

# McFarland Independent School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14



## McFarland Independent



### Contact Information (School Year 2013-14)

599 Fifth St.

McFarland, CA 93250-1174

(661) 792-6312

Principal:

Valerie Garcia, Principal

Contact E-mail Address:

vagarcia@mcfarland.k12.ca.us

County-District-School (CDS) Code: 15739081530229

## McFarland Unified

### Contact Information (School Year 2013-14)

(661) 792-3081

www.mcfarlandusd.com

Superintendent:

Raul Maldonado

Contact E-mail Address:

rmaldonado@mcfarland.k12.ca.us



# McFarland Independent 2012-13 School Accountability Report Card

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>
Superintendent	Raul Maldonado
E-mail Address	<a href="mailto:rmaldonado@mcfarland.k12.ca.us">rmaldonado@mcfarland.k12.ca.us</a>
CDS Code	15739081530229

### School Contact Information (School Year 2013-14)

Name	McFarland Independent
Street	599 Fifth St.
City, State, Zip	McFarland, CA 93250-1174
Phone Number	(661) 792-6312
Principal	Valerie Garcia, Principal
E-mail Address	<a href="mailto:vagarcia@mcfarland.k12.ca.us">vagarcia@mcfarland.k12.ca.us</a>

### School Description and Mission Statement (School Year 2012-13)

McFarland Independent School (MIS) is an independent study school where students meet at least one hour per week with a certificated teacher. 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. This community is experiencing growth as noted by U.S. Census Bureau statistics. In 2000, the population of McFarland was 9,618. The 2010 census shows the population at 12,707, up 32.1%. 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.

MIS is part of the McFarland Unified School District (MUSD), a K-12 district that serves an enrollment of 3,305 students. Of this number, approximately 19 students are enrolled at MIS.

MIS is both a drop out intervention and alternative education opportunity for those who attend. Many of the students we serve are unable or unwilling to attend McFarland High School (the MUSD comprehensive high school) or San Joaquin High School (the MUSD continuation high school).

Various reasons for choosing MIS include: personal hardships, pregnancy/parenting, extended family vacations, special needs for work scheduling, minors on probation, and a positive alternative to the larger high school setting. The goal of each McFarland Independent School student is to earn enough credits to acquire a high school diploma either through MIS, San Joaquin High School, or McFarland High School.

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.

### Opportunities for Parental Involvement (School Year 2012-13)

McFarland Independent School offers many opportunities for parents and/or guardians to become involved and they are encouraged to visit the school at any time. Opportunities include:

- Pre-enrollment orientation meeting with administrator
- School Site Council
- 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
- Adult education classes offered onsite during the same hours as MIS

## III. Student Performance

### Standardized Testing and Reporting Program

# McFarland Independent 2012-13

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The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	N/A	N/A	N/A	34%	37%	37%	54%	56%	55%
<b>Mathematics</b>	N/A	N/A	N/A	41%	44%	44%	49%	50%	50%
<b>Science</b>	N/A	N/A	N/A	27%	34%	28%	57%	60%	59%
<b>History-Social Science</b>	N/A	N/A	N/A	32%	39%	38%	48%	49%	49%

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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	---%	---%	---%	---%
All Students at the School	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	38%	34%	30%	59%	56%	57%
Mathematics	N/A	N/A	N/A	42%	38%	45%	56%	58%	60%

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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	---%	---%	---%	---%	---%	---%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide			
Similar Schools			

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School			2,346	723	4,655,989	790
Black or African American			7		296,463	708
American Indian or Alaska Native			1		30,394	743
Asian			2		406,527	906
Filipino			8		121,054	867
Hispanic or Latino			2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander			0		25,351	774
White			26	679	1,200,127	853
Two or More Races			5		125,025	824
Socioeconomically Disadvantaged			2,315	724	2,774,640	743
English Learners			1,479	681	1,482,316	721
Students with Disabilities			212	515	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	N/A	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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%

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	3
Grade 10	7
Grade 11	5
Grade 12	4
Total Enrollment	19

### Student Enrollment by Student Group (School Year 2012-13)



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Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	94.7
Native Hawaiian/Pacific Islander	0
White	0
Two or More Races	0.00
Socioeconomically Disadvantaged	84.2
English Learners	78.9
Students with Disabilities	15.8

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1	6			0	0	0	0	0	0	0	0
Mathematics	1	6			0	0	0	0	0	0	0	0
Science	1	6			0	0	0	0	0	0	0	0
Social Science	1	6			0	0	0	0	0	0	0	0

\* 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.

