McFarland Independent School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, 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 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).

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 (School Year 2016-17)

School Contact Information	
School Name	McFarland Independent School
Street	599 Fifth St.
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
E-mail Address	loschultz@ mcfarland.k12.ca.us
Web Site	http://mcfarlandusd.com/MIS/
CDS Code	15-73908-1530229

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 (School Year 2016-17)

MIS is part of the McFarland Unified School District (MUSD), a K-12 district that serves an enrollment of over 3,000 students. McFarland Independent School (MIS) is a small independent study school where students meet with a certificated teacher weekly. Attendance is based on completed assigned work. Earned credits are determined by students passing unit assessments given by the teacher.

MIS is located in the small, rural and predominantly agricultural community of McFarland. 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 as well as few resources and services, the community faces many challenges.

There are a variety of reasons for choosing MIS which may include: personal hardships, pregnancy/parenting, extended family vacations, special needs for work scheduling, and as a positive alternative to the larger high school setting. The goal of each McFarland Independent School student is to earn enough credits to transfer, back on track for graduation, to a continuation or traditional high school or to acquire a high school diploma.

The student population is generally considered "transitional", usually short term and limited to one or two semesters. This enables the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one-on-one assistance. However it should be noted that a considerable number of students have graduated from this school.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	2
Grade 10	7
Grade 11	3
Grade 12	1
Total Enrollment	13

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	92.3
English Learners	46.2
Students with Disabilities	7.7
Foster Youth	7.7

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	.5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	90.1	9.9
High-Poverty Schools in District	90.1	9.9
Low-Poverty Schools in District	0.0	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 2016-17)

Year and month in which data were collected: September 2015

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. McFarland Independent School meets Williams Act compliance.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Literature for California 2010, English 9 Credit Recovery Pearson Literature for California 2010, English 10 Credit Recovery Pearson Literature for California 2010, English 11 Credit Recovery Pearson Literature for California 2010, English 12 Credit Recovery Reader's Notebook The Brit. Tradition Adapted Version EL Version -English 12 Reader's Notebook The Am. Experience Adapted Version EL Version -English 11 Reader's Notebook Grade Ten Adapted Version EL Version -English 10 Reader's Notebook Grade Nine Adapted Version EL Version -English 9 A+ Online Learning Edgenuity Online Learning	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1, Alg. 1A & Alg. 1B: Prentice Hall, California Algebra I Algebra/Adult MIS: McDougal Littell 2001, Mathematics-Concepts & Skills Math Foundation Exit Exam CAHSEE: Prentice Hall, CDE Mathematics Study Guide California HS Exit Examination, Mathematics CAHSEE Power, Buckle Down on Intervention Kit, supplementary Books Used a MIS Glencoe-McGraw Hill 2008, Pre-Algebra: California Algebra Readiness Intervention, Concepts, Skills, and Problem Solving Geometry: Prentice Hall, Geometry A+ Online Learning Edgenuity Online Learning	Yes	0
Science	Earth Science: Glencoe-McGraw Hill - 2007, Earth Science, Geology, the Environment, and the Universe Earth Science and Space Science Reading Level-4 Softcover Textbook, Test pack and Teacher's Guide AGS, Earth Science Reading Level:3-4 Hardcover Textbook, Student Workbook, annotated T.E. Physical Science: AGS & Workdbooks Biology: Prentice Hall 2005, Biology Life Science: Prentice Hall 2005, AGS Biology Reading level: 3-4 Hardcover Textbook, Student Workbook, Annotated T.E. A+ Online Learning Edgenuity Online Learning	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History: McDougal Littell 2006, Modern World History, Credit Recovery World History Vol. I - The Ice Age to the Renaissance, World History Vol. II - the Age of Exploration to the Nuclear age US History: Glencoe 2006 - American Vision Modern Times, Globe - One Naiton Many People -Vol. II Government: Glencoe Government, American Government Softcover Textbook Teacher's Guide You and the law softcover Textbook Learning about Government softcover Textbook Economics: Glencoe-2005 , Economics Principles & Practices, Economics Concepts & Applications Softcover Text It's Your Business & Workbook Softcover Text Student Workbook A+ Online Learning Edgenuity Online Learning	Yes	0
Foreign Language	A+ Online Learning Edgenuity Online Learning	Yes	0
Health	Health: Glencoe McGraw Hill 2003, Health A Guide to Wellness, Steck-Vaughn Decisioins For Health Bk. 1 & Bk 2 A+ Online Learning Edgenuity Online Learning	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Independent School is located in the McFarland Learning Center.

