Reading Essentials & Study Student Guide CA Standards Practice Student Workbook Student Works Student Ed. Teacher Works CD-ROM Exam View Test Maker CD-ROM Mind Jogger DVD Presentation Plus! CD-ROM American Issues: A Documentary Reader American History Primary Source CD-ROM American Vision Video Program DVD American Music: Hits through History CD Succeeding on the CA Standards Interactive Tutor: Self- Assessment CD Spanish Reading Essentials & Study Guide Writer's Guidebook for Social Studies NGS World Atlas US Desk Map Teach, Use, Succeed with American Vision Professional Development : Differentiated Instruction Strategies DVD Standards Based Instruction DVD Assessment DVD Success with EL DVD Teaching Literacy Strategies in S.S. DVD</p> <p>U.S. History Honors McGraw Hill, American Vision, 2006</p> <p>McGraw Hill, After the Fact: The Art of Historical Detection</p> <p>American Government / CP Prentice Hall, Magruder's American Government, 2006</p> <p>Prentice Hall, Teacher's Ed. Guide to the Essentials Guided Reading & Review Workbook Student Express w/CD-ROM Interactive Textbook online access</p>	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<p>Foreign Language</p>	<p>Español I para los hablantes nativos & I para hablantes no nativos McDougal Littell, En Español Level 1, 2004 (CA Student Edition)</p> <p>Materiales suplementarios En Español: Recursos del maestro Actividades Para Todos CD-Rom deTake-Home Tutor CD-Rom de Test Generator CD-Rom de Easy Planner Lecturas Para Todos CD-Rom de Intrigas y Aventuras Canciones del Mundo Hispano Programa de audio CDS Back-to-School Packs Posters Visual Grammar Word Tiles CD Sing-Along Grammar & Vocabulary Songs Video Program (DVD)</p> <p>Diccionario de la Lengua Española Diccionario Escolar Diccionario de la Lengua Española Literatura Moderna Hispánica Graded Exercises in Spanish 450 Ejercicios Gramaticales Cuentos Fáciles De Hoy Y De Ayer Introduction to Spanish Poetry National Textbook Co., Literatura Moderna Hispánica, 1988 Harcourt-Brace, Mexican-American Literature, 1990</p> <p>Español II de hablante nativo & II hablante no nativo McDougal Littell, En Español Level 2, 2004 (CA Student Edition)</p> <p>Materiales suplementarios En Español: Recursos para los maestros Cuaderno Para Hispanohablantes Mas Practica Cuaderno CD-Rom de Take-Home Tutor CD-Rom de generador de pruebas CD-Rom de Easy Planner Lecturas Para Todos CD-Rom de Intrigas y Aventuras Canciones del Mundo Hispano Audio Program CDS Back-to-School Packs Posters Lozas de palabras de gramática visual CD de Sing-Along Grammar & Vocabulary Songs Video Program (DVD)</p> <p>Diccionario de la Lengua Española Diccionario Escolar Diccionario de la Lengua Española Literatura Moderna Hispánica National Textbook Co., Literatura Moderna Hispánica, 1988 Harcourt-Brace, Mexican-American Literature, 1990</p> <p>Literatura española AP McDougal Littell, Aventuras Literarias</p> <p>McDougal Littell, edición del maestro Album (Antología de literatura AP) Diccionario de la Lengua Española</p>	<p>0%</p>

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Health	Glencoe McGraw Hill, Health, A Guide to Wellness, 2003 McGraw Hill, Teacher's Ed. Training Binder Test Maker Videos Vocabulary Puzzle Maker Cassettes	0%
Visual and Performing Arts	N/A	N/A
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.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$57,349
Percent Difference – School Site and District	---	---		
State	---	---	\$5,300	\$59,271
Percent Difference – School Site and State	---	---		

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

MHS receives special funding for Special Education. Additional funding is provided through Title I, EIA/LEP, Carl Perkins, Ag Incentive, Advanced Placement, 10th Grade Counseling, and Title V.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$39,622	\$37,916
Mid-Range Teacher Salary	\$58,309	\$58,151
Highest Teacher Salary	\$76,734	\$75,396
Average Principal Salary (Elementary)	\$96,551	\$91,086
Average Principal Salary (Middle)	\$81,417	\$95,220
Average Principal Salary (High)	\$103,975	\$101,661
Superintendent Salary	\$120,000	\$136,091
Percent of Budget for Teacher Salaries	35.4%	38.5%
Percent of Budget for Administrative Salaries	5.4%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	19	21	29	22	22	26	42	43	46
Mathematics	7	10	12	24	25	27	40	40	43
Science	15	9	23	13	15	23	35	38	46
History-Social Science	16	15	22	14	17	19	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	28	12	20	21
Pacific Islander	*	*	*	*
White (not Hispanic)	42	12	*	40
Male	26	16	23	27
Female	32	7	22	17
Economically Disadvantaged	29	12	23	
English Learners	2	7	2	3
Students with Disabilities	2	4	0	
Students Receiving Migrant Education Services	24	8	11	16

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	30.7	22.6	31.6	28.8	20.7	28.3	51.1	48.6	52.9
Mathematics	25.7	24.4	34.4	24.0	23.3	29.8	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	68.4	27.3	4.3	65.6	26.5	7.9
Male	74.5	21.4	4.1	64.4	25.7	9.9
Female	61.8	33.7	4.5	67.0	27.3	5.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	70.5	25.6	4.0	66.3	25.8	7.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	86.2	12.9	0.9	73.1	22.7	4.2
Socioeconomically Disadvantaged	68.4	27.3	4.3	65.6	26.5	7.9
Students Receiving Migrant Education Services	83.6	12.7	3.6	75.0	19.6	5.4
Students with Disabilities	100.0	0.0	0.0	100.0	0.0	0.0

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
9	13.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	2	2	2
Similar Schools	6	6	7

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	16	-3	23	636
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	-2	26	632
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	21	4	22	634
English Learners	1	-2	3	590
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.4		2.6	0.4		10.7	3.1	3.5	4.4
Graduation Rate	98	100	92.7	96	97.5	75.6	85	83	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	133		N/A
African American	1		N/A
American Indian or Alaska Native			N/A
Asian	1		N/A
Filipino			N/A
Hispanic or Latino	124		N/A
Pacific Islander			N/A
White (not Hispanic)	7		N/A
Socioeconomically Disadvantaged	133		N/A
English Learners	91		N/A
Students with Disabilities	6		N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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

- Ag Mechanics (On Campus)
- Auto Body/Fender Repair
- Auto Tech
- Banking
- Child Development (On Campus)
- Computer Accounting
- Computer Aided Drafting
- Computer Graphics (On Campus)
- Computer Tech
- Construction
- Co-Operative Learning
- Cosmetology
- Health Career
- Marketing/Merchandising
- Nursing Assistant
- Office Occupation
- Receptionist Clerk
- Restaurant Careers
- Security & Law Enforcement
- Video Production (On Campus)
- Welding

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils	87
Percent of pupils completing a CTE program & earning a high school diploma	63%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	56.0
Graduates Who Completed All Courses Required for UC/CSU Admission	

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	4	2