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McFarland Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McFarland Middle School
Street	405 Mast Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3340
Principal	Manuel Cantu
E-mail Address	mancantu@mcfarland.k12.ca.us
Web Site	
CDS Code	15-73908-6106306

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	vhopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (Most Recent Year)

The faculty, staff, students, and community of McFarland Middle School are devoted to the goal of providing students with academic excellence, a quest for life-long learning, and the development of individual strengths and talents in a safe, supportive environment. We believe that our school and the community play a vital role in academic achievement for all our students. McFarland Middle School is committed to excellence in education, we will facilitate partnership of educators, parents, and the community members to provide a meaningful and competitive curriculum that include attainable expectations and shared goals. Our staff will provide the needed academic and life skills to build character and nurture each student's intellectual, physical, and moral capacities to be successful in our world's economy.

The mission of McFarland Middle School is to insure that each student reaches his/her full potential academically and socially. We at McFarland Middle School believe that all students can learn with high levels of rigor and that it is our duty to set high expectations for each student while providing them the appropriate interventions for those having difficulty meeting those goals. All students at McFarland Middle School will be provided with a quality teacher-driven curriculum with differentiated research-based instruction to demonstrate mastery of the Common Core Standards. Students, teachers, parents, and the community alike will share in the responsibility of creating an environment that is conducive to academic success.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	246
Grade 7	236
Grade 8	241
Total Enrollment	723

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.4
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.1
White	0.7
Two or More Races	0.0
Socioeconomically Disadvantaged	90.0
English Learners	30.2
Students with Disabilities	9.0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31		32	
Without Full Credential	3		5	
Teaching Outside Subject Area of Competence (with full credential)	0		0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.55	0.45
High-Poverty Schools in District	99.55	0.45
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: January 2014

McFarland Middle School follows state adoptions and provides students with the most up to date SBE adopted curriculum in core and intervention classes.   A book is provided for each student to take home for homework and a classroom set is used for classroom instruction. Books are checked out through the library and are replaced on a regular basis to ensure they are in good repair. If books are lost or stolen, they are replaced immediately so that instruction is not interrupted.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Site Designed Common Core Curriculum Houghton Mifflin - Consulting Group 6th, 7th and 8th grade English Language Arts Assessments will be administered through OARS program Common Core Lesson Plans designed and implemented through EdCaliber web-based Educational program.	Yes	0%
Mathematics	Site Designed Common Core Curriculum Houghton Mifflin - Consulting Group 6th, 7th and 8th grade English Language Arts Assessments will be administered through OARS program Common Core Lesson Plans designed and implemented through EdCaliber web-based Educational program.	Yes	0%
Science	6th Grade California Earth Science Holt, Rinehart and Winston 2007 7th Grade California Life Science Holt, Rinehart and Winston 2007 8th Grade California Physical Science Holt, Rinehart and Winston 2007	Yes	0%
History-Social Science	6th Grade California Ancient Civilizations Pearson Prentice Hall 2006 7th Grade California Medieval and Early Modern Times Pearson Prentice Hall 2006 8th Grade California America History of Our Nation Pearson Prentice Hall 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and 20 portable classrooms. There is a multi-purpose room, a library, a band room, a chorus room, a physical education building with an attached fitnss center, two computer labs, a woodshop room, a home economics room and three science lab classrooms. The school is in excellent repair and passed the Williams Act review with no repairs needed. Three custodial staff keep the grounds and buildings neat clean and in good repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/21/14				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	42	31	44	34	28	35	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	35
All Student at the School	44
Male	48
Female	39
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	42
English Learners	12
Students with Disabilities	
Students Receiving Migrant Education Services	29

