

Venado Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Venado Middle School |
| Street | 4 Deerfield Ave. |
| City, State, Zip | Irvine, CA 92604 |
| Phone Number | (949) 936-6800 |
| Principal | Luis Torres |
| Email Address | luistorres@iusd.org |
| Website | https://venado.iusd.org/ |
| County-District-School (CDS) Code | 30-73650-6095137 |

| Entity | Contact Information |
|----------------|--------------------------------|
| District Name | Irvine Unified School District |
| Phone Number | (949) 936-5000 |
| Superintendent | Terry Walker |
| Email Address | TerryWalker@iusd.org |
| Website | www.iusd.org |

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

“Venado, where we lead each student to recognize his/her greatest gifts and to reach his/her highest potential.”

Venado strives to empower each student with the skills, knowledge, and values necessary to meet the challenges of a changing world. This School Accountability Report Card (SARC) describes Venado in fourteen performance areas. It also reflects the progress that Venado students, staff, School Site Council, and PTSA made toward providing the highest quality educational experience that could be envisioned and planned for with a focus on continued school improvement.

Throughout this Report Card, you will discover the commitment that the Venado staff makes to meet the diverse social, emotional and intellectual needs of each student. Since opening its doors in 1975, Venado has changed from being a rural school to a suburban school with a diverse population. Venado’s commitment to excellence in education for a changing population continues to be its primary focus. Today, the student body reflects a wide variety of ethnic and socioeconomic backgrounds, with programs that support the needs of students in Special Education, Title I, Honors, and English Language Development. In addition, Venado is also the home to Orange County Department of Education's (OCDE) Deaf and Hard of Hearing Program. We plan and work collaboratively to help each student develop his or her skills, recognize his or her gifts and reach his or her highest potential with the goal that each student becomes a contributing member of our society.

At Venado, staff members actively participate in Professional Learning Communities (PLCs). Through the professional collaboration process, teachers develop a common vision of success for all students with a willingness to embrace new educational philosophies and best practices. This continued commitment to professional growth and the desire to engage all students has resulted in improved performance across our population. Venado students are well prepared for success in high school and transition well to Honors and College Prep classes. In addition, ongoing collaboration has allowed the staff to introduce and revamp learning opportunities for students who have not yet reached proficiency.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 305 |
| Grade 8 | 277 |
| Total Enrollment | 582 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.7 |
| American Indian or Alaska Native | 0.5 |
| Asian | 47.1 |
| Filipino | 2.7 |
| Hispanic or Latino | 14.4 |
| White | 23.9 |
| Two or More Races | 8.2 |
| Socioeconomically Disadvantaged | 22.7 |
| English Learners | 17.7 |
| Students with Disabilities | 8.9 |
| Foster Youth | 0.5 |
| Homeless | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 28.99 | 28.94 | 36.00 | 1797.00 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 4.00 | 3.00 | 7.20 | 75.64 |

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: October 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Reading/Language Arts | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Mathematics | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.ok or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| History-Social Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Visual and Performing Arts | All students are provided an individual textbook and/or instructional material. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Venado is a bright and inviting school. The buildings and grounds are kept in excellent condition throughout the year. Regular maintenance on the buildings and grounds has helped keep the school looking pristine. Visitors on campus often remark on how beautiful and clean the campus looks. Student pictures and work help bring life to the school's hallways and common areas and further accentuate our student-centered approach at Venado.

In the fall of 2019, construction of a brand new building with 5 state of the art science classrooms was completed through Measure E. Venado is also a technology rich school. The current student to device (desktop computers, laptops, iPads and Chromebooks) ratio at Venado is 1:1.4, or 1.4 devices for each student. Through strategic investments using PTSA Direct Donation Drive proceeds, site and district matching technology funds, Venado provides a class set of Chromebooks in virtually every teacher's class. Venado is confident that students and staff have access to the most up-to-date technology available. Most teachers have been provided with iPads which are being used in the classroom more frequently to facilitate instruction. Two computer labs are maintained with up-to-date hardware and software to meet the increasing needs of online testing, research, and specific curricular needs of our classroom teachers and students. Additionally, all classrooms have been outfitted with LCD projectors connected to the school's fast computer network. All classrooms have document cameras, which are used in a number of effective ways, making content more accessible to students. During the fall of 2017, the school's data lines and wireless access points were upgraded to take better advantage of a 500 mbps internet connection. These upgrades resulted in faster upload and download speeds and dramatically increased the capacity of the wireless network to support more devices.

