

Venture Academy

School Accountability Report Card Reported Using Data from the 2017—18 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 www.ventureacademyca.org.

Contact

Venture Academy

2829 Transworld Dr.
Stockton, CA 95206-3950

Phone: 209-468-5940
E-mail: kfocacci@sjcoe.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Joaquin County Office of Education
Phone Number	(209) 468-4800
Superintendent	James Mousalimas
E-mail Address	jstanton@sjcoe.net
Web Site	http://www.sjcoe.org

School Contact Information (School Year 2018—19)	
School Name	Venture Academy
Street	2829 Transworld Dr.
City, State, Zip	Stockton, Ca, 95206-3950
Phone Number	209-468-5940
Principal	Kathleen Focacci, Director
E-mail Address	kfocacci@sjcoe.net
Web Site	www.ventureacademyca.org/
County-District-School (CDS) Code	39103973930476

Last updated: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

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.

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.

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):

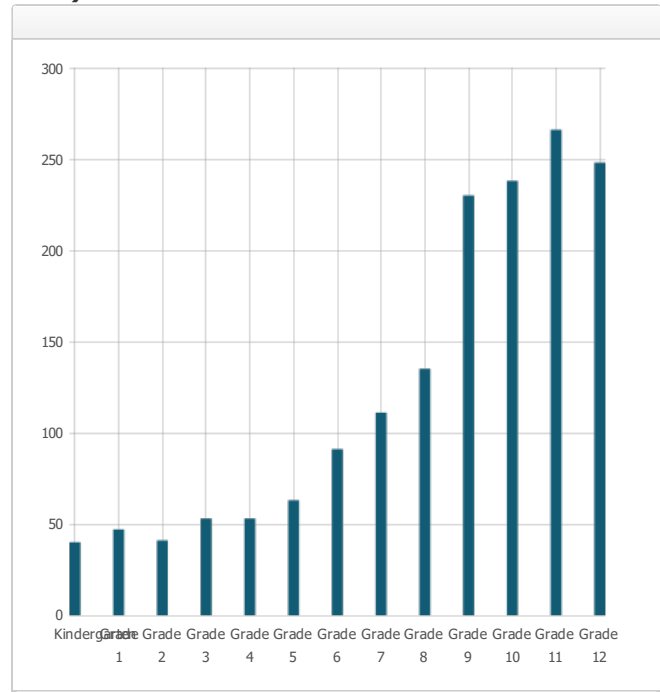
- Realizing the world is a classroom
- Demonstrating continuous progress toward mastery of a core body of knowledge
- Initiating and facilitating their own learning

Venture Academy students will imagine possibilities.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	47
Grade 2	41
Grade 3	53
Grade 4	53
Grade 5	63
Grade 6	91
Grade 7	111
Grade 8	135
Grade 9	230
Grade 10	238
Grade 11	266
Grade 12	248
Total Enrollment	1616



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.9 %
American Indian or Alaska Native	0.7 %
Asian	2.5 %
Filipino	1.6 %
Hispanic or Latino	65.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	18.6 %
Two or More Races	4.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.4 %
English Learners	10.0 %
Students with Disabilities	7.9 %
Foster Youth	0.6 %

