

Venture Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

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

Principal: Joni Hellstrom

Phone: (209) 468-5940

Grade Span: 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 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 for use, and the ability to print documents.

on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Joni Hellstrom

📍 Principal, Venture Academy

About Our School

Venture Academy Family of Schools is a TK-12 charter school that offers a choice for families who are looking for an educational alternative for their students. Students who choose to enroll in VAFS find themselves being challenged to imagine possibilities for the future, to solve real-world problems, to be curious and ask questions about the world, and to learn to play while they play to learn. The school's individualized approach to teaching and learning includes thirteen academies, each with a specific focus. Students choose the learning environment that fits their interests and keeps them motivated and engaged in learning.

Venture Academy Family of Schools offers pathways to students that will prepare them for their future, whether that is college, the military, other secondary training programs, or the workforce. We believe our Schoolwide Learning Outcomes will equip students with the necessary skills to be successful in future school years and in life: Play Passionately, Learn Infinitely, Embrace Challenge, Think Critically, Live Responsibly, and Imagine Possibilities.

Venture Academy Family of Schools' staff is creative, passionate, and committed to providing our students in grades TK through twelve a robust, rigorous educational experience that will empower them to take their places in the world and positively impact their communities.

Joni Hellstrom, M.S.
Division Director
Venture Academy Family of Schools

Contact

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

Phone: (209) 468-5940
Email: jhellstrom@sjcoe.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

| | |
|-----------------------|--|
| District Name | San Joaquin County Office of Education |
| Phone Number | (209) 468-4800 |
| Superintendent | A. Brown, Troy |
| Email Address | trbrown@sjcoe.net |
| Website | www.ventureacademyca.org/ |

School Contact Information (School Year 2022–23)

| | |
|--|--|
| School Name | Venture Academy |
| Street | 2829 Transworld Dr. |
| City, State, Zip | Stockton, CA , 95206-3950 |
| Phone Number | (209) 468-5940 |
| Principal | Joni Hellstrom |
| Email Address | jhellstrom@sjcoe.net |
| Website | www.ventureacademyca.org/ |
| County-District-School (CDS) Code | 39103973930476 |

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

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, non-traditional approaches to learning. Our students will become literate, lifelong learners empowered to embrace challenge, think critically, play passionately, live responsibly, and imagine possibilities.

SCHOOLWIDE LEARNING OUTCOMES

Schoolwide Learning Outcomes (SLO's) define what each student should know, understand, and be able to do upon leaving Venture Academy 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.

HOW LEARNING BEST OCCURS

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:

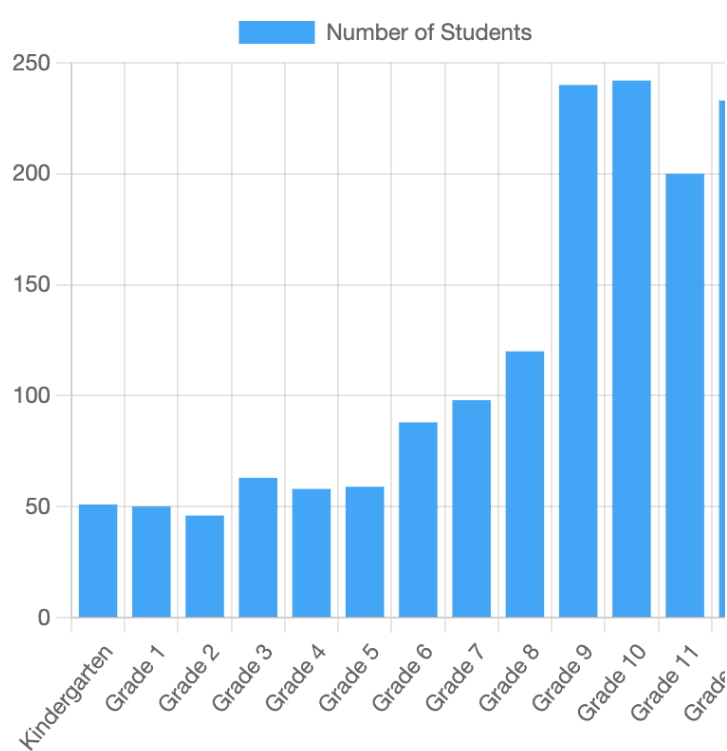
Century VIII:

- 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: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 50 |
| Grade 2 | 46 |
| Grade 3 | 63 |
| Grade 4 | 58 |
| Grade 5 | 59 |
| Grade 6 | 88 |
| Grade 7 | 98 |
| Grade 8 | 120 |
| Grade 9 | 240 |
| Grade 10 | 242 |
| Grade 11 | 200 |
| Grade 12 | 233 |
| Total Enrollment | 1548 |



