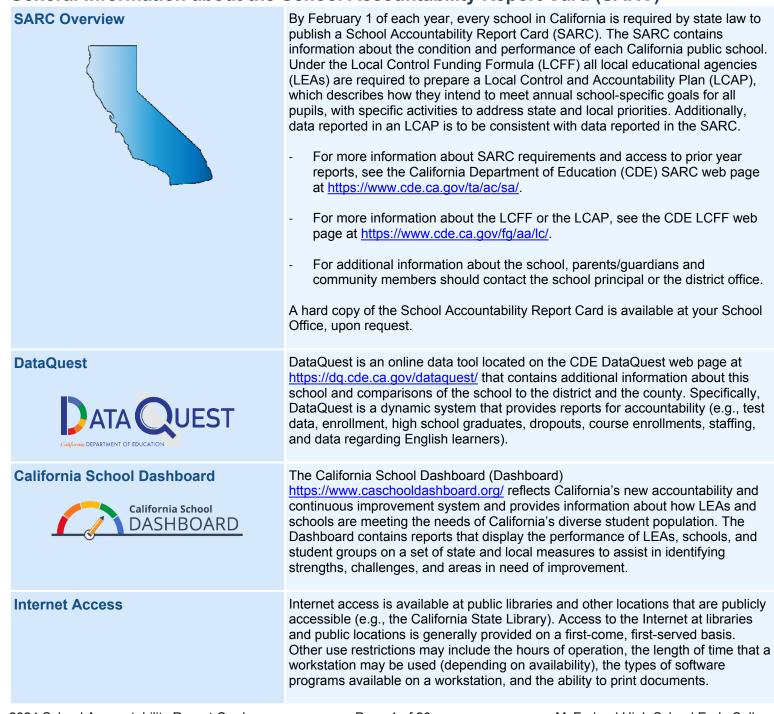# McFarland High School Early College
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	McFarland High School Early College
Street	259 W. Sherwood Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3126
Principal	Dario Diaz
Email Address	dardiaz@mcfarland.k12.ca.us
School Website	https://mcfarlandusd.com/MHS/
Grade Span	9-12
County-District-School (CDS) Code	15-73908-15341155

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

School Description

Established in 1928, McFarland High School Early College is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. The City of McFarland's new motto is "Tradition. Unity. Excellence". The majority of employment in the community is in agriculture production in almonds, grapes, oranges, roses, cotton, or dairy cattle. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing

extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Of the approximately 3,500 TK - 12th grade students enrolled in the McFarland Unified School District, 963 students attend McFarland High School. The school's ethnic diversity consists of 97.82% Hispanic, 0.42% Asian, 0.31% Filipino, 0.31% Black/African American, and 1.14% White with 100% able to participate in the free lunch program. In addition, 21% of these students are currently labeled as English Language Learners; the school places an emphasis on accommodating limited English speaking students by offering two levels of ELD classes in the Academy Program. The high school also offers innovative programs such as Robotics, a strong agricultural program, an AP program, and Dual Enrollment opportunities through a partnership with Bakersfield College for Career Technical Pathways.

McFarland High School's Vision and Mission

The vision of McFarland High School Early College, since its inception in 1928, has always been to create and foster an environment of optimal, parent-supported, student academic achievement and personal development. The school motto reflects this with,"Opening doorways to new opportunities: college and beyond."

MHS COUGARS are:
C - Committed to be career and college ready
O - Organized for success
U - Utilizers of the most up-to-date technology
G - Goal-setters who are adept in achieving any objective
A - Achievers of rigorous & elevated academic, cultured, & personal standards
R - Respectful and Responsible to ourselves and our society
S - Successful citizens who are ready to contribute positively to our community

The mission of McFarland High School Early College is to accelerate student performance through great teaching and learning, and to provide each student with the optimal academic, artistic, athletic, and social opportunities to ensure that learning takes place through effective allocation of available resources. In order to provide a quality education to the students of McFarland, McFarland High School emphasizes