A. Conditions of Learning

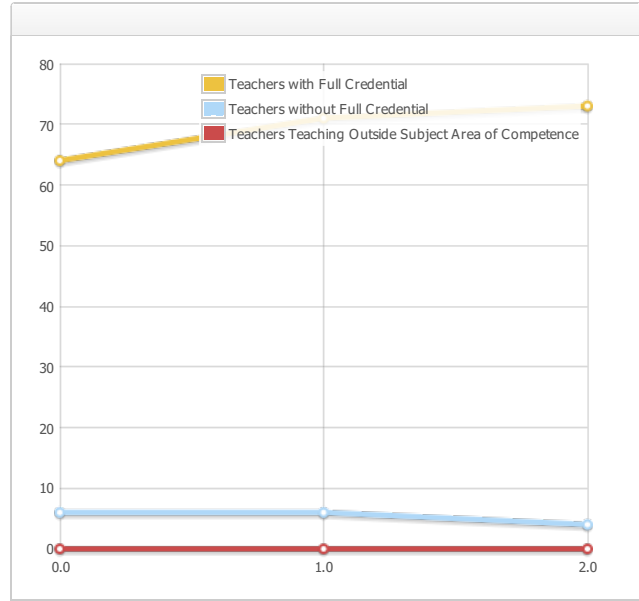
State Priority: Basic

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

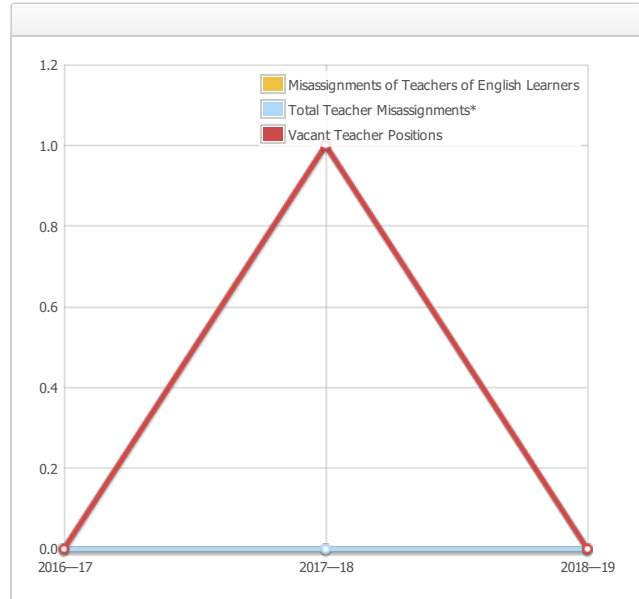
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	64	71	73	174
Without Full Credential	6	6	4	60
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and 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) • 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	0.0 %
Mathematics	<ul style="list-style-type: none"> • 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 Algebra 1 • CPM Core Connections Algebra 2 • 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	0.0 %
Science	<ul style="list-style-type: none"> • 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 • 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 	Yes	0.0 %

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	0.0 %
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	0.0 %
Health	<ul style="list-style-type: none"> • Health Connected Teen Talk High School (2018) • Health Connected Teen Talk Middle School (2018) • Glencoe Health 	Yes	0.0 %
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: 1/31/2019

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 JaniTek –Janitorial & Commercial Cleaning to ensure a clean and safe school. The school acquired and maintains a state of the art gymnasium that was recently rebranded to reflect the Venture Academy Family of Schools community. The school acquired and maintains additional permanent and portable buildings, physical education facilities and installed safety fences, speed bumps, and crosswalks throughout 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, improvement were made to the school's elementary classrooms, and the parking lots were resurfaced and redesigned to ensure student safety. During the 2017-18 school year, a counseling center was added to improve student counseling services. In addition to the equestrian arena and new barns installed two years ago at the school's outdoor education facility, the site's roads were repaved and speed bumps installed to control traffic and ensure student safety prior to the start of the 2018-19 school year. The school is currently in the process of removing locker rooms to provide an additional classroom at the main campus and a fiber line conduit is being installed at the school's outdoor education facility.

Last updated: 1/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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 2018

Overall Rating	Good
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Last updated: 1/23/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	35.0%	33.0%	35.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	20.0%	22.0%	24.0%	37.0%	38.0%

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: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	772	736	95.34%	34.51%
Male	377	358	94.96%	33.52%
Female	395	378	95.70%	35.45%
Black or African American	47	43	91.49%	27.91%
American Indian or Alaska Native	11	--	90.91%	30.00%
Asian	20	20	100.00%	45.00%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	499	482	96.59%	31.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	130	92.20%	43.08%
Two or More Races	33	30	90.91%	26.67%
Socioeconomically Disadvantaged	507	485	95.66%	29.69%
English Learners	166	164	98.80%	18.90%
Students with Disabilities	82	74	90.24%	9.46%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	771	734	95.20%	20.19%
Male	377	358	94.96%	20.67%
Female	394	376	95.43%	19.73%
Black or African American	47	43	91.49%	11.63%
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	25.00%
Filipino	12	12	100.00%	50.00%
Hispanic or Latino	499	482	96.59%	17.26%
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	130	92.20%	31.54%
Two or More Races	33	30	90.91%	13.33%
Socioeconomically Disadvantaged	506	483	95.45%	16.80%
English Learners	166	164	98.80%	15.34%
Students with Disabilities	82	74	90.24%	6.76%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 1/23/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/23/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education - SJCOE

