

Venado Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	7-8
County-District-School (CDS) Code	30-73650-6095137

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Venado Middle School is committed to empowering every student with the skills, knowledge, and values needed to thrive in a rapidly changing world. This School Accountability Report Card (SARC) outlines Venado's performance across fourteen key areas and reflects the collective efforts of students, staff, the School Site Council, and the PTSA to ensure the highest-quality educational experience, grounded in continuous improvement.

Throughout this document, readers will see Venado's dedication to meeting the diverse social, emotional, and academic needs

2025-26 School Description and Mission Statement

of all students. Since opening in 1975, Venado has grown from a rural campus into a vibrant suburban school serving a richly diverse population. Today, our student body represents a wide range of racial, ethnic, linguistic, and socioeconomic backgrounds. Venado provides strong support programs for students in Special Education, Title I, Honors, and English Language Development, and is also home to the Orange County Department of Education’s Deaf and Hard of Hearing Program. Our mission remains constant: to help each student develop their skills, discover their strengths, and reach their fullest potential so that they may become contributing members of society.

Venado’s staff actively engage in Professional Learning Communities (PLCs) to ensure instructional excellence. Through collaborative inquiry, teachers create a shared vision for student success, refine instructional practices, and embrace new educational philosophies. This sustained professional commitment has contributed to strong academic outcomes, with Venado students transitioning successfully to high school and excelling in Honors, College Prep, and Advanced Placement pathways. PLC collaboration has also allowed staff to expand and improve learning opportunities for students who have not yet reached proficiency.

Staff-wide implementation of Universal Design for Learning (UDL) ensures that all students have equitable access to learning. This work is an integral part of Venado’s broader commitment to social justice and equitable educational practices. The school has also adopted a standards-based mindset, supporting clarity, fairness, and consistency in assessing student learning. Additionally, nearly all certificated and many classified staff members are trained in Restorative Practices, helping the school shift from punitive responses toward approaches that repair harm, strengthen relationships, and build community.

Venado has long been a district leader in innovation. It was the first school to implement a comprehensive social-emotional learning curriculum in Advisement through School Connect, an evidence-based program that supports student wellness and mental health. Venado was also the district’s first site to launch an Embedded Honors program. Unlike traditional honors models based on prerequisites and ability-based grouping, Embedded Honors allows all students in heterogeneously grouped English and Social Science classes to access rigorous coursework. Students who meet published criteria earn honors distinction, which is reflected on their report cards and transcripts. Building on the program’s success, Venado is now working to expand Embedded Honors to the Science Department beginning in the 2026–27 school year, continuing its commitment to increasing equitable access to advanced learning opportunities.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	251
Grade 8	255
Total Enrollment	506

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50
Non-Binary	0.2
Asian	49.2
Black or African American	0.8
Filipino	3
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.1
White	19.6
English Learners	9.5
Homeless	0.2
Socioeconomically Disadvantaged	20.8
Students with Disabilities	12.5

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.

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)	20.5	75.88	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	7.49	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	4.5	16.59	83.8	5.82	15831.9	5.67
Total Teaching Positions	27.1	100	1441.5	100	279044.8	100

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.

2022-23 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)	23.2	88.41	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.9	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	2.5	9.69	86.2	6.22	14303.8	5.15
Total Teaching Positions	26.3	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21.5	88.83	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.65	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.65	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	1.9	7.87	56.9	4.05	13705.8	4.91
Total Teaching Positions	24.2	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	0
Misassignments	1.10	0	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	0.4
Total Out-of-Field Teachers	0.00	0.5	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	0.8	1
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	0.6	0.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7 – 8 - - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grade 7 - STEMscopes Middle School Science, 2023 OpenSciEd 7th Grade (opensci.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (opensci.org) Adoption Year: 2020	0%
History-Social Science	Grade 7 - IMPACT World History & Geography - Medieval & Early Modern Times (McGraw Hill) Adoption Year: 2019 Grade 8 - IMPACT United States History & Geography - Growth & Conflict (McGraw Hill) Adoption Year: 2019	0%
Foreign Language	Grade 7 - ¡Así se dice! Adoption Year: 2019 Grade 8 - ¡Así se dice! 2 Adoption Year: 2020	0%
Health	Grade 7 - Teen Talk Adoption Year: 2017	0%

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

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

School Facility Conditions and Planned Improvements

Venado Middle School is a bright, welcoming, and well-maintained campus. The buildings and grounds are kept in excellent condition year-round, with regular maintenance ensuring that the school remains park-like and pristine. Visitors frequently comment on the beauty and cleanliness of the campus. Student work is prominently displayed throughout hallways and common areas, reinforcing Venado's student-centered culture and bringing vibrancy to shared spaces.