Venado has a new makerspace's for our STEM class complete with 3-D printers, laser cutters and other related equipment. The Culinary Arts class also had all four ovens replaced with brand new units and has a new commercial grade refrigerator. The school grounds are expansive and include a covered and partially enclosed field house and large blacktop area, all of which are utilized by students in physical education throughout the day. Enhancements to the school's grounds, landscaping and green spaces are on-going. At lunch, students enjoy a spacious, covered, eating area. After eating, students venture out to the soccer and baseball fields, basketball and handball courts, or adjacent grassy areas to play, relax or socialize.

Venado is adjacent to a community park with tennis courts, racquetball courts, and Frisbee golf course.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/20/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | 104: 4. SMALL WATER STAIN CEILING TILE 119: 4. WATER STAIN CEILING TILES 122: 4. CEILING TILES ARE LOOSE 206: 4. WATER STAIN CEILING TILES MPR: 4. CEILING TILES ARE LOOSE STAFF LOUNGE: 4. CEILING TILES ARE LOOSE |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | 109: 15. SWING ARM COVER IS MISSING ON DOOR |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 72 | 77 | 77 | 78 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 69 | 74 | 74 | 74 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 590 | 555 | 94.07 | 5.93 | 76.90 |
| Male | 310 | 290 | 93.55 | 6.45 | 71.03 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Female | 280 | 265 | 94.64 | 5.36 | 83.33 |
| Black or African American | 18 | 16 | 88.89 | 11.11 | 56.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 278 | 252 | 90.65 | 9.35 | 85.32 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 87 | 84 | 96.55 | 3.45 | 61.90 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 137 | 134 | 97.81 | 2.19 | 74.44 |
| Two or More Races | 56 | 55 | 98.21 | 1.79 | 70.91 |
| Socioeconomically Disadvantaged | 139 | 127 | 91.37 | 8.63 | 55.12 |
| English Learners | 158 | 129 | 81.65 | 18.35 | 62.02 |
| Students with Disabilities | 56 | 54 | 96.43 | 3.57 | 22.22 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 591 | 580 | 98.14 | 1.86 | 73.62 |
| Male | 311 | 307 | 98.71 | 1.29 | 70.03 |
| Female | 280 | 273 | 97.50 | 2.50 | 77.66 |
| Black or African American | 18 | 16 | 88.89 | 11.11 | 43.75 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 279 | 277 | 99.28 | 0.72 | 86.28 |
| Filipino | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Hispanic or Latino | 87 | 83 | 95.40 | 4.60 | 42.17 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 137 | 135 | 98.54 | 1.46 | 71.85 |
| Two or More Races | 56 | 55 | 98.21 | 1.79 | 69.09 |
| Socioeconomically Disadvantaged | 140 | 134 | 95.71 | 4.29 | 49.25 |
| English Learners | 158 | 155 | 98.10 | 1.90 | 67.10 |
| Students with Disabilities | 56 | 55 | 98.21 | 1.79 | 21.82 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | 16.0 | 23.2 | 52.0 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parents to be involved at Venado Middle School. Parents are encouraged to participate in parent groups on campus such as Parent Teacher Student Association (PTSA), the School Site Council (SSC), the English Language Advisory Committee (ELAC) and our Title I Parent Engagement workshop series. Parent workshops and meetings are offered throughout the year by Venado's staff and guest speakers. Parents are kept up-to-date on events and opportunities to become involved via the News Center and Calendar and Events pages on our website, through the Venado Dispatch, an email sent to parents each week, and through the school's Instagram account: @venadoiusd.