The San Joaquin County Office of Education desires to provide 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 shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program shall focus 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: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	46.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.0%

Last updated: 1/23/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	52.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	16.8%

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	26.7%	20.0%	10.0%
9	21.5%	22.3%	26.2%

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.

Last updated: 1/23/2019

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 2018–19)

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 to learn with their children.
- Parents, as member of the Advisory School Council, have taken leadership roles in planning many school events: Prom, Grad Nite at Disneyland, 8th grade promotion, book fair, and numerous fundraising opportunities.
- 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

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

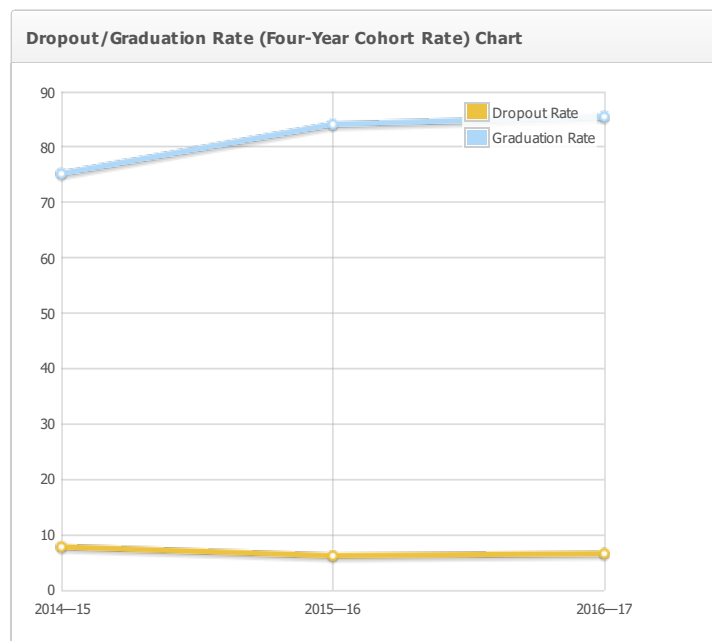
- High school dropout rates; and
- High school graduation rates

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.8%	6.2%	--	--	10.7%	9.7%
Graduation Rate	75.2%	84.1%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.6%	--	9.1%
Graduation Rate	85.5%	--	82.7%



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

Last updated: 2/11/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	90.6%	50.1%	88.7%
Black or African American	73.3%	38.9%	82.2%
American Indian or Alaska Native	0.0%	16.7%	82.8%
Asian	100.0%	24.4%	94.9%
Filipino	100.0%	80.0%	93.5%
Hispanic or Latino	86.3%	50.8%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	96.2%	61.8%	92.1%
Two or More Races	100.0%	61.1%	91.2%
Socioeconomically Disadvantaged	87.3%	46.2%	88.6%
English Learners	28.6%	29.8%	56.7%
Students with Disabilities	88.9%	37.7%	67.1%
Foster Youth	100.0%	63.0%	74.1%

