

**Venture Academy**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

**Address:** 2829 Transworld Dr.  
Stockton, CA , 95206-  
3950

**Principal:** Joni Hellstrom, Director

**Phone:** (209) 468-5940

**Grade** K-12  
**Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## About This School

### Joni Hellstrom, Director

📍 Principal, Venture Academy

### About Our School

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Joni Hellstrom

Division Director, Venture Academy Family of Schools

(209) 468-4806

[jhellstrom@sjcoe.net](mailto:jhellstrom@sjcoe.net)

### Contact

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Venture Academy  
2829 Transworld Dr.  
Stockton, CA 95206-3950

Phone: [\(209\) 468-5940](tel:(209)468-5940)

Email: [jhellstrom@sjcoe.net](mailto:jhellstrom@sjcoe.net)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Superintendent</b>	Brown, Troy A.
<b>Email Address</b>	<a href="mailto:trbrown@sjcoe.net">trbrown@sjcoe.net</a>
<b>Website</b>	<a href="http://www.sjcoe.org">www.sjcoe.org</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Venture Academy
<b>Street</b>	2829 Transworld Dr.
<b>City, State, Zip</b>	Stockton, CA , 95206-3950
<b>Phone Number</b>	(209) 468-5940
<b>Principal</b>	Joni Hellstrom, Director
<b>Email Address</b>	<a href="mailto:jhellstrom@sjcoe.net">jhellstrom@sjcoe.net</a>
<b>Website</b>	<a href="http://www.ventureacademyca.org/">www.ventureacademyca.org/</a>
<b>County-District-School (CDS) Code</b>	39103973930476

*Last updated: 1/26/24*

## School Description and Mission Statement (School Year 2023–24)

Chartered by the San Joaquin County Board of Education, the Venture Academy Family of Schools is one of the largest charter schools in the area. It has been a public school of choice since 2002. VAFS began as a homeschool program with 275 students. Currently, there are over 1650 students enrolled in the school's focus academies.

Serving TK-12 students, we offer WASC-accredited programs featuring flexible schedules and sites that develop students' academic progress and further their interests and passions.

- Innovative, non-traditional approaches to education
- A public school of choice
- Tuition-free
- Western Association of Schools and Colleges (WASC) Accredited

VAFS continues to offer homeschool/independent study educational programs for students and developed a

modified daily attendance (MDA) model for students needing greater support. Our MDA academies are staffed by credentialed teachers. Students attend classes Monday-Thursday. Fridays allow for opportunities for homeschool assignments, special projects, or required onsite activities and instruction. Enrollment is offered to students within San Joaquin County and any contiguous counties which include 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 TK-12 students by providing rich, standards-based educational opportunities for those who seek innovative, nontraditional 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 Family of Schools. They are the framework around which the academic program is built and reflect the mission, vision, and belief statements of the school. The six SLO's, developed by Venture Academy staff are listed below.

**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 STATEMENTS**

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.

VAFS holds a fundamental belief that individuals learn best in an environment that nurtures creativity and curiosity, and that expands understanding of the world through observation, inquiry, and collaboration with others. A powerful learning environment is one in which students, with the assistance of caring adults, have options in how, when, and where they learn. The optimal learning environment is physically and emotionally safe; the staff is compassionate, supportive, trusted, well qualified, and holds high expectations for students. The curriculum is based in reality and accessible to all students; the subject matter is appropriate, relevant, and intellectually stimulating. Within VAFS, these conditions are met in a variety of educational settings called academies which meet the individual needs and interests of the students.

At VAFS, students have opportunities to individualize their instruction based on their ability levels and personal interest, through a wide variety of school offerings. Teachers, parents, and students confer regularly to adjust the individualized plan as needed to ensure progress toward meeting educational goals. Using a variety of authentic assessment methods and standardized tests, students are evaluated to determine levels of competency and to measure progress.

