School Year: **2023-24**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Venado Middle School	30-73650-6095137	5/18/23	##

Educational Partner Involvement:

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

The administrative team wrote the school goals and each department wrote goals to support the school goals. The SSC had the opportunity, as will staff members on other teams, to provide feedback.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Signature
X	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/18/23

Attested:

Luis Torres		05/30/23
Typed Name of School Principal	Signature of School Principal	Date

Shannon Van Dam		05/30/23
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership

The School Plan for Student Achievement
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Luis Torres	1				
Shannon Van Dam			1		
Natalie Leimback		1			
Kevin Bui		1			
Carol Kim		1			
Sherilyn Cammarato (ELAC)		1			
Rebeca Cerna				1	
Ken Arimura				1	
Jodie Hoffman				1	
Mitsuko Seshimo				1	
Saurish Gore					1
Faizan Kolsy					1
Keira Breller					1
Khushi Adval					1
Ruki Charna			1		
Susana Sarmiento			1		
Numbers of members of each category	**1**	**4**	**3**	**4**	**4**
(Totals of Group A and Group B must equal)	**Total Group A: 8**			**Total Group B: 8**	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
    a. The development of the section in the SPSA pertaining to EL students' education
    b. The development of the school's needs assessment
    c. Implications of language census for translation requirement
    d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	**1**			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

X Site has chosen to combine SSC and ELAC using the above guidelines.

OR

Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$87,199.00	30,000
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$41,170.00	35,000
Lottery Funds Purpose: Purchase site instructional materials	$5,820.00	
Total amount of state categorical funds allocated to this school	$134,189	65,000
Federal Programs	**Preliminary Allocation (Fall)**	**Amount Allocated in SPSA**
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$118,705.02	70,000
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$52,746.27	
Total amount of federal categorical funds allocated to this school	$171,451.29	70,000
Total amount of state and federal categorical funds allocated to this school	$305,640.29	$135,000

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Focus Area #1: EEDI
By the end of 2024, Venado will demonstrate an increase to moderate and strong evidence in the area indicators of the educational equity tool: Ensuring Just Outcomes for All Students, Ensuring all Voices Are Heard, and Understanding and Challenging Inequities as well as a 5% increase in student positive outcomes in the Hanover Survey related to EEDI.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
IUSD EEDI Educational Equity Tool Hanover Survey	Evidence of Educational Equity Scores: Hanover- Inclusive Curriculum & Practices Overall, 48% of students feel represented, which is a 5% improvement from 21-22. Overwhelming majority (88%) of students agree that VMS supports LGTBQ+ students, indicating that our school is largely perceived as a safe space Overwhelming majority (92%) of students agree that VMS supports students with disabilities, indicating that our school is largely perceived as an inclusive space. Area of growth to reduce the incidence of racism toward any ethnic group. This year, 39% of Middle Eastern/North African students reported experiencing racism and Latinx were the next highest at 30%, while 30% of students preferred not to respond.	Evidence of Educational Equity Hanover- Agree and Strongly written in the affirmative will be considered positive outcomes, with an aim of a 10% increase in our subgroups. Inclusive Curriculum & Practices Overall, 48% of students feel represented, which is a 5% improvement from 21-22. We recognize this is growth in the right direction. Representation continues to be an area of continued growth in our EEDI efforts. Overwhelming majority (88%) of students agree that VMS supports LGTBQ+ students, indicating that our school is largely perceived as a safe space. We want the remaining 12% to feel that LGTBQ+ students are supported, especially if some within this margin identify as part of this demographic. Overwhelming majority (92%) of students agree that VMS supports students with disabilities,

Metric/Indicator	Baseline	Expected Outcome
		indicating that our school is largely perceived as an inclusive space. We want the remaining 8% to feel that all students are supported, especially if some within that margin are students with disabilities. Incidence of racism to decrease well below 29%

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Focus Area 2: SEL/Climate

By the end of 2024 Venado students will score 5% above the district average on Panorama's 5 areas of Student Competency and Well Being measures: Emotional Regulation, Grit, Self-Management, Social Awareness, & Supportive Relationships.

