

# McFarland Junior High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	McFarland Junior High School
<b>Street</b>	405 Mast Avenue
<b>City, State, Zip</b>	McFarland, CA 93250
<b>Phone Number</b>	(661) 792-3340
<b>Principal</b>	Adan Robles
<b>Email Address</b>	Adrobles@mcfarland.k12.ca.us
<b>Website</b>	<a href="http://mcfarlandusd.com/MMS">http://mcfarlandusd.com/MMS</a>
<b>County-District-School (CDS) Code</b>	15-73908-6106306

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

### School Description and Mission Statement (School Year 2019-20)

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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	239
Grade 7	276
Grade 8	286
Total Enrollment	801

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.4
Filipino	0.6
Hispanic or Latino	97.9
White	0.7
Socioeconomically Disadvantaged	92.4
English Learners	34.5
Students with Disabilities	10.5
Foster Youth	0.7
Homeless	2.7

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35			145
Without Full Credential	2			27
Teaching Outside Subject Area of Competence (with full credential)	0			0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0		0
Total Teacher Misassignments*	0		0
Vacant Teacher Positions	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 2019-20)

**Year and month in which data were collected:** November 2019

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 school year, all students at MMS 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	7th, 8th Houghton Mifflin Harcourt California Collections English 3D Issues Course B ELD Read 180 Realbook Reading Intervention	Yes	0%
<b>Mathematics</b>	7th Grade McGraw-Hill Glencoe Math Course II 8th Grade McGraw-Hill Glencoe Math Course III	Yes	0%
<b>Science</b>	7th Grade Inspire Life Science 8th Grade Inspire Physical Science	Yes	0%
<b>History-Social Science</b>	7th Grade Pearson Medieval and Early Modern Times 8th Grade Pearson American History: Growth and Conflict	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Junior High 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, wood shop 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. Four 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

**Year and month of the most recent FIT report:** 8/21/2019

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

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	30	31	32	50	50
Mathematics (grades 3-8 and 11)	20	23	19	24	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	789	779	98.73	1.27	30.42
Male	402	395	98.26	1.74	24.05
Female	387	384	99.22	0.78	36.98
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	770	760	98.70	1.30	30.13
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	731	721	98.63	1.37	28.43
<b>English Learners</b>	465	458	98.49	1.51	18.56
<b>Students with Disabilities</b>	79	79	100.00	0.00	6.33
<b>Students Receiving Migrant Education Services</b>	37	37	100.00	0.00	18.92
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	44	42	95.45	4.55	16.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	789	780	98.86	1.14	22.56
<b>Male</b>	402	396	98.51	1.49	19.19
<b>Female</b>	387	384	99.22	0.78	26.04
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	770	761	98.83	1.17	22.21
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	731	722	98.77	1.23	21.33
<b>English Learners</b>	465	458	98.49	1.51	14.19
<b>Students with Disabilities</b>	79	79	100.00	0.00	3.80
<b>Students Receiving Migrant Education Services</b>	37	37	100.00	0.00	21.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	44	42	95.45	4.55	11.90

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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
7	17.3	25.9	9.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 for 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.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	15.1	4.3	4.3	5.9	2.8	2.9	3.6	3.5	3.5
Expulsions	0.6	0.5	0.0	0.3	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 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 counselors also have 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. 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.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	3	46		29	3	28	18	27	1	53	
Mathematics	27		39		30		28	8	28		40	
Science	27		13		29	1	12		26	2	14	
Social Science	28		14		27	4	7	4	28	1	14	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	400.5

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	4.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$149,521	\$92,800	\$56,721	70,578.00
District	N/A	N/A		\$73,030.00
Percent Difference - School Site and District	N/A	N/A		9.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	899.1	4.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,307	\$46,208
Mid-Range Teacher Salary	\$69,617	\$72,218
Highest Teacher Salary	\$88,631	\$92,742
Average Principal Salary (Elementary)	\$115,277	\$134,864
Average Principal Salary (Middle)	\$118,159	\$118,220
Average Principal Salary (High)	\$127,244	\$127,356
Superintendent Salary	\$185,500	\$186,823
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 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 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 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 be guiding our new teachers during their first two years in the teaching profession.