In Fall 2019, Venado completed construction of a new building featuring five state-of-the-art science classrooms, funded through Measure E. Venado is also a technology-rich campus. The school maintains a student-to-device ratio of more than one device per student. Through strategic investments—including PTSA Direct Donation Drive funds and site and district technology matching funds—every student is issued a Chromebook for the school year. Venado's computer lab was recently replaced and upgraded through a district Career Technical Education (CTE) grant. This single, dedicated lab supports multiple programs on campus, including video production, photojournalism, and exploratory computer classes, and provides updated hardware and software to meet specialized curricular needs.

All classrooms are outfitted with LCD projectors, sound amplification systems, document cameras, and webcams, all connected to a high-speed network. In 2017, the school's data lines and wireless access points were upgraded significantly, improving upload and download speeds and expanding wireless capacity to support a growing number of devices. Over the past eight years, all classroom and office furniture across the entire school has been replaced with flexible, modern, and innovative pieces that promote student engagement and give teachers greater instructional flexibility.

Venado supports hands-on, future-ready learning through a fully equipped Makerspace for STEM classes, featuring 3D printers, laser cutters, robotics equipment, and additional fabrication tools. In the Exploratory Culinary Arts classroom, all four ranges—two gas and two electric—are relatively new, and the CTE grant also funded a commercial-grade refrigerator along with stainless steel preparation and demonstration tables.

The school's Media Center was transformed through a \$20,000 Irvine Public Schools Foundation (IPSF) Mega Grant, supplemented by site funds. The redesigned space functions as a versatile hub for student learning and connection—part library, part collaboration space, and part "student union." It features new soft seating, an instructional area, improved book access, LEGO and graffiti walls, and dedicated spaces for activities such as jigsaw puzzles.

Campus modernization has continued in recent years. The main office underwent renovation in 2022, and that fall Venado opened one of IUSD's first school-based wellness centers, made possible through the generosity of the Tsao Foundation. The IUSD Maintenance and Operations team has worked closely with site administrators on a multi-year interior paint modernization project, which has refreshed the majority of classrooms, offices, and common areas with a modern color scheme.

Venado's outdoor facilities are expansive and student-friendly. The campus includes a field house, large blacktop areas, and both covered and partially covered spaces that support physical education and recreation throughout the day. Site administration works hand in hand with the Grounds Team and the Maintenance and Operations Team to ensure that school grounds remain lush and green. The quad features agaves, aloes, succulents, and other native plants, while numerous fruitless olive trees provide much-needed shade for students to eat and socialize. During lunch, students enjoy ample outdoor seating beneath shaded structures and have access to a variety of play areas, including soccer and baseball fields, basketball and handball courts, a Gaga Ball pit, and grassy spaces for socializing and relaxation.

The school is also conveniently located adjacent to a community park that offers tennis courts, racquetball courts, and a Frisbee golf course. All of these ongoing and comprehensive improvements have resulted in a stylish, 1970s-vintage aesthetic that celebrates the campus's history while offering a modern, welcoming environment for students and staff.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/17/2024

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			117: 4. CEILING TILE IS LOOSE 2ND FLOOR/ R 207: 4. CEILING TILE IS LOOSE 7. ELECTRICAL COVER IS BROKEN PT- C: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS LOOSE RM 305: 4. CEILING TILE IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			114: 7. ETHERNET BOX IS LOOSE ON WALL 2ND FLOOR/ R 207: 4. CEILING TILE IS LOOSE 7. ELECTRICAL COVER IS BROKEN PT- C: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS LOOSE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			105: 11. PAINT IS CHIPPING ON WALL
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			PT- A: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY PT- B: 15. DOOR DOES NOT CLOSE PROPERLY

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	77	73	74	47	48
Mathematics (grades 3-8 and 11)	63	69	69	70	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	497	98.22	1.78	77.26
Female	250	246	98.40	1.60	84.15
Male	255	250	98.04	1.96	70.80
American Indian or Alaska Native	0	0	0	0	0
Asian	249	245	98.39	1.61	86.12
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	93.33
Hispanic or Latino	78	76	97.44	2.56	53.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	56	98.25	1.75	82.14
White	101	99	98.02	1.98	70.71
English Learners	45	39	86.67	13.33	38.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	108	95.58	4.42	60.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	67	98.53	1.47	35.82