Parents may stay involved through a variety of opportunities to support students on campus. These areas include: assisting in the office, chaperoning socials/dances, supervising during our Tutorial Program, tutoring students during Tutorial, serving as mentor in our Guided Studies class and helping with performing arts events. To become involved, please contact our main office at 949-936-6800.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.6 | 2.8 | 1.1 | 1.6 | 1.2 | 1.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The following goals and objectives were developed for the Safe School Action Plan section of our Comprehensive School Safety Plan, which was reviewed and discussed with Venado's School Site Council on October 22, 2019.

Access Control is a new system for Venado Middle School. The U.S. Department of Homeland Security K-12 School Security Checklist identifies the systems in place for Access Control and maintaining a secure campus. Access Control has been installed, and we need to develop an effective system for its use to maximize the safety and secure access to our campus.

*Implement Access Control with fidelity

*Develop protocols for its use

*Program each exterior door with Access Control to be locked/unlocked at desired times

*Designate all access or limited access for certificated and classified staff members

- *Develop plans for building access from PE and Portable classrooms when main building is locked
- *Train staff and students about Access Control
- *Revise Lockdown protocols to include use of Access Control
- *Identify challenges with Lockdowns during unstructured time and develop an action plan
- *Train, implement, and practice revised Lockdown procedures during unstructured time

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 27 | 5 | 16 | 5 | 27 | 7 | 10 | 7 | 27 | 6 | 13 | 4 |
| Mathematics | 17 | 2 | | | 29 | 2 | 18 | 2 | 29 | 2 | 14 | 5 |
| Science | 29 | 2 | 13 | 8 | 29 | 2 | 15 | 4 | 28 | 3 | 17 | 1 |
| Social Science | 25 | 5 | 13 | 8 | 26 | 7 | 9 | 8 | 28 | 3 | 14 | 4 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 582.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | .4 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Nurse | .4 |
| Speech/Language/Hearing Specialist | .6 |
| Resource Specialist (non-teaching) | .7 |
| Other | .3 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,412 | \$709 | \$5,704 | \$78,563 |
| District | N/A | N/A | \$5,630 | \$81,988.00 |
| Percent Difference - School Site and District | N/A | N/A | 1.3 | -4.3 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -27.3 | -4.8 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$47,823 | \$48,612 |
| Mid-Range Teacher Salary | \$85,411 | \$74,676 |
| Highest Teacher Salary | \$110,405 | \$99,791 |
| Average Principal Salary (Elementary) | \$121,327 | \$125,830 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$147,385 | \$131,167 |
| Average Principal Salary (High) | \$165,402 | \$144,822 |
| Superintendent Salary | \$320,910 | \$275,796 |
| Percent of Budget for Teacher Salaries | 34% | 34% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Using a PLC (Professional Learning Communities) model, the staff is provided two staff development days and weekly late-start mornings (60 minutes) for targeted staff development activities. Each PLC is divided by curricular area and/or grade level in which to set goals that include activities to develop or refine instructional techniques and practices, align curriculum to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), create common assessments and rubrics, analyze data, evaluate instructional strategies and techniques, create interventions for students in need, and to facilitate the implementation of the CCSS and the NGSS. PLC groups are offered release days to collaborate with team members to meet the instructional needs of students and to make progress on department and school goals.

PLC groups identify target areas and goals for improvement through Venado’s Single Plan for Student Achievement (SPSA) and staff development is built around these goals and objectives. The SPSA is monitored by the Venado School Site Council (SSC), composed of elected students, parents, and staff members, as well as Venado’s Instructional Support Team. Moreover, the staff is in the beginning stages of implementing Universal Design for Learning (UDL) practices across departments. Other areas of staff professional development include Growth Mindset, Restorative Practices, Mindfulness and Technology. The school has also made great strides in making changes to its grading practices.