

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	McFarland Middle School	District Name	McFarland Unified School District
Street	405 Mast Avenue	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-3340	Superintendent	Gabriel McCurtis
Principal	Roberta Burgh	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	rburgh@mcfarland.k12.ca.us	CDS Code	15-73908-6106306

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

VISION

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 school and community behavior should be guided by respect for individual differences and the rights of others. McFarland Middle School is committed to excellence in education. We will facilitate a partnership of educators, parents, and the community to provide a meaning-centered curriculum that includes high expectations in order to nurture each student's intellectual, physical, and moral capacities so that they are able to function responsibly, positively, and productively in our democratic society.

MISSION

The mission of McFarland Middle School is to insure that each student reaches his/her full potential academically and socially. We at McFarland believe that all students can learn at high levels of rigor and that it is our duty to set high standards for each student and provide intervention for those having difficulty meeting those standards. All students at McFarland will be provided SBE adopted curriculum and will receive differentiated instruction based on research of proven methods to support learning and to provide universal access to the California Standards through data driven instruction. Students, teachers, parents, and the community share in the responsibility to provide an environment that is conducive to academic success as measured by the California Content Standards.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

- School Site Council: Anna Macias, Administrative Assistant - (661) 792-3340
- ELAC (English Language Advisory Committee): Joel Lopez, Coordinator - (661) 792-3340
- DELAC (District English Language Advisory Committee): Teresa Arvizu, Coordinator - (661) 792-3081
- Band Boosters: Gerry Perreault, Band Instructor - (661) 792-3340
- After-School Sports Coordinator: Dario Diaz, Coordinator - (661) 792-3340
- AVID (Advancement Via Individual Determination) Parent Meetings: Amador Ayon, Coordinator - (661) 792-3340
- Field Trips – Chaperone/Planning: Anna Macias, Administrative Assistant - (661) 792-3340
- PIQE (Parent Involvement for Quality Education) : Anita Fergesun, Counselor - (661) 792-3340
- 6th Grade Parent/Student Orientation: Roberta Burgh, Principal - (661) 792-3340
- Back-To-School Night: Roberta Burgh, Principal - (661) 792-3340
- Open House Night: Roberta Burgh, Principal - (661) 792-3340
- Parent Conference Week/Parent Conferences as requested by parent/teacher: Roberta Burgh, Principal/MMS Teachers/Counselor - (661) 792-3340

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	244
Grade 7	226
Grade 8	241
Total Enrollment	711

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.56%	White (not Hispanic)	2.11%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0.14%	Socioeconomically Disadvantaged	97%
Filipino	0.28%	English Learners	36%
Hispanic or Latino	96.91%	Students with Disabilities	12%
Pacific Islander	0%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	26	10	40	1	25.3	5	32		23	14	26	
Mathematics	27.2	2	45	1	27	6	33		24.2	11	27	
Science	26.7	1	12		27.2	2	23		26.3	1	15	
Social Science	27.3		12	1	27	4	21		25.3	3	19	

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

The vice-principal and the MMS Safety Team continually review and update the School Safety Plan as needed throughout the 2007-2008 academic year. Team members periodically attend workshops provided by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the plan. The MMS staff was updated regarding the latest changes and provided with a condensed flipchart of emergency procedures in October 2008. In addition, the School Safety Plan successfully passed the CCR Review conducted in May 2007.

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	27.9	24.5	24.2	12.6	15.7	18.3
Expulsions	1.4	0.3	0.7	0.4	0.5	0.7

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 repair and passed the Williams Act review with no repairs needed. Three custodial staff keep the grounds and buildings neat clean and in good repair.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[]	[]	[]

V. Teachers

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff 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 district reading 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. Writing is a focus this year and training in Step Up to Writing is being conducted throughout the year from an outside consultant. English Learner best practices through the use of SIOP is in place and staff are being sent to SIOP training throughout the year. Those staff trained, return and conduct workshops for other staff. The district emphasis is on vocabulary development through Marzano's strategies in the form of Fab Vocab. Numerous training throughout the year are being conducted.

