

McFarland Junior High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

| | |
|--|---|
| School Name | McFarland Junior High School |
| Street | 405 Mast Avenue |
| City, State, Zip | McFarland, CA 93250 |
| Phone Number | (661) 792-3340 |
| Principal | Adan Robles |
| Email Address | Adrobles@mcfarland.k12.ca.us |
| School Website | https://mcfarlandusd.com/MJHS/ |
| County-District-School (CDS) Code | 15-73908-6106306 |

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | McFarland Unified School District |
| Phone Number | (661) 792-3081 |
| Superintendent | Aaron Resendez |
| Email Address | sarensedez@mcfarland.k12.ca.us |
| District Website Address | www.mcfarlandusd.com |

2021-22 School Overview

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

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

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

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 2 |
| Grade 7 | 303 |
| Grade 8 | 231 |
| Total Enrollment | 536 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 46.5 |
| Male | 53.5 |
| Asian | 0.2 |
| Filipino | 0.4 |
| Hispanic or Latino | 98.9 |
| White | 0.6 |
| English Learners | 33.6 |
| Foster Youth | 0.9 |
| Homeless | 4.9 |
| Socioeconomically Disadvantaged | 90.5 |
| Students with Disabilities | 11 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2.7 | 12.5 | 77.3 | 54.9 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.3 | 0.2 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.0 | 13.6 | 9.7 | 6.9 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.7 | 3.5 | 4.6 | 3.3 | 12115.8 | 4.4 |
| Unknown | 15.4 | 70.2 | 48.8 | 34.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 22.0 | 100.0 | 141.0 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 3.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 3.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.7 |
| Total Out-of-Field Teachers | 0.7 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 10.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 18.1 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

McFarland Junior High School purchases state adopted curriculum and provides students with the most up to date CA CCSS adopted curriculum in core and intervention classes. This school year, all students at MJHS have been issued their own personal Chromebook for use with their curriculum. All workbooks or course students books are provided for each student to take home for homework and a classroom set is used for classroom instruction, unless work is accessible from their Chromebooks at home. Books and Chromebooks are checked out through the library and are replaced on a regular basis to ensure they are in good repair. If books are lost or stolen, they are replaced immediately so that instruction is not interrupted.

Year and month in which the data were collected

August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | 7th, 8th Houghton Mifflin Harcourt California Collections, 2017 English 3D Issues Course B ELD, 2018 Read 180 Realbook Reading Intervention, 2018 | Yes | 0% |
| Mathematics | 7th Grade McGraw-Hill Glencoe Math Course II, 2013 8th Grade McGraw-Hill Glencoe Math Course III, 2013 | Yes | 0% |
| Science | 7th Grade Inspire Life Science, 2020 8th Grade Inspire Physical Science, 2020 | Yes | 0% |
| History-Social Science | 7th Grade Pearson Medieval and Early Modern Times, 2019 8th Grade Pearson American History: Growth and Conflict, 2019 | Yes | 0% |
| Foreign Language | Not applicable | | 0% |
| Health | Positive Prevention PLUS, LLC; Sexual Health Education for America's Youth; 2018 | | 0% |
| Visual and Performing Arts | Not Applicable | | 0% |
| Science Laboratory Equipment (grades 9-12) | Not applicable | | 0% |

