

Venado Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

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.

2022-23 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
Email Address	luistorres@iusd.org
School Website	https://venado.iusd.org/
County-District-School (CDS) Code	30-73650-6095137

2022-23 District Contact Information

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

2022-23 School Overview

“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/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 have 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.

Venado staff are trained in implementing Universal Design for Learning (UDL), an approach to teaching and learning that gives all students equal opportunity to succeed. This is an important aspect of the social justice work that our school is doing. In addition, nearly all certificated and some classified staff are trained in restorative practices. This is helping staff make the shift from punitive consequences to more restorative ones, which help student address harm they have caused and preserve important relationships with peers and staff.

2022-23 School Overview

Venado was also the first school in the district to deliver SecondStep through Advisement classes. SecondStep is an evidence-based social emotional learning curriculum program, which facilitates and supports student wellness and mental health. Venado was also the first to implement an Embedded Honors program. Unlike traditional prerequisite-driven homogenous honors programs where students are segregated by abilities and skills, all students are heterogeneously grouped in their English and Social Science classes. When students meet published Embedded Honors criteria, students earn honors distinction and report cards and transcripts are changed to reflect this distinction. Embedded Honors makes the more rigorous and challenging honors level work available to all students. We hope to expand the program to include other departments in the future.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	278
Grade 8	276
Total Enrollment	554

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.5
Asian	44.6
Black or African American	2.0
Filipino	3.1
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.9
White	23.5
English Learners	13.9
Foster Youth	0.2
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	19.5
Students with Disabilities	11.2



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.80	84.36	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	5.28	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	1.90	10.30	51.70	3.77	18854.30	6.86
Total Teaching Positions	18.70	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	75.88	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.49	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	4.50	16.59	83.80	5.82	15831.90	5.67
Total Teaching Positions	27.10	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.90	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	2.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.80	2.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	1.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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, 2022. 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, 2022. 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, 2022. 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.	Yes	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%
Science Laboratory Equipment (grades 9-12)	N/A		0%

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 park-like and pristine. Visitors on campus often remark on how beautiful and clean the campus looks. Student work helps bring life to the school's hallways and common areas and further accentuate our student-centered approach at Venado.

In Fall 2019, construction of a 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 ratio 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 Chromebook to each student for the year. Venado is confident that students and staff have access to the most up-to-date technology available. One specialized computer lab is maintained with up-to-date hardware and software to meet the specific curricular needs of our classroom teachers and students. Additionally, all classrooms are outfitted with LCD projectors, sound amplification systems and webcams, which are connected to the school's fast computer network. All classrooms have document cameras, which are used in a number of instructional ways, making content more accessible to students. During Fall 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 furniture in most classrooms has been replaced with flexible and innovative furniture, which facilitates greater levels of engagement and gives teachers more instructional flexibility.

Venado has a Makerspace for our STEM classes complete with 3-D printers, laser cutters, robotics equipment and other related equipment. The Exploratory Culinary Arts class also had all four ovens replaced with brand new units, has a new commercial grade refrigerator and new range exhaust hoods.

Venado was the recipient of an Irvine Public School's (IPSF) \$20,000 mega grant, which the school used along with site funds to revamp its Media Center. The new Media Center meets a greater variety of student needs by offering more than just a place to read, study and use a computer; it serves as a central gathering place, a "student union" of sorts. The Media Center boasts expanded and new soft seating, a new instructional space, easier access to books, Lego and graffiti walls and a place for students to work on jigsaw puzzles. A renovation of the main office was also completed in 2022.

The school grounds are expansive and include covered and partially covered areas, an 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 ample outdoor seating and spacious and covered eating area. After eating, students venture out to the soccer and baseball fields, basketball and handball courts, a Gaga Ball pit 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.

Year and month of the most recent FIT report

9/11/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			115: 4. WALL IS DAMAGED 7. ELECTRICAL COVERS ARE MISSING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			115: 4. WALL IS DAMAGED 7. ELECTRICAL COVERS ARE MISSING 206: 7. ELECTRICAL COVERS ARE MISSING 2ND FLOOR/ R 207: 7. ELECTRICAL COVER IS BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			105: 11. PAINT IS CHIPPING ON WALL
Structural: Structural Damage, Roofs	X			203: 12. HOLE IN WALL AT ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	74	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	563	538	95.56	4.44	73.79
Female	271	258	95.20	4.80	83.72
Male	292	280	95.89	4.11	64.64
American Indian or Alaska Native	--	--	--	--	--
Asian	250	234	93.60	6.40	84.19
Black or African American	11	11	100.00	0.00	36.36
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	92	86	93.48	6.52	52.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	60	100.00	0.00	81.67
White	128	125	97.66	2.34	68.80
English Learners	59	41	69.49	30.51	21.95
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	33	97.06	2.94	48.48
Socioeconomically Disadvantaged	107	106	99.07	0.93	59.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	61	95.31	4.69	26.23