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	503	99.41	0.59	68.79
Female	250	249	99.60	0.40	68.67
Male	255	253	99.22	0.78	69.17
American Indian or Alaska Native	0	0	0	0	0
Asian	249	248	99.60	0.40	83.87
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	78	77	98.72	1.28	35.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	56	98.25	1.75	62.50
White	101	101	100.00	0.00	61.39
English Learners	45	45	100.00	0.00	42.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	111	98.23	1.77	45.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	67	98.53	1.47	23.88

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	52.74	62.25	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	250	249	99.60	0.40	62.25
Female	124	123	99.19	0.81	60.98
Male	125	125	100.00	0.00	64.00
American Indian or Alaska Native	0	0	0	0	0
Asian	125	125	100.00	0.00	76.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	61.54
White	46	46	100.00	0.00	52.17
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.00	0.00	41.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	36.67

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	95.90%	95.90%	97.01%	97.01%	95.90%

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	518	41	7.9
Female	260	258	22	8.5
Male	262	259	19	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	256	252	7	2.8
Black or African American	--	--	--	--
Filipino	15	15	0	0.0
Hispanic or Latino	84	84	14	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	3	5.9
White	104	103	16	15.5
English Learners	53	52	6	11.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	122	121	23	19.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	72	18	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.14	0.87	1.53	1.04	0.93	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0	0.38	0.04	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.53	0.38
Female	0.38	0.38
Male	2.67	0.38
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.39	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.76	2.38
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.96	0.00
White	1.92	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.64	1.64
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.11	2.70

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 October 14, 2025.

The first goal in Venado's Safe School Action Plan for the 2025-2026 is to collaborate with our neighboring elementary school site, Deerfield Elementary School, to design common lockdown procedures and language. Since our schools are in very close proximity, if one school is placed on Lockdown or Shelter-in-Place in some situations, both sites should respond accordingly to keep our schools safe. There will be a feature added to our office phones that will activate the PA system at both sites to indicate a Lockdown or other emergency. We will conduct our Lockdown drills at the same time at both sites so we can ensure our sites are familiar with this new routine to keep our school community safe.

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.

The third goal Venado's Safe School Action Plan is to hold a full mock disaster drill in early 2026 to implement our safety plan, mobilize our emergency teams, and refine our processes. To prepare for this drill, we are providing additional professional development for our staff in the areas of search and rescue and medical first aid.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	4	18	3
Mathematics	27	4	15	5
Science	28	2	18	4
Social Science	25	4	17	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	4	18	
Mathematics	27	3	13	5
Science	28	2	14	4
Social Science	26	3	18	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	14	2
Mathematics	28	3	11	6
Science	28	1	16	2
Social Science	29	3	9	7

2024-25 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	307.22

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,693	\$781	\$7,912	\$107,766
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	6.6	10.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-30.6	13.0

Fiscal Year 2024-25 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. 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

Fiscal Year 2024-25 Types of Services Funded

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.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

Professional Development

Throughout the school year, certificated staff participate in a robust professional development program that includes three districtwide professional development days and 12 additional hours of site-based learning.

Professional Development

Venado has a strong culture of Professional Learning Communities (PLCs). Each department PLC establishes annual goals that guide collaborative work, including refining instructional practices, aligning curriculum to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), developing common assessments and rubrics, analyzing student data, and designing targeted interventions. PLC teams have also embraced a standards-based mindset to support equitable grading practices. In addition to regular late-start morning collaboration time, PLC teams are provided release days or stipends to meet outside the school day to support progress toward department and schoolwide goals.

Professional development is directly aligned with Venado’s Single Plan for Student Achievement (SPSA). PLCs identify target areas for growth through the SPSA, and staff development is designed around these goals and monitored by the School Site Council (SSC)—a representative body of students, parents, and staff—as well as Venado’s Instructional Support Team.

Venado embraces Universal Design for Learning (UDL) as a foundational instructional framework. Ongoing professional learning also focuses on excellence, equity, and inclusion; social-emotional learning; standards-based grading; Growth Mindset; Restorative Practices; Mindfulness; and effective use of instructional technology, including artificial intelligence. Staff additionally receive training from the health office and participate in crisis-response preparation. The Irvine Police Department provides annual violent intruder training to ensure campus safety readiness.

Other areas of focus for the current school year include training on building connections with families—delivered by district liaisons—and a session on addressing challenging student behavior, presented by the district’s Student Support Services and Special Education teams. The administration also coordinates a dedicated PLC collaboration morning for each department, supported by district Teachers on Special Assignment (TOSAs) and curriculum coordinators.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	15