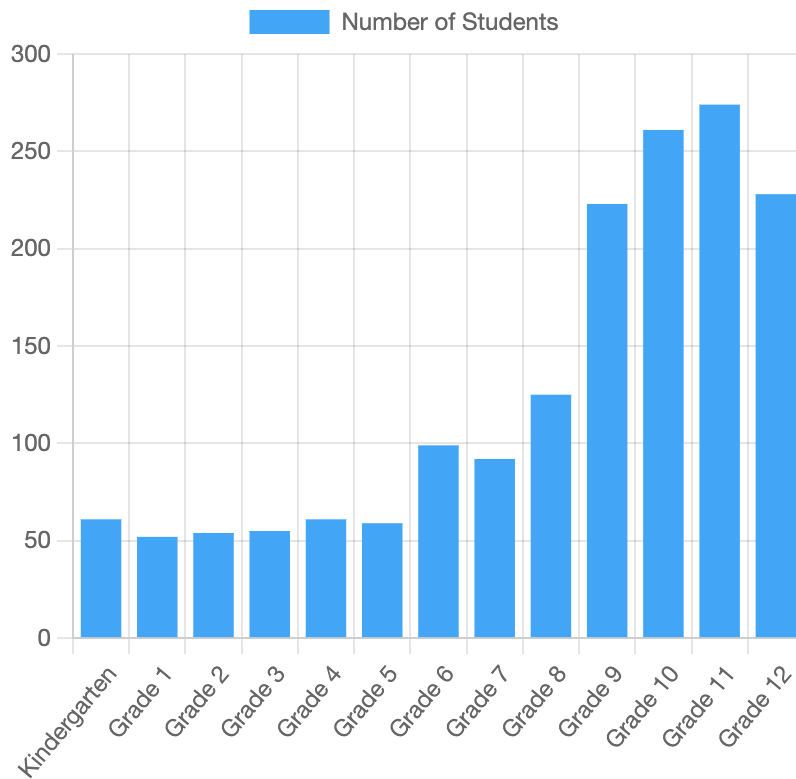
VAFS strives to develop each student as an "educated person in the 21st century". An educated person in the 21st century will:

- Work independently and cooperatively as appropriate
- Organize tasks, skills, and activities
- Think beyond the status quo
- Create choices in the ways s/he learns as well as how s/he learns
- Possess confidence in making decisions that affect positive change
- Possess a minimum of 10th-grade reading, writing, and math skills
- Plan for personal growth
- Observe, test, and question theories
- Participate in the community
- Function capably in an ever-changing technological society
- Know and explore passions
- Effectively communicate what s/he knows
- Possess a set of guiding personal beliefs
- Understand that "We are most nearly ourselves when we achieve the seriousness of a child at play." - Heraclitus

*Last updated: 1/30/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	61
Grade 1	52
Grade 2	54
Grade 3	55
Grade 4	61
Grade 5	59
Grade 6	99
Grade 7	92
Grade 8	125
Grade 9	223
Grade 10	261
Grade 11	274
Grade 12	228
Total Enrollment	1644



Last updated: 1/30/24

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	52.80%	English Learners	15.70%
Male	47.10%	Foster Youth	0.40%
Non-Binary	0.10%	Homeless	1.30%
American Indian or Alaska Native	0.50%	Migrant	0.40%
Asian	4.00%	Socioeconomically Disadvantaged	67.00%
Black or African American	6.70%	Students with Disabilities	10.60%
Filipino	1.50%		
Hispanic or Latino	70.30%		
Native Hawaiian or Pacific	0.60%		

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Islander	
Two or More Races	2.60%
White	13.10%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.90	45.67%	84.70	33.52%	228366.10	83.12%
Intern Credential Holders Properly Assigned	4.00	5.08%	17.80	7.05%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.70	7.23%	36.60	14.50%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	28.90	36.79%	79.20	31.35%	12115.80	4.41%
Unknown/Incomplete/NA	4.10	5.20%	34.30	13.58%	18854.30	6.86%
Total Teaching Positions	78.80	100.00%	252.80	100.00%	274759.10	100.00%

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

*Last updated: 1/30/24*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	43.61%	116.40	42.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	5.30	6.80%	27.30	9.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	4.97%	28.20	10.29%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	32.60	41.58%	74.20	27.06%	11953.10	4.28%
Unknown/Incomplete/NA	2.30	3.01%	28.00	10.22%	15831.90	5.67%
Total Teaching Positions	78.50	100.00%	274.20	100.00%	279044.80	100.00%