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	563	554	98.40	1.60	60.04
Female	271	268	98.89	1.11	61.80
Male	292	286	97.95	2.05	58.39
American Indian or Alaska Native	--	--	--	--	--
Asian	250	247	98.80	1.20	79.35
Black or African American	11	11	100.00	0.00	10.00
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	92	89	96.74	3.26	24.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	60	100.00	0.00	63.33
White	128	125	97.66	2.34	48.80
English Learners	59	57	96.61	3.39	45.61
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	44.12
Socioeconomically Disadvantaged	107	107	100.00	0.00	38.68
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	61	95.31	4.69	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	60.07	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	269	97.82	2.18	60.07
Female	140	138	98.57	1.43	64.96
Male	135	131	97.04	2.96	54.96
American Indian or Alaska Native	--	--	--	--	--
Asian	124	122	98.39	1.61	72.13
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100	0	78.79
White	68	67	98.53	1.47	46.27
English Learners	30	28	93.33	6.67	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100	0	42.86
Socioeconomically Disadvantaged	48	48	100	0	42.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	22.58

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.62%	96.28%	92.57%	93.58%	96.62%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental 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 the 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 volunteer 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 an intern/mentor in our Study Skills program and helping with performing arts events. To become involved, please contact our main office at 949-936-6800.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	581	579	68	11.7
Female	280	278	32	11.5
Male	301	301	36	12.0
American Indian or Alaska Native	3	3	0	0.0
Asian	256	255	8	3.1
Black or African American	12	12	2	16.7
Filipino	17	17	1	5.9
Hispanic or Latino	95	95	30	31.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	58	58	4	6.9
White	136	135	23	17.0
English Learners	86	86	15	17.4
Foster Youth	2	2	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	125	124	34	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	22	31.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.47	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.46	2.58	0.14	0.86	0.20	3.17
Expulsions	0.00	0.34	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58	0.34
Female	0.71	0.00
Male	4.32	0.66
American Indian or Alaska Native	0.00	0.00
Asian	0.39	0.00
Black or African American	16.67	0.00
Filipino	11.76	0.00
Hispanic or Latino	5.26	1.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.68	0.74
English Learners	4.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.40	0.80
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.82	0.00

2022-23 School Safety Plan

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 9, 2022

The first goal in Venado's Safe School Action Plan for the 2022-2023 school year is focused on timely evacuation from school buildings during any drill (fire, earthquake, or lockdown) in which the students and staff evacuate the building. Research in the areas of crisis and emergency response indicate that buildings should be completely evacuated within 2 minutes so the teams can immediately be aware of missing or injured individuals in order to mobilize search and rescue efforts. For Venado's drills this year, we are using the camera surveillance systems following our evacuation drills to review the footage as analyze the time it takes to evacuate the building. For areas on campus that are taking longer to evacuate, we will evaluate the evacuation routes and address any barriers to a timely evacuation.

The second goal in Venado's Safe School Action Plan is to identify an alternative location for our evacuation area. If there is a catastrophic event on campus and we are unable to evacuate to the basketball court as planned, we need a secondary location. Our plan to engage with discussions with Risk Management and the Irvine Police Department to brainstorm alternative locations nearby within walking distance and with the security and facilities appropriate to support our students and staff. If the location is not within walking distance, we will design protocols to use district transportation to another IUSD site appropriate for our evacuation assembly area.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	7	12
Mathematics	32	2	9	10
Science	29	4	15	5
Social Science	35		8	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	8	5
Mathematics	30	3	7	6
Science	32	3	6	6
Social Science	27	3	9	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	21	
Mathematics	26	5	18	2
Science	25	4	23	
Social Science	13	50	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	554

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7540	\$476	\$7063	\$82234
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	19.7	-5.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	6.9	-3.7

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Throughout the school year, there will be 3 district professional development days and teachers will receive an additional 12 hours of site-based professional development in a variety of different areas.

Venado has vibrant PLCs (Professional Learning Communities). Each department PLC establishes 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. Our PLC teams have also embraced a standards-based mindset with respect to grading practices. In addition to the times teams have to meet during our late start mornings, PLC groups are provided with a release day or stipends to meet outside the school day 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 justice, Social-emotional Learning, grading practices, Growth Mindset, Restorative Practices, Mindfulness and Technology.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3