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 52.00% |
| Male | 48.00% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 1.00% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 16.00% |
| Foster Youth | 1.00% |
| Homeless | 0.00% |
| Migrant | 1.00% |
| Other | 0.00% |

| Student Group | | Percent of Total Enrollment |
|-------------------------------------|--|-----------------------------|
| Asian | | 3.00% |
| Black or African American | | 7.00% |
| Filipino | | 2.00% |
| Hispanic or Latino | | 68.00% |
| Native Hawaiian or Pacific Islander | | 0.00% |
| Two or More Races | | 1.00% |
| White | | 16.00% |

| Socioeconomically | 64.00% |
|----------------------------|-----------------------------|
| Student Group (Other) | Percent of Total Enrollment |
| Disadvantaged | |
| Students with Disabilities | 11.00% |

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 | 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: 1/29/23

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 |

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| 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 | 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: 1/29/23

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: 1/11/23

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: 1/11/23

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: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <p>Elementary</p> <ul style="list-style-type: none"> Wonders McGraw-Hill: ELA (Grades 1 - 2) Spelling City (Grades 1-2) National Geographic Reach for Reading (Grade 3) National Geographic Learning (Grades TK - 5) Wonders McGraw-Hill: ELA (Grades 4 - 5) Wonders Designated ELD Workbooks (Grades K - 6) <p>Middle School</p> <ul style="list-style-type: none"> Morphographs Scholastic Grammar Wordly Wise Writing and Grammar Literature and Language Basic English, 3rd Division Words Their Way Spelling Read 180 Literature sets and class novels <p>High School</p> <ul style="list-style-type: none"> CSU Expository Reading and Curriculum (ERWC) Understanding Comics (Scott McCloud) Basic English Composition, Globe Fearon Wordly Wise Blackie ELT - High School English Grammar and Composition Holt McDougal - Literature Grades 9 - 12 The Language of Composition (Shea, Scanlon, Aufses) Journalism: Who, What, When, Where, Why, and How The Best American Sports Writing Many Californias: Literature of the Golden State Glencoe McGraw Hill World Literature Odysseyware Assorted Literature: <i>The Alchemist</i>, <i>The Boy Who Harnessed the Wind</i>, <i>The Odyssey</i>, <i>Romeo and Juliet</i>, <i>Alice's Adventures in Wonderland</i>, <i>Frankenstein</i>, <i>Northanger Abbey</i>, <i>Hamlet</i>, <i>Jekyll and Hyde</i>, <i>Night</i>, <i>Fahrenheit 451</i>, <i>The Crucible</i>, <i>The</i> | Yes | 0% |

| | Great Gatsby, Brave New World, Othello, The Call of the Wild, Things Fall Apart, A Long Way Gone, The Dark Child, Weep | | |
|-------------|---|----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| | <p>Not Child, The Outsiders, Thin Wood Walls, Monster, Into The Wild, Success for Teens, Lord of the Flies, One Flew over the Cuckoo's Nest, The Diary of Anne Frank, Frankenstein, The Crucible, Hamlet, Harry Potter, A Midsummer Night's Dream, The Distance Between Us, Macbeth, Into the Wild, The Last Lecture, 1984, Of Mice and Men, Cannery Row, Grayson, Slouching Toward Bethlehem, The Joy Luck Club, Woman Warrior, Fat City, The Scarlet Letter, The Great Gatsby, As I Lay Dying, The Glass Menagerie, Ceremony, Cry the Beloved Country, Hamlet, Frankenstein, A Doll's House, Waiting for Godot, Speak, Animal Farm, Illustrated Man, Jurassic Park, The Book Thief, Tuesdays with Morrie, The Kite Runner, The Handmaid's Tale, The Arrival, American Born Chinese, Lumber Janes, Return of the Dark Knight, Ms. Marvel, Maus</p> <p>?</p> | | |
| Mathematics | <p>Elementary</p> <ul style="list-style-type: none"> Go Math (TK - 5) Excel Math (TK - 5) My Math McGraw-Hill: Math (Grades 1 - 5) <p>Middle School</p> <ul style="list-style-type: none"> Go Math My Math McGraw-Hill CA Math Levels 1 and 2 Core Connections Courses 2 & 3 (CPM/College Preparatory Mathematics) Math 6 Curriculum and Open Up Resources Math 6 Curriculum created by All Things Algebra Math 7/8 Curriculum Created by All Things Algebra <p>High School</p> <ul style="list-style-type: none"> The Practice of Statistics (Starnes, Yates, Moore) Integrated Math 1, 2, and 3 (CPM/College Preparatory Mathematics) Algebra 2 (Big Ideas Math) Core Connections Algebra 2 (CPM/College Preparatory Mathematics) Glencoe California Algebra 2 Algebra 2 Curriculum created by All Things Algebra | Yes | 0% |

