

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

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.

Kathleen Focacci, Director

 Principal, Venture Academy

About Our School

"Millions saw the apple fall, but Newton asked why?" -Bernard Baruch

As you begin your review of the information and data presented in this report, please keep this quote in mind. It speaks to how Venture Academy Family of Schools' (VAFS) staff believes students learn best. We believe that curiosity and thinking without boundaries, as demonstrated by Newton, have been the catalyst for major scientific discoveries throughout history and also the basis for powerful educational experiences for students from all walks of life. Learning occurs when curiosity prompts us to ask questions and seek answers.

While preparing our students to take their places as the scientists, performers, engineers, builders, artists, etc. who will shape the future of our world, it is our mission to keep alive and nurture the natural curiosity they carry with them. Students who choose to enroll in VAFS find themselves being challenged to imagine possibilities for the future, to solve real world problems, to be curious and ask questions about the world, to learn to play while they play to learn. The school's nontraditional, individualized approach to teaching and learning includes thirteen academies, each with a specific focus. Students choose the learning environment that fits their interests and keeps them motivated. Once you witness our students' growth as they gain confidence, understanding and knowledge, you get a strong sense that education is really happening here. Venture Academy Family of Schools' staff is creative, passionate and committed to providing our students in grades TK through twelve a robust, rigorous educational experience that will empower them to take their places in the world and let their voices be heard. It is through education like this that young minds begin the process of developing important ideas that will shape and define their world and ours. I hope you enjoy this report and understand that it is just one part of our story.

Kathleen Focacci, Division Director, Venture Academy Family of Schools

Keep up to date on events and information about Venture Academy Family of School by visiting our website at ventureacademca.org.

Contact

Venture Academy
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Stockton, CA 95206-3950

Phone: 209-468-5940

Email: kfocacci@sjcoe.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
Email Address	jstanton@sjcoe.net
Website	http://www.sjcoe.org

School Contact Information (School Year 2019—20)	
School Name	Venture Academy
Street	2829 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3950
Phone Number	209-468-5940
Principal	Kathleen Focacci, Director
Email Address	kfocacci@sjcoe.net
Website	www.ventureacademyca.org/
County-District-School (CDS) Code	39103973930476

Last updated: 1/20/2020

School Description and Mission Statement (School Year 2019—20)

Chartered by the San Joaquin County Board of Education, Venture Academy Family of Schools is one of the largest charter schools in the area. Serving TK-12 students, we offer WASC accredited programs featuring flexible schedule and sites that develop students' academic progress and further their imagination.

- Small Class Sizes - K-12
- Innovative non-traditional approach to education
- A public school of choice
- Tuition free
- [Western Association of Schools and Colleges \(WASC\) Accredited](#)

Our modified daily attendance academies are staffed by credentialed teachers with a targeted 25 to 1 (or less) student to teacher ratio. Students attend classes Monday-Thursday. Fridays allow for opportunities for home school assignments, special projects or required onsite activities and instruction. Enrollment is offered to students within San Joaquin County and any contiguous counties which includes: Stanislaus, Sacramento, Contra Costa, Calaveras, and Alameda counties.

MISSION

The mission of Venture Academy Family of Schools is to awaken the imagination, passion, dreams and curiosity of K-12 students by providing rich, standards-based educational opportunities for those who seek innovative, non-traditional approaches to learning. Our students will become literate, lifelong learners empowered to embrace challenge, think critically, play passionately, live responsibly and imagine possibilities.

SCHOOLWIDE LEARNING OUTCOMES

Schoolwide Learning Outcomes (SLO's) define what each student should know, understand, and be able to do upon leaving Venture Academy. They are the framework around which the academic program is built and reflect the mission, vision and beliefs of the school. The six SLO's, developed by Venture Academy staff are listed below. Throughout their education at Venture Academy students are challenged to demonstrate the following:

Venture Academy students will embrace challenge.

Students may demonstrate this by (but are not limited to):

- Identifying and reflecting on challenges
- Identifying tools and talents
- Developing and implementing a plan of action

Venture Academy students will think critically.

Students may demonstrate this by (but are not limited to):

- Evaluating and applying knowledge/skills in a variety of situations and contexts
- Acquiring knowledge necessary to form an educated opinion

Venture Academy students will live responsibly.

Students may demonstrate this by (but are not limited to):

- Exhibiting and making healthy lifestyle choices
- Identifying community needs
- Serving the community

Venture Academy students will play passionately.