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31	38	40	34	37	37	54	56	55
Mathematics	38	43	45	41	44	44	49	50	50
History-Social Science	33	48	39	32	39	38	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	3
Similar Schools	2	5	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	3	48	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	49	13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	6	45	14
English Learners	21	54	-7
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.2	19.7	33.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. Parents are welcome to involve themselves in a variety of ways that add to the well-being of McFarland Middle School students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MMS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. Parents are also encouraged to visit and volunteer at the school on a regular or as needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night and Open House are planned and coordinated with the help of teachers, students and parent volunteers. Parent Education nights are also held on a regular basis at McFarland Unified School District. Parents are invited to attend computer classes, English classes and Family Resource activities throughout the year. The UC Scholars program also offers classes to parents during the school year. These classes are designed to inform and prepare parents and students for a college education. To learn more about specific opportunities for getting involved, please contact Principal Louie Gomez, ELAC representative Joel Lopez, or SSC member Georgina Alatorre at 661-792-3340.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	21.0	11.1	9.1	8.6	8.3	7.6	5.7	5.1	4.4
Expulsions	0.7	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Learning Director and the McFarland Middle School Safety Team continually review and update the School Safety Plan as needed throughout the school year. Team members periodically attend workshops conducted by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the School Safety Plan. The McFarland Middle School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flipchart of emergency procedures at the beginning of each year. The flipchart is placed in the classroom for easy access to the teacher.

Students at MMS are provided a planner to help keep assignments organized. There are also study tips and organizational hints that benifit students. There is an additional 8 minutes built into the master schedule to review the planner and make sure binders are organized. Students are also expected to keep a three-ring binder with all necessary supplies for school. Students set AR goals, social goals and personal goals that are revisited quarterly. The school counselor also has group meetings at lunch time with students needing additional help with anger management, conflict resolution or bullying issues. Students are also offered opportunities to participate in a variety of sports at the middle school. Football, cross country, track and field, soccer, baseball, softball, basketball, and volleyball are offered. Students can also choose to participate in afterschool programs offered at the site.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	22.3	23	26	0	21	24	32		22	25	26	
Mathematics	29.3	0	30	0	25	10	28		25	8	26	4
Science	29.7	0	13	0	30		12	2	27	3	14	
Social Science	29.4	0	14	0	30		13	1	27	2	15	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	760
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker		---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist		---
Other		---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	---	---		$59,423.14
Percent Difference: School Site and District	---	---		
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---		

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

*Site Reading Coach
*Counselor
*Learning Director
*District Math Coach
*English Learner Resource Teacher
*Opportunity Class Teacher

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,811	$38,920
Mid-Range Teacher Salary	$60,058	$59,803
Highest Teacher Salary	$76,461	$78,096
Average Principal Salary (Elementary)	$107,095	$95,836
Average Principal Salary (Middle)	$83,859	$99,849
Average Principal Salary (High)	$107,095	$107,599
Superintendent Salary	$144,911	$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Staff development is an ongoing process. Staff are continually provided training and assistance at the district and site level through the use of the district reading and math coach, the county office of education workshops and outside consultants. The schedule allows for 40 minutes each day for grade level teams to collaborate using Professional Learning Communities and Data Teams to monitor student progress and modify curriculum to fit the needs of each student.

Reading and Writing across all disciplines is the focus this year and training in Step Up to Writing is being conducted throughout the year by our site Reading Coach. English and Mathematics Common Core training has been offered to a group of teachers per grade level in Rigorous Curriculum Design (RCD) for the full implementation of the new Common Core standards-based units and lesson delivered to students this year in the classroom. Staff sent to training outside of the district will return and conduct workshops for other staff. The site will place a high emphasis SDAIE strategies in all core and non-core classroom along with effective strategies that focus on Checking For Understanding (CFU's). The site will continue to observe and evaluate teachers on their lesson delivery through the use of the Madeline Hunter 5 step lesson plan template.

Besides the 40 minutes each day set aside for collaboration, there will be 8 days for R.C.D. Unit and lesson planning throughout the school year under the support of our Houghton-Mifflin consultant. We will also provide 3 full days for Common Core lesson planning and implementation through EdCaliber for all ELA and Math teachers together with the Reading and Math coaches.

All new and probationary will work on completing their required Beginning Teacher Support and Assessment (BTSA) training program. Our new teachers are assisted and mentored by our district BTSA support providers. They are veteran teachers who will guiding our new teachers during their first two years in the teaching profession.