

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Venado Middle School	District Name	Irvine Unified School District
Street	4 Deerfield Ave.	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92604	Web Site	www.iusd.org
Phone Number	(949) 936-6800	Superintendent	Terry Walker
Principal	Robert Valdez	E-mail Address	twalker@iusd.org
E-mail Address	rvaldez@iusd.org	CDS Code	30-73650-6095137

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

“Venado, where we lead each student to recognize their greatest gifts and to reach their 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 describes the conditions at Venado in fourteen performance areas during the 2010-11 school year. 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 Learning. In addition, Venado is also the home to Orange County’s Deaf and Hard of Hearing Program. We plan and work collaboratively to help each students develop his or her skills, recognize his or her gifts, and reach his or her highest potential with the goal that that each students becomes a contributing member of our society.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 PTSA (Parent, Teacher, Student Association) the School Site Council, NJHS (National Junior Honor Society), GATE (Gifted and Talented Education), and ELAC (English Language Advisory Committee). Parent workshops and meetings are offered throughout the year by Venado’s administration and counselors as well as teachers in several curricular areas.

Parents may stay involved through a variety of opportunities to support students on campus. These areas include: assisting in the office or classroom, organizing student activities and/or assemblies, chaperoning dances, helping with club activities, tutoring students, supervising the Venado tutorial program, and helping out with performing arts events. To become involved please call Peggy Mariani at 949-936-6802.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	327
Grade 8	328
Total Enrollment	655

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.3	White	29.6
American Indian or Alaska Native	0.5	Two or More Races	1.1
Asian	40.8	Socioeconomically Disadvantaged	17.1
Filipino	4.6	English Learners	12.5
Hispanic or Latino	14.4	Students with Disabilities	9.6
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	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	29.7	3	13	6	24.7	3	15	4	29.6	2	11	10
Mathematics	32.1	1	9	9	32.7	2	10	10	30.8	2	6	12
Science	32.8	0	8	12	32.5	0	9	10	32.7	0	5	5
Social Science	29.5	3	13	7	24.8	3	15	4	29.2	3	11	9

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

As a PBIS (Positive Behavior Interventions and Supports) school, Venado has developed school-wide activities that address prevalent topics such as appropriate student behavior, dress code, positive relations with peers, bullying, bike safety, and internet safety. Each school year begins with an Implementation Day which teaches each student the rules and expectations on campus. Throughout the school year, Venado builds in celebrations for students whose actions fulfill the school's HONOR (Honest, On-time, Noble, On-task, Responsible/Respectful) Code.

Included as part of Venado's PBIS program is WEB (Where Everybody Belongs) which is in its fifth, full year of implementation. WEB facilitates the transition of new 7th grade students into middle school with 8th grade students as mentors. Each 8th grade mentor follows a group of eight to ten 7th grade students throughout the school year. Under this program every 7th grade student has a positive role model to rely on for support and guidance. Both groups of students benefit from this program; 8th grade students become role models and leaders on campus, and 7th grader students develop the feeling of belonging to the school.

Throughout the school year, the PBIS team and coaches examine behavioral data collected through office referrals to determine trends and patterns which need to be addressed on campus. Based on the data collected, activities and procedures are planned to help students learn a replacement behavior which is closer aligned to the Venado's expectations and HONOR Code. The team also works to identify red-zone students who individually repeat inappropriate behaviors and/or are not succeeding academically. Target behaviors are addressed through a number of positive interventions that strive for student success.

PBIS also supports students and parents through a number academic interventions. Counselors work with parents and students who are at-risk through parent/student conferences. The Venado Intervention Academy (VIA) has been an active part of the school culture offering a support system for students in need of additional tutoring and guidance after school.

Venado Middle School also has a comprehensive Safe School Action Plan. The plan is evaluated yearly and amended as needed by the School Site Council and the Venado Leadership Team. The first key goal in the plan is to create a safe and caring learning environment for all students in which each student thrives academically, socially, and emotionally. Objectives to meet this goal include the use of PBIS (Positive Behavior Interventions and Supports), a Counseling Action Plan with student and parent presentations, and goals to improve student attendance and timely arrival to school. The second major goal of Venado's Safe School Action Plan is to continue to improve systems that promote a safe physical environment. This section includes the objectives to continue to refine the school's Emergency Preparedness Plan, to create a clean and safe environment throughout the campus (which includes recycling and conservation), and to develop and refine procedures for overall campus security.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9.4	10.12	6.26	2.84	3.52	2.95
Expulsions	0.29	0.92	0.15	0.18	0.18	0.22

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Venado is a bright and inviting school. The grounds and buildings are kept in excellent condition throughout the year. Regular maintenance on the buildings, restrooms, and grounds has helped to keep the school looking pristine. Thanks to our custodial staff, grounds crew, and Green Team, visitors on campus often remark on how well-kept the entire campus looks. Student pictures and student work help bring life to the school walls and further accentuate our student-centered approach at Venado.