Students may demonstrate this by (but are not limited to):

- Playing to learn
- Learning to play
- Balancing lives (work and play)
- Exploring the connection between passion and work

Venture Academy students will learn infinitely.

Students may demonstrate this by (but are not limited to):

- Realizing the world is a classroom
- Demonstrating continuous progress toward mastery of a core body of knowledge
- Initiating and facilitating their own learning

Venture Academy students will imagine possibilities.**BELIEF STATEMENT**

We believe that...

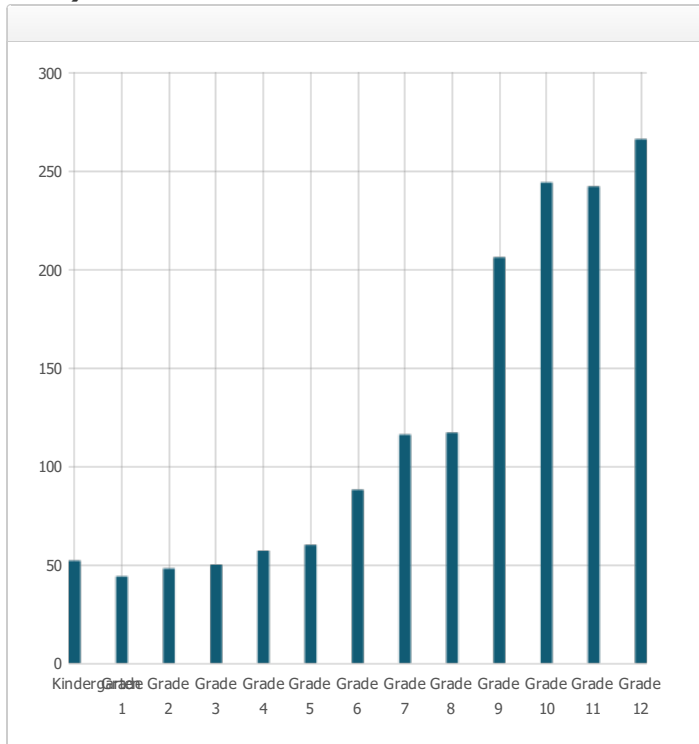
- Each individual can learn.
- Education empowers individuals.

- Each individual has unique strengths and intelligences.
- Each individual is important and can make a difference in the world. Individuals joining together for a common purpose produce powerful results.
- Individuals learn best in a nurturing non-threatening environment.
- Imagination, passion, dreams, and curiosity are gateways to learning.
- Play is an essential part of learning.
- Learning involves embracing challenge and being willing to risk.
- Students' needs direct their educational paths.
- Education is a team effort involving students, families, teachers and community.
- Real world connections enhance learning.
- Learning is lifelong.

Last updated: 1/20/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	52
Grade 1	44
Grade 2	48
Grade 3	50
Grade 4	57
Grade 5	60
Grade 6	88
Grade 7	116
Grade 8	117
Grade 9	206
Grade 10	244
Grade 11	242
Grade 12	266
Total Enrollment	1590



Last updated: 1/20/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.80 %
American Indian or Alaska Native	1.00 %
Asian	1.90 %
Filipino	1.40 %
Hispanic or Latino	66.50 %
Native Hawaiian or Pacific Islander	0.40 %
White	18.50 %
Two or More Races	4.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.60 %
English Learners	11.50 %
Students with Disabilities	9.20 %
Foster Youth	0.80 %
Homeless	0.10 %