- Algebra 2 Curriculum created by All Things Algebra
- Algebra 1 Curriculum created by All Things Algebra

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| | <ul style="list-style-type: none"> • Algebra 1 (Big Ideas Math) • Core Connections Algebra 1 (CPM/College Preparatory Mathematics) • Glencoe Algebra 1 • Glencoe California Algebra 1 • Core Connections Courses 2 & 3 (CPM/College Preparatory Mathematics) • Core Connections Geometry (CPM/College Preparatory Mathematics) • Glencoe Geometry • Glencoe California Geometry • Precalculus (CPM/College Preparatory Mathematics) • Calculus of a Single Variable AP Edition (Brooks/Cole) • Odysseyware | | |
| Science | <p data-bbox="371 1022 516 1047">Elementary</p> <ul style="list-style-type: none"> • Harcourt Science (TK - 5) • Inspire Science-McGraw Hill (Grades 1 - 5) <p data-bbox="371 1182 548 1207">Middle School</p> <ul style="list-style-type: none"> • Savvas (formally Pearson) Realize, California Elevate Science – Integrated, 6, 7 & 8 grades. • TCI and Studies Weekly • Lawrence Hall of Science • Elevate Science 6th-7th • John Muir Nature Journal Curriculum • EEI Curriculum <p data-bbox="371 1535 522 1560">High School</p> <ul style="list-style-type: none"> • McGraw Hill – Earth Science • McGraw Hill – Biology • McGraw Hill – Health • McGraw Hill – Food, Nutrition & Wellness • Pearson – Environmental Science • Prentice Hall Chemistry • Chemistry The Central Science, AP Edition • American Red Cross BLS Certification Manuel • Applied Educational Systems Medical Pathways curriculum • Teen Talk • Holt, Rinehart and Winston Modern Biology • Introduction to Animal Science, Fifth Edition | Yes | 0% |

| | <ul style="list-style-type: none"> • Introduction to Animal Science, Fifth Edition • Holt Physical Science ck-12 curriculum | | |
|------------------------|---|----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| | <ul style="list-style-type: none"> • UCCI Biology and Sustainable Agriculture • UCCI Chemistry and Agriscience • UCCI Advanced Interdisciplinary Science for Sustainable Agriculture • Odysseyware | | |
| History-Social Science | <p>Elementary</p> <ul style="list-style-type: none"> • My World Interactive Pearson for Social science (Grades 1) • My World Interactive- Pearson for California History-Social Science (Grade 2) • Social Studies Weekly (Grades TK- 5) <p>Middle School</p> <ul style="list-style-type: none"> • TCi History Alive! The Medieval World and Beyond (7th grade) • TCi History Alive! The United States Through Industrialism (8th Grade) • TCI History Alive! America's Past (5th) • TCI History Alive! Ancient Civilizations (6th) • California Vistas: Ancient Civilizations (6th) <p>High School</p> <ul style="list-style-type: none"> • Glencoe American Government • AMSCO • Glencoe World History: Modern Times • Government Alive! Power, Politics, and You • US History - History Alive! Pursuing American Ideals • World History - History Alive! World Connections • Next Gen Personal Finance • Let's Cultivate Greatness - Global Studies • American Pageant • Albert IO • Let's Cultivate Greatness - Government & Civics • Economics 2020 • Odysseyware • Teaching World History Thematically - Rosalie Metro • Teaching US History Thematically - Rosalie Metro • Stanford History Education Group | Yes | 0% |
| Foreign Language | <ul style="list-style-type: none"> • Glencoe Asi Se Dice - Spanish 1 • Glencoe Asi Se Dice - Spanish 2 | Yes | 0% |