Additionally, all classrooms have been outfitted with LCD projectors connected to the school's computer network, and most have document cameras, which are used educationally in a number of effective ways, making content more available to students. Three classrooms have banks of computers to support specialized programs for reading, English acquisition, and yearbook development. Three computer sre 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. Venado is confident that students and staff have access to the most up-to-date technology available for education.

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.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	27	21.452	1015
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.06	0.94
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.03	0.97

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	319
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.8	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	0	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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

Year and month in which data were collected: September, 2011

Core Curriculum Area	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. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook or instructional material.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,792	\$578	\$5,214	\$84,834
District	---	---	\$4,345	\$72,136
Percent Difference: School Site and District	---	---	20.01%	17.60%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-4.41%	22.58%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For 2010-11, Venado Middle School received special funds in the amount of \$167,838. The majority of these funds were spent on personnel, materials and supplies to serve the unique educational needs in the following programs

\$21,439 - Economic Impact Aid /English Language Acquisition Program

\$23,544 - School Improvement

\$122,855 - Title I

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$42,017
Mid-Range Teacher Salary	\$71,298	\$67,294
Highest Teacher Salary	\$92,163	\$86,776
Average Principal Salary (Elementary)	\$109,913	\$108,534
Average Principal Salary (Middle)	\$114,353	\$112,893
Average Principal Salary (High)	\$128,780	\$123,331
Superintendent Salary	\$227,784	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	79	86	84	80	81	82	49	52	54
Mathematics	78	76	72	78	79	79	46	48	50
Science	87	94	94	84	86	88	50	54	57
History-Social Science	76	87	82	71	74	76	41	44	48

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	79	88	76
All Student at the School	84	72	94	82
Male	83	73	98	86
Female	84	71	88	76
Black or African American	71	43	0	0
American Indian or Alaska Native	0	0	0	0
Asian	90	88	95	88
Filipino	93	79	93	93
Hispanic or Latino	59	53	78	60
Native Hawaiian/Pacific Islander	0	0	0	0
White	84	61	98	80
Two or More Races	91	76	100	96
Socioeconomically Disadvantaged	66	57	83	60
English Learners	48	38	64	37
Students with Disabilities	62	33	81	48
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010-11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.1	16.8	66.1

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	6	8	10

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	19	25	-11
Black or African American			
American Indian or Alaska Native			
Asian	21	5	-12
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15	16	-20
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	634	927	20,192	921	4,683,676	778
Black or African American	13	840	438	809	317,856	696
American Indian or Alaska Native	3		111	869	33,774	733
Asian	261	976	8,594	962	398,869	898
Filipino	29	956	582	920	123,245	859
Hispanic or Latino	90	825	1,785	822	2,406,749	729
Native Hawaiian/Pacific Islander	5		77	853	26,953	764
White	189	901	7,160	907	1,258,831	845
Two or More Races	8		419	915	76,766	836
Socioeconomically Disadvantaged	106	844	2,213	815	2,731,843	726
English Learners	78	824	3,621	880	1,521,844	707
Students with Disabilities	66	760	1,964	761	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	3

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
-

Using a PLC (Professional Learning Communities) model, the staff is provided two staff development days and weekly late starts for targeted staff development activities. Each PLCs, which is divided by grade and/or curricular area, set goals that include activities to develop or refine instructional units that are aligned to California content standards, create common assessments and rubrics, analyze data, evaluate instructional strategies, and create interventions for those students in need. As needed, PLC groups are offered release days to attend conferences or collaborate in evaluating units of study and common assessments.

The professional development program is overseen by our School Site Council (SSC), a decision making body composed of elected students, parents, and staff members, and the Venado Leadership Team (VLT), composed of Venado staff in all curricular areas. Target areas for improvement are identified annually by these groups and the SSC allocates money annually to provide staff development and planning time. The VLT meets monthly to evaluate progress toward goals and to identify the needs and next steps for PLCs.