Emotional Regulation: Students with strong emotion regulation stay relaxed and calm, even when things go wrong.
Grit: Students with grit keep trying even when things get hard.
Self-Management: Students with strong self-management are calm and focused on their work.
Social Awareness: Students with a strong social awareness get along well with classmates and teachers.
Supportive Relationships: Students with supportive relationships have people who they can be themselves around and count on for help.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Panorama- Student Social Emotional Competencies, administered in winter and spring) Absenteeism by subgroup/ Educlimber	Panorama • below district average in 4 of 5 Student Competency and Well Being: Emotional Regulation, Grit, Self- Management, Supportive Relationship • 28% of current students do not have a teacher or other adult in school they can count on to help them • AA/B results note significant need to improve Student Competency and Well-Being Measures in Emotion Regulation, Grit, Self- Management, Social Awareness	Supportive Relationships: 93% VMS vs 83% IUSD Self Management 80% VMS vs 70% Social Awareness 75% VMS vs 65% GRIT 72% VMS vs 62% Emotional Regulation 58% VMS vs 48%

Metric/Indicator	Baseline	Expected Outcome
	Supportive Relationships: 82% VMS vs 83% IUSD Self Management 68% VMS vs 70% Social Awareness 66% VMS vs 65% GRIT 60% VMS vs 62% Emotional Regulation 46% VMS vs 48%	

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Focus Area: Achievement
By the end of 2024, the median growth of students' academic performance in math, ELA, and science, of those who are not meeting or are nearly meeting proficiency, will improve by 5%, particularly among our focus subgroups such as Latinx, African American, Special Education, EL, etc.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Educlimber CAASPP STAR Reading Math MOC, EOY CAST Department Common Assessments	STAR Overall 7th, BOY >>>EOY At or Above Benchmark: 71% >>69% Overall 8th, BOY >>>EOY At or Above Benchmark: 61% >>57% Subgroups of Concern at Benchmark: Black 50% Latin 42.9% >>>37.8% CAASPP/SBAC ELA Standard Met or Exceeded Overall 73.93% SBAC Math Standard Met or Exceeded: Overall 60.04% CAST Standard Met or Exceeded Overall, 59.85%	By the end of 2024, the median growth of students' academic performance in math, ELA, and science, of those who are not meeting or are nearly meeting proficiency, will improve by 10%, particularly among our focus subgroups such as Latinx, Black, Special Education, EL, etc. STAR Overall 7th, BOY >>>EOY At or Above Benchmark: TBD% >>TBD% Overall 8th, BOY >>>EOY At or Above Benchmark: 69% >>79% Subgroups of Concern at Benchmark: Black 60% Latin 37.8% >>>47.8% CAASPP/SBAC ELA Standard Met or Exceeded Overall 83.93% SBAC Math Standard Met or Exceeded: Overall 70.04%

Metric/Indicator	Baseline	Expected Outcome
		CAST Standard Met or Exceeded Overall, 69.85%

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Instructional Assistant	General Education, Title I and EL	Admin	LCAP S 35,000	X				
2.	Instructional Assistant	General Education, Title I and EL	Admin	Title I 20,000	X				
3.	Title 1 Coordinator Release Period	General Education Students, Title I	Admin	Title I 25,000	X				
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.	Intervention Lead Teacher Release	General Education, Title I and EL	Admin	Title I 25,000	X				
12.	Lower Class Sizes	General Education	Admin	LCAP B 30,000	X				

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
				Lottery					
13.		General Education	Admin						
14.									
15.									
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
    1. Create a culturally and linguistically responsive learning environment
    2. Include parent and family engagement that enhances learning support for their children
    3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
    4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
    5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
    1. Understand, monitor, support, and report student learning and acquisition of language
    2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

English Learners are placed in general education classes and provided scaffolded supports according to ELPAC levels through Universally Designed Learning (UDL). This allows teachers to provide integrated ELD instruction with content and meet the students where they are at. Students who are new to the country and score at a level 1 on the ELPAC are offered placement in the Newcomer Program. This program provides students access to content with substantial supports through the use of a co-taught model as well as a classroom aide.

All planned strategies were implemented regarding English Learners, including the students in the Newcomer Program, as well as Parent Engagement. To better provide support for the English Learners, teachers utilize student language levels to provide scaffolded instruction with substantial, moderate, or light support as needed. This is done through the use of Universally Designed Learning (UDL) as well as the Language Arts adoption, StudySync, which allows teachers to scaffold reading passages by changing lexiles within a text. StudySync also allows students to be able to translate instructions or words in order to better support comprehension. The Speech and Debate elective class, Study Skills class, Reading Lab class, and Newcomer Program are all designed with an emphasis on including English Learners, in order to provide practice with oral and written language.