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

8/23/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | One of the restroom stalls missing a latch. Maintenance department has completed repairs. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 541 | 518 | 95.75 | 4.25 | 23.74 |
| Female | 251 | 240 | 95.62 | 4.38 | 26.16 |
| Male | 290 | 278 | 95.86 | 4.14 | 21.66 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 535 | 512 | 95.7 | 4.3 | 24.02 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 172 | 163 | 94.77 | 5.23 | 4.35 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 58 | 56 | 96.55 | 3.45 | 10.71 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 490 | 467 | 95.31 | 4.69 | 23.97 |
| Students Receiving Migrant Education Services | 14 | 12 | 85.71 | 14.29 | 9.09 |
| Students with Disabilities | 62 | 60 | 96.77 | 3.23 | 5 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 541 | 515 | 95.19 | 4.81 | 11.70 |
| Female | 251 | 237 | 94.42 | 5.58 | 11.81 |
| Male | 290 | 278 | 95.86 | 4.14 | 11.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 535 | 510 | 95.33 | 4.67 | 11.81 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 172 | 161 | 93.60 | 6.40 | 1.86 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 58 | 56 | 96.55 | 3.45 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 490 | 466 | 95.10 | 4.90 | 11.42 |
| Students Receiving Migrant Education Services | 14 | 13 | 92.86 | 7.14 | 7.69 |
| Students with Disabilities | 62 | 59 | 95.16 | 4.84 | 6.78 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | 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 |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 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 |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 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 |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | 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 |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 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 |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 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 |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | 4.89 | N/A | 8.03 | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 230 | 225 | 97.83 | 2.17 | 4.89 |
| Female | 99 | 98 | 98.99 | 1.01 | 1.02 |
| Male | 131 | 127 | 96.95 | 3.05 | 7.87 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 228 | 223 | 97.81 | 2.19 | 4.93 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 66 | 63 | 95.45 | 4.55 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 32 | 28 | 87.50 | 12.50 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 208 | 203 | 97.60 | 2.40 | 4.43 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

McFarland Junior High School recognizes the importance of parental involvement in the education of junior high school students. Parents are always welcome to involve themselves in a variety of ways that add to the well-being of McFarland Junior High School students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MJHS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. In addition, parents have the opportunity to sign up to the Parenting Partners workshops. 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. Parents are encouraged to attend Parenting Partners program meetings at McFarland Junior High School during second semester. 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 Matthew Grijalva, Vice Principal, or our ELAC representative Ada Guzman at 661-792-3340.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 548 | 545 | 104 | 19.1 |
| Female | 255 | 253 | 41 | 16.2 |
| Male | 293 | 292 | 63 | 21.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 541 | 538 | 102 | 19.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 4 | 4 | 2 | 50.0 |
| English Learners | 214 | 213 | 56 | 26.3 |
| Foster Youth | 6 | 5 | 2 | 40.0 |
| Homeless | 31 | 30 | 10 | 33.3 |
| Socioeconomically Disadvantaged | 501 | 499 | 101 | 20.2 |
| Students Receiving Migrant Education Services | 17 | 17 | 7 | 41.2 |
| Students with Disabilities | 62 | 61 | 7 | 11.5 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 4.33 | 0.00 | 2.94 | 0.06 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.16 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.96 | 2.52 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

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

Students at MJHS are provided a planner to help keep assignments organized. This planner also contains, general school rules, our discipline policy, a campus map, names of administration and office staff, school operations plans, our school calendar and bell schedule, attendance policy, dress code, physical education information, health services information, wellness policy, non-discrimination policy, uniform complaint procedures, Williams's uniform complaint and our internet access policy. The school counselor also has group meetings 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 Junior High School. Flag football, cross country, track and field, soccer, baseball, softball, basketball, and volleyball are offered. Students can also choose to participate in after school programs offered at the site.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 1 | 53 | |
| Mathematics | 28 | | 40 | |
| Science | 26 | 2 | 14 | |
| Social Science | 28 | 1 | 14 | |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 2 | 31 | |
| Mathematics | 28 | 1 | 26 | |
| Science | 28 | 1 | 13 | |
| Social Science | 27 | 1 | 13 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | | 26 | |
| Mathematics | 28 | 2 | 18 | |
| Science | 30 | | 18 | |
| Social Science | 30 | | 18 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 536 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,009.93 | \$956.87 | \$7,053.06 | \$69,204.40 |
| District | N/A | N/A | 13,770.15 | \$75,969 |
| Percent Difference - School Site and District | N/A | N/A | -64.5 | -9.3 |
| State | | | \$8,444 | \$77,042 |
| Percent Difference - School Site and State | N/A | N/A | -18.0 | -10.7 |

