

**Venture Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	2829 Transworld Dr. Stockton, CA , 95206-3950	<b>Principal:</b>	Joni Hellstrom, Director
<b>Phone:</b>	(209) 468-5940	<b>Grade Span:</b>	K-12

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

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

## **DataQuest**

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

## California School Dashboard

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

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Joni Hellstrom, Director

📍 Principal, Venture Academy

### Contact

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Venture Academy  
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Stockton, CA 95206-3950

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

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<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 2025–26)

<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/">http://www.ventureacademyca.org/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	39103973930476

## School Description and Mission Statement (School Year 2025–26)

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.

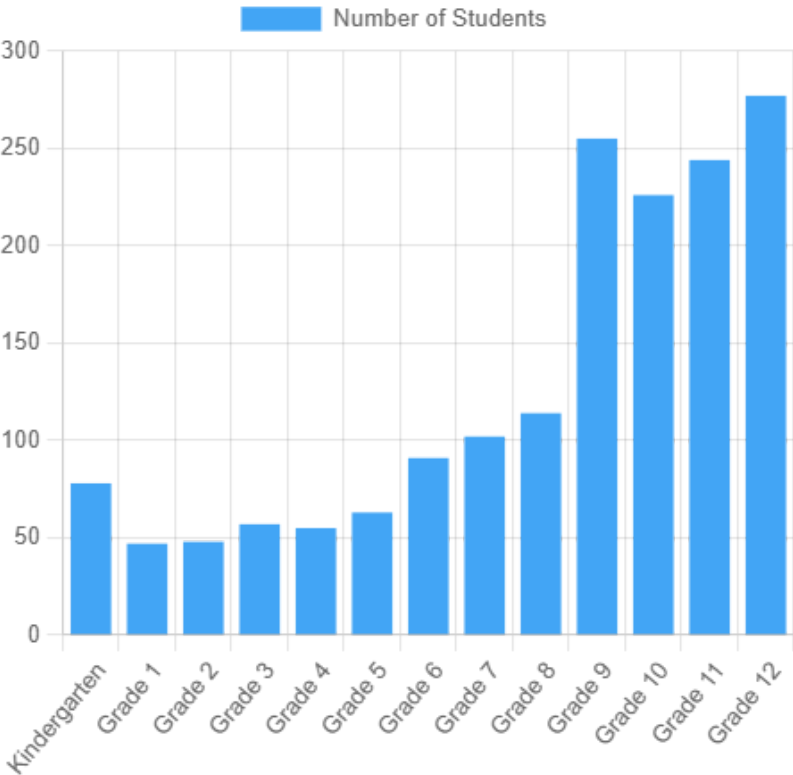
VAFS strives to develop each student as an "educated person in the 21st century". An educated person in the 21st century will:

- 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

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	78
Grade 1	47
Grade 2	48
Grade 3	57
Grade 4	55
Grade 5	63
Grade 6	91
Grade 7	102
Grade 8	114
Grade 9	255
Grade 10	226
Grade 11	244
Grade 12	277
Total Enrollment	1657



**Student Enrollment by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	52.40%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	4.10%
Black or African American	6.30%
Filipino	1.30%
Hispanic or Latino	74.50%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	3.80%
White	11.70%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	12.40%
Foster Youth	0.10%
Homeless	0.90%
Migrant	0.90%
Socioeconomically Disadvantaged	69.20%
Students with Disabilities	12.80%

**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 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.

## Teacher Preparation and Placement (School Year 2022–23)

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)	56.40	66.36%	129.90	43.14%	231142.40	83.24%
Intern Credential Holders Properly Assigned	5.60	6.59%	29.10	9.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.20	8.47%	40.30	13.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	15.20	17.89%	76.40	25.37%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	0.66%	25.30	8.40%	14303.80	5.15%
Total Teaching Positions	85.00	100.00%	301.10	100.00%	277698.00	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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	60.90	70.04%	155.80	49.86%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.90	3.35%	10.90	3.49%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.20	11.83%	73.90	23.66%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.40	13.14%	53.00	16.96%	12112.80	4.34%
Unknown/Incomplete/NA	1.40	1.62%	18.80	6.02%	13705.80	4.91%
Total Teaching Positions	86.90	100.00%	312.40	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2.80	4.3	9.00
Misassignments	1.00	2.9	1.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.90	7.2	10.20

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.8	1.10
Local Assignment Options	31.60	14.3	10.20
Total Out-of-Field Teachers	32.60	15.2	11.40

