

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Venado Middle	District Name	Irvine Unified
Street	4 Deerfield Ave.	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92604-3048	Web Site	www.iusd.org
Phone Number	949-936-6800	Superintendent	Gwen Gross
Principal	Keith Tuominen	E-mail Address	ggross@iusd.org
E-mail Address	ktuomine@iusd.org	CDS Code	30-73650-6095137

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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

We strive to empower every 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 2007-08 school year. It also reflects the progress our students, staff, School

Site Council, and PTSA made toward providing the highest quality educational experience we could envision and our plans for continued improvement.

As you read our Report Card, you will discover the commitment the Venado Middle School staff makes to meet the diverse social, emotional, psychological, and intellectual needs of middle school students. Since opening its doors in 1975, Venado has changed from being a rural 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 the home to Orange County's Deaf and Hard of Hearing Program. We plan and work together to ensure that every Venado student becomes a contributing member of society.

Anyone touching the future through the education of middle school students would be excited about working with our motivated students, dedicated staff members, and supportive parents. Together, we help our students develop both their skills and confidence in their abilities, so that they will excel in the future.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

There are myriad opportunities for parents to be involved at Venado Middle School. Parents are involved with parent groups, the PTSA, the School Site Council, and with ELAC (English Language Advisory Committee). Parent workshops are offered throughout the year, as well as opportunities for parents to attend and help organize student assemblies and performing arts events.

In addition, parents help in a variety of capacities. These include assisting in the classroom and the office, organizing student activities, chaperoning dances, aiding in club activities, tutoring students, and anything they would like to help with. Please call Peggy Mariani to learn how you can get involved at Venado.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	338
Grade 8	377
Total Enrollment	715

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.22 %
American Indian or Alaska Native	0.42 %
Asian	42.1 %
Filipino	3.22 %
Hispanic or Latino	11.47 %
Pacific Islander	0.84 %
White (not Hispanic)	35.38 %
Multiple or No Response	3.36 %
Socioeconomically Disadvantaged	8 %
English Learners	8 %

Students with Disabilities	10 %
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Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	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	30.6	2	15	8	29.6	3	19	5	28.2	3	19	4
Mathematics	34.2		7	14	33.0		9	12	30.1	1	16	4
Science	34.6		3	19	33.0		7	15	31.4		11	11
Social Science	31.0	1	17	7	35.4	3	10	14	28.1	4	20	4

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

As a Positive Behavior Interventions and Supports (PBIS) school, we have activities schoolwide and through advisement that deal with appropriate student behavior, including everything from dress code, to positive relations with peers, to bullying, and internet safety. We begin the first day of school with an Implementation Day so that students understand our expectations campus wide and we spend the rest of the year celebrating positive behavior and working toward understanding how to behave to realize success following our HONOR code (Honest, On-time, Noble, On-task, Responsible and Respectful).

WEB, Where Everyone Belongs, is in its second full year as a transition program that trains selected 8th grade students as mentors for their own group of 7th grade students. Every 7th grade student then has a positive role model to rely on for support and guidance as they transition to middle school. Our PAL, Peer Assisted Leadership, program, which sponsors our Red Ribbon Week activities, provides leadership in the area of avoidance of drug and alcohol use.

During the year, the PBIS team examines behavioral referral data to determine trends and plan for places of improvement on a school-wide basis. This team also implements plans for individual red-zone students who are repeating inappropriate behaviors and/or not succeeding academically. Students and parents are also supported through AB 1802 at-risk conferences with counselors. The Venado Intervention Academy (VIA) has been an active part of the school culture offering a support system after school for students in need of additional tutoring and care.

Venado School has in place a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and the Venado Leadership Team. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.2	8.3	7.7	4.0	3.1	3.6
Expulsions	0.4	0.0	0.7	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

After going through modernization in 2006-07, the school has undergone only minor adjustments to a plan that helped to create a bright and inviting school. The parking lot drop-off areas was adjusted so that the curb is at regulation height, new windows were installed at the roofline, and a concrete pad was poured for outdoor concerts. Recently a new Public Address system was installed with additional speakers in areas of the campus needing communication. Regular maintenance on the buildings, restrooms, and grounds has helped to keep the school looking pristine. Visitors on campus often remark on how well-kept the entire campus looks. Student pictures and student artwork help bring life to school walls and further accentuate our student-centered approach at Venado.

Additional classrooms were outfitted with LCD projector and projection boards, which are used educationally in a number of effective ways, making content more available to students. Every classroom is now equipped with these basic technology tools and most also utilize video visualizers. Three classrooms have banks of computers to support specialized programs for reading, English acquisition, and yearbook development. A third computer lab has been established to meet the increasing needs of online testing, research, and specific curricular needs of our classroom teachers.

Adjoining a park, the grounds are expansive and are utilized by students in physical education throughout the day. At lunch, the students enjoy an expanded, covered eating area. After eating, they avail themselves of the fields, courts, and adjacent grassy areas to play and to gather to socialize.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			

Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	29	32	31	1222
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3

High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	446
Library Media Teacher (Librarian)	0.9	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material. All textbooks purchased are	0

	state-adopted, and are standards aligned	
Visual and Performing Arts	All students are provided an individual textbook or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,709	517	5,192	72,327
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	8.57	3.06
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-2.08	10.12

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Venado Middle School received special funds in the amount of \$197,300.34. These funds were spent on personnel, including classroom teachers and instructional assistants, instructional materials, technology to support student learning, and the funding of the after school VIA (Venado Intervention Academy) program. All expenditures are overseen by the School Site Council and are designed to serve unique educational needs in the following programs:

Special Programs	Amount
English Language Acquisition Program	\$ 7,362.00
Economic Impact Aid	\$ 16,657.85
Gifted and Talented	\$ 1,870.00
School Improvement Plan	\$ 37,149.00
Title 1	\$ 134,261.49

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	72	78	77	75	76	78	42	43	46
Mathematics	77	77	77	74	74	76	40	40	43
Science	65	75	79	72	75	80	35	38	46
History-Social Science	70	78	79	66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	35	32	54	54
American Indian or Alaska Native	*	*	*	*
Asian	87	92	90	90
Filipino	65	60	54	69
Hispanic or Latino	51	45	50	55
Pacific Islander	*	*	*	*
White (not Hispanic)	78	77	79	77
Male	76	79	80	80
Female	78	76	77	78
Economically Disadvantaged	40	38	43	
English Learners	32	48	44	47
Students with Disabilities	21	24	28	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	67.0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	10	10	10
Similar Schools	4	5	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	15	21	-1	899
African American				
American Indian or Alaska Native				
Asian	12	24	0	967
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	13	12	890
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes

Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the [AYP](#) Web page.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Using a Professional Learning Communities (PLC) model, the staff uses two staff development days and weekly late starts for targeted staff development activities. The PLCs set goals, which include activities to develop or refine instructional units that are aligned to California content standards, create common assessments and rubrics, evaluate instructional strategies, and create interventions for those students in need. As needed, the PLC groups use 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 PLC needs and next steps.