| | <ul style="list-style-type: none"> Glencoe Asi Se Dice - Spanish 3 | | |
|---------------------------------|--|----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| | <ul style="list-style-type: none"> SOMOS Spanish 1 SOMOS Spanish 2 Señor Wooly Duolingo for Schools Garbanzo Vista Descubre- Spanish 1 Vista Descubre- Spanish 2 Vista Descubre- Spanish 3 Vista Temas - AP Spanish Heritage Speakers - Year one bundle Spanish for Spanish Speakers Odysseyware- French 1 and 2 Odysseyware- Spanish 1, 2, and 3 | | |
| Health | <ul style="list-style-type: none"> Health Connected Teen Talk High School curriculum Health Connected Teen Talk Middle School curriculum Glencoe Health Health Education Today Odysseyware | Yes | 0% |
| Visual and Performing Arts | <ul style="list-style-type: none"> Introduction to Theater Arts: A 36-week Action Handbook Introduction to Theater Arts 2: An Action handbook for middle grade and high school students An Introduction to The Art of Theater: A Comprehensive text (past, present, and future) Glencoe Art in Focus Glencoe Art Talk Alfred Practical Theory Complete Hal Leonard Adult Piano Adventures Hal Leonard Scales, Patterns, and Improvs Alfred Basic Guitar Theory 1 & 2 Progressive Classical Guitar Method Hal Leonard Essential Sight Singing Vol. 1 Apple Pro Training Series Garageband Cengage Music Theory for Computer Musicians Odysseyware | Yes | 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 LEA takes great efforts to ensure that all school facilities are clean, safe, and functional. To assist in this effort, the LEA contracts with the San Joaquin County Office of Education Operations Department to provide maintenance and repair to all school sites. The LEA uses the services of Vanguard Cleaning Systems to ensure a clean and safe environment in all its facilities. All facilities undergo daily cleaning and sanitization and have GPS filtering systems installed to reduce particulate matter and pathogens. Floors and carpets are cleaned biannually. The school operates and maintains several school sites, a state-of-the-art gymnasium, and an outdoor education center. It takes great pride in providing a clean, safe, and functional environment for students and staff where learning and exploration can be cultivated. Parking lots have been redesigned, speed bumps and crosswalks installed in roadways, and safety fences put in place along walkways. Landscaping improvements were done and are maintained by the Greater Valley Conservation Corps. Improvements are made regularly and over the past few years have included the following:

- Addition of a new staff lounge
- Creation of the Venture Academy Athletic Training Center to support our sports programs and our student-athletes
- Construction of the Venture II building to accommodate our Performing Arts Academy (Foundations), a new theater, the K-5 Ventureland Academy, the middle school VISA Academy, and the new Counseling Center
- Structural reinforcements in walls by door and window points to improve structural integrity
- Relocation of offices to improve workflow and efficiency
- Repainting of the Venture I and Career Technical Education Center
- Installation of an electronic key card system on exterior doors for most buildings

VAFS has also begun installing security gates to create a closed campus that ensures student safety. Plans are also underway to install cameras on campus, to install a new turf field this spring, and to implement the use of radios that allow for long-distance communication between all staff on all sites. In addition, a Wellness Center will be added for students on campus, and the school has begun the implementation of restorative practices.

Last updated: 1/31/23

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 2022

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |

| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
|--|--------|---|
| | | |
| System Inspected | Rating | Repair Needed and Action Taken or Planned |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/29/23

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 [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs 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 completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2020– 21 | School 2021– 22 | District 2020– 21 | District 2021– 22 | State 2020– 21 | State 2021– 22 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | 31% | N/A | 19% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | 13% | N/A | 8% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 720 | 663 | 92.08 | 7.92 | 30.71 |
| Female | 389 | 357 | 91.77 | 8.23 | 32.87 |
| Male | 331 | 306 | 92.45 | 7.55 | 28.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 15 | 88.24 | 11.76 | 33.33 |
| Black or African American | 53 | 50 | 94.34 | 5.66 | 16.00 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 80.00 |
| Hispanic or Latino | 491 | 449 | 91.45 | 8.55 | 27.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 15 | 88.24 | 11.76 | 28.57 |
| White | 117 | 109 | 93.16 | 6.84 | 41.67 |
| English Learners | 113 | 107 | 94.69 | 5.31 | 10.28 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | -- | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 443 | 410 | 92.55 | 7.45 | 26.47 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 82 | 75 | 91.46 | 8.54 | 8.00 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or

not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 720 | 660 | 91.67 | 8.33 | 12.77 |
| Female | 389 | 356 | 91.52 | 8.48 | 9.89 |
| Male | 331 | 304 | 91.84 | 8.16 | 16.12 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 15 | 88.24 | 11.76 | 26.67 |
| Black or African American | 53 | 51 | 96.23 | 3.77 | 6.00 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 33.33 |
| Hispanic or Latino | 491 | 447 | 91.04 | 8.96 | 9.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 14 | 82.35 | 17.65 | 21.43 |
| White | 117 | 108 | 92.31 | 7.69 | 22.22 |
| English Learners | 113 | 106 | 93.81 | 6.19 | 4.72 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 443 | 408 | 92.10 | 7.90 | 9.58 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 82 | 75 | 91.46 | 8.54 | 4.00 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or

