

McFarland Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	McFarland Middle School
Street	405 Mast Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3340
Principal	Manuel Cantu
E-mail Address	mancantu@mcfarland.k12.ca.us
Web Site	http://www.mcfarlandusd.com
CDS Code	15-73908-6106306

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	vhopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (School Year 2017-18)

The faculty, staff, students, and community of McFarland Middle School are devoted to the goal of providing students with academic excellence, a quest for life-long learning, and the development of individual strengths and talents in a safe, supportive environment. We believe that our school and the community play a vital role in academic achievement for all our students. McFarland Middle School is committed to excellence in education, we will facilitate partnership of educators, parents, and the community members to provide a meaningful and competitive curriculum that include attainable expectations and shared goals. Our staff will provide the needed academic and life skills to build character and nurture each student's intellectual, physical, and moral capacities to be successful in our world's economy.

Mission Statement

To deliver a targeted and rigorous academic program that prepares all our students to be critical and creative thinkers, collaborative problem-solvers, and effective communicators.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	3
Grade 6	290
Grade 7	253
Grade 8	250
Total Enrollment	796

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.1
Hispanic or Latino	98.1
Native Hawaiian or Pacific Islander	0
White	0.9
Two or More Races	0
Socioeconomically Disadvantaged	91.1
English Learners	32.3
Students with Disabilities	9.3
Foster Youth	0.1

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	35	35	
Without Full Credential	9	8	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2015

McFarland Middle School purchases state adopted curriculum and provides students with the most up to date CA C.C.S.S. adopted curriculum in core and intervention classes. this year all students at MMS have been issued their own personal Chromebook for use with their curriculum. All work books or course student's 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Site Designed Common Core Curriculum Houghton Mifflin - Consulting Group 6th, 7th and 8th grade English Language Arts Assessments will be administered through our Illuminate program Common Core Lesson Plans designed and implemented through Google Suites and other web- based Educational programs.	Yes	0%
Mathematics	California Math Houghton Mifflin	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Assessments will be administered through our Illuminate program Common Core Lesson Plans designed and implemented through Google Suites and other web-based Educational programs.		
Science	6th Grade California Earth Science Holt, Rinehart and Winston 2007 7th Grade California Life Science Holt, Rinehart and Winston 2007 8th Grade California Physical Science Holt, Rinehart and Winston 2007	Yes	0%
History-Social Science	6th Grade California Ancient Civilizations Pearson Prentice Hall 2006 7th Grade California Medieval and Early Modern Times Pearson Prentice Hall 2006 8th Grade California America History of Our Nation Pearson Prentice Hall 2006	Yes	0%
Foreign Language	Not applicable		0%
Health			0%
Visual and Performing Arts	Not Applicable		0%
Science Laboratory Equipment (grades 9-12)	Not applicable		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and 20 portable classrooms. There is a multi-purpose room, a library, a band room, a chorus room, a physical education building with an attached fitness center, two computer labs, a woodshop room, a home economics room and three science lab classrooms. The school is in excellent condition and passed the Williams Act review with no repairs needed. Three custodial staff keep the grounds and buildings neat clean and in good working order.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/21/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/21/14				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	22	24	27	27	48	48
Mathematics (grades 3-8 and 11)	17	18	18	19	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	798	793	99.37	23.61
Male	398	395	99.25	17.72
Female	400	398	99.5	29.47
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	780	776	99.49	23.61
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	722	717	99.31	20.95
English Learners	471	467	99.15	14.78
Students with Disabilities	81	80	98.77	1.25
Students Receiving Migrant Education Services	38	38	100	21.05
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	798	793	99.37	18.28
Male	398	395	99.25	14.68
Female	400	398	99.5	21.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	780	776	99.49	18.3
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	722	717	99.31	16.6
English Learners	471	467	99.15	11.56
Students with Disabilities	81	80	98.77	1.25
Students Receiving Migrant Education Services	38	38	100	15.79
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	33	29	28	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.1	21.2	20.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. Parents are always welcome to involve themselves in a variety of ways that add to the well-being of McFarland Middle School students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MMS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. Parents are also encouraged to visit and volunteer at the school on a regular, or as on needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night and Open House are planned and coordinated with the help of teachers, students and parent volunteers. We host monthly Coffee with Principal gatherings during the school day and alternate with gatherings in the evenings. Parents are encouraged to attend PIQUE program meetings at the elementary school sites during the school year. These classes are designed to inform and prepare parents and students towards the need for a college education. To learn more about specific opportunities for getting involved, please contact Principal Manuel Cantu, or our ELAC representative Joanna Medina at 661-792-3340.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.9	13.8	15.1	4.6	6.2	5.9	3.8	3.7	3.6
Expulsions	0.2	1.2	0.6	0.1	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Learning Director and the McFarland Middle School Safety Team continually review and update the School Safety Plan as needed throughout the school year. Team members periodically attend workshops conducted by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the School Safety Plan. The McFarland Middle School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flipchart of emergency procedures at the beginning of each year. The flipchart is placed in the classroom for easy access to the teacher.