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

*Last updated: 1/30/24*

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	1.80	2.80
Misassignments	3.90	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.70	3.90

*Last updated: 11/2/23*

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	28.90	31.60
Total Out-of-Field Teachers	28.90	32.60

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10%	1.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.60%	0%

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw-Hill CSU Expository Reading and Writing Curriculum Holt McDougal - Literature The Language of Composition Odysseyware		0
Mathematics	Go Math My Math The Practice of Statistics CPM Core Connections and Integrated Math 1-3 Glencoe Algebra, Geometry, Algebra 2, Pre-calculus Calculus of a Single Variable AP Edition Odysseyware		0
Science	Inspire Science Elevate Science McGraw-Hill Earth Science, Biology		0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	Prentice Hall Chemistry  Chemistry th eCentral Science, AP Edition  Odysseyware		
History-Social Science	Social Studies Weekly  TCI  Glencoe American Government, World History  Odysseyware		0
Foreign Language	Vista Descubre - Spanish 1-3  Vista Temas - AP Spanish  Odysseyware		0
Health	Health Connected Teen Talk  Glencoe Health Education Today  Odysseyware		0
Visual and Performing Arts	Teacher generated curriculum		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

## School Facility Conditions and Planned Improvements

The school is currently improving the soccer field by completely replacing it with an artificial turn field.

The school has planned to add shade structures over the elementary playground.

The school is planning to construct an industry-standard CTE culinary lab classroom.

The school is completing the process of adding an electronic key card system to all buildings.

The school has recently constructed an exterior fence around the entire campus, including the San Joaquin County Office of Education buildings.

The school plans to renovate 4 portable classrooms to provide needed repairs to the structure, roof, and flooring.

*Last updated: 1/30/24*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Interior:</b> Interior Surfaces	Poor	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Electrical:</b> Electrical	Fair	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.
<b>Structural:</b> Structural Damage, Roofs	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The maintenance team will go through the report and address the necessary repairs or improvements by the end of the school year.

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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*Last updated: 1/30/24*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	31%	33%	19%	20%	47%	46%
Mathematics (grades 3-8 and 11)	13%	11%	8%	6%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/30/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	752	722	96.01%	3.99%	32.96%
Female	386	375	97.15%	2.85%	36.53%
Male	365	346	94.79%	5.21%	28.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	38	34	89.47%	10.53%	44.12%
Black or African American	51	48	94.12%	5.88%	22.92%
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	518	501	96.72%	3.28%	30.14%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00%	0.00%	21.05%
White	103	98	95.15%	4.85%	46.94%
English Learners	120	115	95.83%	4.17%	8.70%
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47%	23.53%	30.77%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	509	487	95.68%	4.32%	27.52%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	89	86	96.63%	3.37%	15.12%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	752	722	96.01%	3.99%	10.66%
Female	386	375	97.15%	2.85%	10.13%
Male	365	346	94.79%	5.21%	11.27%
American Indian or Alaska Native	--	--	--	--	--
Asian	38	34	89.47%	10.53%	17.65%
Black or African American	51	48	94.12%	5.88%	4.17%
Filipino	15	15	100.00%	0.00%	20.00%
Hispanic or Latino	518	501	96.72%	3.28%	9.98%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00%	0.00%	5.26%
White	103	98	95.15%	4.85%	14.29%
English Learners	120	115	95.83%	4.17%	2.61%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47%	23.53%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	509	487	95.68%	4.32%	7.19%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	89	86	96.63%	3.37%	2.33%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24*

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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	14.73%	16.76%	4.53%	1.74%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	652	555	85.12%	14.88%	16.76%
Female	330	281	85.15%	14.85%	14.95%
Male	321	273	85.05%	14.95%	18.68%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	20	66.67%	33.33%	40.00%
Black or African American	41	35	85.37%	14.63%	11.43%
Filipino	17	17	100.00%	0.00%	41.18%
Hispanic or Latino	457	385	84.25%	15.75%	12.21%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75%	6.25%	13.33%
White	82	74	90.24%	9.76%	32.43%
English Learners	93	80	86.02%	13.98%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	447	373	83.45%	16.55%	12.87%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with	66	58	87.88%	12.12%	5.17%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/30/24*

