

Venado Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 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

2024-25 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

2024-25 School Description and Mission Statement

“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.

2024-25 School Description and Mission Statement

Throughout this document, you will discover the commitment that Venado 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/racial 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. Our school has also embraced a standards-based mindset. 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.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	260
Grade 8	293
Total Enrollment	553

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
Asian	51
Black or African American	1.4
Filipino	3.3
Hispanic or Latino	15.2
Two or More Races	9.9
White	18.8
English Learners	10.7
Foster Youth	0.2
Socioeconomically Disadvantaged	21.2
Students with Disabilities	10.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)	23.20	88.41	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.90	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	2.50	9.69	86.20	6.22	14303.80	5.15
Total Teaching Positions	26.30	100.00	1384.90	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.80	0
Misassignments	0.90	1.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.90	2.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.5
Total Out-of-Field Teachers	0.00	0.00	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.80	2.8	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	1	0.6

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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, 2024. 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, 2024. 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 2024. 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 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. 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	N/A	0%
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Note: Cells with N/A values do not require data.

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 is. Student work helps bring life to the school's hallways and common areas and further accentuate our student-centered approach at Venado.

In Fall 2019, construction of a new building with 5 state-of-the-art science classrooms was completed through Measure E. Venado is also a technology rich school. The student-to-device ratio is greater than 1 device for each student. Through strategic investments using PTSA Direct Donation Drive proceeds, site and district matching technology funds, Venado provides a Chromebook to each student for the year. Venado is confident that students and staff have access to the most up-to-date technology available. One specialized computer lab is maintained with up-to-date hardware and software to meet the specific curricular needs of our classroom teachers and students. Additionally, all classrooms are outfitted with LCD projectors, sound amplification systems and webcams, which are connected to the school's fast computer network. All classrooms have document cameras, which are used in a number of instructional ways, making content more accessible to students. During Fall 2017, the school's data lines and wireless access points were upgraded to take better advantage of a 500 mbps internet connection. These upgrades resulted in faster upload and download speeds and dramatically increased the capacity of the wireless network to support more devices. The furniture in most classrooms has been replaced with flexible and innovative furniture, which facilitates greater levels of engagement and gives teachers more instructional flexibility.

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

Venado was the recipient of an Irvine Public School's (IPSF) \$20,000 mega grant, which the school used along with site funds to revamp its Media Center. The new Media Center meets a greater variety of student needs by offering more than just a place to read, study and use a computer; it serves as a central gathering place, a "student union" of sorts. The Media Center boasts expanded and new soft seating, a new instructional space, easier access to books, Lego and graffiti walls and a place for students to work on jigsaw puzzles. A renovation of the main office was also completed in 2022. In the Fall of the 2022 school year, Venado opened one of the first wellness centers in IUSD thanks to the generous support from the Tsao Foundation. That summer, IUSD's maintenance and operations department oversaw phase 1 of our interior paint modernization project. As part of that phase, the administration building and library were painted in a new modern paint scheme. Phase 2 occurred in the summer of 2023 and included classrooms and offices and phase 3 included additional classrooms and offices. Summer painting will continue for the next few school years and the project is expected to be completed by the summer of 2026.

The school grounds are expansive and include covered and partially covered areas, an enclosed field house and large blacktop area, all of which are utilized by students in physical education throughout the day. Enhancements to the school's grounds, landscaping and green spaces are on-going. At lunch, students enjoy ample outdoor seating and spacious and covered eating area. After eating, students venture out to the soccer and baseball fields, basketball and handball courts, a Gaga Ball pit or adjacent grassy areas to play, relax or socialize.

Venado is adjacent to a community park with tennis courts, racquetball courts, and Frisbee golf course.