21st Century Skills
- Collaboration
- Communication
- Critical Thinking
- Creativity

Then focus on the following areas while on campus:

- A positive learning environment
- Student achievement in reading, writing, and math
- Parental involvement in student progress
- Respect and appreciation for each individual
- Intellectual, physical, and emotional growth
- Academic and social development
- Goal oriented focus – preparing for a meaningful, productive future
- Positive self-image through awareness and adoption of healthy lifestyles
- High standards of personal integrity and responsibility

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

2024-25 School Description and Mission Statement

for monitoring all students in Tier 2 and Tier 3 regularly and consistently.

MHS Motto:
"Opening doorways to new opportunities: college and beyond"

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	238
Grade 10	291
Grade 11	219
Grade 12	208
Total Enrollment	956

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	0.2
Black or African American	0.1
Filipino	0.4
Hispanic or Latino	98.1
White	0.2
English Learners	21.1
Foster Youth	0.4
Homeless	8.4
Migrant	1.8
Socioeconomically Disadvantaged	92.2
Students with Disabilities	10.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	16.09	77.30	54.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.77	0.30	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.20	14.56	9.70	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.74	4.60	3.29	12115.80	4.41
Unknown/Incomplete/NA	27.80	64.77	48.80	34.67	18854.30	6.86
Total Teaching Positions	43.00	100.00	141.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	29.60	65.62	112.80	74.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	9.29	8.70	5.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.30	2.19	11953.10	4.28
Unknown/Incomplete/NA	11.30	25.07	24.70	16.38	15831.90	5.67
Total Teaching Positions	45.20	100.00	151.20	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	23.50	55.70	105.80	73.41	231142.40	100.00
Intern Credential Holders Properly Assigned	1.30	3.18	3.10	2.21	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.00	21.55	19.50	13.59	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	3.15	4.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	6.90	16.35	11.20	7.79	14303.80	5.15
Total Teaching Positions	42.10	100.00	144.20	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	0.50	2.3
Misassignments	4.20	3.70	6.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	6.20	4.20	9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.3
Local Assignment Options	1.60	0.00	1
Total Out-of-Field Teachers	1.60	0.00	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.10	12.6	24.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	4	6.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9CP Pearson Education; My Perspective Grade 9 CA; 2017 English 9 Honors Pearson Education; My Perspective Grade 9 CA; 2017 English 10 CP Pearson Education; My Perspective Grade 10 CA; 2017 English 10 Honors Pearson Education; My Perspective Grade 10 CA; 2017 English 11 CP Pearson Education; My Perspective American Literature CA.; 2017 English 11 AP/Language Pearson Education; My Perspective American Literature CA.; 2017 Bedford/St. Martins; The Language of Composition; 1st Ed.; 2008 English 12 CP Pearson Education; My Perspective British and World Literature CA.; 2017 AP English Literature 12 Pearson Education; My Perspective British and World Literature CA.; 2017 English 12 AP/Literature (B1a) Pearson Education; My Perspective British and World Literature CA.; 2017	Yes	0%

	Norton; The Norton Field Guide to Writing; 2013 Plume/Penguin; Creating Room to Read; 2013 English 12 AP/Literature (B1b) Pearson Education; Literature: An Introduction to Fiction, Poetry, and Drama; 2016 ELD: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016 Enrichment: Voyager Sopris Learning; Language! Live: Levels 1-4; 2016		
Mathematics	Math 1A/B: Integrated Mathematics Volume 1 Houghton Mifflin Harcourt, 2015 Applied Math Integrated Mathematics 1, Vol 1; 2015 Houghton Mifflin Harcourt, 2015 Math 1H: Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 1, Vol 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 2, Vol 1; 2015 Math 2H: Houghton Mifflin Harcourt; Integrated Mathematics 2 Vol. 2; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 1; 2015 Houghton Mifflin Harcourt; Integrated Mathematics 3, Vol 2; 2015 Math 2: Houghton Mifflin Harcourt; Integrated Mathematics Volume 2; 2015 Math 3: Houghton Mifflin Harcourt; Integrated Mathematics Volume 3; 2015 Pre-Calculus: Prentice Hall, Pre-calculus, 4th Ed., 2010 AP Calculus: Prentice Hall, Calculus: Graphical, Numerical, Algebraic; 2007 Personal Finance: Ramsey Education; Foundations in Personal Finance High School Edition; 2014 Stats: Pearson Education; Modeling the World, AP Edition; 2015	Yes	0%
Science	Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020	Yes	0%