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4%	5.2%	3.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	1.9%	1.90%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK -5: Wonders McGraw Hill / Adoption 2018 6-8: Teacher Created Materials 9-12: Teacher Created Materials Home Based Learning K-6: Nat Geo Reach Home Based Learning 7-12: Edgenuity	0
Mathematics	K-8: Illustrative Math 9-12: Reveal McGraw Hill / 2024 Adoption and CPM Home Based Learning K-6: Reveal McGraw Hill Home Based Learning 7-12: Edgenuity	0
Science	K-5: Inspire McGraw Hill / Adoption 2018 6-8: Elevate Savass / Adoption 2019 9-12: Inspire McGraw Hill / Adoption 2024 Home Based Learning K-6: Science Weekly Home Based Learning 7-12: Edgenuity	0
History-Social Science	K-5: My World Savass 6: TCI 7-12: Savass / Adoption 2025 Home Based Learning: Social Studies Weekly Home Based Learning 7-12: Edgenuity	0
Foreign Language	9-12: Temas and Descubre VHL Home Based Learning 9-12: Edgenuity	0
Health	K-12: Teacher Created Materials Home Based Learning 9-12: Edgenuity	0
Visual and Performing Arts	Teacher Created Materials	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

Per the most recent FIT report data, the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

# 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: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Minor repairs are needed for various rooms and facilities.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	36%	34%	21%	19%	47%	48%
Mathematics (grades 3-8 and 11)	10%	16%	7%	10%	35%	37%

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 Assessments 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<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	723	697	96.40%	3.60%	33.72%
Female	371	357	96.23%	3.77%	38.94%
Male	352	340	96.59%	3.41%	28.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00%	0.00%	44.83%
Black or African American	55	54	98.18%	1.82%	31.48%
Filipino	12	10	83.33%	16.67%	--
Hispanic or Latino	502	492	98.01%	1.99%	30.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	29	87.88%	12.12%	31.03%
White	89	81	91.01%	8.99%	45.68%
English Learners	85	85	100.00%	0.00%	4.71%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	476	456	95.80%	4.20%	29.61%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	115	111	96.52%	3.48%	13.51%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<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	723	697	96.40%	3.60%	15.95%
Female	371	357	96.23%	3.77%	13.20%
Male	352	340	96.59%	3.41%	18.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00%	0.00%	24.14%
Black or African American	55	55	100.00%	0.00%	5.45%
Filipino	12	10	83.33%	16.67%	--
Hispanic or Latino	502	491	97.81%	2.19%	15.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	29	87.88%	12.12%	31.03%
White	89	81	91.01%	8.99%	16.05%
English Learners	85	85	100.00%	0.00%	3.53%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	476	456	95.80%	4.20%	13.41%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	115	111	96.52%	3.48%	5.41%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	16.51%	17.82%	4.55%	3.01%	30.73%	32.33%

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 in a science assessment.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<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	682	663	97.21%	2.79%	17.82%
Female	369	358	97.02%	2.98%	16.20%
Male	313	305	97.44%	2.56%	19.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	13.33%
Black or African American	57	57	100.00%	0.00%	5.26%
Filipino	--	--	--	--	--
Hispanic or Latino	466	453	97.21%	2.79%	16.37%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00%	12.00%	31.82%
White	90	88	97.78%	2.22%	28.41%
English Learners	53	53	100.00%	0.00%	3.77%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	460	447	97.17%	2.83%	15.25%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	73	96.05%	3.95%	5.48%

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.

## Career Technical Education (CTE) Programs (School Year 2024–25)

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 Ryan Carter, 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

### Building and Construction Trades

- Residential and Construction Pathway

### Business and Finance

- Business Management Pathway

### Education, Child Development, and Family Services

- Education 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.

## Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	587
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.1%

<b>Measure</b>	<b>CTE Program Participation</b>
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10%

## Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

### Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 2024–25)

#### 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	88%	88%	91%	91%	91%
7	91%	91%	91%	91%	91%
9	93%	93%	93%	93%	93%

Note: The administration of the PFT requires only participation results 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.

## 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 2025–26)

Venture Academy Family of Schools ensures parent participation through the Advisory School Council (ASC) and English Learner Advisory Council (ELAC). The contact person for the ASC is the secretary, Alice Johnson, (209) 468-5940 and the contact person for the ELAC is the Family Engagement Specialist, Maritza Rodriguez, (209) 292-2690.

The ASC plays an important role in the school community and is consulted in the development and yearly update of the VAFS Safety Plan, Title 1 review, and LCAP.

The ELAC has six meetings during the school year 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. The ELAC committee also provides feedback on the VAFS Safety Plan and LCAP.

Other opportunities for parents to become involved in their school community include Volunteering in the classroom, chaperone on school trips, and participate in parent workshops that are organized by the Family Engagement Specialist.