A. Conditions of Learning

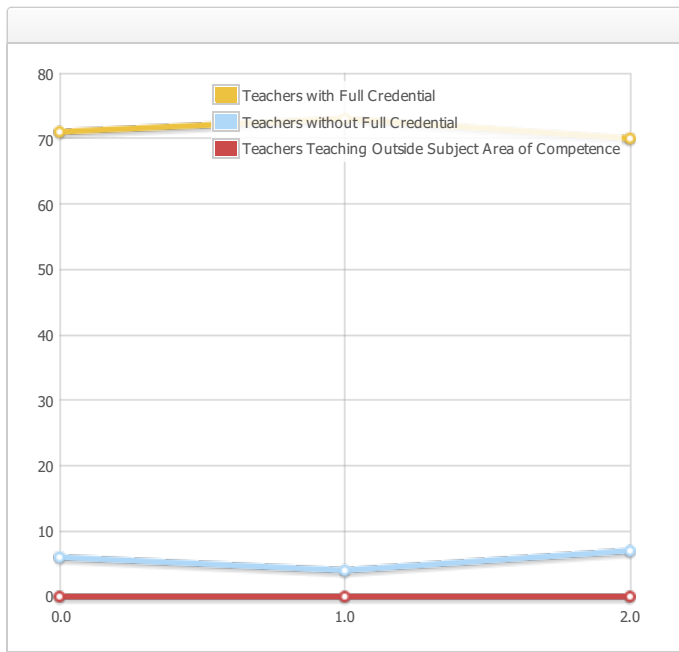
State Priority: Basic

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

Teacher Credentials

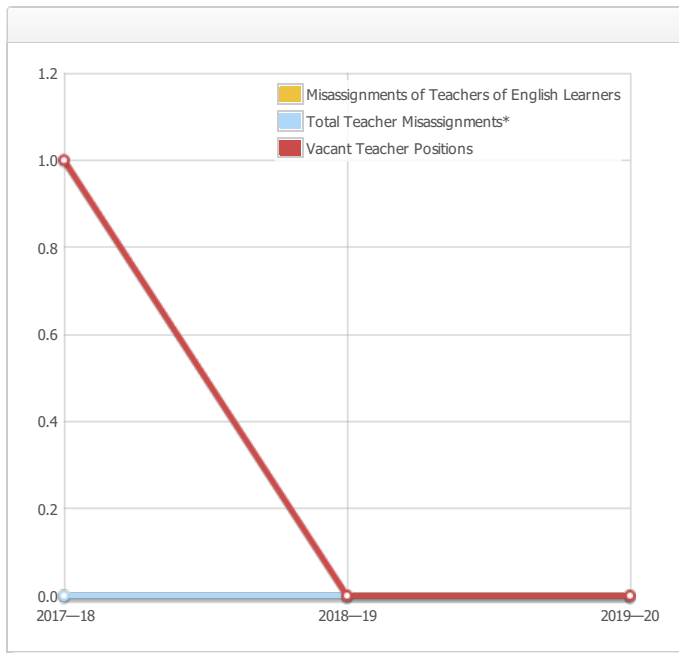
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	71	73	70	182
Without Full Credential	6	4	7	69
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • California National Geographic Reach for Reading K-5 (2016) • McGraw Hill, Wonders, Grades K-2 • Wordly Wise Vocabulary • Spelling Through Morphographs • Houghton Mifflin Harcourt Read 180 Stage A, Stage B, and Stage C • Pearson Literature (2010) • Glencoe Writers Choice Grades 7-12 • Great Source: Write Source • McDougal Littell Literature & Language 9-12 • McDougal Littell Language of Literature 9-10/American Literature/World • Literature/British Literature/California Literature • Holt McDougal Literature 9-10/American Literature/British Literature (2013) • Glencoe McGraw Hill World Literature 9-12 (2016) • Many Californias: Literature from the Golden State • Haslem, Ed., CSU Curriculum for Expository Reading and Writing • Bedford St. Martin's The Language of Composition (AP Language) • Pearson Education Journalism How, What, Where, When, Why and How • Harper Collins Understanding Comics: The Invisible Art (1993) • Miscellaneous Novels (class sets) 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> • Illustrative Mathematics, Open Up Resources, Grades 6-8 • McGraw Hill, My Math, Grades K-5 • Pearson Education, Prentice Hall Skills Intervention Kit • Prentice Hall Envision Math, McGraw Hill Education: California Math-Common • Core Edition K-6 (2013) • Houghton Mifflin Harcourt Go Math • Houghton Mifflin Math 180 • Illustrative Math: Open Up Resources • Macmillan/McGraw-Hill My Math • Macmillan/McGraw-Hill California Glencoe Math Course 1, 2, 3 • Excel Math • AGS Consumer Math • Glencoe Business and Personal Finance • Glencoe Pre Algebra • Prentice Hall PreAlgebra/CA Algebra Readiness/Algebra 1 • CPM Core Connections Course 2 and 3 • CPM Core Connections Algebra 1 • CPM Core Connections Algebra 2 • CPM Core Connections Geometry • Glencoe Algebra: Concepts & Applications • Glencoe Geometry: Concepts & Applications • Glencoe Algebra 2 • ck12.org Algebra 2 • Prentice Hall PreCalculus • Houghton Mifflin Calculus of a Single Variable (AP ed.) • W .H. Freeman The Practice of Statistics Interactive • Mathematics Program Years 1-4 • Houghton-Mifflin My Math 5-8 	Yes	0.00 %
Science	<ul style="list-style-type: none"> • McGraw Hill, Inspire Science, Grades K-5 • Pearson California Elevate Science Grades 6-8 (Integrated) • Macmillan/McGraw-Hill CA Science • Delta Education FOSS Next Generation Science • TCI Bring Science Alive • Holt Earth Science • Holt Life Science • Holt Physical Science • Pearson/Prentice Hall Earth Science • Pearson/Prentice Hall LifeScience • Pearson/Prentice Hall Physical Science • Glencoe Earth Science 	Yes	0.00 %