	Chemistry CP: Glencoe McGraw Hill, Inspire Chemistry, 2020 Biology CP: Glencoe McGraw Hill, Inspire Biology, 2020 Biology: Glencoe McGraw Hill, Inspire Biology, 2020 Physics: Glencoe, McGraw Hill, Inspire Physics, 2020 Ag Earth Science: Glencoe McGraw Hill, Inspire Earth Science, 2020 Ag Biology: Glencoe McGraw Hill, Inspire Biology, 2020 AP Biology Glencoe McGraw Hill, Biology AP Edition, 2019		
History-Social Science	World History General McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019 World History CP McGraw Hill Education; Impact World History, Culture, and Geography: The Modern World; 2019 AP World History Pearson; World Civilizations: The Global Experience, AP Edition; 2017 U.S. History General Engage; America: Through the Lens. 1877 to Present; 2019 U.S. History CP Engage; America: Through the Lens. 1877 to Present; 2019 AP U.S. History Pearson; By the People: A History of the United States. AP Edition; 2019 American Government General TCI; Government Alive! Power, Politics, and You; 2014 American Government CP TCI; Government Alive! Power, Politics, and You; 2014 AG American Government TCI; Government Alive! Power, Politics, and You; 2014 AP Government TCI; Government Alive! Power, Politics, and You; 2014 Economics General TCI; Econ Alive! The Power to Choose; 2015 Economics CP TCI; Econ Alive! The Power to Choose; 2015	Yes	0%

	AP Economics TCI; Econ Alive! The Power to Choose; 2015		
Foreign Language	Spanish 1: McDougal Littell, En Espanol Level 1, CA Ed., 2004 Spanish 2: McDougal Littell, En Espanol Level 2,CA Ed., 2004 Spanish 3: McDougal Littell, En Espanol Level 3, CA Ed., 2004 Spanish 4: Houghton, Mifflin Continuemos! 7th Ed., 2003 AP Spanish Language: McDougal Littell, En Espanol, Level 3, CA Ed., 2004	Yes	0%
Health	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018	Yes	0%
Visual and Performing Arts	Glencoe: Music! Its Role and Importance in Our Lives, 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

General

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

Recent Additions & Improvements

We added a 2 story science and English building on the east side of the campus due to continuous growth and the need for additional learning spaces. We also added a shade structure in the quad to provide shade and protection from the elements during breakfast break and lunch period. We opened the Student Center in August, 2024. It serves as our cafeteria, gym, band room, choir room, music hall and performance theatre. It is remarkable and has really excited our community very much.

Year and month of the most recent FIT report	8/25/2023

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Cleaned Refrigerators
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			Gymnasium: Restroom partitions need locks

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	55	30	32	46	47
Mathematics (grades 3-8 and 11)	23	18	19	20	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	217	99.09	0.91	55.30
Female	99	98	98.99	1.01	58.16
Male	120	119	99.17	0.83	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	210	99.06	0.94	56.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	42	41	97.62	2.38	14.63
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	59.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	204	99.03	0.97	56.37
Students Receiving Migrant Education Services	14	14	100.00	0.00	57.14
Students with Disabilities	21	21	100.00	0.00	19.05

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	215	98.17	1.83	18.22
Female	99	98	98.99	1.01	12.24
Male	120	117	97.50	2.50	23.28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	209	98.58	1.42	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	42	41	97.62	2.38	2.44
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	0.00
Military	0	0	0	0	0

