

Venado Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 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 |

2021-22 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 |

2021-22 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.

2021-22 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 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 social sciences and other departments in the future.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 193 |
| Grade 8 | 202 |
| Total Enrollment | 395 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.5 |
| Asian | 35.7 |
| Black or African American | 1 |
| Filipino | 2.5 |
| Hispanic or Latino | 16.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 10.1 |
| White | 32.2 |
| English Learners | 9.9 |
| Foster Youth | 0.3 |
| Socioeconomically Disadvantaged | 22 |
| Students with Disabilities | 11.4 |

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

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

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) | 15.8 | 84.4 | 1230.0 | 89.7 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.8 | 0.1 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.9 | 5.3 | 50.0 | 3.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 39.1 | 2.9 | 12115.8 | 4.4 |
| Unknown | 1.9 | 10.3 | 51.7 | 3.8 | 18854.3 | 6.9 |
| Total Teaching Positions | 18.7 | 100.0 | 1371.8 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.9 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.9 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|--|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 7.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.5 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2021 | |
|---|---|-----------------------------|--|
| 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials are state-adopted.ok or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| History-Social Science | All students are provided an individual textbook or instructional material as determined by textbook software in 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. | | 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 pictures and work help 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 brand 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.

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 is using along with site funds to revamp its Media Center in two phases. The new Media Center will meet a greater variety of student needs by offering more than just a place to read, study and use a computer; it will serve as a central gathering place, a "student union" of sorts. When both phases are complete, the Media Center will boast 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. The Media Center project will be completed in Summer 2022. A renovation of the main office will also take place that summer.

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 a 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 | 11/30/2021 |
|---|------------|

| 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 | | | 104: 4. WATER STAIN CEILING TILES 106: 4. WATER STAIN CEILING TILES 116: 4. WATER STAIN CEILING TILES 122: 4. CEILING TILES ARE LOOSE AND SAGGING THROUGHOUT |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | 113: 7. LIGHT DIFFUSER IS LOOSE 115: 7. CONDUIT PIECE IS MISSING UNDER WHITEBOARD |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | PT- F: 12. DRY ROT ON TRIM OF EAVE |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 404 | NT | NT | NT | NT |
| Female | 189 | NT | NT | NT | NT |
| Male | 215 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 148 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 69 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 47 | NT | NT | NT | NT |
| White | 128 | NT | NT | NT | NT |
| English Learners | 48 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 89 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 404 | NT | NT | NT | NT |
| Female | 189 | NT | NT | NT | NT |
| Male | 215 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 148 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 69 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 47 | NT | NT | NT | NT |
| White | 128 | NT | NT | NT | NT |
| English Learners | 48 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 89 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|----------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
| All Students | 403 | 403 | 100 | 0 | 67.99 |
| Female | 188 | 188 | 100 | 0 | 74.47 |
| Male | 213 | 213 | 100 | 0 | 62.91 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Asian | 148 | 148 | 100 | 0 | 69.59 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 69 | 67 | 97.1 | 2.9 | 53.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 44 | 44 | 100 | 0 | 75 |
| White | 128 | 127 | 99.22 | 0.78 | 72.44 |
| English Learners | 48 | 47 | 97.92 | 2.08 | 12.77 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 92 | 91 | 98.91 | 1.09 | 49.45 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 41.86 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|--|--|---------------------------------------|--|--|---|
| All Students | 399 | 397 | 99.5 | 0.5 | 80.6 |
| Female | 188 | 187 | 99.47 | 0.53 | 81.82 |
| Male | 211 | 210 | 99.53 | 0.47 | 79.52 |
| Asian | 148 | 147 | 99.32 | 0.68 | 91.16 |
| Hispanic or Latino | 69 | 67 | 97.1 | 2.9 | 61.19 |
| Two or More Races | 44 | 43 | 97.73 | 2.27 | 90.7 |
| White | 128 | 126 | 98.44 | 1.56 | 74.6 |
| English Learners | 48 | 47 | 97.92 | 2.08 | 65.96 |
| Socioeconomically Disadvantaged | 92 | 87 | 94.57 | 5.43 | 63.22 |
| Students with Disabilities | 45 | 41 | 91.11 | 8.89 | 43.9 |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 208 | NT | NT | NT | NT |
| Female | 87 | NT | NT | | |
| Male | 121 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 74 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 41 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 22 | NT | NT | NT | NT |
| White | 69 | NT | NT | NT | NT |
| English Learners | 22 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 45 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 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.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 436 | 424 | 20 | 4.7 |
| Female | 203 | 195 | 7 | 3.6 |
| Male | 233 | 229 | 13 | 5.7 |
| American Indian or Alaska Native | 3 | 2 | 0 | 0.0 |
| Asian | 161 | 156 | 2 | 1.3 |
| Black or African American | 6 | 5 | 0 | 0.0 |
| Filipino | 12 | 10 | 0 | 0.0 |
| Hispanic or Latino | 72 | 70 | 8 | 11.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 42 | 42 | 1 | 2.4 |
| White | 135 | 134 | 9 | 6.7 |
| English Learners | 58 | 53 | 3 | 5.7 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 109 | 103 | 13 | 12.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 50 | 49 | 8 | 16.3 |

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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.15 | 0.46 | 1.01 | 0.14 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.03 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.46 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.86 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.39 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.74 | 0.00 |
| English Learners | 1.72 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 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 10, 2021.