	<ul style="list-style-type: none"> • Glencoe Biology: Dynamics of Life • Glencoe BSCS Biology: A Molecular Approach • Prentice Hall Chemistry: The Central Science • Pearson Chemistry (2012) • Prentice Hall Environment Science • Prentice Hall Conceptual Physics • Mader Human Biology • ck12.org Biology • Sports Medicine Essentials Current Publishing "Life On An Ocean Planet " • Addison Wesley Conceptual Physics • REA Human Geography • McDougal Holt Understanding Human Anatomy and Physiology • Saunder Language of Medicine • McGraw Hill Ecology: Concepts and Applications 		
History-Social Science	<ul style="list-style-type: none"> • Holt United States History-Independence to 1914 • Holt Medieval to Early Modern Times • Teachers Curriculum Institute: History Alive! California Middle Schools Program (2009) • Teachers Curriculum Institute: Econ Alive! The Power To Choose (2016) • Teachers Curriculum Institute: Government Alive! Power, Politics and You (2015) • Teachers Curriculum Institute: History Alive! World Connections (2016) • Teachers Curriculum Institute: History Alive! Pursuing American Ideals (2016) • Macmillan/McGraw-Hill California Vistas • Studies Weekly California USA History • Glencoe World History: The Human Experience • Glencoe World History: Modern Times, Cengage Learning Societies • Networks and Transitions Volume 1&2/AP World History • Houghton Mifflin American Pageant /AP US History • Glencoe American Vision/US History (2007) • Glencoe US Government: Democracy in Action • Center for Civic Education for Government - We the People: The Citizen and the Constitution • Glencoe Economics: Principles & Practices • Glencoe World Geography (2013) • Glencoe Understanding Psychology (2013) • Myers Psychology for AP • Glencoe Sociology and You (2013) • Davies Sports in American Life (2010) • Glencoe The Developing Child (2014) • Glencoe Street Law • Scribner Environmental Law 	Yes	0.00 %
Foreign Language	<ul style="list-style-type: none"> • Glencoe Asi Se Dice- Spanish 1 • Glencoe Asi Se Dice- Spanish 2 • Glencoe Asi Se Dice- Spanish 3 	Yes	0.00 %
Health	<ul style="list-style-type: none"> • Health Connected Teen Talk High School (2018) • Health Connected Teen Talk Middle School (2018) • Glencoe Health 	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Glencoe Art in Focus • Glencoe Art Talk • Alfred Practical Theory Complete • Hal Leonard Adult Piano Adventures • Hal Leonard Scales, Patterns, and Improvs • Alfred Basic Guitar Theory 1 & 2 • Progressive Classical Guitar Method • Hal Leonard Essential Sight Singing Vol. 1 • Apple Pro Training Series Garageband • Cengage Music Theory for Computer Musicians 	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2020

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all school sites are clean, safe, and functional. To assist in this effort, the LEA contracts with the San Joaquin County Office of Educations Operations Department to provide maintenance and repair to all school sites. The LEA uses the services of Vanguard Cleaning Systems to ensure a clean and safe school in all its facilities. The school acquired and maintains a state of the art gymnasium that was rebranded to reflect the Venture Academy Family of Schools community. The school acquired and maintains additional permanent and portable buildings and physical education facilities.