### **Career Technical Education (CTE) Programs (School Year 2022–23)**

Venture Academy offers a variety of CTE courses to all high school students. Students are able to select CTE courses through the annual course selection process and these courses are available to all interested students. Venture Academy has a CTE advisory committee, which is led by administrator Silvia De Alba, and all industries listed below are represented on the committee. The CTE Industries and Pathways offered at the school are:

#### Agriculture and Natural Resource

- Agriscience Pathway
- Animal Science Pathway

#### Arts, Media, and Entertainment

- Performing Arts Pathway
- Design, Visual, and Media Arts Pathway

#### Building and Construction Trades

- Residential and Construction Pathway

#### Business and Finance

- Business Management Pathway

#### Health Science and Medical Technology

- Patient Care Pathway
- Mental and Behavioral Health Pathway

#### Hospitality, Tourism, and Recreation

- Food Service and Hospitality Pathway

#### Manufacturing and Product Development

- Welding and Materials Joining Pathway

The school also supports student participation in HOSA, Skills USA, and FFA as part of the robust CTE programs. The school uses current industry trends in choosing the CTE industries to offer, and prioritizes high-skill, high wage industries. Student voice is also part of the process in selecting which CTE industries to offer.

All CTE courses count towards the school's graduation requirements and nearly all are certified with the University of California as meeting entrance requirements. Two courses in Welding and two courses in Health Science are also articulate with Delta College and students can earn both college and high school credit for those classes if they pass with a "B" or better.

All CTE courses incorporate both academic and career technical standards in their course sequence.

*Last updated: 1/30/24*

**Career Technical Education (CTE) Participation (School Year 2022–23)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	538
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4

*Last updated: 1/30/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	81.95%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	17.67%

*Last updated: 1/30/24*

## 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 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	96%	96%
7	91%	91%	91%	91%	91%
9	88%	88%	88%	88%	88%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/30/24*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2023–24)

Venture Academy Family of Schools ensures parent participation through the Advisory School Council (ASC) and English Learner Advisory Council (ELAC). Both parent groups meet monthly. The contact person for the ASC is the president, Jennifer Jepson, (209) 468-5940 and the contact person for the ELAC is Kelly Ware (209) 468-5940.

The ASC plays an important role in the school community, including reviewing the school programs, providing support to parents, students and staff for VAFS programs, and fostering communication and understanding between the school, the County Office of Education, parents, and the community. The ASC facilitates a number of fundraising events each year and provides a process by which academies and school groups apply for grants. The ASC is consulted in the development and yearly update of the VAFS LCAP.

The ELAC meets monthly with VAFS staff to discuss student needs and look at ways to support language acquisition. Parents have a strong voice in this committee and a direct impact on the implementation of support systems for EL students.

