

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	San Joaquin Continuation High School	District Name	McFarland Unified School District
Street	599 Fifth St. 599 5th StreetMcfarland, California 93250	Phone Number	(661) 792-3081
City, State, Zip	Mcfarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-3178	Superintendent	Gabriel McCurtis
Principal	Smith Efada	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	sefada@ mcfarland.k12.ca.us	CDS Code	15-73908

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

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

The McFarland Learning Center is located at 599 Fifth Street in McFarland, California. The facility houses the McFarland Unified School District's Alternative Education Schools as well as the District's Adult Education Program. Specifically, the three programs within the center are: San Joaquin High School (Continuation), McFarland Independent School (Independent Study), and the Adult Education Program. The site facility is open from 7:00 a.m. to 9:00 p.m. Monday through Friday, providing tutorial services, English Language Development, career and vocational classes, diploma, computer, and GED preparation classes. McFarland Independent School provides tutorial instruction on a one-to-one basis for students working towards a high school diploma. The mission statement of the site and of the district is to ensure each student a learning environment that focuses on academic excellence encouraging staff/parental involvement emphasizing respect for positive self-image. Each student will be provided opportunities to develop social and emotional growth while acquiring values and appreciation of individuals differences.

Opportunities for Parental Involvement (School Year 2007-08)

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

Parents are encouraged to visit the school at anytime. Also, before enrollment of all minor students a parent and/or guardian must accompany the student for a pre-enrollment orientation meeting. Annually the McFarland Learning Center sponsors a Back-to-School Week and an Open House Week where we invite all parents, community members, students and staff to participate and visit our school and the programs we offer. A school site council has also been established consisting of students, parents, principal and staff.

[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 9	16
Grade 10	24
Grade 11	9
Grade 12	4
Total Enrollment	53

[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%	White (not Hispanic)	5.66%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0%	Socioeconomically Disadvantaged	88%
Filipino	0%	English Learners	45%
Hispanic or Latino	94.34%	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			Avg. Class Size	2006-07			Avg. Class Size	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				7.7	3			8.4	7					
Mathematics								6.9	10					
Science								11.5	2					
Social Science								3	2					

III. School Climate

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

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

The McFarland Learning Center staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. 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 mock safety drills several times per year. Local law enforcement officers as well as district personnel have participated in the McFarland Learning Center's Mock Safety Drills.

[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	69.4	24.6	56.6	12.6	15.7	18.3
Expulsions	0.0	0.0	9.4	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.

The McFarland Learning Center was built in 1984 and is very modern and efficient educational facility. There are eight classrooms. Evening English Language Development Classes are held from 6:00 p.m. to 9:00 p.m. Monday through Thursday. There is very little vandalism/graffiti which indicates that students and the community respect the facility.

[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]	[]	Basketball court needs repaving
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.

McFarland Unified School District offers many varied staff development inservices throughout the year. Staff Development Inservice topics and trainings have included Standard Alignment, English Language Development, Gang Awareness, ADHD Student Assistance Team Training, WASC, Digital and Technology Training and other related areas. Many of the certificated staff continue to take college and university courses for their professional growth and development.

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	4	4	6	148
Without Full Credential	0	0	1	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			

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	100%	0%
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	0	0
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 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. During the 2001-2002 the district reviewed the Mathematics curriculum. Presently we are in the process to be compliant with the Williams Act.

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	English Holt-Handbook 3rd , Universal Access Interactive Reading, AGS Student Lit., AGS World Lit., AGS American Lit., Lit. & Language Arts Third Course, Lit. & Language Arts Fourth Course, Lit. & Language Arts Fifth Course, Lit & Language Arts Sixth Course	
Mathematics	Algebra 1 Concepts and Skills	
Science	Physical Science, A Cambridge Work-a-Test, Globe Physical Science, Life Science A Cambridge Work-a-Test, Globe Life Science, Earth Science, Earth Science a Cambridge Work-a-test, AGS Biology	
History-Social Science	US History in the Course of Human Events, Foundations in American History from Discovery to Reconstruction, Foundations in American History form reconstruction to the Present, W.H. Vol. I The Ice Age to the Renaissance, WH Vol. II The Age of Exploration to the Nuclear Age, Human Heritage: A World History, Economics It's Your Business, Economics Principles in Action, Economics AGS, Civics Participating in Government, Learning about Government (AGS), You & the Law	
Foreign Language		
Health	Decisions for Health Book 1 & 2	
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

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.

SIP- \$0
 EIA/LEP - \$6,890
 Title V - \$530
 Title I - \$22,004
 Title III - \$2,271
 10th Gr. Counsel - \$531

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	0	0	5	22	22	26	42	43	46
Mathematics	0	0	0	24	25	27	40	40	43
Science	0			13	15	23	35	38	46
History-Social Science	4		0	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	5	0		0
Pacific Islander	*	*		
White (not Hispanic)	*	*		
Male	8	0		*
Female	0	0		*
Economically Disadvantaged	3	0		
English Learners	0	0		*
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*		*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.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.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

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	*	*	5.9	28.8	20.7	28.3	51.1	48.6	52.9
Mathematics	*	9.1	0.0	24.0	23.3	29.8	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	94.1	5.9	0.0	100.0	0.0	0.0
Male	100.0	0.0	0.0	100.0	0.0	0.0
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	93.8	6.2	0.0	100.0	0.0	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	100.0	0.0	0.0	100.0	0.0	0.0
Socioeconomically Disadvantaged	94.1	5.9	0.0	100.0	0.0	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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
9	*

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	B	B	B
Similar Schools	B	B	B

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	16	-7	45	466
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
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	No	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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)			9.8	0.4		10.7	3.1	3.5	4.4
Graduation Rate	82.4	97.5	75.6	96	97.5	75.6	85	83	79.5

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils	6
Percent of pupils completing a CTE program & earning a high school diploma	2
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	5.6
Graduates Who Completed All Courses Required for UC/CSU Admission	