Over the past three years, work has been done to improve and update the campus. Prior to the start of the 2017-18 school year, solar arrays were installed as parking structures, a fiber line conduit was completed, improvements were made to the school's elementary classrooms, and the parking lots were resurfaced and redesigned to ensure student safety. Safety fences, speed bumps, and crosswalks were installed throughout the campus. Shade structures were installed for the elementary playground and car line. The school library was relocated, library materials reorganized, and a librarian hired. A conference room was added as well as offices for additional clerical staff. During the 2018-19 school year, locker rooms were removed to provide additional space and the counseling center was relocated to this central location making it more accessible to students. The school completed improvements and updates to its weight room and structural safety improvements were made to the elementary classrooms. In addition, the Greater Valley Conservation Corps (GVCC) began improvements to the vast landscape at the school's outdoor education site. The roads at this facility were repaved and speed bumps installed to control traffic and ensure student safety. A fiber line conduit was also installed at the outdoor education facility and the STEM department from SJCOE established an office on the campus to work with the school in promoting outdoor education. During the 2019-20 school year, GVCC has continued work at the outdoor education facility to maintain the health of the trees and improve the grounds.

Last updated: 1/25/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	NA
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	NA

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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Last updated: 1/25/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	39.0%	35.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	20.0%	24.0%	25.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

Last updated: 1/20/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	746	721	96.65%	3.35%	38.83%
Male	335	317	94.63%	5.37%	34.07%
Female	411	404	98.30%	1.70%	42.57%
Black or African American	49	46	93.88%	6.12%	30.43%
American Indian or Alaska Native	--	--	--	--	
Asian	13	12	92.31%	7.69%	66.67%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	483	472	97.72%	2.28%	33.47%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	145	135	93.10%	6.90%	54.07%
Two or More Races	30	30	100.00%	0.00%	46.67%
Socioeconomically Disadvantaged	468	457	97.65%	2.35%	33.04%
English Learners	161	160	99.38%	0.62%	17.50%
Students with Disabilities	77	70	90.91%	9.09%	17.14%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

Last updated: 1/20/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	746	718	96.25%	3.75%	19.67%
Male	335	316	94.33%	5.67%	22.15%
Female	411	402	97.81%	2.19%	17.71%
Black or African American	49	46	93.88%	6.12%	15.22%
American Indian or Alaska Native	--	--	--	--	
Asian	13	12	92.31%	7.69%	16.67%
Filipino	12	12	100.00%	0.00%	50.00%
Hispanic or Latino	483	471	97.52%	2.48%	15.07%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	145	134	92.41%	7.59%	34.59%
Two or More Races	30	29	96.67%	3.33%	20.69%
Socioeconomically Disadvantaged	468	455	97.22%	2.78%	16.26%
English Learners	161	160	99.38%	0.62%	11.88%
Students with Disabilities	77	69	89.61%	10.39%	5.80%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 1/20/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/20/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Venture Academy Family of Schools works in partnership with the San Joaquin County Office of Education to provide Career Technical Educational Programs to students that are aligned to the model curriculum standards. The San Joaquin County Office of Education provides a comprehensive career technical education (CTE) program in both secondary and post-secondary programs that integrate core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for post secondary education and employment. The CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program includes a rigorous academic component and provides students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program focuses on preparing students to enter current or emerging high-skill, high-wage, and/or high demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

All program courses have been developed in cooperation with local business and industry representatives to prepare students with a portfolio of highly marketable skills. Students may enroll in an individual course, pursue a Career Certificate Program, and earn Certificates of Achievement for completing the academic and attendance requirements as outlined for particular areas of study. Six of the industry sectors represented within the CTE program fall under the Venture Academy Family of Schools umbrella. The school currently has four CTE courses articulated with San Joaquin Delta College.

- Mechanical Construction
- Exploration of Health Careers
- Medical Terminology
- Introduction to Graphic Arts Technology

Students enrolled in these classes receive high school and college credit and complete course benchmarks towards career certification.

Last updated: 1/20/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	11.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.00%

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Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	53.46%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	23.58%

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

The Advisory School Council (ASC) is responsible for holding VAFS accountable for the performance of enrolled students. This council conducts the lottery if enrollment exceeds capacity, addresses school safety issues, reviews parental concerns, and sets policies that are unique to the school. The ASC coordinates several annual fundraising events and approves grant proposals and distribution of funds raised through these events. The Council consists of the VAFS Director (non-voting member), two teachers, four parents, two community members and two students (one voting and one non-voting). The council meets the first Tuesday of each month at 2:30 pm. Information about the council meetings is posted on the bulletin board at the Venture Academy main site and on the school website. The Division Director is responsible for communicating all ASC policy decisions to the VAFS School Board. ASC elections are held in the fall. ASC meetings are conducted in compliance with all requirements of the Brown Act.