**School Safety Plan (School Year 2012-13)**

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This section provides information about the School Safety Plan (School Year 2011-2012).

In order to ensure the safety students, teachers, office staff, and administration, the McFarland Learning Center staff reviews and updates 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 lockdown 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 five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a state wide Earthquake Disaster Drill.

McFarland Independent School's staff, administration, and students feel our campus is safe, orderly, friendly and as a result, the overall environment enhances learning. The administration, counselor, teachers, and the staff make contact with parents regarding discipline, attendance, and student-related concerns. A security resource officer from the McFarland Police Department, who is shared with the McFarland High School, assists administrators and staff in monitoring the campus to assure safety, investigating incidents as necessary, and maintaining security of the school site.

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. Adults are dropped.

### Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0	0	0	19.74		
Expulsions	0	0	0	0.39		

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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. The site is open from 7:00 a.m. to 9:00 p.m., Monday through Thursday and 7:00 a.m. to 4:00 p.m. on Friday, providing standards-based instruction for those wishing to earn a high school diploma, tutorial services, English language tutoring to English learners (Community-Based English Tutoring - CBET), computer literacy classes, and GED/CAHSEE Prep classes.

The primary building at the McFarland Learning Center was built in 1984. Three other permanent portable buildings complete the complex. The newest addition is a two-room lecture center/lab site. The facility is modern, safe, clean, efficient, as well as an educational facility. There are nine classrooms, two of which are computer labs. There is very little vandalism or graffiti.

When there are any grounds issues related to the site, MUSD District maintenance personnel respond quickly and remedy the problem within the day of the call.

### School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—
Interior: Interior Surfaces	—	✓	—
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓	—	—
Electrical: Electrical	—	✓	—
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—
Safety: Fire Safety, Hazardous Materials	—	✓	—
Structural: Structural Damage, Roofs	—	✓	—
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—

### Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	✓	—	—

## VII. Teachers

### Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential		4	5	
Teachers without Full Credential		1	0	
Teachers Teaching Outside Subject Area of Competence		0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners		0	-1
Total Teacher Misassignments		0	-1
Vacant Teacher Positions		0	-1

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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District		

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<p><b>Reading/Language Arts</b></p>	<p>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</p>	<p>Pearson Literature for California 2010, English 9            Credit Recovery            Pearson Literature for California 2010, English 10            adopted 2010            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            The Pearson textbooks listed above were adoped for the 2010-2011 school year.</p>	<p>0%</p>

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<p><b>Mathematics</b></p>	<p>Algebra 1, Alg. 1A &amp; Alg. 1B: Prentice Hall, California Algebra I            Algebra/Adult MIS: McDougal Littell 2001, Mathematics-Concepts &amp; Skills            Math Foundation Exit Exam CAHSEE: Prentice Hall, CDE Mathematics Study Guide California HS Exit Examination, Mathematics CAHSEE Power, Buckle Down on Algebra/Adult MIS: McDougal Littell, Mathematics-Concepts &amp; Skills 2001            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</p>	<p>Algebra 1, Alg. 1A &amp; Alg. 1B: Prentice Hall, California Algebra I adopted 4/2009            Algebra/Adult MIS: McDougal Littell, Mathematics-Concepts &amp; Skills 2001            Math Foundation Exit Exam CAHSEE: Prentice Hall, CDE Mathematics Study Guide California HS Exit Examination, Mathematics CAHSEE Power, Buckle Down on Algebra/Adult MIS: McDougal Littell, Mathematics-Concepts &amp; Skills 2001            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 adopted 2009            Geometry: Prentice Hall, Geometry adopted 2009            Intervention Kit, supplementary Books Used a MIS            Glencoe-McGraw Hill, Pre-Algebra: California Algebra Readiness Intervention, Concepts, Skills, and Problem Solving adopted 6/2008            Geometry: Prentice Hall, Geometry adopted 4/2009</p>	<p>0%</p>