## State Priority: Pupil Engagement

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

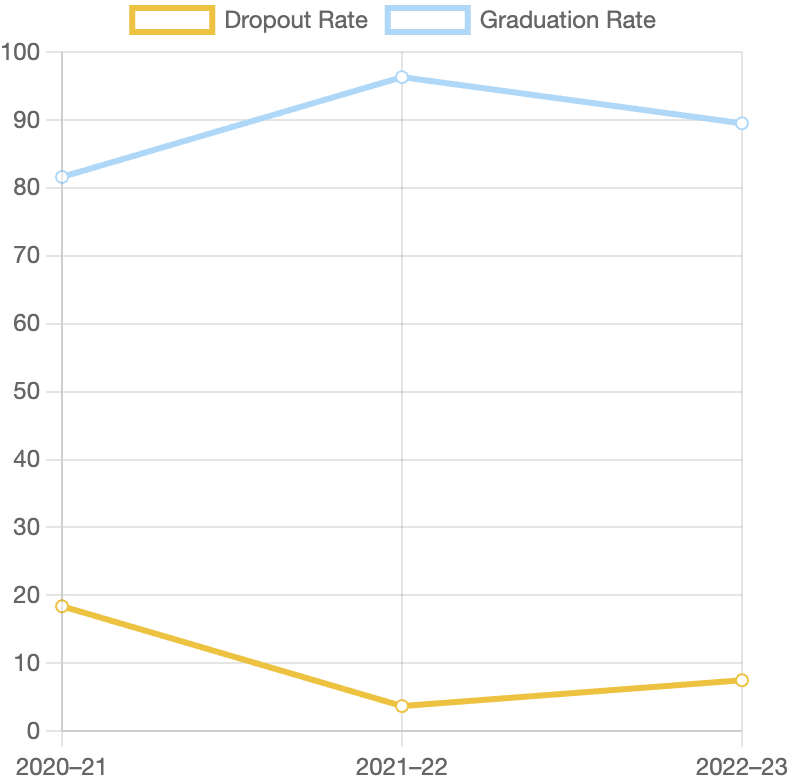
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### 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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	18.4%	3.7%	7.5%	35.1%	24.2%	29.8%	9.4%	7.8%	8.2%
Graduation Rate	81.6%	96.3%	89.5%	42.2%	46.6%	39.9%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/30/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	239	214	89.5%
Female	136	123	90.4%
Male	103	91	88.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	10	76.9%
Filipino	--	--	--
Hispanic or Latino	174	159	91.4%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	23	82.1%
English Learners	32	30	93.8%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	195	173	88.7%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	27	25	92.6%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

**Chronic Absenteeism by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1727	1710	251	14.7%
Female	911	900	113	12.6%
Male	815	809	138	17.1%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	9	9	2	22.2%
Asian	72	72	17	23.6%
Black or African American	113	113	24	21.2%
Filipino	26	26	1	3.8%
Hispanic or Latino	1203	1193	157	13.2%
Native Hawaiian or Pacific Islander	12	12	4	33.3%
Two or More Races	49	48	11	22.9%
White	229	223	32	14.3%
English Learners	285	282	46	16.3%
Foster Youth	12	11	4	36.4%
Homeless	27	27	8	29.6%
Socioeconomically Disadvantaged	1200	1187	199	16.8%
Students Receiving Migrant Education Services	7	7	1	14.3%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	206	204	44	21.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/30/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	4.69%	6.25%	1.14%	5.30%	5.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.35%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/30/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	6.25%	0.35%
Female	2.96%	0.00%
Male	9.94%	0.74%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.17%	0.00%
Black or African American	17.70%	0.88%
Filipino	3.85%	0.00%
Hispanic or Latino	5.74%	0.33%
Native Hawaiian or Pacific Islander	8.33%	0.00%
Two or More Races	2.04%	0.00%
White	4.80%	0.44%
English Learners	8.07%	0.35%
Foster Youth	8.33%	0.00%
Homeless	3.70%	0.00%
Socioeconomically Disadvantaged	6.75%	0.42%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.14%	1.46%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/30/24*

**School Safety Plan (School Year 2023–24)**

The school's comprehensive safety plan was reviewed with school faculty and student representatives on: 1/16/24, 1/19/24, and 1/24/24.

The safety plan addresses the following elements:

- Assessment of school safety on school campuses and school-related functions
- Protocol for responding to a students' opioid overdose
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened by be conducted at the school, at an activity sponsored at the school, or on a school bus serving the school
- Child Abuse reporting procedures
- Disaster procedures
- Procedures for Tactical Response
- Suspension and Expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe arrival and departure from school campuses
- Policies enacted to maintain a safe and orderly environment
- Hate crime reporting procedures
- Ensure all safety protocols include consideration of students with disabilities and compliance with federal disability laws

*Last updated: 1/30/24*

## 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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2		
1	20.00	2		
2	22.00		2	
3	26.00		2	
4	26.00		2	
5	12.00	3	2	
6	11.00	33		
Other**	21.00	1	1	

\* 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 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	18.00	2		
1	21.00		5	
2	21.00	1	1	
3	24.00		7	
4	24.00		6	
5	16.00	6	7	
6	22.00	4	16	
Other**	11.00	6		