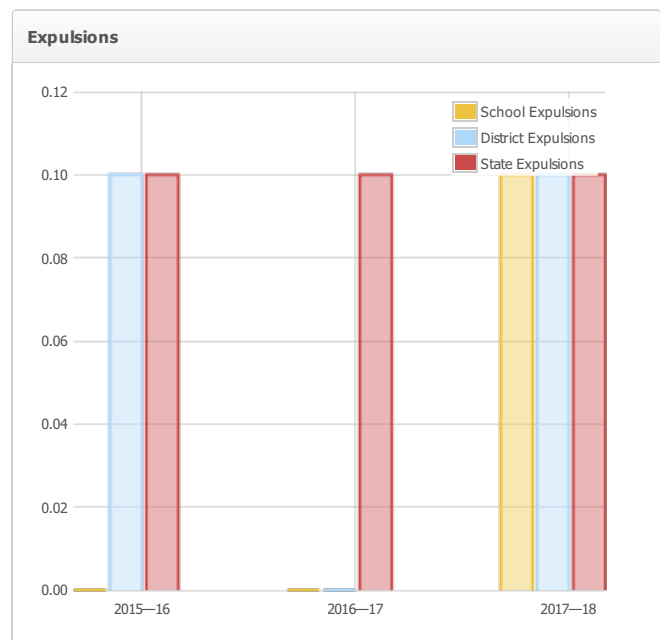
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.6%	1.8%	2.1%	9.2%	7.0%	9.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

All 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. 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 issued first aid kits and "grab and go" emergency packs in the event of an evacuation. Venture Academy hired a full-time school nurse at the beginning of the 2017-18 school year. 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.

COSP also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention Council, Fathers, Families, Peacekeepers.

All staff completes annual training on Mandating Reporting, Cybersecurity, and Suicide Prevention. 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. Annual professional development is offered in managing assaultive behavior, mental health first aid, and classroom management skill building throughout the year.

The counseling staff creates a crisis file and provides on-line resources for every teacher in the program. The information is reviewed and updated as needed throughout the year. The following information is included in the crisis file:

- Directions to follow in case of an emergency, crisis or injury
- 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 throughout the school year. During the 2018-2019 school year staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

Last updated: 1/23/2019

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 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	2	0	0
1	20.0	2	0	0
2	20.0	2	0	0
3	25.0	0	2	0
4	25.0	0	2	0
5	25.0	0	2	0
6	25.0	0	2	0
Other**	24.0	0	12	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.0	2	0	0
1	20.5	1	1	0
2	20.5	1	1	0
3	24.5	0	2	0
4	23.0	0	2	0
5	22.0	0	2	0
6	25.0	0	3	0
Other**	21.0	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	15.5	2	0	0
1	20.0	2	0	0
2	20.0	2	0	0
3	25.0	0	2	0
4	25.0	0	2	0
5	24.0	0	2	0
6	24.5	0	2	0
Other**	23.0	4	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 (Secondary) (School Year 2015—16)

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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	18	17	1
Mathematics	22.0	10	15	2
Science	20.0	11	11	9
Social Science	23.0	15	17	9

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	14	17	0
Mathematics	19.0	22	10	1
Science	22.0	12	13	0
Social Science	24.0	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	18	12	2
Mathematics	17.8	23	12	0
Science	23.0	11	12	0
Social Science	25.0	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.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017–18)

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	Average Number of Students per Academic Counselor
Academic Counselor	4.0	404.0
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	6.0	N/A

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

*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: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$98543.0	\$864.4	\$9001.1	\$65421.0
District	N/A	N/A	--	\$65421.0
Percent Difference – School Site and District	N/A	N/A	--	0.0%
State	N/A	N/A	\$7125.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	31.2%	-18.9%

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017—18)

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

Last updated: 1/23/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	2	N/A
All Courses	10	8.8%

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

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

Last updated: 1/23/2019

Professional Development

Teachers, Administrators, clerical and other staff members are provided with opportunities to participate in staff development activities that improve and maintain their professional skills. An average of ten school days per year are dedicated to staff development for teachers. New teachers are provided one extra day for orientation, philosophy and school procedures. Staff development meetings over the last three years have included activities and discussions surrounding: Schoolwide Learner Outcomes, Testing & Accountability, Education Policy & Administrative Regulation, Technology, Common Core Standards, Innovative teaching tools, Confidentiality, Procedures for dispensing medication, and Medi-cal Administrative Activities (MAA), ALICE training, Odysseyware Online Learning Management System, Pathways Student Information System, Special Education Information System (SEIS), Jupiter Online Management System, and Mental Health and Suicide Prevention Training. Grade level and academy site meetings are also scheduled monthly to provide staff development, articulation, planning, and collaboration for improving grade level curriculum, content area curriculum, and teaching strategies. Clerical staff meets monthly to ensure communication on upcoming events and for cross training on new and existing procedures. New teachers participate in BTSA.

