McFarland Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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
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 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 5	2
Grade 6	263
Grade 7	258
Grade 8	273
Total Enrollment	796

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.3
Hispanic or Latino	98.7
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	93.6
English Learners	36.9
Students with Disabilities	8.7
Foster Youth	0.1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	34	28	
Without Full Credential	5	9	8	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	75.0	25.0
All Schools in District	90.1	9.9
High-Poverty Schools in District	90.1	9.9
Low-Poverty Schools in District	0.0	0.0

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 2016-17)

Year and month in which data were collected: December 2015

McFarland Middle School follows state adoptions and provides students with the most up to date SBE adopted curriculum in core and intervention classes. A book is provided for each student to take home for homework and a classroom set is used for classroom instruction. Books 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 OARS program Common Core Lesson Plans designed and implemented through EdCaliber web-based Educational program.	Yes	0%
Mathematics	California Math Houghton Mifflin Assessments will be administered through OARS program Common Core Lesson Plans designed and implemented through EdCaliber web-based Educational program.	Yes	0%
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%

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)

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	23	22	24	27	44	48
Mathematics	15	17	16	18	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	263	260	98.9	19.6
	7	258	255	98.8	23.9
	8	272	268	98.5	22.4
Male	6	139	137	98.6	13.1
	7	124	124	100.0	22.6
	8	126	126	100.0	15.1
Female	6	124	123	99.2	26.8
	7	134	131	97.8	25.2
	8	146	142	97.3	28.9
Hispanic or Latino	6	260	257	98.8	19.8
	7	253	251	99.2	24.3
	8	266	262	98.5	21.4
Socioeconomically Disadvantaged	6	188	185	98.4	15.1
	7	185	183	98.9	20.8
	8	190	187	98.4	19.8
English Learners	6	110	109	99.1	1.8
	7	74	72	97.3	1.4
	8	100	98	98.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	**6**	26	26	100.0	
	7	13	13	100.0	
	8	29	29	100.0	
Students Receiving Migrant Education Services	**6**	17	17	100.0	35.3
	7	17	16	94.1	31.3
	8	27	26	96.3	19.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	263	260	98.9	8.8
	7	258	255	98.8	13.3
	8	258	255	98.8	13.3
Male	**6**	139	137	98.6	6.6
	7	124	124	100.0	12.1
	8	124	124	100.0	12.1
Female	**6**	124	123	99.2	11.4
	7	134	131	97.8	14.5
	8	134	131	97.8	14.5
Hispanic or Latino	**6**	260	257	98.8	8.9
	7	253	251	99.2	13.6
	8	253	251	99.2	13.6
Socioeconomically Disadvantaged	**6**	188	185	98.4	8.1
	7	185	183	98.9	12.0
	8	185	183	98.9	12.0
English Learners	**6**	110	109	99.1	1.8
	7	74	72	97.3	
	8	74	72	97.3	
Students with Disabilities	**6**	26	26	100.0	
	7	13	13	100.0	
	8	13	13	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	**6**	17	17	100.0	17.6
	7	17	16	94.1	12.5
	8	17	16	94.1	12.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43	45	33	35	29	28	60	56	54

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	276	269	97.5	32.7
Male	128	125	97.7	36.0
Female	148	144	97.3	29.9
Hispanic or Latino	270	263	97.4	32.3
Socioeconomically Disadvantaged	193	188	97.4	30.9
English Learners	104	102	98.1	9.8
Students with Disabilities	33	30	90.9	23.3
Students Receiving Migrant Education Services	27	26	96.3	46.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.9	17.7	25.3

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 (School Year 2016-17)

McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. Parents are 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 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. Parent Education nights are also held on a regular basis at McFarland Unified School District. Parents are invited to attend computer classes, English classes and Family Resource activities throughout the year. The PIQUE program also offers classes to parents during the school year. These classes are designed to inform and prepare parents and students for a college education. To learn more about specific opportunities for getting involved, please contact Principal Manuel Cantu, ELAC representative Maribel Fernandez at 661-792-3340.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	10.9	13.8	7.6	4.6	6.2	4.4	3.8	3.7
Expulsions	9.1	0.3	1.2	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	22	25	26		27	5	27	3	27	5	27	3
Mathematics	25	8	26	4	29		30	4	29		30	4
Science	27	3	14		26	4	13	2	26	4	13	2
Social Science	27	2	15		26	4	14	1	26	4	14	1

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	790
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		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		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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		$64,427
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

- Counselor
- Learning Director
- District Math Coach
- English Learner Resource Teacher
- Opportunity Class Teacher

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,717	$42,063
Mid-Range Teacher Salary	$64,334	$64,823
Highest Teacher Salary	$81,905	$84,821
Average Principal Salary (Elementary)	$114,720	$101,849
Average Principal Salary (Middle)	$99,040	$107,678
Average Principal Salary (High)	$114,720	$115,589
Superintendent Salary	$135,000	$169,152
Percent of Budget for Teacher Salaries	34%	35%
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 English Learner Coordinator and Math coach, the county office of education workshops and outside consultants. The schedule allows for 40 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 Structured Guided Reading is being conducted throughout the year by the publisher, Snap Learning. English and Mathematics Common Core training has been offered to a group of teachers per grade level in Rigorous Curriculum Design (RCD) for the full implementation of the new Common Core standards-based units and lesson delivered to students this year in the classroom. Staff sent to training outside of the district will return and conduct workshops for other staff. The site will place a high emphasis SDAIE strategies in all core and non-core classroom 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, there will be 4 full days for R.C.D. Unit and lesson planning throughout the school year under the support of our Houghton-Mifflin consultant. We will also provide 3 full days for Common Core lesson planning and implementation through EdCaliber for all ELA and Math teachers together with the ELD and Math coaches.

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.