\* 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 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	18.00	3	0	0
1	20.00	3	0	0
2	21.00	3	2	0
3	26.00	1	2	0
4	25.00	1	2	0
5	18.00	1	2	0
6	23.00	1	4	0
Other**	13.00	2	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 2020–21) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	81	20	2
Mathematics	14.00	57	17	1
Science	15.00	39	11	1
Social Science	13.00	59	17	1

\* 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 2021–22) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	34	19	5
Mathematics	17.00	39	15	1
Science	21.00	18	18	5
Social Science	20.00	24	16	7

\* 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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	15	30	2
Mathematics	19.00	24	19	1
Science	22.00	12	18	0
Social Science	23.00	12	29	1

\* 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: 1/30/24*

### Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	328.8

\* 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: 1/30/24*

### Student Support Services Staff (School Year 2022–23)

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

Other FTE refers to a counselor technician and six 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)	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	6.00

\* 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.

*Last updated: 1/30/24*

#### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13079.91	\$2444.84	\$10635.08	\$73435.00
District	N/A	N/A	\$10635.08	\$73435.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	28.00%	--

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



## Types of Services Funded (Fiscal Year 2022–23)

Venture Academy offers a variety of educational programs to students in order for them to choose the educational approach that best serves their needs. There are two academies that offer home school/independent learning options:

- Synergy: K-8 grades
- Independent Study: 9-12 grades

Venture Academy also offers several other academies with students attending school in person 4 days a week for a more structured educational approach:

- Ventureland: K-5 grades (elementary program that includes art and PE electives)
- Durham Ferry: 5-12 grades (focus on agriculture, animal science, and natural resources)
- Keystone: 6th grade (focus on transition from elementary to middle school)
- VISA: 7-8 grades (self-contained middle school classes)
- APEX: 7-8 grades (single subject middle school classes where students changes teachers throughout the day)
- TEACH!: 9-12 grades (focus on becoming an educator)
- Delta VISTA: 9-12 grades (focus on being competitive for college)
- Excel: 9-12 grades (focus on sports science)
- Foundations: 9-12 grades (focus on performing arts)
- ImagineIT: 9-12 grades (focus on STEAM)
- BrainworX: 9-12 grades (focus on critical thinking)

Venture academy also has an intervention-focused academy, Interventure, for high school students.

In addition to the ability for families to choose an educational program that best meets their child's needs, Venture Academy also offers special education support and services to all students who qualify, including speech services for those who qualify. Venture provides designated EL instruction and support for students identified as English Learners at all grade levels. Venture offers services to support student health by having a nurse, nurse specialist, counselors, and a mental health provider. Venture has also created a wellness center for high school students as a place to provide additional services and supports.

Venture Academy provides a free breakfast and lunch to all students to ensure students have access to two nutritional meals while at school.

Venture Academy provides additional academic supports through structured reading and math intervention, in addition to offering office hours and study halls for students. Many of the Venture teachers across grade levels have been trained in AVID and they incorporate AVID strategies in their classes. There are AVID elective offerings at the high school level. There are also a variety of CTE pathway offerings at the high school level with opportunities for

students to participate in academic competitive teams: HOSA, Skills USA, FFA, and mock trial. Students have the ability to complete CTE pathways as part of their academic schedule.

Venture Academy also offers a full sports program in the following way:

