

McFarland Independent 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
School Name	McFarland Independent School
Street	599 Fifth Street
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
Email Address	loschultz@ mcfarland.k12.ca.us
Website	http://mcfarlandusd.com/MIS/
County-District-School (CDS) Code	15-739081530146

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

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

Vision Statement: McFarland Independent School's vision is to encourage, guide, and support each student to rise to their highest potential in 21st Century skills so that they may be effective communicators, innovators, and participants in the global economy.

Mission Statement: McFarland Independent School's mission is to ensure each student graduates with a high school diploma and is ready to enter college and/or a career technical school.

McFarland Independent School (MIS) is part of the McFarland Unified School District (MUSD), a K-12 district that serves an enrollment of approximately 3,600 students. McFarland Independent School is a small alternative independent-study school where students meet with a certificated teacher weekly. Attendance is based on completed assigned work. Earned credits are determined by assignments completed and unit assessments given by the teacher. MIS is located in the small, rural and predominantly agricultural community of McFarland, population approximately 15,182 according to the estimated 2018 U.S. Census Bureau data. McFarland is located in the southern part of the San Joaquin Valley, thirty miles north of Bakersfield, adjacent to State Highway 99. The main industry of the area is agriculture. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community.

Our role at MIS is three-fold:

1. To prepare students academically, emotionally, and behaviorally to return to classes at the continuation or traditional high school with daily instruction or to stay on track to meet the requirement for earning a high school diploma
2. To promote articulation of curriculum and teaching of "same skills courses" that match those at McFarland High School
3. To assist and provide students with the opportunity to attain sufficient credits and appropriate instruction to enable them to earn a high school diploma during a time when daily school attendance is not feasible

There are a variety of reasons for a student to voluntarily choose MIS which may include: personal hardships, pregnancy/parenting, special needs for work scheduling, and as a positive alternative to the larger high school setting for high-risk students. The goal of each MIS student is to earn enough credits to transfer, back on track for graduation, to a continuation or traditional high school or to acquire a high school diploma. The student population is generally considered "transitional", usually short term and limited to one or two semesters. This enables the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one-on-one assistance. However it should be noted that a considerable number of students have graduated from this school. MIS is a Dashboard Alternative School Status (DASS) school designed for at-risk/at-promise students. The curriculum of MIS mirrors that of the comprehensive high school in that we follow the same course outlines in order to meet state standards across the curriculum. We routinely confer with McFarland High School and San Joaquin counselors and staff to be sure we are providing for the needs of our students to enable them to return to daily courses or to meet graduation course requirements. We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment as well as further education and training. MIS staff members are well-versed in technology and are striving to integrate its use throughout the curriculum in all our courses. District continuing support of technology and several grants have provided computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Each student is also provided with a personal Chrome Book to use for web-based computer instruction available to them outside of regularly scheduled school hours.

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

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	3
Grade 12	2
Total Enrollment	7

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	85.7
English Learners	14.3
Homeless	

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	.5	.5	.5	145
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. McFarland Independent School meets Williams Act compliance.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Prospective California California Volume 1 & 2, Grades 9th, 10th, 11th, and 12th, Pearson Education, 2017/2017 Edgenuity Online Learning English 3D: Course B, Volume, 2017/2018 English 3D Language & Writing Portfolio, Course B, Volume 2, 2017	Yes	0
Mathematics	Mathmatics - For Business and Personal Finance Glencoe/McGraw Hill 2010/2009 Integrated Mathmatics 1,2 & 3/2014 Houghton Mifflin Harcourt 2015 Edgenuity Online Learning	Yes	0
Science	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007/2006 Edgenuity Online Learning	Yes	0
History-Social Science	World - History, Culture, & Geography The Modern World - McGraw Hill Education 2019/2018 America Through The Lens National Geographic Learning, Cengage Learning Co 2019/2018 Econ Alive! The Power To Choose Teacher's Curriculum Institute 2015/2018 Government Alive! Power Politics and You Teacher's Curriculum Institute 2014/2018 Edgenuity Online Learning/2017	Yes	0
Foreign Language	Edgenuity Online Learning/2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003/2003 Positive Prevention - American Red Cross 2007/2006 Edgenuity Online Learning/2017	Yes	0
Visual and Performing Arts	Art Talk Glencoe/McGraw Hill 2005/2004	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Independent School is located in the McFarland Learning Center.

This facility is also home to San Joaquin High School (continuation school) and to the McFarland Adult Education Program. Facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed. McFarland Independent School consists of 4 buildings. Built in 1987, the main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to two computer labs in the main building however they are encouraged to use their assigned Chrome Books when on campus. Internet access through Wifi is provided throughout the school. . A small soccer field and public library are within the same city block. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. An angle-iron security fence secures student areas during school and assists in securing entry to the site when school is not in session. Multiple security cameras are in place and a bell system provides additional schoolwide communication. MUSD District maintenance personnel are always available to respond quickly and remedy the problem related to the facilities.