### State Priority: Pupil Engagement

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

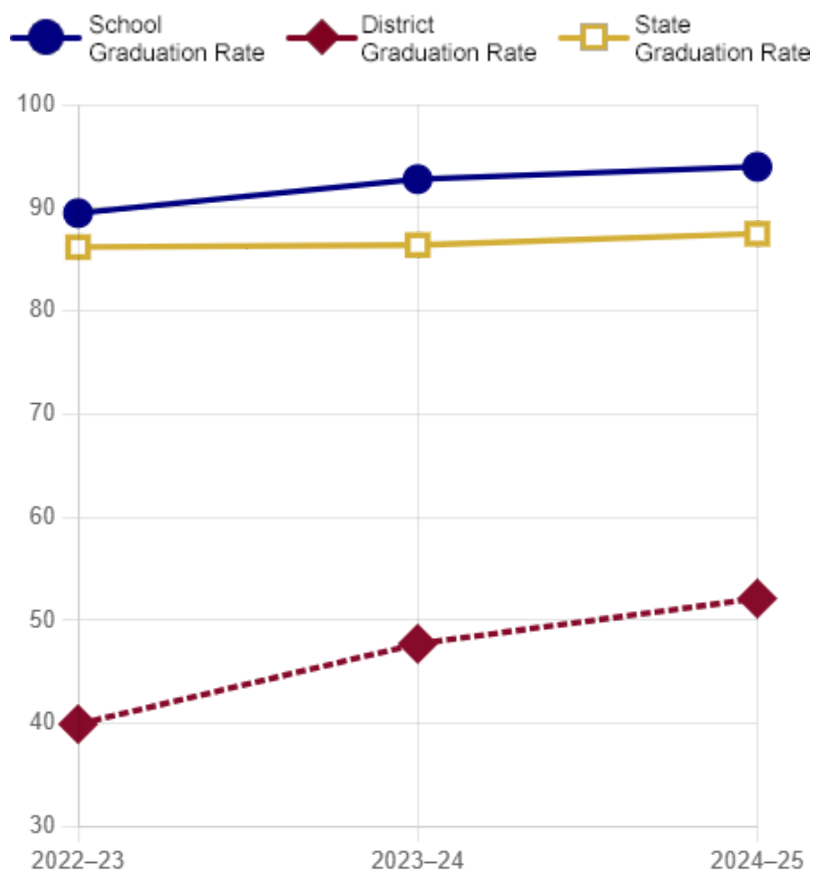
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

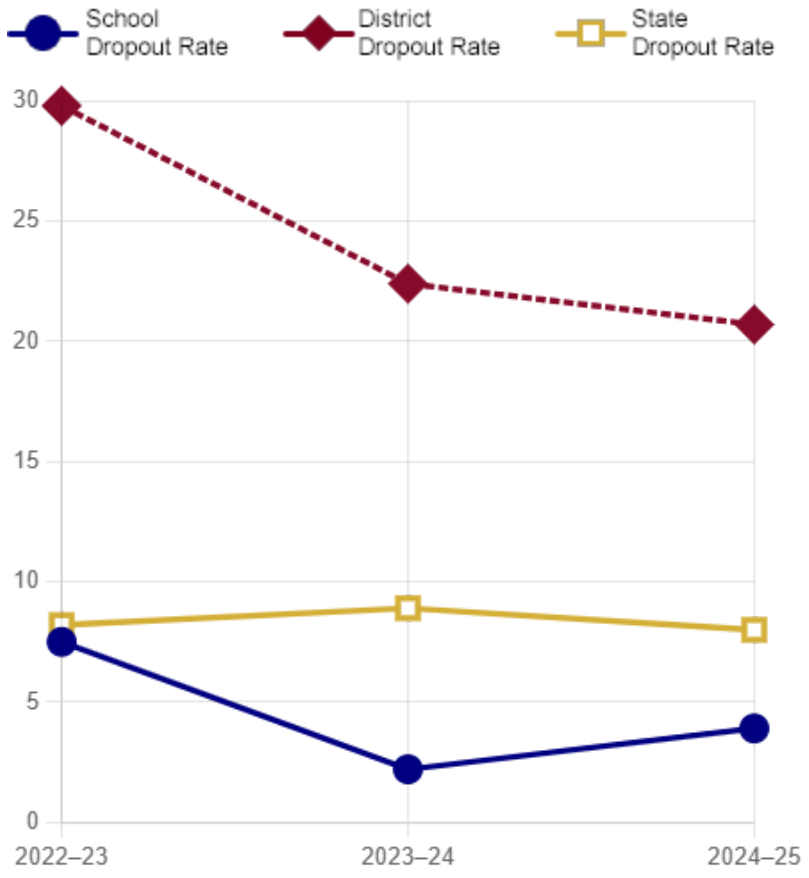
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	89.5%	92.8%	94.0%	39.9%	47.7%	52.1%	86.2%	86.4%	87.5%
Dropout Rate	7.5%	2.2%	3.9%	29.8%	22.4%	20.7%	8.2%	8.9%	8.0%