The CA Dashboard Data indicates that 73.7% of the school's English Learners are making progress towards English language proficiency or maintaining a "very high" performance level at Venado Middle School.

English Language Learners scored "high" at 14.7 points above standard. In math, they scored "high" at 9.4 points above standard. Therefore, all implemented strategies are credited as effective in moving the school in the right direction. Effective: Spreading the English Learners across the classes allows for heterogeneous grouping and implementation of UDL strategies which are beneficial to English Learners by giving them choice and ownership in their work. UDL strategies also support language scaffolds, differentiation, and provide for success through interaction with peer models, while also providing opportunities for English Learners to become models for other students as well.

PLC time is used to examine data on formative and summative assessments of English Learners. This data provides guidance to determine if reteaching, additional scaffolding, or other language development supports are required. The data also supports teachers in lesson design and implementation that is focused on necessary areas of growth to improve student performance. This information is used to provide support in class as well as during tutorial.

The English Learner Advisory Committee (ELAC) meetings are provided four times per year. The ELAC advises the principal and school staff regarding the school's program for English learners. The ELAC also advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement. The meeting agendas address attendance, reclassification, ELPAC testing, the Williams Act, Uniform Complaint Procedures, and feedback regarding how money is spent. They also provide a place for parents to connect, ask questions, and get important information regarding their student's education and how to better support them at home and prepare them for high school.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
    2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Universal Tier 1:
With PLC and UDL informed instruction, staff and facilitator coaches will strengthen and deepen PLC and UDL work to reach all students to provide access to grade level essential standards.
Continue weekly SEL advisement lessons such as Second Step and Find Your Grind SEL implementation (Year 3 and 1, respectively), which is our school-wide investment along with progress monitoring, continued piloted of best practices, along with PBIS fine tuning.

Tier 2:
PLC Team Structures of targeted Interventions during Flextime
Supplemental Intervention Labs (with Instructional Assistant support) as follows:
Targeted math instruction to help students meet math basic skills and grade level benchmarks. Build a stronger math foundation as well as overall work habits. Progress monitoring: math grades, formative assessments as well as quarterly summative basic skills tests.
Comprehensive targeted reading intervention program. Whole group instruction to small groups through rotations that include computer assisted technology, independent reading and direct, individualized targeted instruction. Tech-based reading resources deliver personalized instruction to the student and extended formative data to the teacher. STAR reading quarterly assessments also provide progress monitoring and data driven instruction.
Study Skills provides an essential curriculum that encompasses executive functioning, study skills, growth mindset, postsecondary exploration, homework support along with mentoring by college interns.

Tier 2 & Tier 3:
MTSS/Venado Intervention Team create and progress monitor schoolwide systems; identify and implement interventions and improvement of SST processes, use of student tracker tool and launching of Wellspace

Implemented as planned…
Continued PLC Goal focus on multiyear measures such as UDL
Select lessons of Second Step and Find Your Grind implementation during Advisement for all students, tailored to student needs
Flextime Application to strategize intervention support during tutorial
Intervention labs such as study skills, reading labs, and math labs with ongoing collaboration and progress monitoring, student reflection on their own progress.
Reading Lab implementation of Read 180
Math Lab implementation of iReady once per week.
Study Skills team collaboration, mentorship, Growth Mindset focused curriculum
VMS Student Tracker where the Intervention Lead Teacher (ILT), Ms. Woollett, facilitates communication and collaboration with MTSS, as well as updates on students of concern.