Socioeconomically Disadvantaged	206	203	98.54	1.46	17.82
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	21	19	90.48	9.52	0.00

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.27	18.03	12.11	16.35	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	434	427	98.39	1.61	18.03
Female	204	202	99.02	0.98	16.34
Male	230	225	97.83	2.17	19.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	422	418	99.05	0.95	17.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	72	72	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	10.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	374	368	98.40	1.60	17.93
Students Receiving Migrant Education Services	22	22	100.00	0.00	9.09
Students with Disabilities	48	42	87.50	12.50	11.90

2023-24 Career Technical Education Programs

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

Spanish AA Pathway
McFarland High School Early College (Class of 2024-2026) (40 units)

Period Freshmen Sophomore Junior Senior
Fall Spring   Fall Spring   Fall Spring Fall Spring
1   English   English   English ENGL B1A ENGL B1B
2   Math   Math   Math   MATH B22 POLS B1
3   Science   Science   SOILS B1   Study Hall Elective
4   Elective/Art   HIST B2   HIST B17A PSYC B1B HIST B30
5   Phys. Ed./Health.   Phys. Ed.   Elective/Art Elect./Lang./Art
6   Elective/Art   Elective/Art   SPAN B1   SPAN B2   SPAN B3 SPAN B4
7   ST:B3 MUSC B27. PSYCH B1A   ART B1   Elective Elective
8

2023-24 Career Technical Education Programs

Summer COMM B1 HIST B1/B2 Optional/Make Up HIST B17B Optional/Make Up

Media Arts (24 units)
Video Production
DIGITAL MULT PROD
ART B43 (108 Hours)
STDV B3
MUSC B27/Elective
DIGIT MUL/ DES I
ART B26 (108 Hours)
DIGIT MUL/DES 2
ART B44 (108 Hours)
Digital Photography ART B16 (108 Hours)

Business Pathway (24 units)
1) Student Development B3
2)Business Administration B66A
3)Business Administration B66B
4)Business Administration B66C
5)Business Administration B68
6)Business Administration B20
7)Business Administration B5
8)Computers B5

Public Health Pathway (27 units)
1) Student Development B3
2) Public Health Science B20
3) Public Health Science B21
4) Public Health Science B22
5) Public Health Science B23
6)Public Health Science B24
7)Public Health Science B25
8)Communications B9
9)Medical Science B35

Welding Pathway (3 units)
1) Student Development
2) Basic Welding
3) Intermediate Welding
4) Advanced Welding

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	719
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	43.33

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.5	96.9	96.9	96.9	96.5

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.

2024-25 Opportunities for Parental Involvement

School Site Council (SSC)
ELAC Parent Meetings
DELAC Parent Meetings
Back-To-School Night
Equity Grant Involvement
TRiO Semester Parent Meetings
TRiO Cash for College
College Night Parent/Student
9th Grade Enrollment Parent/Student Conferences
9th Grade Parent/Student Orientation
Sophomore Counseling Parent Conferences
Financial Aid Workshops
Career Center Senior Parent Financial Aid Conferences
Career Day
Awards Banquets
Academic Awards Night (1 per semester)

2024-25 Opportunities for Parental Involvement

Agricultural Advisory Committee (FFA activities)
CTE Advisory Meetings
Field Trips - Chaperone
Extra-Curricular and Athletic Events
Parent Conferences as requested by parent/teacher
Parent portal on Infinite Campus
Senior Signing Day
Youth Athletics
SSICA
TUTOR.COM