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

#### Graduation Rates



# Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	284	267	94.0%
Female	146	138	94.5%
Male	138	129	93.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	13	12	92.3%
Black or African American	23	20	87.0%
Filipino	--	--	--
Hispanic or Latino	197	188	95.4%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	35	32	91.4%
English Learners	46	41	89.1%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	231	216	93.5%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	41	38	92.7%

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1742	1706	174	10.2%
Female	885	872	79	9.1%
Male	857	834	95	11.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	67	6	9.0%
Black or African American	109	104	8	7.7%
Filipino	22	21	1	4.8%
Hispanic or Latino	1254	1235	123	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	66	9	13.6%
White	204	195	25	12.8%
English Learners	240	238	20	8.4%
Foster Youth	--	--	--	--
Homeless	14	14	5	35.7%
Socioeconomically Disadvantaged	1201	1175	137	11.7%
Students Receiving Migrant Education Services	15	15	1	6.7%
Students with Disabilities	241	240	31	12.9%

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.

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	6.25	3.14	3.27	5.81	4.56	4.86	3.60	3.28	2.94
Expulsions	0.35	0.00	0.06	0.09	0.00	0.03	0.08	0.07	0.06

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.

### Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27%	0.06%
Female	1.81%	0.00%
Male	4.78%	0.12%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.49%	0.00%
Black or African American	4.59%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.43%	0.08%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.94%	0.00%
White	2.94%	0.00%
English Learners	2.50%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.14%	0.00%
Socioeconomically Disadvantaged	3.66%	0.08%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.22%	0.00%

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

## School Safety Plan (School Year 2025–26)

### School Safety Plan from 2025-2026 School Year:

The school's Comprehensive School Safety Plan was reviewed and discussed with school faculty staff, &/or student representatives on: 9/25/25, 10/28/25 1/15/26 and 1/20/26 via our School Safety Committee and parent groups. The School Safety Committee meets monthly to ensure that we remain compliant with our safety plan while continuously improving school safety at Venture. In addition, safety surveys have been completed by our educational partners; this includes families, students and staff, regarding safety needs and concerns. The data was used to evaluate and modify Venture's safety plan.

The Comprehensive School 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
- Compliance with safety protocols including consideration compliance with federal disability laws
- Continuity Plan
- Shielding our educational partners from immigration raids

## 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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

<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>
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 (Elementary) (School Year 2023–24)**

<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	17.00	2	0	0
1	20.00	2	0	0
2	20.00	2	0	0
3	25.00	0	2	0
4	25.00	0	2	0
5	25.00	0	2	0
6	25.00	0	4	0
Other**	21.00	2	0	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 2024–25)**

<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	20.00	2		
2	21.00	1	1	
3	25.00		2	
4	25.00		2	
5	24.00		2	
6	24.00		3	
Other**	22.00	3		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 (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	23.00	15	28	
Mathematics	20.00	30	11	
Science	22.00	14	16	
Social Science	24.00	9	28	

\* 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 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	22.00	14	31	
Mathematics	20.00	27	14	
Science	24.00	5	22	
Social Science	21.00	8	19	

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	268.83

\* 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.

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16261.75	\$2962.69	\$13299.07	\$82346.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2024–25)

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:

- Mavericks Home School: K-8 grades
- Mavericks Home-based learning: 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: TK-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 all grade levels 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. 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.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

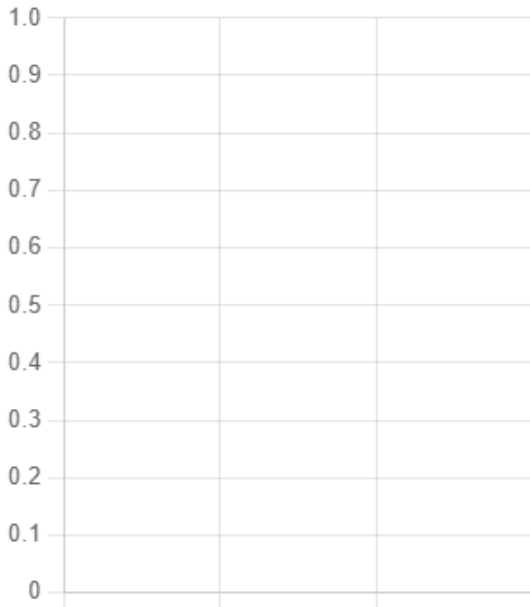
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

District Amount



Beginning Teacher Salary  
Mid-Range Teacher Salary  
Highest Teacher Salary

District Amount



Average Principal Salary (Elementary)  
Average Principal Salary (Middle)  
Average Principal Salary (High)

## Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 6.5 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered*	5

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

## Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	13	16	13