Year and month of the most recent FIT report	11/17/2024
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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

School Facility Conditions and Planned Improvements

				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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	73	74	75	73	46	47
Mathematics (grades 3-8 and 11)	61	63	69	69	34	35

2023-24 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	562	531	94.48	5.52	74.39
Female	252	242	96.03	3.97	78.93
Male	309	288	93.20	6.80	70.49
American Indian or Alaska Native	0	0	0	0	0
Asian	285	269	94.39	5.61	85.13
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	94.44
Hispanic or Latino	87	83	95.40	4.60	50.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	61	57	93.44	6.56	71.93
White	102	95	93.14	6.86	67.37
English Learners	67	46	68.66	31.34	19.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	120	93.02	6.98	51.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	64	95.52	4.48	29.69

2023-24 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	561	549	97.86	2.14	63.39
Female	251	251	100.00	0.00	64.14
Male	309	297	96.12	3.88	62.96
American Indian or Alaska Native	0	0	0	0	0
Asian	285	282	98.95	1.05	81.21
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	88.24
Hispanic or Latino	86	82	95.35	4.65	25.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	61	60	98.36	1.64	61.67
White	102	99	97.06	2.94	45.45
English Learners	67	66	98.51	1.49	39.39
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	124	96.88	3.12	40.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	18.46

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	47.28	52.74	64.04	61.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	292	97.01	2.99	52.74
Female	124	124	100.00	0.00	54.84
Male	177	168	94.92	5.08	51.19
American Indian or Alaska Native	0	0	0	0	0
Asian	156	155	99.36	0.64	66.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	40	90.91	9.09	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	31	96.88	3.12	54.84
White	54	51	94.44	5.56	39.22
English Learners	40	40	100.00	0.00	7.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	67	95.71	4.29	26.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	12.12

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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	96.25%	95.51%	96.63%	95.51%	96.63%

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	569	54	9.5
Female	262	257	18	7.0
Male	314	311	36	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	292	289	6	2.1
Black or African American	--	--	--	--
Filipino	18	18	0	0.0
Hispanic or Latino	91	88	16	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	56	4	7.1
White	106	106	23	21.7
English Learners	69	67	7	10.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	135	133	25	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	70	19	27.1

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.58	1.14	0.87	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.34	0.16	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	0.38	0.00
Male	1.27	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.72	0.00
White	0.94	0.00
English Learners	1.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

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 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 16, 2024.

The first goal in Venado's Safe School Action Plan for the 2024-2025 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 2025 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.

2024-25 School Safety Plan

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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	

2023-24 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	345.63

2023-24 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)	1.6
Library Media Teacher (Librarian)	0.8
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$7,785	\$580	\$7,205	\$99,216
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	6.6	1.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-39.7	4.7

Fiscal Year 2023-24 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 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 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,160	\$56,573
Mid-Range Teacher Salary	\$100,301	\$87,186
Highest Teacher Salary	\$129,651	\$119,665
Average Principal Salary (Elementary)	\$165,053	\$148,486
Average Principal Salary (Middle)	\$171,613	\$154,835
Average Principal Salary (High)	\$196,955	\$170,008
Superintendent Salary	\$376,853	\$338,699
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Throughout the school year, there will be 3 district professional development days and certificated staff will receive an additional 12 hours of site-based professional development in a variety of different areas for a total of 5 professional development days.

Venado has vibrant PLCs (Professional Learning Communities). Each department PLC establishes goals that include activities to develop or refine instructional techniques and practices, align curriculum to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), create common assessments and rubrics, analyze data, evaluate instructional strategies and techniques, create interventions for students in need, and to facilitate the implementation of the CCSS and the NGSS. Our PLC teams have also embraced a standards-based mindset with respect to grading practices. In addition to the times teams have to meet during our late start mornings, PLC groups are provided with a release day or stipends to meet outside the school day to collaborate with team members to meet the instructional needs of students and to make progress on department and school goals.

PLC groups identify target areas and goals for improvement through Venado's Single 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 excellence, equity and inclusion, social-emotional learning, standards-based grading practices, Growth Mindset, Restorative Practices, Mindfulness and Technology.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3