

McFarland Middle School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

McFarland Middle



Contact Information (School Year 2013-14)

405 Mast Ave.

McFarland, CA 93250-1125

(661) 792-3340

Principal:

Louie Gomez, Principal

Contact E-mail Address:

logomez@mcfarland.k12.ca.us

County-District-School (CDS) Code: 15739086106306

McFarland Unified

Contact Information (School Year 2013-14)

(661) 792-3081

www.mcfarlandusd.com

Superintendent:

Raul Maldonado

Contact E-mail Address:

rmaldonado@mcfarland.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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 on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	www.mcfarlandusd.com
Superintendent	Raul Maldonado
E-mail Address	rmaldonado@mcfarland.k12.ca.us
CDS Code	15739086106306

School Contact Information (School Year 2013-14)

Name	McFarland Middle
Street	405 Mast Ave.
City, State, Zip	McFarland, CA 93250-1125
Phone Number	(661) 792-3340
Principal	Louie Gomez, Principal
E-mail Address	logomez@mcfarland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

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 with 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 ensure 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 MMS will be provided the most recently adopted SBE 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, direct 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 2012-13)

McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. Parents are welcome to involve themselves in a variety of ways that add to the well-being of McFarland Middle School students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MMS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. Parents are also encouraged to visit and volunteer at the school on a regular or as needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night and Open House are planned and coordinated with the help of teachers, students and parent volunteers.

Parent Education nights are also held on a regular basis at McFarland Unified School District. Parents are invited to attend computer classes, English classes and Family Resource activities throughout the year. The UC Scholars program also offers classes to parents during the school year. These classes are designed to inform and prepare parents and students for a college education. To learn more about specific opportunities for getting involved, please contact Principal Louie Gomez, ELAC representative Joel Lopez, or SSC member Georgina Alatorre at 661-792-3340.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31%	38%	40%	34%	37%	37%	54%	56%	55%
Mathematics	38%	43%	45%	41%	44%	44%	49%	50%	50%
Science	29%	42%	31%	27%	34%	28%	57%	60%	59%
History-Social Science	33%	48%	39%	32%	39%	38%	48%	49%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	44%	28%	38%
All Students at the School	40%	45%	31%	39%
Male	37%	41%	36%	42%
Female	44%	49%	26%	35%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	40%	45%	31%	38%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	36%	42%	27%	36%
English Learners	11%	23%	6%	8%
Students with Disabilities	20%	14%	N/A	6%
Students Receiving Migrant Education Services	29%	33%	46%	38%

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	22%	24.8%	21.6%
9	N/A	N/A	N/A

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	2	1	2
Similar Schools	4	2	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	3	48	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	49	13
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	6	45	14
English Learners	21	54	-7
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	650	740	2,346	723	4,655,989	790
Black or African American	2		7		296,463	708
American Indian or Alaska Native	1		1		30,394	743
Asian	0		2		406,527	906
Filipino	2		8		121,054	867
Hispanic or Latino	636	739	2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	7		26	679	1,200,127	853
Two or More Races	2		5		125,025	824
Socioeconomically Disadvantaged	646	740	2,315	724	2,774,640	743
English Learners	364	667	1,479	681	1,482,316	721
Students with Disabilities	59	494	212	515	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	4
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	269
Grade 7	230
Grade 8	250
Total Enrollment	749

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	0
Filipino	0.3
Hispanic or Latino	97.9
Native Hawaiian/Pacific Islander	0
White	1.4
Two or More Races	0.00
Socioeconomically Disadvantaged	98.2
English Learners	56.8
Students with Disabilities	8.3

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	10	30	0	22.3	23	26	0	17	24	32	0
Mathematics	25.6	2	32	0	29.3	0	30	0	25	10	28	0
Science	22.2	7	11	0	29.7	0	13	0	30	0	12	2
Social Science	23.4	6	11	0	29.4	0	14	0	30	0	13	1

* 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.

School Safety Plan (School Year 2012-13)

The Learning Director and the McFarland Middle School Safety Team continually review and update the School Safety Plan as needed throughout the school year. Team members periodically attend workshops conducted by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the School Safety Plan. The McFarland Middle School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flipchart of emergency procedures at the beginning of each year. The flipchart is placed in the classroom for easy access to the teacher.

