

McFarland Independent School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McFarland Independent School
Street	599 Fifth St.
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Valerie Garcia
E-mail Address	vagarcia@ mcfarland.k12.ca.us
Web Site	
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 (Most Recent Year)

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 an 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, 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.

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 2013-14)

Grade Level	Number of Students
Grade 9	4
Grade 10	11
Grade 11	13
Grade 12	11
Total Enrollment	39

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.0
White	5.1
Two or More Races	0.0
Socioeconomically Disadvantaged	71.8
English Learners	35.9
Students with Disabilities	17.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	5	4	1	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

Year and month in which data were collected: January 2014

McFarland 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. During the 2001-2002 school year the district reviewed the Mathematics curriculum. Presently we are in the process of becoming Williams Act compliant.

Core Curriculum Area	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	Yes	0
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	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 & Workbooks Biology: Prentice Hall 2005, Biology Life Science: Prentice Hall 2005, AGS Biology Reading level: 3-4 Hardcover Textbook, Student Workbook, Annotated T.E.	Yes	0
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 Nation 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	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health: Glencoe McGraw Hill 2003, Health A Guide to Wellness, Steck-Vaughn Decisions For Health Bk. 1 & Bk 2	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. The site is open from 7:00 a.m. to 6:00 p.m., Monday through Thursday and 7:00 a.m. to 4:00 p.m. on Friday, providing standards-based instruction for those wanting 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
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)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
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	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/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.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				34	30	32	56	57	56
Mathematics				38	45	47	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	68	19	12	53	32	15
All Students at the School	0					
Male						
Female						
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						
Students Receiving Migrant Education Services						

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.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

- Pre-enrollment orientation meeting with teacher, counselor & 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

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	24.0	17.1	8.9	24.0	17.1	8.9	14.7	13.1	11.4
Graduation Rate	70.83	77.63	83.25	70.83	77.63	83.25	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	300.00	100.00	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	300.00	100.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	0.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	233.33	97.66	82.58
English Learners	150.00	71.43	53.68
Students with Disabilities	0.00	90.91	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.2	0.0	0.0	8.6	8.3	7.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 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.

D. Other SARC Information

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

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

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

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	---	4
Percent of Schools Currently in Program Improvement	---	100.0

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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	.5	---
Other		---

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	12363.93	0	12363.93	53401.24
District	---	---	6773025.63	\$59,644
Percent Difference: School Site and District	---	---	-99.8	-10.5
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	163.6	-15.3

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

Types of Services Funded (Fiscal Year 2013-14)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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

Advanced Placement Courses (School Year 2013-14)

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

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

* Where there are student course enrollments.

Professional Development

We have Early Out Days where we meet as a staff to discuss WASC Goals, Student Concerns & Student Credits to ensure we are providing students support and meeting their academic needs. Our Professional Learning Community focuses on intervention strategies and differentiated instruction for all our students.