Parent Engagement Workshops focus on Active Parenting, Parent Support, Attendance, Edtech support, Substance Abuse Prevention, Stress Management, Growth Mindsets and SEL

Effective
Reading Labs, Study Skills and Math Lab Title I Intervention Labs
Schoolwide: By Winter 2023, the STAR data shows that the majority of 7th and 8th graders (average exceeding 60%) read at or beyond grade level, across subgroups. More importantly, 7th graders not reading at grade level are steadily growing out of the red zones, which is also true with our subgroups.
Reading Labs: To give a more precise understanding of our at-risk students and their progress, we analyze the SRI reports from Read 180 since these are the Title I “students of promise” identified for Reading Lab placement.
76% of students enrolled demonstrated lexile growth, with most of those meeting or surpassing expected lexile growth
51.1% of students demonstrated growth ranging from basic proficiency to advanced proficiency
Math Labs
Students received math core and basic skills support, integrated math growth mindsets curriculum
72% in ML7 and 63% in ML8 maintained or improved to A, B, or C grades in math
67% in ML7 earned As in math at least for one trimester or more
Study Skills students reported on a pre and post surveys, where they reflected on their mindsets, organization, work habits, homework completion and test prep. Whether students reflected after several weeks or trimesters of what they learned in Study Skills, they overwhelmingly reported greater organization, studying/test prep, motivation and higher grades. For example:
98% of students improved their study skills, finish or complete almost all of their schoolwork
79% of study skills students reported that their work habits for studying for quizzes and tests had improved as a result of the class
At the start of the year, 78.7% of study skills students expressed a lack of motivation. By the end of the year the overall number dropped to 28%. Additionally, 51.1% of students reported motivation to study for exams and 61.7% reported motivation to complete homework
Growth Mindsets and Risk Taking: 72.30% reported growth mindsets
Behavior/Focus: 63.8% of students report being more focused in classes
Students commented on accomplishments they were proud of such as:
I got my grades up and can now ask my teacher for help without getting scared
My grades have improved so much this year!!!
No missing assignments
I have a lot higher grades then I did last year by a landslide
I can keep track of my grades
Mostly As and Bs
Trying hard and staying positive
…Study skills reminding me school is an important factor in life
Students also shared their favorite activities from the class such as: learning to calculate their GPA, circle time, learning about the mentors, skits about types of smart, job interviews, famous failures presentation, student store and hot chocolate stand as Friday rewards, career/job exploration, and the IA staff.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
CA Dashboard (Required)
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:
Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Planned Strategies and Activities:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)

   ***Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	193	278	288
Grade 8	202	276	295
Total Enrollment	395	554	583

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	77	72	9.9%	13.9%	12.3%
Fluent English Proficient (FEP)	80	130	150	20.3%	23.5%	25.7%
Reclassified Fluent English Proficient (RFEP)	18			46.2%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	195	286		0	278		0	278		0.0	97.2	
Grade 8	208	275		0	259		0	259		0.0	94.2	
All Grades	403	561		0	537		0	537		0.0	95.7	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2598.			32.01			40.29			17.27			10.43	
Grade 8		2619.			32.05			43.63			11.97			12.36	
All Grades	N/A	N/A	N/A		32.03			41.90			14.71			11.36	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		28.88			63.18			7.94	
Grade 8		33.59			52.90			13.51	
All Grades		31.16			58.21			10.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		38.77			48.55			12.68	
Grade 8		36.29			50.97			12.74	
All Grades		37.57			49.72			12.71	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.38			69.31			8.30	
Grade 8		23.55			69.11			7.34	
All Grades		22.95			69.22			7.84	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		34.53			57.91			7.55	
Grade 8		33.98			57.53			8.49	
All Grades		34.26			57.73			8.01	

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	195	286		0	284		0	284		0.0	99.3	
Grade 8	208	275		0	269		0	268		0.0	97.8	
All Grades	403	561		0	553		0	552		0.0	98.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2583.			33.80			25.35			21.48			19.37	
Grade 8		2620.			43.28			17.91			19.40			19.40	
All Grades	N/A	N/A	N/A		38.41			21.74			20.47			19.38	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		38.38			40.49			21.13	
Grade 8		42.16			41.42			16.42	
All Grades		40.22			40.94			18.84	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		27.82			52.11			20.07	
Grade 8		35.07			50.37			14.55	
All Grades		31.34			51.27			17.39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		30.63			57.39			11.97	
Grade 8		38.43			49.25			12.31	
All Grades		34.42			53.44			12.14	