This facility is also home to San Joaquin High School (continuation school) and to the McFarland Adult Education Program. Facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed. McFarland Independent School consists of 4 buildings. Built in 1987, the main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to two computer labs in the main building. The computer labs were upgraded with new computers in 2011-2012. A small soccer field and public library are within the same city block. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. A new angle-iron security fence secures student area during school and assists in securing entry to the site when school is not in session. Multiple security cameras were installed in 2012 and a bell system was installed in 2013. When there are any grounds issues related to the site, MUSD District maintenance personnel respond quickly and remedy the problem.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2015				
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 of the most recent FIT report: September 2015				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	24	27	44	48
Mathematics	--	--	16	18	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		--	--		29	28		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

McFarland Independent School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for parent involvement and input include:

• LCAP/LCFF budget development meetings (site and district) Parent Meetings
• Pre-enrollment orientation meeting with teacher, counselor & administrator
• School Site Council/Development of the Single Site Plan for Student Achievement
• ELAC Parent Meetings
• DELAC Parent Meetings
• Back-To-School Night
• Open House
• Parent/Teacher Conference Night
• Parent Conferences as requested by parent/teacher/administrator
• Parent portal on Infinite Campus
• Field Trip Supervision

In addition, parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.90	14.70	6.80	8.90	14.70	6.80	11.40	11.50	10.70
Graduation Rate	83.25	79.90	89.19	83.25	79.90	89.19	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	0	100	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	100	54
Students with Disabilities	100	100	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	7.6	4.6	6.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

In order to ensure the safety students, teachers, office staff, and administration, the McFarland Learning Center staff review and update the site School Safety Plan at a minimum of two times per calendar year using the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) as a guide. Site personnel has attended Safe Schools trainings at the Kern County Superintendent of Schools office. The site facility has updated phone trees with emergency contacts, and conducts safety drills, i.e. earthquake, fire, and lock-down drills several times per year. Emergency exit maps are clearly posted as are flip charts to use as reference to site protocol in the event of an unsafe situation. Each class has a designated staging area in the event of an emergency that calls for evacuation.

The areas covered in the Safe School Program include district and site communication systems, school site personnel duties and responsibilities, composition and role of the crisis intervention team, site communication procedures, pupil release and evacuation procedures, parent notification and responsibilities, specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system. McFarland Independent School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Adopting district wide protocols allows substitute teachers to easily follow safety regulations at any of the seven schools. The school randomly conducts emergency fire and earthquake drills. MUSD participated in a state wide Earthquake Disaster Drill.

McFarland Independent School's staff, administration, and students feel the campus is safe, orderly, friendly and as a result, the overall environment enhances learning. The administration, counselor, teachers, and the staff maintain an open-door policy and make contact with parents regarding discipline, attendance, and student-related concerns on a regular basis.

McFarland Independent School typically does not experience issues with expulsions, suspensions, and truancy. Minors with these issues are either referred to the MUSD Alternate Placement Committee for determination of an appropriate alternative educational setting or they are enrolled in another district program that meets their needs.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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	2013-14				2014-15				2015-16			
	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												
Mathematics												
Science												
Social Science												

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.14	12
Counselor (Social/Behavioral or Career Development)	.14	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.14	N/A
Social Worker		N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	..14	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12363.93	0	12363.93	53401.24
District	N/A	N/A	6773025.63	$64,427
Percent Difference: School Site and District	N/A	N/A	-99.8	-10.5
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	163.6	-15.3

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

Types of Services Funded (Fiscal Year 2015-16)

English Language Development

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,717	$42,063
Mid-Range Teacher Salary	$64,334	$64,823
Highest Teacher Salary	$81,905	$84,821
Average Principal Salary (Elementary)	$114,720	$101,849
Average Principal Salary (Middle)	$99,040	$107,678
Average Principal Salary (High)	$114,720	$115,589
Superintendent Salary	$135,000	$169,152
Percent of Budget for Teacher Salaries	34%	35%
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/.

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

McFarland Unified School District offers many varied staff development opportunities throughout the year. Whenever possible, staff receives training designed for serving at-risk students in an alternative education environment and via independent studies. The independent studies teacher attends the California Consortium for Independent Studies conference in order to attend workshops designed to stay current with strategies and methodologies. Staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital and Technology Training and other related areas. The teacher is supported through in-class coaching, teacher-principal meetings, and weekly teacher staff meetings in collaboration with the site continuation high school teachers are held to review student performance data reporting.