Venado's Safe School Action Plan for the 2021-22 School Year continues to focus on our health and safety practices due to Covid-19

I. Mitigation Strategies to prevent transmission of Covid-19

A. Promote Physical Distancing

1. Reduce foot-traffic in the building
 - a. Where available, students use only exterior classroom entrances
 - b. One-way directional signage for hallways and stairs
 - c. Plexiglass around office desks
2. Limit number of volunteers and visitors on campus
 - a. Volunteers are required to be vaccinated
3. Increased Air Circulation
 - a. Air purifiers in each classroom and most offices
 - b. Improved HVAC filters
3. Vaccination
 - a. All staff members are required to be vaccinated or do Covid testing weekly
 - b. Students are encouraged to be vaccinated and parents can identify vaccination status on Aeries

B. Provide Personal Protective Equipment (PPE) for all students and staff

1. Masks, shields, hand sanitizer
 - a. All students and staff members are required to wear facial coverings while indoors on campus

C. Daily Health Screenings

1. Students and Staff conduct daily health screenings at home
 - a. Individuals must stay home if they have 1 high risk or 2 or more low risk symptoms of Covid-19
 - b. Regular messaging to the students, staff, and parents in the Weekly Bulletin, Staff Update, and Venado Dispatch

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 6 | 13 | 4 |
| Mathematics | 29 | 2 | 14 | 5 |
| Science | 28 | 3 | 17 | 1 |
| Social Science | 28 | 3 | 14 | 4 |

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 |

2020-21 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 | 395 |

2020-21 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 |
| Library Media Teacher (Librarian) | 0.4 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.7 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$6,709 | \$553 | \$6,155 | \$81,823 |
| District | N/A | N/A | \$6,053 | \$86,745 |
| Percent Difference - School Site and District | N/A | N/A | 1.7 | -5.8 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | -31.4 | -3.4 |

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching 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 (PLCs) 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$50,897 |
| Mid-Range Teacher Salary | \$89,426 | \$78,461 |
| Highest Teacher Salary | \$115,594 | \$104,322 |
| Average Principal Salary (Elementary) | \$141,894 | \$131,863 |
| Average Principal Salary (Middle) | \$153,295 | \$137,086 |
| Average Principal Salary (High) | \$174,854 | \$151,143 |
| Superintendent Salary | \$335,993 | \$297,037 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

In response to the COVID-19 pandemic, professional development activities have recently changed to better meet the unique instructional and student needs created by the pandemic. Throughout the 2021-2022 school year, there will be 3 district professional development days and teachers will receive an additional 6 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 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, Growth Mindset, Restorative Practices, Mindfulness and Technology.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 4 | 3 |

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2272 | 11.54 | 88.46 | 79.66 |
| Female | 9419 | 1101 | 11.69 | 88.31 | 84.26 |
| Male | 10270 | 1169 | 11.38 | 88.62 | 75.30 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1167 | 12.30 | 87.70 | 86.63 |
| Black or African American | 404 | 36 | 8.91 | 91.09 | 58.33 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 81.63 |
| Hispanic or Latino | 2371 | 239 | 10.08 | 89.92 | 62.71 |
| Native Hawaiian or Pacific Islander | 52 | 5 | 9.62 | 90.38 | -- |
| Two or More Races | 2085 | 189 | 9.06 | 90.94 | 82.54 |
| White | 4904 | 585 | 11.93 | 88.07 | 72.90 |
| English Learners | 2772 | 111 | 4.00 | 96.00 | 22.52 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 4 | 9.52 | 90.48 | -- |
| Military | 222 | 36 | 16.22 | 83.78 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 405 | 10.73 | 89.27 | 65.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 110 | 5.84 | 94.16 | 33.33 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2221 | 11.28 | 88.72 | 74.36 |
| Female | 9419 | 1070 | 11.36 | 88.64 | 74.91 |
| Male | 10270 | 1149 | 11.19 | 88.81 | 73.80 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1145 | 12.07 | 87.93 | 87.76 |
| Black or African American | 404 | 35 | 8.66 | 91.34 | 40.00 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 64.58 |
| Hispanic or Latino | 2371 | 218 | 9.19 | 90.81 | 45.41 |
| Native Hawaiian or Pacific Islander | 52 | 3 | 5.77 | 94.23 | -- |
| Two or More Races | 2085 | 187 | 8.97 | 91.03 | 73.80 |
| White | 4904 | 582 | 11.87 | | 61.86 |
| English Learners | 2772 | 107 | 3.86 | 96.14 | 38.68 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 6 | 14.29 | 85.71 | -- |
| Military | 222 | 34 | 15.32 | 84.68 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 389 | 10.31 | 89.69 | 56.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 107 | 5.68 | 94.32 | 18.69 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.