All academies now use an online gradebook with messaging features. This gives parents 24/7 access to their student's progress. Parents and students can see their assignments, grades, uploaded worksheets and instructions, as well as communicate with teachers. Teachers regularly communicate with students and parents through the online gradebook. In addition, elementary academies have implemented progress reports and Edperformance reporting tools in order to more effectively communicate assessment results with students and parents. Academies hold parent and student orientations at the beginning of the school year and many academies schedule regular parent-teacher conferences. Parents are also involved in the formal SST and IEP process.

Parents have been included in all phases of WASC accreditation and Charter Renewal. This includes participation in surveys, committees for improvement efforts, and focus and home groups during the WASC Self-Study. It also includes the review of documents, meeting with WASC Visiting Committee, and presentation of the Charter Renewal document to the SJCOE Board.

In Venture Academy's Modified Daily Attendance Program (MDA), all students are evaluated regularly and parents have 24/7 access to credit/progress being made by way of the online grading system. All students in home study and independent study are evaluated at monthly meetings with parents present and engaged in dialogue surrounding student progress. These meetings take place a minimum of every four weeks. Parents and their student(s) are required to attend this monthly check-in meeting with their teacher of record. During this meeting, all work is reviewed, student progress is assessed, and a month long learning plan is developed collaboratively with input from teacher, parent, and student.

In addition to student work, parents are encouraged and welcome to participate in student programs when parent volunteers are needed. The following gives a small glimpse into what parent involvement is at Venture Academy:

- Parents help organize and promote school-wide involvement in community events.
- Parents attend workshops, course offerings, and field trips to learn with their children.
- Parents, as member of the Advisory School Council, have taken leadership roles in planning student events, fundraising opportunities, and grant application/awards for teachers and students.
- Parents volunteer in classrooms helping teachers with various tasks.
- Parents donate class supplies and contribute to class projects.
- Parents volunteer time working at school events such as: Fall Festival, Dr. Seuss Day, and Valley Days.
- Parents attend field trips and provide additional support for teachers and students.

State Priority: Pupil Engagement

Last updated: 1/25/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

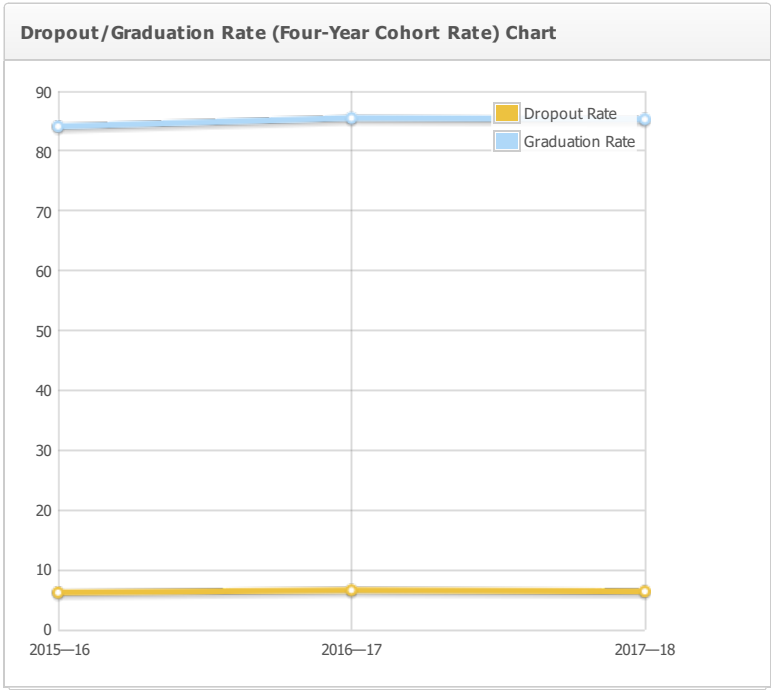
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Many students come to Venture Academy who are credit deficient. We work with those students to graduate but it may not be when they are supposed to be a senior which affects the graduation cohort rate. We believe all students can graduate and get a high school diploma if given the opportunity, even if it takes them a little bit longer.