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: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 1: Technology to reinstall projector cord
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	--	--	31	32	50	50
Mathematics (grades 3-8 and 11)	--	--	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	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

Career Technical Education Programs (School Year 2018-19)

Students are provided with Career Technical Education Information through field trips and career counseling. Opportunities to participate in and to complete CTE programs are provided at the local traditional high school for students. Enrollment through McFarland Independent School is typically short term while students are in a transition period. Preparations were made in Spring 2019 to add ten - OSHA 10-Hour General Industry 10-Hour Certifications to course offerings for 2019-2020.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	

Measure	CTE Program Participation
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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
5			

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 Independent School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. In addition, parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, Aeries, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school. Parents are given information regarding ELAC and encouraged to participate in the District 9-12 grade ELAC group. At least one member of ELAC is elected to serve at the district level, DELAC. Other opportunities for parental involvement include LCAP School Site Council, Back-To-School Night, Parent/Teacher Conferences, Career Day, field trip parent supervisors, and school/community events to mark significant milestones such as community holiday festivities (representing the school in parades or through community service events) and graduation ceremonies. Parents are also encouraged to enroll in adult education courses held during the evenings at the site.

Opportunities for parent involvement and input include:

- LCAP/LCFF budget development meetings (site and district) Parent Meetings
- Pre-enrollment orientation meeting with teacher, counselor & administrator
- School Site Council/Development of the Single Site Plan for Student Achievement
- ELAC Parent Meetings
- DELAC Parent Meetings
- Back-To-School Night
- Open House
- Parent/Teacher Conference Night
- Parent Conferences as requested by parent/teacher/administrator
- Field Trip Supervision
- Aeries Parent Portal
- Edgenuity Parent Portal

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	--	5.1	6	3.4	9.7	9.1	9.6
Graduation Rate	--	--	--	92.4	91.5	93.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	3.4	0.0	0.0	5.9	2.8	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

McFarland Independent School has a shared comprehensive emergency and safety plan in place using guidance outlined by California Education Code Sections 32280-32289. Students in MIS meet at the same site as San Joaquin High School - the McFarland Learning Center and a plan is in place for the site. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the county, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. This plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. Site staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. For 2019-2020, the safety plan was reviewed, updated and discussed on 10/10/2019, 10/16/2019, 10/23/2019, and 11/14/2019. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. The site facility also has safety drills several times per year where students are informed of emergency protocols and procedures. They then practice steps outlined to insure campus safety..

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+
Mathematics												
Social Science												

*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*	23.3

*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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	13,526	0	13,526	43,552
District	N/A	N/A	8,853	\$73,030.00
Percent Difference - School Site and District	N/A	N/A	41.8	-50.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	57.2	-50.5

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)

Special Education Services - Special education services, guided by Individualized Educational Plans, are provided to Special Education students through a credentialed Resource Teacher. The specially designed instruction is provided at no cost to parents to meet the unique needs of students with disabilities. In addition to core subject assistance, plans are created to assist students with transition from high school to employment and quality adult life.

English Language Development - English learners are enrolled in an ELD class designed to assist students in overcoming language barriers. In addition, all teachers have been trained in ELPD strategies constructed to ensure that English learners can access core curriculum and that English learners are able to participate meaningfully and equally in all educational programs/services. For 2019-2020, MIS plans to transition to Rosetta Stone for daily independent study ELD instruction.

Health and Mental Health Services - A district nurse, a district nurse, and a district-based school psychologist are available to provide services when needed. The district is contracted with a provider to hold 8-week group substance abuse counseling sessions throughout the year. Services are also provided to at-promise/at-risk students who meet AB 167/216 requirements and meet qualifying Dashboard Alternative School Status criteria.

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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

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

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	11

McFarland Unified School District offers many varied staff development opportunities throughout the year. Staff receives training designed for serving at-risk students in an alternative education through California Continuation Education Association conference workshops. Professional development is enhance through dialog and collaboration with other continuation/alternative education professionals. Local and county staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital and Technology Training and other related areas. Teachers are supported through in-class coaching, teacher-principal meetings, and weekly teacher staff meetings to review student performance data reporting. All staff members attended various alternative-education specific workshops at a 3-Day California Continuation Conference in Spring of 2019 and two teachers attended workshops at the CA Consortium for Independent Studies 3-Day in Fall 2019. Teachers also received a one-day Supporting Common Core Instructional Strategies and Student Behavior workshop