Students at MMS are provided a planner to help keep assignments organized. This binder also contains, general school rules, our discipline policy, a campus map, names of admin and office staff, school operations plans, our school calendar and bell schedule, attendance policy, dress code, physical education information, health services information, wellness policy, non-discrimination policy, uniform complaint procedures, Williams's uniform complaint and our internet access policy. This inform is provide to them and their parent to make sure they have access to this information as needed by them. The school counselor also has group meetings at lunch time with students needing additional help with anger management, conflict resolution or bullying issues. Students are also offered opportunities to participate in a variety of sports at the middle school. Football, cross country, track and field, soccer, baseball, softball, basketball, and volleyball are offered. Students can also choose to participate in afterschool programs offered at the site.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	27	5	27	3	31		42	7	27	3	46	
Mathematics	29		30	4	31		32	2	27		39	
Science	26	4	13	2	31		15	2	27		13	
Social Science	26	4	14	1	31		14	3	28		14	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	790
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$149,521	\$92,800	\$56,721	70,578.00
District	N/A	N/A		\$66,950
Percent Difference: School Site and District	N/A	N/A		9.5
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	899.1	4.8

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

Types of Services Funded (Fiscal Year 2016-17)

- *Counselor
- *Learning Director
- *District Technology T.O.S.A.
- *English Learner Resource Teacher
- *Opportunity Class Teacher

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,591	\$44,144
Mid-Range Teacher Salary	\$65,621	\$69,119
Highest Teacher Salary	\$83,543	\$86,005
Average Principal Salary (Elementary)	\$91,846	\$106,785
Average Principal Salary (Middle)	\$106,069	\$111,569
Average Principal Salary (High)	\$119,940	\$121,395
Superintendent Salary	\$160,000	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Staff development is an ongoing process. Staff are continually provided training and assistance at the district and site level through the use of the Learning Director our English Learner Coordinator and District Technology T.O.S.A. 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 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 and Writing across all disciplines is the focus this year and training in the Close Read Program and is being conducted throughout the year by all staff. English and Mathematics Common Core training has been offered to a group of teachers per grade level in Rigorous Curriculum Design (RCD) 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 SDAIE and the 21st century skill building strategies in all core and non-core classrooms along with effective strategies that focus on Checking For Understanding (CFU's). The site will continue to observe and evaluate teachers on their lesson delivery through the use of the Madeline Hunter 5 step lesson plan template.

Besides the 45 minutes each day set aside for collaboration, We will also provide 1 hour each Friday for Common Core lesson planning and implementation for all ELA and Math teachers together with the ELD.

All new and probationary teachers will work on completing their required Beginning Teacher Support and Assessment (BTSA) training program. Our new teachers are assisted and mentored by our district BTSA support providers. They are veteran teachers who will guiding our new teachers during their first two years in the teaching profession.