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	6.20%	--	9.70%
Graduation Rate	84.10%	--	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	6.60%	6.40%	--	--	9.10%	9.60%
Graduation Rate	85.50%	85.30%	--	--	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/20/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.80%	2.10%	1.30%	7.00%	9.40%	6.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.10%	0.10%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/20/2020

School Safety Plan (School Year 2019—20)

All County Operated Schools and Programs (COSP) school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their Site Specific Emergency Plan. Input was sought from parents, staff, law enforcement, fire representative, and first responders. The Site Specific Emergency Plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California Schools. Schools are annually restocked with first aid supplies and teachers are issued a "grab and go" emergency backpack in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review. The Site Specific Emergency Plan is a template that all COSP schools use. The template is amended by VAFS to include site specific information.

COSP also collaborates with community agencies and county employed clinicians that focus on violence prevention and who provide direct services to students/families; i.e. Child Abuse Prevention Council and 654 Probation.

Emergency preparedness training is offered annually to all staff by the Emergency Preparedness Coordinator at SJCOE. ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) update professional development was provided for all Administrative, Support and Teaching staff at the beginning of the 2018-2019 school year. Active Shooter Training is offered to all staff annually. All staff completes annual training on Mandated Reporting, Cybersecurity, and Suicide Prevention on Keenan Safe Schools Modules. Annual professional development is offered in managing assaultive behavior, mental health first aid, and classroom management skill building, and drug impairment recognition throughout the year. VAFS counselors worked in partnership with a local organization to educate teachers and older students on human trafficking.

In addition, the school counselors distribute a crisis file that provides on-line resources for teaching and support staff. County Operated Schools and Programs staff resources include:

- Directions to follow in case of an emergency, crisis or injury, lockdown, or active shooter(s) or dangerous person(s) on or near campus
- COSP Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers
- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information
- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills, and positive relationship building activities though out the school year through PBIS interventions and BASE resources. During the 2019-2020 school year, the VAFS school staff, students, and parents receive suicide prevention resources in accordance with AB2246.

Last updated: 1/20/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Average class size and class size distribution for Venture Academy Family of Schools are based on Modified Daily Attendance programs in which students attend onsite classes regularly. The calculations do not include students enrolled in the elementary homeschool academy.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.00	2	0	0
1	20.50	1	1	0
2	20.50	1	1	0
3	24.50	0	2	0
4	23.00	0	2	0
5	22.00	0	2	0
6	25.00	0	3	0
Other**	21.00	0	8	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.50	2	0	0
1	20.00	2	0	0
2	20.00	2	0	0
3	25.00	0	2	0
4	25.00	0	2	0
5	24.00	0	2	0
6	24.50	0	2	0
Other**	23.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.50	2	0	0
1	19.50	2	0	0
2	21.00	0	2	0
3	25.00	0	2	0
4	25.00	0	2	0
5	24.00	0	2	0
6	24.00	0	2	0
Other**	22.00	5	8	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/25/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Average class size and class size distribution for Venture Academy Family of Schools are based on Modified Daily Attendance programs in which students attend onsite classes regularly. The calculations do not include students enrolled in the high school independent study academy.

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	14	17	0
Mathematics	19.00	22	10	1
Science	22.00	12	13	0
Social Science	24.00	16	14	0

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	18	12	2
Mathematics	18.00	23	12	0
Science	23.00	11	12	0
Social Science	25.00	6	24	0

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	14	23	0
Mathematics	15.00	36	8	0
Science	19.00	15	9	1
Social Science	25.00	7	15	3

* Number of classes indicates how many classrooms 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.

Last updated: 1/25/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	318.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/25/2020

Student Support Services Staff (School Year 2018—19)

Speech, Language, and Hearing services are contracted for are Special Education program.

Other FTE refers to a counselor technician and five resource clerks that work with Special Education students.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Last updated: 1/25/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9572.89	\$868.90	\$8703.99	\$64347.00
District	N/A	N/A	--	\$64347.00
Percent Difference – School Site and District	N/A	N/A	--	0.00%
State	N/A	N/A	\$7506.64	\$80680.00
Percent Difference – School Site and State	N/A	N/A	7.40%	-11.30%

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

Last updated: 1/25/2020

Types of Services Funded (Fiscal Year 2018—19)

The LEA provides programs and supplemental educational services based on students needs.

Last updated: 1/25/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	15	10.10%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	13	9	10