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1533.1	1552.0		1535.7	1568.7		1530.1	1534.8		26	29	
8	1580.9	1533.9		1608.1	1524.1		1553.1	1543.5		22	30	
All Grades										48	59	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	30.77	37.93		23.08	24.14		7.69	10.34		38.46	27.59		26	29	
8	50.00	17.86		18.18	35.71		13.64	21.43		18.18	25.00		22	28	
All Grades	39.58	28.07		20.83	29.82		10.42	15.79		29.17	26.32		48	57	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	34.62	62.07		23.08	6.90		3.85	17.24		38.46	13.79		26	29	
8	59.09	28.57		18.18	32.14		13.64	17.86		9.09	21.43		22	28	
All Grades	45.83	45.61		20.83	19.30		8.33	17.54		25.00	17.54		48	57	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.54	10.34		23.08	31.03		26.92	24.14		38.46	34.48		26	29	
8	13.64	3.57		40.91	35.71		18.18	35.71		27.27	25.00		22	28	
All Grades	12.50	7.02		31.25	33.33		22.92	29.82		33.33	29.82		48	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.38	20.69		46.15	55.17		38.46	24.14		26	29	
8	31.82	14.29		54.55	57.14		13.64	28.57		22	28	
All Grades	22.92	17.54		50.00	56.14		27.08	26.32		48	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	57.69	68.97		15.38	20.69		26.92	10.34		26	29	
8	77.27	35.71		13.64	42.86		9.09	21.43		22	28	
All Grades	66.67	52.63		14.58	31.58		18.75	15.79		48	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	23.08	17.24		26.92	37.93		50.00	44.83		26	29	
8	27.27	17.86		45.45	35.71		27.27	46.43		22	28	
All Grades	25.00	17.54		35.42	36.84		39.58	45.61		48	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	3.85	3.45		61.54	79.31		34.62	17.24		26	29	
8	4.55	3.57		77.27	89.29		18.18	7.14		22	28	
All Grades	4.17	3.51		68.75	84.21		27.08	12.28		48	57	

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
554	**19.5**	**13.9**	**0.2**
Total Number of Students enrolled in Venado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	13.9
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	108	19.5
Students with Disabilities	62	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.0
American Indian	3	0.5
Asian	247	44.6
Filipino	17	3.1
Hispanic	87	15.7
Two or More Races	55	9.9
Pacific Islander	2	0.4
White	130	23.5

Conclusions based on this data:

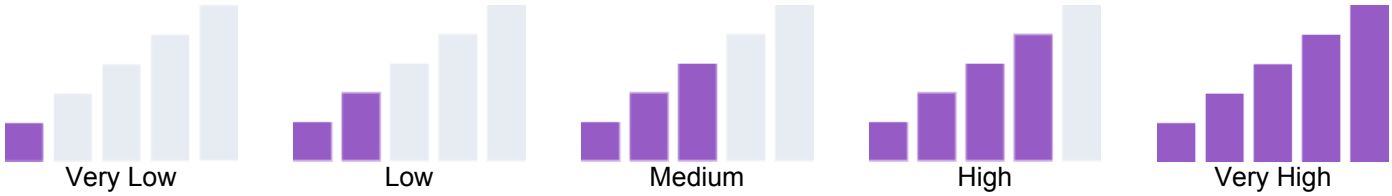
1. Venado Middle School services a diverse community whereas 44.65% are Asian, 23.5% are white, 15.7% are Hispanic, 9.9% are two or more races, 3.1% are Filipino, 2% are African American, 0.5% are American Indian, and 0.45 are PI.
2. Venado Middle School services a diverse community whereas targeted supports need to be provided to our English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: Very High		

Conclusions based on this data:

1. Chronic Absenteeism and suspension rates are an area of growth and emphasis for next year.
2. Our overall academic performance levels are high math and ELA.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

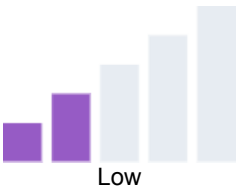
This section provides number of student groups in each level.