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.5	0.4	1.4	2.0	3.4	3.6	7.8	8.2	8.9
Graduation Rate	99.5	99.6	98.1	97.2	94.8	95.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	214	210	98.1
Female	103	103	100.0
Male	111	107	96.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	208	205	98.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	43	41	95.3
Foster Youth	--	--	--
Homeless	27	25	92.6
Socioeconomically Disadvantaged	203	199	98.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	27	26	96.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1043	988	129	13.1
Female	507	482	68	14.1
Male	536	506	61	12.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1015	965	121	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	11	5	45.5
English Learners	250	226	35	15.5
Foster Youth	12	--	--	--
Homeless	103	95	20	21.1
Socioeconomically Disadvantaged	965	918	124	13.5
Students Receiving Migrant Education Services	60	53	6	11.3
Students with Disabilities	119	113	20	17.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.98	5.75	3.16	3.15	2.68	2.45	3.17	3.6	3.28
Expulsions	0.19	0.09	0	0.11	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.16	0.00
Female	0.99	0.00
Male	5.22	0.00
Non-Binary	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	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	21.43	0.00
English Learners	2.80	0.00
Foster Youth	66.67	0.00
Homeless	3.88	0.00
Socioeconomically Disadvantaged	3.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

In order to ensure the safety of students and staff, the school safety committee annually reviews the site safety plan using the Standardizes Emergency Management System (SEMS) and National Incident Management System (NIMS) plans as guidelines. The updated plan includes newly designated emergency exit and staging areas now that the two story-building and stadium construction projects are complete. The areas covered in the Safe School Plan include district and site communication systems, school site personnel duties and responsibilities, composition and role of the crisis intervention team, site

2024-25 School Safety Plan

communication procedures, pupil release and evacuation procedures, parental notification and responsibilities, and specific emergency/disaster procedures. Local emergency agencies including the McFarland Police Department and the Kern County Fire Department have access to the school/campus map, emergency exits, and fire alarm system. Flip charts referencing emergency procedures are located in each classroom throughout the school which allows quick access to emergency routines and procedures. As per California Education Code, the school regularly conducts fire drills as well as other drills. McFarland High School Early College participates in the annual earthquake drill, the Great California Shakeout, in October.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	39	5
Mathematics	26	6	23	4
Science	25	8	17	4
Social Science	26	10	13	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	34	11
Mathematics	26	8	29	3
Science	28	4	15	7
Social Science	25	10	14	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	21	37	3
Mathematics	23	17	22	
Science	27	3	21	2
Social Science	27	3	20	2

2023-24 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	245.13

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,965	$977.35	$6717.35	$67,035
District	N/A	N/A		$80,232
Percent Difference - School Site and District	N/A	N/A		-17.9
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-46.4	-26.7

Fiscal Year 2023-24 Types of Services Funded

Funding from LCAP and categorical or other sources provide for a variety of programs at MHS that include:
FFA and AG activities
ELA/Math Intervention
Professional Development for Staff
Consulting Services
Academic Remediation Programs
CTE Pathways
Dual Enrollment
Athletic Programs
Student Body Activities

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$55,282	$54,930
Mid-Range Teacher Salary	$81,354	$85,386
Highest Teacher Salary	$103,574	$111,172
Average Principal Salary (Elementary)	$134,712	$136,564
Average Principal Salary (Middle)	$138,080	$141,339
Average Principal Salary (High)	$148,697	$153,241
Superintendent Salary	$199,981	$224,537
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.4

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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

McFarland High School Early College is committed to offering professional development opportunities for teachers and staff. The district and the site coordinate efforts to provide staff development. Every Wednesday, McFarland High School has a minimum day to allow for staff meetings with time devoted to WASC (Midterm Self-Study WASC year), Common Core State Standards Standards Alignment, Teaching Strategies, English Language Development Strategies, Student Data Analysis, California Technical Education, and Staff Development. The school works closely with district coach for English and ELD to find tune the pacing and curriculum's. In addition, teacher professional developments are in place to increase student engagement where at McFarland High School we aspire for all students to become life-long learners with intrinsic motivation for positive growth. These training are min the areas of curriculum, classroom management, and technology implementation. Therefore, daily instruction constantly engages all students, that inspires curiosity, critical thinking, and classroom involvement through collaborative, creative, and relevant learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	