

Venado Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

“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 document, 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/her skills, recognize his or her gifts and reach his/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 student body. Venado students are well prepared for success in high school and transition well to Honors, College Prep and Advanced Placement 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 2019-2020)

Grade Level	Number of Students
Grade 7	331
Grade 8	295
Total Enrollment	626

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1
Asian	46.2
Filipino	3.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.3
White	25.7
Two or More Races	7.8
Socioeconomically Disadvantaged	20.8
English Learners	14.4
Students with Disabilities	6.9
Foster Youth	0.5
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28.94	36.00	29	1663.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3.00	7.20	5.40	50.58

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

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, 2020. 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.		0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. 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%

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

School Facility Conditions and Planned Improvements

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 student to device (desktop computers, laptops, iPads and Chromebooks) ratio at Venado is greater than 1 device 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 and webcams 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 Makerspace 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.

Venado was the recipient of an Irvine Public School's (IPSF) \$20, 000 mega grant, which the school is using along with site funds to revamp its Media Center in two phases. The new Media Center will meet a greater variety of student needs by offering more than just a place to read, study and use a computer; it will serve as a central gathering place, a "student union" of sorts. When each of the two phases are complete, the Media Center will boast expanded and new soft seating, a news instructional space, easier access to books, Leggo and graffiti walls and a place for students to work on jigsaw puzzles.

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/11/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	122: 4. CEILING TILES ARE LOOSE AND SAGGING THROUGHOUT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	115: 11. PAINT IS CHIPPING ON DOOR
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	77	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	74	N/A	74	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	56	N/A	64	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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, a weekly email sent to parents, 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	1.1	1.2	1.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	16	277	
Expulsions	0	5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 November 3, 2020.

Venado's Safe School Action Plan for the 2020-2021 School Year focuses on our health and safety practices due to Covid-19

I. Mitigation Strategies to prevent transmission of Covid-19

A. Provide options for Academic Model preference

1. Families could select online only through IUSD's Virtual Academy

- a. This model provides a combination of synchronous and asynchronous learning with students remaining at home
- b. Approximately 35% of students selected this model

2. Families could select a hybrid academic model which creates a modified schedule for in-person instruction

- a. Students are split into 2 smaller cohorts who meet in-person twice a week to reduce the number of students on campus at one time
- b. Students attend 3, 90-minute classes in-person and reduces the number of students in a classroom during the day
- c. Students who are off-campus work asynchronously and independently on assignments
- d. Approximately 65% of students selected this model.

B. Maintain Physical Distancing

1. Reduce foot-traffic in the building

- a. Where available, students use only exterior classroom entrances
- b. One-way directional signage for hallways and stairs
- c. Situate student desks to maximize space between students in classrooms

- i. Plastic study carrels provided for desks when 6-ft of physical distancing cannot be maintained
- d. Split lunch scheduled to reduce the number of students in the lunch area
- e. Processes to limit number of students in restrooms, cafeteria, library, etc.
- f. School entrance to lobby is reconfigured to limit number of people in the front office
- i. Plexiglass around lobby tables and office desks
- ii. Signage and floor decals to reinforce 6-ft. of physical distancing
- iii. Stanchions to manage access to office
- iv. Discontinue the use of volunteers and limit number of visitors on campus
- g. Floor decals to maintain physical distancing in classrooms and common areas
- C. Increased Air Circulation
 - 1. Improved HVAC filters
 - 2. Air purifiers in each classroom and most offices

- D. Provide Personal Protective Equipment (PPE) for all students and staff
 - 1. Masks, shields, hand sanitizer
 - a. All students and staff members are required to wear facial coverings on campus

- E. Enhanced Custodial Disinfecting Practices
 - 1. High-traffic areas and surfaces disinfected multiple times throughout the day
 - 2. All classrooms sanitized daily
 - 3. Students use disinfecting wipes to clean desks, chairs, and study carrels
 - a. Limit use of shared equipment and materials

- F. Daily Health Screenings
 - 1. Students and Staff conduct daily health screenings at home
 - a. Individuals must stay home if they have 1 high risk or 2 or more low risk symptoms of Covid-19

- G. Training
 - 1. Staff Training
 - a. IUSD training mandated to all staff members
 - i. Covid-19 Addendum
 - ii. Injury and Illness Prevention - Covid 19
 - iii. Site Specific training for return to in-person instruction
 - 2. Student Training
 - a. Homeroom lesson to teach the expected behaviors for being safe and healthy on campus
 - b. New student enrollees provided with guidelines
 - c. Booster lessons as needed to reinforce safety
 - d. Regular messaging to the students and staff in the Weekly Bulletin
 - 3. Parent Training
 - a. Parent Engagement Meeting to share our site specific Covid-response plan with parents
 - b. Regular messaging to parents in the Venado Dispatch and from IUSD's website

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	27	7	10	7	27	6	13	4	30	5	7	12
Mathematics	29	2	18	2	29	2	14	5	32	2	9	10
Science	29	2	15	4	28	3	17	1	29	4	15	5
Social Science	26	7	9	8	28	3	14	4	35		8	11

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	626

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,929	\$867	\$6,062	\$79,700
District	N/A	N/A	\$5,857	\$84,323
Percent Difference - School Site and District	N/A	N/A	3.4	-5.6
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-24.4	-4.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,234	\$50,029
Mid-Range Teacher Salary	\$87,931	\$77,680
Highest Teacher Salary	\$113,662	\$102,143
Average Principal Salary (Elementary)	\$138,075	\$128,526
Average Principal Salary (Middle)	\$150,886	\$133,574
Average Principal Salary (High)	\$171,949	\$147,006
Superintendent Salary	\$330,377	\$284,736
Percent of Budget for Teacher Salaries	33.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	4

In response to the COVID-19 pandemic, professional development activities have recently changed to better meet instructional and student needs. Teachers used 6 professional development hours in the summer of 2020 to prepare for distance and in person instruction. Throughout the 2020-2021 school year, there will be 4 district professional development days and teachers will receive an additional 6 hours of site-based professional development in a variety of different areas.

Prior to the pandemic, professional development activities were as follows: 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 School Plan for Student Achievement (SPSA) and staff development is developed 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 early stages of implementing Universal Design for Learning (UDL) practices across departments. Other areas of staff professional development include Social-emotional Learning, Growth Mindset, Restorative Practices, Mindfulness and Technology. The school has also made great strides in making changes to its grading practices.