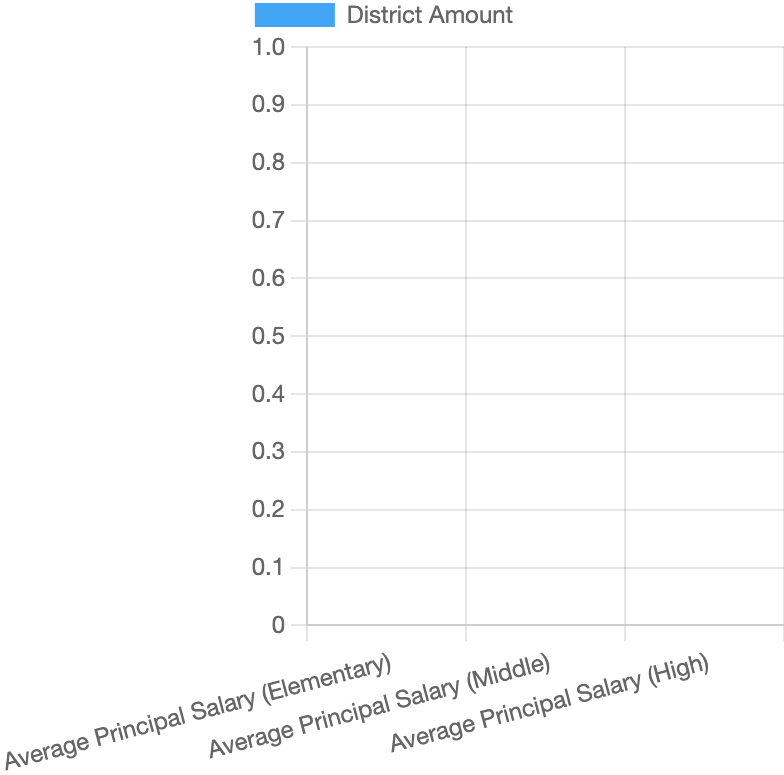
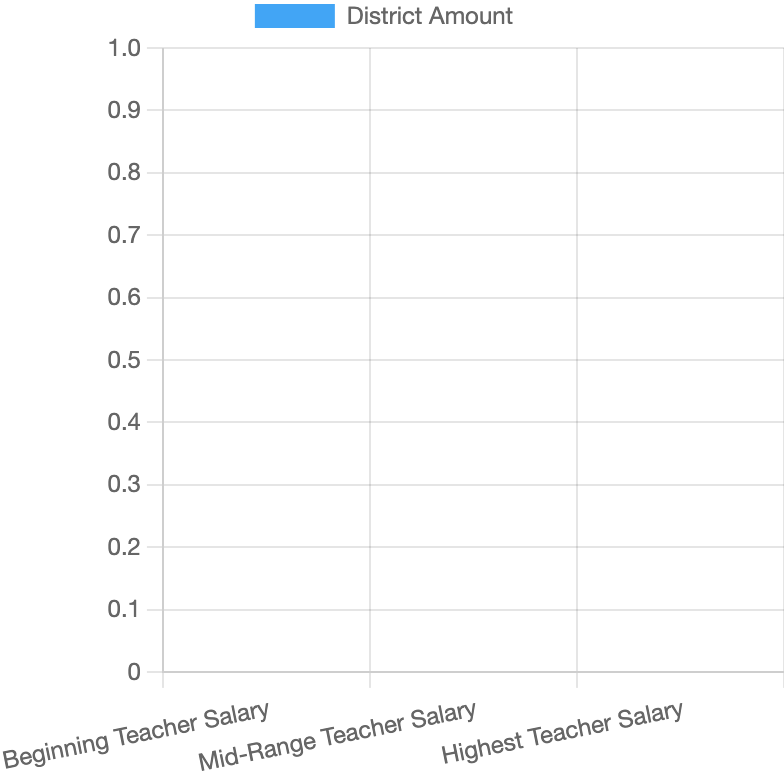
- Middle School sports: volleyball, basketball, soccer
- High School sports: cross country, boys/girls volleyball, boys/girls basketball, boys/girls soccer, co-ed wrestling, co-ed golf, track & field, softball, and baseball.

*Last updated: 1/30/24*

### Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$0.00	\$0.00
Mid-Range Teacher Salary	\$0.00	\$0.00
Highest Teacher Salary	\$0.00	\$0.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$0.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/24

**Advanced Placement (AP) Courses (School Year 2022–23)****Percent of Students in AP Courses** 8.5 %

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered*	4

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

*Last updated: 1/30/24*

**Professional Development**

For the 2021–22 school year, 11 days were full days and 7 days were partial days.

For the 2022–23 school year, 8 days were full days and 6 days were partial days.

For the 2023–24 school year, 11 days were full days and 2 days were partial days.

<b>Measure</b>	<b>2021– 22</b>	<b>2022– 23</b>	<b>2023– 24</b>
Number of school days dedicated to Staff Development and Continuous Improvement	18	14	13

*Last updated: 1/30/24*