Most staff members participate in off-site training and conferences. Conferences and training over the last three years include:

- Access Abilities Designing for All Learners in Mathematics
- ACSA
- AP Summer Institute (strands included Calculus, Chemistry, English Literature and Composition, Spanish Language, Studio Art)
- Applied Educational Neuroscience- Mindful Strategies
- ASIST Applied Suicide Intervention Skills Training
- Assessing Language and Literacy in a Multi-Tier System of Support
- AVID Summer Institute and AVID Workshops
- BTSA Support Provider Training, CAASPP Training
- CADA State Convention
- California Jump Start Learning to Build Personal Financial Literacy
- CBT Training- Beck Institute
- California Consortium for Independent Study
- CELDT Train the Trainer
- Charter Schools Development Center Conference
- COE Diagnostic Training
- Collaborative 5E Lesson Planning for NGSS Biology
- Cognitive Theories of Autism Executive Functioning
- College Board Conference
- Computation and Simulation in High School Tech Tools to Increase Student Engagement and Inquir

- Counselor Connection
- Central Valley Counselor Summit
- CMC Math Conference
- CSU/UC Counselor Conference
- Conducting Clinic for Music
- CUE Conference
- Delta Studies Institute Flood Plain and Delta Ecology
- EAP Conference
- Educating for Careers Conference
- EL Strategies
- ELD Standards training
- ELPAC Academy
- ERWC (Expository Reading and Writing Curriculum)
- FFA State Convention
- Functional Behavior Assessment
- Geology and Natural History (Regions include Yosemite Valley, Death Valley, Kings Canyon, Pt. Reyes, San Andreas Fault)
- Get Your Teach On
- Good Teaching Conference
- Hamilton Education Program
- Health Connected Puberty Talk and Teen Talk
- I Read
- Illustrative Mathematics
- Irlen Screener Training
- Lab Safety Certification
- Learning and the Brain Conference
- Legally Sound Effective Response to Student Threats of Violence
- Literacy Leadership Conference
- Lozano Smith Special Education Training
- Mathematics Professional Learning
- Math Technology and Desmos Training
- Mean Girls Seminar
- NEED Project Conference
- Neuropsychology of Reading Disorders
- NGSS Training
- Number Talks
- Opening the World through Nature Journal Curriculum
- Partners to Renew and Improve Math Education (PRIME)
- Positive Behavior Strategies and Plan Implementation
- Project Adventure and Certification
- Read 180
- Reading, Writing and Math for Big Kids
- Rick Morris Classroom Management

- Rick Morris Eight Great Ideas
- Robert Kaplinsky Math Workshop
- School Based Assessment and Treatment of Dyslexia
- School Pathway Academy
- SELPA Dyslexia Challenge
- Special Education Symposium
- Silicon Valley Computer Science
- SJCOE Tech Summit
- Seeing Stars
- Spanish for Teachers
- Special Education Secondary Transition Workshop
- STEM Tracts
- Teacher Performance Assessment Scoring
- Teaching Proportional Reasoning
- Threat Assessment
- Tools for Teaching Fred Jones
- TurnItIn
- WACAC Share, Learn, and Connect Counselor Conference
- YM&C Conference

Several teachers also act as advisors for award-winning student competitive teams. This included participation in the 2018 Mock Trial World Championships in New York. It also included participation in the SkillsUSA Competitions at the regional and state level.

Venture Academy of Family of Schools encourages teachers to earn additional credentials and pursue advanced degrees. Several staff members earned CTEL certification or a Certification of Eligibility for an Administrative Credential. As of 2017, thirty-five staff members hold Master's degrees and one has a doctoral degree. Currently, five staff members are enrolled in Master's degree programs.

Last updated: 1/29/2019