Students at MMS are provided a planner to help keep assignments organized. There are also study tips and organizational hints that benefit students. There is an additional 8 minutes built into the master schedule to review the planner and make sure binders are organized. Students are also expected to keep a three-ring binder with all necessary supplies for school. Students set AR goals, social goals and personal goals that are revisited quarterly. The school counselor also has group meetings at lunch time with students needing additional help with anger management, conflict resolution or bullying issues. Students are also offered opportunities to participate in a variety of sports at the middle school. Football, cross country, track and field, soccer, baseball, softball, basketball, and volleyball are offered. Students can also choose to participate in after-school programs offered at the site.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	52.1	47.5	26.4	19.74	9.2	
Expulsions	0.73	0.01	0	0.39	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and nineteen 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, one computer lab, 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 an exemplary rating. Three custodial staff keep the grounds and buildings neat, clean, and in good repair.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	35	32	34	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	715
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	6th Grade California Treasures Macmillan/McGraw Hill 2010 7th Grade Literature and Language First Course Holt, Rinehart, Winston 2010 8th Grade Literature and Language Second Course Holt, Rinehart, Winston 2010 Intervention LA Inside Hampton Brown/National Geographic 2007	6th Grade California Treasures Macmillan/McGraw Hill 2010 7th Grade Literature and Language First Course	0%

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	<p>6th Grade California Math Houghton Mifflin 2009</p> <p>7th Grade California Pre-Algebra Prentice Hall Mathematics 2009</p> <p>8th Grade California Algebra Prentice Hall Mathematics 2009</p> <p>Intervention: California Math Triumphs Macmillian/McGraw Hill, Glencoe 2005</p> <p>UCLA Math Algebra Readiness UCLA 2007</p>	<p>6th Grade California Math Houghton Mifflin 2009</p>	0%
Science	<p>6th Grade California Earth Science Holt, Rinehart and Winston 2007</p> <p>7th Grade California Life Science Holt, Rinehart and Winston 2007</p> <p>8th Grade California Physical Science Holt, Rinehart and Winston 2007</p>	<p>6th Grade California Earth Science Holt, Rinehart and Winston 2007</p>	0%
History-Social Science	<p>6th Grade California Ancient Civilizations Pearson Prentice Hall 2006</p> <p>7th Grade California Medieval and Early Modern Times Pearson Prentice Hall 2006</p> <p>8th Grade California America History of Our Nation Pearson Prentice Hall 2006</p>	<p>6th Grade California Ancient Civilizations Pearson Prentice Hall 2006</p>	0%
Foreign Language	NA	NA	0%
Health	NA	NA	0%
Science Laboratory Equipment (grades 9-12)	NA	NA	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Visual and Performing Arts	NA	NA	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Student services and programs funded at McFarland Middle School:

- *After School Intervention Classes
- *ASES
- *Reading Coach
- *Counselor
- *Learning Director
- *District Math Coach
- *English Learner Resource Teacher

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,578
Mid-Range Teacher Salary	\$60,058	\$59,798
Highest Teacher Salary	\$76,461	\$78,044
Average Principal Salary (Elementary)	\$103,272	\$95,442
Average Principal Salary (Middle)	\$79,865	\$98,080
Average Principal Salary (High)	\$107,095	\$106,786
Superintendent Salary	\$140,690	\$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

XII. Instructional Planning and Scheduling

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 is an on-going process at McFarland Middle School. Staff are continually provided training and assistance at the district and site level through the use of the site reading coach along with district math and intervention coach. The McFarland Middle School Schedule provides for an early release day each Wednesday that allows 90 minutes for teacher collaboration and training. In addition, the district provides 3 days of staff development throughout of the school year.

Staff have been trained in Capturing Kids Hearts, Safe School Ambassadors, Kagan Cooperative Learning strategies, Marzano's vocabulary development as well as the Marzano Classroom Instruction That Works strategies. Thinking Maps, SIOP strategies, and Step Up to Writing training have also been provided to staff.

The staff have also been trained on Professional Learning Communities and Data Teams. Both of these training's have been used by staff to meet in teams and disaggregate data to determine the needs of the students. The curriculum has been aligned to the state standards and the essential standards that are critical for students to know have been identified. The use of the Data Team training and Professional Learning Communities has helped the academic growth of the students here at McFarland.