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Science	<p>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.</p> <p>Physical Science: AGS &amp; Workbooks Biology: Prentice Hall 2005, Biology</p> <p>Life Science: Prentice Hall 2005, AGS Biology Reading level: 3-4 Hardcover Textbook, Student Workbook, Annotated T.E.</p>	<p>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.</p> <p>Physical Science: AGS &amp; Workbooks Glencoe adopted Biology: Prentice Hall, Biology 2005</p> <p>Life Science: Prentice Hall 2005, AGS Biology Reading level: 3-4 Hardcover Textbook, Student Workbook, Annotated T.E. adopted 6/2007</p>	0%
History-Social Science	<p>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</p> <p>US History: Glencoe 2006 - American Vision Modern Times, Globe - One Nation Many People -Vol. II</p> <p>Government: Glencoe Government, American Government Softcover Textbook Teacher's Guide You and the law softcover Textbook Learning about Government softcover Textbook</p> <p>Economics: Glencoe-2005 , Economics Principles &amp; Practices, Economics Concepts &amp; Applications Softcover Text It's Your Business &amp; Workbook Softcover Text Student Workbook</p>	<p>World History: McDougal Littell, 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 adopted 6/2006</p> <p>US History: Glencoe 2006 - American Vision Modern Times, Globe - One Nation Many People -Vol. II</p> <p>Government: Glencoe Government, American Government Softcover Textbook Teacher's Guide 2006 You and the law softcover Textbook Learning about Government softcover Textbook</p> <p>Economics: Glencoe, Economics Principles &amp; Practices, Economics Concepts &amp; Applications Softcover Text It's Your Business &amp; Workbook Softcover Text Student Workbook 2005</p>	0%
Foreign Language		n/a	0%



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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Health</b>	Health: Glencoe McGraw Hill 2003, Health A Guide to Wellness, Steck-Vaughn Decisions For Health Bk. 1 & Bk 2	Health: Glencoe McGraw Hill 2003, Health A Guide to Wellness, Steck-Vaughn Decisions For Health Bk. 1 & Bk 2 adopted 11/2005	0%
<b>Science Laboratory Equipment (grades 9-12)</b>		n/a	0%
<b>Visual and Performing Arts</b>		n/a	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,578
Mid-Range Teacher Salary	\$60,058	\$59,798
Highest Teacher Salary	\$76,461	\$78,044
Average Principal Salary (Elementary)	\$103,272	\$95,442
Average Principal Salary (Middle)	\$79,865	\$98,080
Average Principal Salary (High)	\$107,095	\$106,786
Superintendent Salary	\$140,690	\$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

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Admission requirements for the University of California (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 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 Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	32.7	24	17.1	32.7	24	17.1	16.6	14.7	13.1
Graduation Rate			77.6	59.76	70.83	77.63	74.77	77.14	78.73

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

### Graduating Class of 2012

Group	School	District	State
All Students	7	185	418,598
Black or African American		1	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino		1	12,745
Hispanic or Latino	7	180	193,516
Native Hawaiian/Pacific Islander			2,585
White		3	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	2	12	31,683
English Learners	3	124	93,297
Students with Disabilities	4	176	217,915

### Career Technical Education Programs (School Year 2012-13)

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North Kern Vocational Training Center to work to create an opportunity for students to participate in Career Technical Education. McFarland Learning Center offers a Medical Nursing Assistant class, through NKVT. Courses to be offered in the nearby towns of Delano and Wasco include: Auto Body/Fender Repair, Health Occupation, Marketing & Merchandising, Medical Receptionist, Nursing Assistant, Security & Law Enforcement, Receptionist Clerk, Advanced/Beginning Construction and Medical Assisting. Credits may also be earned from on the job training and/or work experience. These classes began in the Fall 2012.

### Career Technical Education Participation (School Year 2012-13)

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

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

### Advanced Placement Courses (School Year 2012-13)

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		

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the pass three years, the district has devoted five days for staff development. In addition, weekly staff meetings before the start of the school day. Two meetings each month are devoted to staff development. Our Professional Learning Community focuses on intervention strategies and differentiated instruction for At-Risk Students.