Besides the 40 minutes each day for collaboration, there are 10 days of staff development provided throughout the year where substitutes are provided and teachers are rotated throughout the day into a scheduled training. During this time data teams disaggregate data and make curricular decisions based on the results of benchmark testing. Some of those days are also used to bring in consultants to train in specific curricular areas or pedagogy.

Beginning Teacher Support and Assessment (BTSA)

Our new teachers are assisted by district BTSA support teachers. These are veteran teachers who assist our new teachers during their first two years in the profession.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	19	29	32	148
Without Full Credential	17	8	3	21
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.5%	8.5%
All Schools in District	94.4%	5.6%
High-Poverty Schools in District	93.7%	6.3%
Low-Poverty Schools in District	100%	0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	711
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>Core Curriculum:</p> <p>6th grade - Literature & Language Arts, Introductory Course Holt Rinehart & Winston 2003</p> <p>7th grade - Literature & Language Arts, First Course Holt Rinehart & Winston 2003</p> <p>8th grade - Literature & Language Arts, Second Course Holt Rinehart & Winston 2003</p> <p>Intervention Curriculum: Language Exclamation Sopris West 2005</p>	0%
Mathematics	<p>Core Curriculum:</p> <p>6th grade - Concepts and Skills, Course 1 McDougal Littell 2001</p> <p>7th grade - Concepts and Skills, Course 2 McDougal Littell 2001</p> <p>7th grade - PreAlgebra McDougal Littell 2001</p> <p>8th grade - Algebra 1 McDougal Littell 2001</p> <p>Intervention: 6th & 7th grade - Glencoe Math Glencoe 2007</p> <p>8th grade - Algebra Readiness UCLA Math 2007</p>	0%
Science	<p>Core Curriculum:</p> <p>6th grade - Earth Science Holt Rinehart & Winston 2007</p> <p>7th grade - Life Science Holt Rinehart & Winston 2007</p> <p>8th grade - Physical Science Holt Rinehart & Winstron 2007</p>	0%
History-Social Science	<p>Core Curriculum:</p> <p>6th grade - Ancient Civilization Prentice Hall 2006</p> <p>7th grade - Medieval and Early Modern Times Prentice Hall 2006</p> <p>8th grade - American History of Our Nation Prentice Hall 2006</p>	0%
Foreign Language	Not applicable	0%
Health		0%
Visual and Performing Arts	Not Applicable	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$57,349
Percent Difference – School Site and District	---	---		
State	---	---	\$5,300	\$59,271
Percent Difference – School Site and State	---	---		

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Many programs are funded at the site through categorical funding. They are as follows:

- Grade level (6th, 7th, and 8th) after-school tutoring
- AVID coordinator
- GATE program,
- Migrant education after-school and Saturday tutoring
- ELD supplemental materials
- Writing Training for staff
- Content Curriculum training
- Reading Intervention materials
- Math intervention materials
- Parent Training

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$39,622	\$37,916
Mid-Range Teacher Salary	\$58,309	\$58,151
Highest Teacher Salary	\$76,734	\$75,396
Average Principal Salary (Elementary)	\$96,551	\$91,086
Average Principal Salary (Middle)	\$81,417	\$95,220
Average Principal Salary (High)	\$103,975	\$101,661
Superintendent Salary	\$120,000	\$136,091
Percent of Budget for Teacher Salaries	35.4%	38.5%
Percent of Budget for Administrative Salaries	5.4%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	21	20	26	22	22	26	42	43	46
Mathematics	19	14	21	24	25	27	40	40	43
Science	15	20	25	13	15	23	35	38	46
History-Social Science	12	20	16	14	17	19	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*	*	*
Hispanic or Latino	26	21	24	15
Pacific Islander	*	*		
White (not Hispanic)	33	20	*	*
Male	24	23	31	21
Female	29	20	19	11
Economically Disadvantaged	26	21	25	
English Learners	2	4	1	0
Students with Disabilities	1	4	9	
Students Receiving Migrant Education Services	20	20	16	14

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
7	26.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	1	1	1
Similar Schools	5	7	5

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	37	-1	18	629
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	-3	23	628
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	31	0	23	629
English Learners	37	-20	18	582
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	3
Percent of Schools Currently in Program Improvement	N/A	50.0