

# McFarland Junior High School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	McFarland Junior High School
<b>Street</b>	405 Mast Avenue
<b>City, State, Zip</b>	McFarland, CA 93250
<b>Phone Number</b>	(661) 792-3340
<b>Principal</b>	Vanessa De Leon
<b>Email Address</b>	vadeleon@mcfarland.k12.ca.us
<b>School Website</b>	<a href="https://mcfarlandusd.com/MJHS/">https://mcfarlandusd.com/MJHS/</a>
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	15-73908-6106306

2024-25 District Contact Information	
<b>District Name</b>	McFarland Unified School District
<b>Phone Number</b>	(661) 792-3081
<b>Superintendent</b>	Aaron Resendez
<b>Email Address</b>	saresendez@mcfarland.k12.ca.us
<b>District Website</b>	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>

2024-25 School Description and Mission Statement
<p>The faculty, staff, students, and community of McFarland Junior High 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 Junior High 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.</p>

2024-25 School Description and Mission Statement

School Vision: To promote best practices, student-centered learning, technology-rich educational environments and empower all students to effectively use technology and instructional strategies in preparation for college and career readiness.

School Mission: McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century Skills to make them effective communicators, innovators, and participants in the global economy.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	224
Grade 8	297
Total Enrollment	521

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Asian	0.8
Hispanic or Latino	98.5
English Learners	30.1
Foster Youth	0.2
Homeless	7.3
Migrant	1.2
Socioeconomically Disadvantaged	91.2
Students with Disabilities	8.4

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.70	12.55	77.30	54.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.30	0.23	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	13.64	9.70	6.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	3.55	4.60	3.29	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	15.40	70.23	48.80	34.67	18854.30	6.86
<b>Total Teaching Positions</b>	22.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.60	62.64	112.80	74.62	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.99	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	11.32	8.70	5.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	5.32	3.30	2.19	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	5.10	20.64	24.70	16.38	15831.90	5.67
<b>Total Teaching Positions</b>	25.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	72.21	105.80	73.41	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	3.46	3.10	2.21	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.50	14.58	19.50	13.59	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.30	2.98	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.30	9.71	11.20	7.79	14303.80	5.15
<b>Total Teaching Positions</b>	24.00	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
<b>Permits and Waivers</b>	0.00	2.50	1.5
<b>Misassignments</b>	3.00	0.30	2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.00	2.80	3.5

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.60	0
<b>Local Assignment Options</b>	0.70	0.60	0
<b>Total Out-of-Field Teachers</b>	0.70	1.30	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.90	1.9	9.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.10	0	0

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

McFarland Junior High School purchases state adopted curriculum and provides students with the most up to date CA CCSS adopted curriculum in core and intervention classes. This school year, all students at MJHS have been issued their own personal Chromebook for use with their curriculum. All workbooks or course students books are provided for each student to take home for homework and a classroom set is used for classroom instruction, unless work is accessible from their Chromebooks at home. Books and Chromebooks 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.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	7th, 8th Houghton Mifflin Harcourt California Collections, 2017 English 3D Issues Course B ELD, 2018 Read 180 Realbook Reading Intervention, 2018 Language Live Link to Literacy	Yes	0%
<b>Mathematics</b>	7th Grade McGraw-Hill Glencoe Math Course II, 2013 8th Grade McGraw-Hill Glencoe Math Course III, 2013	Yes	0%
<b>Science</b>	7th Grade Inspire Life Science, 2020 8th Grade Inspire Physical Science, 2020	Yes	0%
<b>History-Social Science</b>	7th Grade Pearson Medieval and Early Modern Times, 2019 8th Grade Pearson American History: Growth and Conflict, 2019	Yes	0%
<b>Foreign Language</b>	Not applicable		0%
<b>Health</b>	Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018		0%
<b>Visual and Performing Arts</b>	Not Applicable		0%

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

## School Facility Conditions and Planned Improvements

McFarland Junior High School was built in 1998. It consists of a total of 30 classrooms. There is a multi-purpose room, a library, a band room, a physical education building with an attached fitness center, wood shop room, a home economics room, two robotics labs and one fab lab room. The school is in excellent condition and passed the Williams Act review with no repairs needed. Four custodial staff keep the grounds and buildings neat clean and in good working order.

Year and month of the most recent FIT report				8/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Sinks in room 602 need repair. Work orders have been placed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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)	26	26	30	32	46	47
Mathematics (grades 3-8 and 11)	14	17	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	526	523	99.43	0.57	26.39
Female	264	263	99.62	0.38	26.62
Male	262	260	99.24	0.76	26.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	520	517	99.42	0.58	26.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	151	149	98.68	1.32	3.36
Foster Youth	0	0	0	0	0
Homeless	55	54	98.18	1.82	12.96
Military	0	0	0	0	0
Socioeconomically Disadvantaged	484	481	99.38	0.62	25.78
Students Receiving Migrant Education Services	24	24	100.00	0.00	16.67
Students with Disabilities	50	49	98.00	2.00	2.04