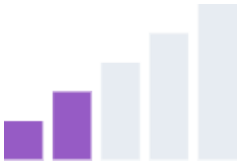
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	0	3	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
51.3 points above standard	14.7 points above standard	2 Students
523 Students	115 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	High	Low
4 Students	18.0 points above standard	60.2 points below standard
	108 Students	61 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 3 Students	Very High 82.8 points above standard 232 Students	No Performance Level 51.8 points above standard 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 7.3 points below standard 82 Students	Very High 71.8 points above standard 55 Students	No Performance Level 2 Students	High 29.3 points above standard 120 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.3 points below standard 34 Students	54.2 points above standard 81 Students	51.6 points above standard 337 Students

Conclusions based on this data:

1. Our overall ELA outcomes with student from disadvantaged backgrounds, EL, and all students is high.
2. Our Hispanic population must be a narrowed area of focus for us to improve upon.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

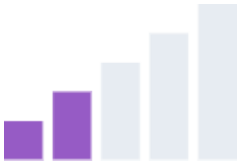
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	1	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
29.4 points above standard	9.4 points above standard	2 Students
524 Students	116 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	42.3 points below standard	118.6 points below standard
	108 Students	61 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 3 Students	Very High 86.0 points above standard 233 Students	No Performance Level 28.4 points above standard 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 72.5 points below standard 82 Students	Very High 37.0 points above standard 55 Students	No Performance Level 2 Students	Medium 10.2 points below standard 120 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.1 points below standard 35 Students	40.8 points above standard 81 Students	18.8 points above standard 337 Students

Conclusions based on this data:

1. Our students from disadvantaged and hispanic backgrounds have low performance in math.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

73.7 making progress towards English language proficiency

Number of EL Students: 38 Students

Performance Level: 5

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.3%	21.1%	0.0%	73.7%

Conclusions based on this data:

1. Our EL progress is to be commended as very high. We need to continue this trend.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

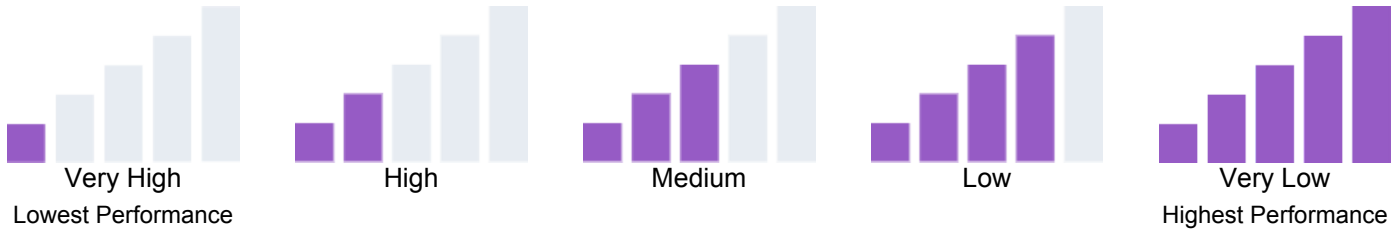
1. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

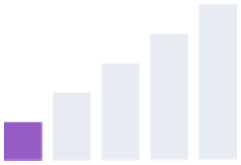
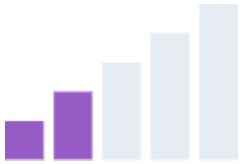


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
11.7% Chronically Absent	17.4% Chronically Absent	Less than 11 Students
579 Students	86 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	27.4% Chronically Absent	31% Chronically Absent
5 Students	124 Students	71 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Low	No Performance Level
16.7% Chronically Absent	Less than 11 Students	3.1% Chronically Absent	5.9% Chronically Absent
12 Students	3 Students	255 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Medium	No Performance Level	High
31.6% Chronically Absent	6.7% Chronically Absent	Less than 11 Students	17% Chronically Absent
95 Students	60 Students	2 Students	135 Students

Conclusions based on this data:

1. An important area of growth moving forward will be to improve the attendance rate of students from disadvantaged backgrounds, students with disabilities, as well as Hispanic students.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

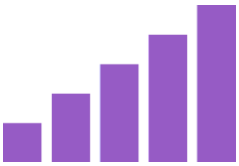
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.6% suspended at least one day	4.7% suspended at least one day	Less than 11 Students
581 Students	86 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	6.4% suspended at least one day	2.8% suspended at least one day
5 Students	125 Students	71 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
16.7% suspended at least one day	Less than 11 Students	0.4% suspended at least one day	11.8% suspended at least one day
12 Students	3 Students	256 Students	17 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	Medium
5.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	3.7% suspended at least one day
95 Students	60 Students	2 Students	136 Students

Conclusions based on this data:

1. Suspension data for hispanic, disadvantaged, and EL students need improvement.