

McFarland Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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., test data, enrollment, high school 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 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.

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	
Grades Served	6-8
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 2014-15)

Grade Level	Number of Students
Grade 4	3
Grade 5	1
Grade 6	261
Grade 7	261
Grade 8	236
Total Enrollment	762

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.3
Filipino	0.5
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0.1
White	0.4
Socioeconomically Disadvantaged	93
English Learners	29.7
Students with Disabilities	9.6
Foster Youth	0.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential		32	34	171
Without Full Credential		5	9	11
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.4	3.6
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: December 2015

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	California Math Houghton Mifflin 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 fitness center, two computer labs, a woodshop room, a home economics room and three science lab classrooms. The school is in excellent condition and passed the Williams Act review with no repairs needed. Three custodial staff keep the grounds and buildings neat clean and in good working order.

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)

Year and month in which data were collected: 10/21/14				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	24	44
Mathematics	15	16	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	262	255	97.3	47	33	18	2
	7	262	257	98.1	56	24	17	3
	8	235	231	98.3	34	38	25	3
Male	6		127	48.5	54	32	13	2
	7		119	45.4	63	22	13	3
	8		114	48.5	46	32	21	1
Female	6		128	48.9	41	33	23	3
	7		138	52.7	50	26	21	3
	8		117	49.8	22	44	28	6
Black or African American	6		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		1	0.4	--	--	--	--
	7		1	0.4	--	--	--	--
Filipino	7		2	0.8	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		252	96.2	47	33	18	2
	7		254	96.9	56	24	17	3
	8		227	96.6	34	38	25	3
White	6		1	0.4	--	--	--	--
	8		2	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		233	88.9	48	32	18	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		241	92.0	58	23	16	3
	8		210	89.4	35	39	22	3
English Learners	6		70	26.7	89	10	1	0
	7		93	35.5	89	10	1	0
	8		52	22.1	77	19	4	0
Students with Disabilities	6		14	5.3	100	0	0	0
	7		26	9.9	100	0	0	0
	8		21	8.9	90	5	5	0
Students Receiving Migrant Education Services	6		11	4.2	45	18	27	9
	7		17	6.5	53	29	12	6
	8		16	6.8	56	25	19	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	262	258	98.5	57	36	5	2
	7	262	259	98.9	59	29	9	3
	8	235	235	100.0	42	31	17	9
Male	6		130	49.6	58	36	5	1
	7		119	45.4	63	24	10	3
	8		117	49.8	50	32	15	3
Female	6		128	48.9	56	35	6	2
	7		140	53.4	56	34	8	3
	8		118	50.2	35	31	20	14
Black or African American	6		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		1	0.4	--	--	--	--
	7		1	0.4	--	--	--	--
Filipino	7		2	0.8	--	--	--	--
	8		1	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		254	96.9	57	35	6	2
	7		256	97.7	59	29	9	3
	8		231	98.3	42	32	18	8
White	6		2	0.8	--	--	--	--
	8		2	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		237	90.5	58	35	6	1
	7		243	92.7	60	28	9	3
	8		213	90.6	43	32	16	8
English Learners	6		72	27.5	92	8	0	0
	7		94	35.9	94	6	0	0
	8		55	23.4	76	20	4	0
Students with Disabilities	6		14	5.3	100	0	0	0
	7		26	9.9	100	0	0	0
	8		21	8.9	90	5	5	0
Students Receiving Migrant Education Services	6		11	4.2	55	45	0	0
	7		17	6.5	41	47	6	6
	8		18	7.7	56	28	17	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	30	43	45	27	35	29	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	45
Male	48
Female	43
Black or African American	--
Filipino	--
Hispanic or Latino	46
White	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	45
Students Receiving Migrant Education Services	31
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.10	20.70	29.10

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 PIQUE 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 Manuel Cantu, ELAC representative Maribel Fernandez, or SSC member Vanessa Turrubiates 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.14	9.11	10.89	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.00	0.00	0.25	0.03	0.00	0.05	0.13	0.10	0.09

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. This binder also contains, general school rules, our discipline policy, a campus map, names of admin and office staff, school operations plans, our school calendar and bell schedule, attendance policy, dress code, physical education information, health services information, wellness policy, non-discrimination policy, uniform complaint procedures, Williams's uniform complaint and our internet access policy. This inform is provide to them and their parent to make sure they have access to this information as needed by them. 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	21	24	32		22	25	26		27	5	27	3
Mathematics	25	10	28		25	8	26	4	29		30	4
Science	30		12	2	27	3	14		26	4	13	2
Social Science	30		13	1	27	2	15		26	4	14	1

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	790
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				
District	N/A	N/A		\$61,782
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,035	\$40,379
Mid-Range Teacher Salary	\$61,860	\$62,323
Highest Teacher Salary	\$78,755	\$81,127
Average Principal Salary (Elementary)	\$110,308	\$99,192
Average Principal Salary (Middle)	\$90,693	\$91,287
Average Principal Salary (High)	\$105,052	\$112,088
Superintendent Salary	\$128,750	\$159,821
Percent of Budget for Teacher Salaries	36%	36%
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 (Most Recent Three Years)

Staff development is an ongoing process. Staff are continually provided training and assistance at the district and site level through the use of the English Learner Coordinator 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.

Our site has scheduled an early release schedule on every Wednesday with up to 1.5 hours of Professional development as needed and scheduled by the site administration.

Reading and Writing across all disciplines is the focus this year and training in the Close Read Program and Structured Guided Reading is being conducted throughout the year by the publisher, Snap Learning. 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 4 full 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 ELD and Math coaches.

All new and probationary teachers 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 be guiding our new teachers during their first two years in the teaching profession.