### 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	526	522	99.24	0.76	17.24
Female	264	262	99.24	0.76	14.89
Male	262	260	99.24	0.76	19.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	520	516	99.23	0.77	17.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	151	149	98.68	1.32	0.00
Foster Youth	0	0	0	0	0
Homeless	55	54	98.18	1.82	12.96
Military	0	0	0	0	0
Socioeconomically Disadvantaged	484	480	99.17	0.83	16.46
Students Receiving Migrant Education Services	24	24	100.00	0.00	8.33
Students with Disabilities	50	49	98.00	2.00	2.04

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)	11.76	13.38	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	301	300	99.67	0.33	13.38
Female	137	137	100.00	0.00	11.68
Male	164	163	99.39	0.61	14.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	296	295	99.66	0.34	13.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	83	82	98.80	1.20	0.00
Foster Youth	0	0	0	0	0
Homeless	34	33	97.06	2.94	3.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	275	274	99.64	0.36	13.55
Students Receiving Migrant Education Services	13	13	100.00	0.00	7.69
Students with Disabilities	28	28	100.00	0.00	0.00

**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 7	100%	100%	100%	100%	100%

**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
McFarland Junior High School recognizes the importance of parental involvement in the education of junior high school students. Parents are always welcome to involve themselves in a variety of ways that add to the well-being of McFarland Junior High 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 MJHS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. In addition, parents have the opportunity to attend parent workshops and career day. Parents are also encouraged to visit and volunteer at the school on a regular, or as on needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night, Winter and Spring Festivals are planned and coordinated with the help of teachers, students and parent volunteers. Parents are encouraged to also attend parent events and trainings such as Cafecito (Parent Cafe)) and Drug Awareness Evenings at McFarland Junior High School. To learn more about specific opportunities for getting involved, please contact Vaneza Renteria, Learning Director, or our ELAC representative Lily Santana at 661-792-3340.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	536	46	8.6
Female	277	275	28	10.2
Male	264	261	18	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	534	529	45	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	189	187	15	8.0
Foster Youth	--	--	--	--
Homeless	59	58	15	25.9
Socioeconomically Disadvantaged	498	493	43	8.7
Students Receiving Migrant Education Services	27	27	3	11.1
Students with Disabilities	51	51	3	5.9

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
<b>Suspensions</b>	4.42	0.89	0.18	3.15	2.68	2.45	3.17	3.6	3.28
<b>Expulsions</b>	0.34	0	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
<b>All Students</b>	0.18	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.38	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.19	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.53	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	1.69	0.00
<b>Socioeconomically Disadvantaged</b>	0.20	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	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

The Principal and Learning Director and the McFarland Junior High 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 Junior High School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flip-chart of emergency procedures at the beginning of each year. The flip-chart is placed in the classroom for easy



2024-25 School Safety Plan

access to the teacher.

Students at MJHS are provided a planner to help keep assignments organized. This planner also contains, general school rules, our discipline policy, a campus map, names of administration 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. The school counselor also has group meetings during school hours, break or lunchtime 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 Junior High School. Flag football, cross country, track and field, soccer, baseball, softball, basketball, cheerleading and volleyball are offered. Students can also choose to participate in after school programs offered at the 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	27	5	24	
Mathematics	29		25	
Science	30		18	
Social Science	30		18	

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	28	4	27	
Mathematics	29	4	19	
Science	30		18	
Social Science	30		18	

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	27	3	26	
Mathematics	27	2	23	
Science	29		18	
Social Science	29		18	

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	521

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
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	6,315.12	876.11	5439.02	74749.78
District	N/A	N/A	15278.10	\$80,232
Percent Difference - School Site and District	N/A	N/A	-95.0	-7.1
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-65.8	-15.9

## Fiscal Year 2023-24 Types of Services Funded

\*Counselor  
 \*Trauma Counselor  
 \*Health Aide  
 \*Learning Director  
 \*English Learner Resource Teacher  
 \*Student Affairs Specialist of Interventions  
 \*Social Worker  
 \*Psychologist  
 \*Academic Coach

## 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%

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 Learning Director, and our English Learner Coordinator. The county office of education offers workshops and/or we send staff for workshops with outside academic experts and or consultants. The schedule allows for an average of 45 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, Writing and higher rigor across all disciplines is the focus this year and training PLCs, Science, Math, Language Live, and English 3D Programs and is being conducted throughout the year by all staff. English and Mathematics Common Core planning time and pacing for full implementation of the new Common Core standards. Units and lessons delivered to students this year are collaborated by the grade level teams. Staff sent to training outside of the district will return and conduct workshops for other staff.

The site will place a high emphasis on ELD Strategies and the 21st century skill building strategies in all core and non-core classrooms along with effective strategies that focus on student engagement and student collaboration.

Besides the 45 minutes each day set aside for collaboration, we will also provide common preps throughout the school year.

All new and probationary teachers will work on completing their required Teacher Induction Program (TIP) training program. Our new teachers are assisted and mentored by our district TIP support providers. There are veteran teachers who guide our new teachers during their first two years in the teaching profession. Furthermore, Grade Level Chairs also provide support to all staff within their grade level.

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		14	13