<div style="text-align: center;">

School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

</div>

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	McFarland Independent	**District Name**	McFarland Unified School District
Street	599 Fifth St.	**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**	1234

School Description and Mission Statement
This section provides information about the school's goals and programs.

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
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 offers. A school site council has also been established consisting of students, parents, principal and staff.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	9
Grade 10	19
Grade 11	24
Grade 12	33
Total Enrollment	85

Student Enrollment by Group
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	%	White (not Hispanic)	8.24 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	%	Socioeconomically Disadvantaged	%
Filipino	%	English Learners	%
Hispanic or Latino	92 %	Students with Disabilities	%
Pacific Islander	%		

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	2004-05				2005-06				2006-07			
	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	13	5	0		11.8	5	0		8	5	0	
Mathematics												
Science												
Social Science												

II. School Climate

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

The McFarland 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 serves 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions				15.2	12.6	15.7
Expulsions				0.3	0.4	0.5

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, 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

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	[ ]	[ ]	[ ]	
Mechanical Systems	[ ]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[ ]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[ ]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[ ]	[ ]	[ ]	
Structural Damage	[ ]	[ ]	[ ]	
Fire Safety	[ ]	[ ]	[ ]	
Electrical (interior and exterior)	[ ]	[ ]	[ ]	
Pest/Vermin Infestation	[ ]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[ ]	[ ]	[ ]	
Restrooms	[ ]	[ ]	[ ]	
Sewer	[ ]	[ ]	[ ]	
Playground/School Grounds	[ ]	[ ]	[ ]	
Roofs	[ ]	[ ]	[ ]	
Overall Cleanliness	[ ]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status

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	[ ]	[ ]	[ ]	[ ]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays 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 Standards 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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	3	3	2	144
Without Full Credential	0	0	0	21
Teaching Outside Subject Area of Competence				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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	93 %	7 %
High-Poverty Schools in District	93 %	7 %
Low-Poverty Schools in District	100 %	0 %

V. Support Staff

Academic Counselors and Other Support Staff

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		
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

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
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 school year the district reviewed the Mathematics curriculum. Presently we are in the process of becoming Williams Act compliant.

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	
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
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 and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and 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	---	---		$56,287
Percent Difference – School Site and District	---	---		
State	---	---	$4,943	$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

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

SIP - $0
EIA/LEP - $17,151
Title V - $1,319
Title I - $10,156
Title III - $5,654
10th Gr. Counsel - $1,277

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,622	$36,572
Mid-Range Teacher Salary	$58,309	$55,815
Highest Teacher Salary	$74,234	$70,985
Average Principal Salary (Elementary)	$96,551	$86,995
Average Principal Salary (Middle)	$94,251	$90,820
Average Principal Salary (High)	$103,975	$96,447
Superintendent Salary	$117,916	$128,495
Percent of Budget for Teacher Salaries	36 %	39 %
Percent of Budget for Administrative Salaries	5 %	6 %

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts									
Mathematics									
Science									
History-Social Science									

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				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English		25	49	13	29	51	0	21	49
Mathematics		26	45	9	24	47	0	23	50

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100	0	0	100	0	0
Male	100	0	0	100	0	0
Female	100	0	0	100	0	0
African American						
American Indian or Alaska Native	*	*	*	*	*	*
Asian						
Filipino						
Hispanic or Latino	100	0	0	100	0	0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)						
English Learners	100	0	0	100	0	0
Socioeconomically Disadvantaged						
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site 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.*

Grade Level	Percent of Students Meeting Fitness Standards
9	

IX. 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 CDE Web site 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	2004-05	2005-06	2006-07
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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School		-23		384
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

X. School Completion and Postsecondary Preparation

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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	6.3			2	0		3	3	4
Graduation Rate	66.7	95.2	84.6	95	96	98	85	85	83

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission

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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

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

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

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		