2020-21 Types of Services Funded

- *Counselor
- *Learning Director
- *District Technology T.O.S.A.
- *English Learner Resource Teacher
- *Student Affairs Specialist of Interventions

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,457 | \$48,119 |
| Mid-Range Teacher Salary | \$72,781 | \$74,665 |
| Highest Teacher Salary | \$92,659 | \$98,160 |
| Average Principal Salary (Elementary) | \$111,310 | \$118,542 |
| Average Principal Salary (Middle) | \$123,529 | \$125,068 |
| Average Principal Salary (High) | \$114,910 | \$133,516 |
| Superintendent Salary | \$175,100 | \$194,199 |
| Percent of Budget for Teacher Salaries | 27% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

Professional Development

Staff development is an ongoing process. Staff are continually provided training and assistance at the district and site level through the use of the Learning Director, our English Learner Coordinator, ELA/ELD Academic Coach 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 an average of 45 minutes each day for grade level teams to collaborate using Professional Learning Communities and Data Teams to monitor student progress and modify curriculum to fit the needs of each student.

Our site has scheduled an early release schedule on every Wednesday with up to 1.5 hours of Professional development as needed and scheduled by the site administration.

Reading and Writing across all disciplines is the focus this year and training NextGen Math, Language Live, Read 180 and English 3D Programs and is being conducted throughout the year by all staff. English and Mathematics Common Core planning time and pacing for full implementation of the new Common Core standards. Units and lessons delivered to students this year are collaborated by the grade level teams. Staff sent to training outside of the district will return and conduct workshops for other staff.

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

Besides the 45 minutes each day set aside for collaboration, we will also provide common preps throughout the school year. In addition, teachers get 68 minutes of additional prep time every Friday.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 12 | 14 |

McFarland Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | McFarland Unified School District |
| Phone Number | (661) 792-3081 |
| Superintendent | Aaron Resendez |
| Email Address | sarensedez@mcfarland.k12.ca.us |
| District Website Address | www.mcfarlandusd.com |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1836 | 1789 | 97.44 | 2.56 | 26.02 |
| Female | 905 | 882 | 97.46 | 2.54 | 29.27 |
| Male | 931 | 907 | 97.42 | 2.58 | 22.87 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 1801 | 1755 | 97.45 | 2.55 | 26.13 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 20 | 100.00 | 0.00 | 20.00 |
| English Learners | 615 | 596 | 96.91 | 3.09 | 5.56 |
| Foster Youth | 16 | 14 | 87.50 | 12.50 | 21.43 |
| Homeless | 290 | 274 | 94.48 | 5.52 | 14.60 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 1664 | 1618 | 97.24 | 2.76 | 24.50 |
| Students Receiving Migrant Education Services | 49 | 44 | 89.80 | 10.20 | 6.98 |
| Students with Disabilities | 177 | 172 | 97.18 | 2.82 | 12.21 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1836 | 1788 | 97.39 | 2.61 | 12.09 |
| Female | 905 | 879 | 97.13 | 2.87 | 12.17 |
| Male | 931 | 909 | 97.64 | 2.36 | 12.02 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 1801 | 1755 | 97.45 | 2.55 | 12.09 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 20 | 100.00 | | 10.00 |
| English Learners | 615 | 598 | 97.24 | 2.76 | 4.01 |
| Foster Youth | 16 | 14 | 87.50 | 12.50 | 14.29 |
| Homeless | 290 | 278 | 95.86 | 4.14 | 10.14 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 1664 | 1619 | 97.30 | 2.70 | 11.13 |
| Students Receiving Migrant Education Services | 49 | 48 | 97.96 | 2.04 | 2.08 |
| Students with Disabilities | 177 | 171 | 96.61 | 3.39 | 12.87 |