

Venado Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	luisstorres@iusd.org
Web Site	http://www.venado.iusd.org
CDS Code	30-73650-6095137

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2018-19)

“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, psychological, 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, GATE, 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 curriculum. 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 2017-18)

Grade Level	Number of Students
Grade 7	284
Grade 8	329
Total Enrollment	613

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	42.9
Filipino	2.3
Hispanic or Latino	16.0
Native Hawaiian or Pacific Islander	0.2
White	25.8
Socioeconomically Disadvantaged	23.5
English Learners	16.2
Students with Disabilities	9.6
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31.29	28.99	28.94	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	9.00	4.00	3.00	77.61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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 August, 2018. 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 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 August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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%

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 student work help bring life to the school's hallways and common areas and further accentuate our student-centered approach at Venado.

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. 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. Venado currently has numerous Chromebook carts and over 600 Chromebooks on campus. Venado is confident that students and staff have access to the most up-to-date technology available for education. Most teachers have been provided with iPads which are being used in the classroom more frequently to facilitate instruction. One additional classroom has a bank of computers to support specialized programs for reading, English acquisition and yearbook development. Three 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. Most have document cameras, which are used educationally in a number of effective ways, making content more accessible to students. In November 2014 IUSD's Maintenance and Operations department oversaw the replacement of Venado's chiller, the unit that provides cooling to the main building. The new unit provides a great deal more functionality and is very energy efficient. In addition, the Foods class had all four ovens replaced with brand new units.

Venado is adjacent to a community park with tennis courts, racquetball courts, and Frisbee golf course. 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. 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. In the fall of 2017, two planters in our quad area were renovated by our maintenance and operations department with drought resistant trees and plants. In the spring of 2018, ground is expected to be broken on a new state of the art science building funded through Measure E. The project is expected to be completed by spring 2019. In the summer of 2018, the grass in the quad area was replaced and new trees were also planted.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2018	
Overall Rating	Exemplary
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	72.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	73.0	69.0	74.0	74.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	587	94.68	72.23
Male	332	316	95.18	66.77
Female	288	271	94.10	78.60
Black or African American	15	15	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	266	241	90.60	83.82
Filipino	--	--	--	--
Hispanic or Latino	101	99	98.02	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	158	97.53	73.42
Two or More Races	61	60	98.36	65.00
Socioeconomically Disadvantaged	153	151	98.69	51.66
English Learners	139	109	78.42	46.79
Students with Disabilities	64	63	98.44	20.63
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	617	99.52	69.04
Male	332	331	99.7	67.67
Female	288	286	99.31	70.63
Black or African American	15	15	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	266	266	100	84.96
Filipino	--	--	--	--
Hispanic or Latino	101	101	100	38.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	161	99.38	63.98
Two or More Races	61	60	98.36	75
Socioeconomically Disadvantaged	153	152	99.35	45.39
English Learners	139	139	100	56.83
Students with Disabilities	64	63	98.44	17.46
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.7	27.3	36.0

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.

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 2018-19)

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. Parents are kept up-to-date on events and opportunities to become involved in via the News Center and Calendar and Events pages on our website, through the Venado Dispatch, an email sent to parents periodically, and through the schools 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 call Peggy Mariani, at 949-936-6802.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.1	2.6	2.8	1.2	1.6	1.2	3.7	3.7	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 2018-19)

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 18, 2018

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
 - o 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
 - o Identify challenges with Lockdowns during unstructured time and develop an action plan
 - o Train, implement, and practice revised Lockdown procedures during unstructured time

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	5	10	8	27.0	5	16	5	27.0	7	10	7
Mathematics	21.0	1			17.0	2			29.0	2	18	2
Science	29.0	3	16	4	29.0	2	13	8	29.0	2	15	4
Social Science	27.0	7	10	7	25.0	5	13	8	26.0	7	9	8

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	511
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.7	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	3.0	N/A

Note: Cells 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,378	\$570	\$5,808	\$75,912
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	4.3	-8.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-20.4	-6.2

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 2017-18)

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, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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), 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 Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). PLC groups are offered release days to attend conferences or collaborate with other team members to reach each of the PLC's goals.

PLC groups identify target areas and goals for improvement through Venado's School 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 the Venado Leadership Team (VLT), composed of department chairs from each department. Moreover, in October 2017, Dr. Katie Novak delivered a full day workshop on Universal Design for Learning (UDL). She returned to deliver a second workshop on UDL to staff in October 2018. The staff is in the beginning stages of implementing UDL practices across departments. Other areas of staff professional development include Restorative Practices, Mindfulness and Technology.