not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/23

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

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | | | | | 28.5 | 29.47 |

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/14/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 397 | 353 | 88.92 | 11.08 | 14.73 |
| Female | 219 | 192 | 87.67 | 12.33 | 13.02 |
| Male | 178 | 161 | 90.45 | 9.55 | 16.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 30 | 25 | 83.33 | 16.67 | 12.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 269 | 240 | 89.22 | 10.78 | 10.42 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 75 | 65 | 86.67 | 13.33 | 29.23 |
| English Learners | 46 | 42 | 91.30 | 8.70 | 2.38 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 249 | 218 | 87.55 | 12.45 | 11.47 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 40 | 36 | 90.00 | 10.00 | 2.78 |

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Venture Academy Family of Schools, along with the San Joaquin County Office of Education, provides a comprehensive career technical education (CTE) program that integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program includes a rigorous academic component and provides students with a strong experience and understanding of all aspects of an industry. The CTE program focuses on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. The state's curriculum framework for CTE provides guidance for implementing the state content standards and assessment standards. State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering and Design
- Fashion and Interior Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Six of the industry sectors represented within the CTE program with the San Joaquin County Office of Education fall under the Venture Academy Family of Schools umbrella. The following pathways are offered to students within these sectors:

- Agriscience (Agriculture & Natural Resources)
- Visual Art (Arts, Media, and Entertainment)
- Graphic Arts (Arts, Media, and Entertainment)
- Dance (Arts, Media, and Entertainment)
- Mental and Behavioral Health (Health Science and Medical Technology)
- Patient Care (Health Science and Medical Technology)
- Construction (Building & Construction Trades)
- Welding (Manufacturing & Product Development)
- Business Management (Business and Finance)
- Culinary Arts (Hospitality, Tourism, and Recreation)

The following VAFS CTE courses are articulated with local community colleges: Intermediate Graphics Technology, Medical Terminology, and Mechanical Construction I and II. In addition, students in CTE pathways compete in the

annual SkillsUSA competition, and the school has an active FFA chapter incorporated with the agriscience pathway.

The school looked closely at current trends in industry and realigned its pathways to address these needs and added two additional CTE teaching positions.

Venture Academy Family of Schools has also added an early college high school focus site, TEACH! Academy. The students in this academy are preparing for careers in education and the academy will develop a pathway within the Education, Child Development, and Family Services sector.

Last updated: 1/31/23

Career Technical Education (CTE) Participation (School Year 2021–22)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 500 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 60 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/25/23

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission | 94.64% |
| 2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission | 20.09% |

Last updated: 1/31/23

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 2021–22)

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 |
|-------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 2/1/23

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 2022–23)

Venture Academy Family of Schools ensures parent participation through the VAFS Advisory School Council (ASC). The ASC is elected by a majority vote of parents, students, and staff and consists of the school's director, 4 parents, 3 teachers, 4 students, 2 community members, and 1 alternate. 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 conducts the school's lottery, 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.

Parents are included in all phases of WASC accreditation. This includes participation in surveys, committees for improvement efforts, and focus and home groups during the WASC Self-Study. It also includes the review of documents and meetings with the WASC Visiting Committee. Parents are also consulted in the stakeholder engagement process of the annual LCAP through surveys and public meetings.

The English Learner Advisory Committee (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.

All students in homestudy and independent study are evaluated at monthly meetings with parents present and engaged in dialogue surrounding student progress. These meetings take place a minimum of every four weeks. Parents and their student(s) are required to attend this monthly check-in meeting with their teacher of record. During this meeting, all work is reviewed, student progress is assessed, and a month-long learning plan is developed collaboratively with input from the teacher, parent, and student.

In Venture Academy's Modified Daily Attendance Program (MDA), all students are evaluated regularly and parents have access to the online grading system and LMS that includes messaging features. This gives parents 24/7 access to student progress. Parents and students can access their assignments, grades, uploaded worksheets and instructions, as well as communicate with teachers. Teachers regularly communicate with students and parents through the online grade book and LMS. In addition, elementary academies have implemented progress reports in order to effectively communicate assessment results with students and parents. High school students receive an updated transcript at the end of each semester. Academies hold parent and student orientations at the beginning of the school year and many academies schedule regular parent-teacher conferences. Parents are involved in the formal SST and IEP process. In addition, many new digital learning and communication platforms have been implemented by teachers as a direct result of the COVID19 Pandemic. As a response to this, staff at Venture Academy have taken extra steps to involve parents in new ways with the implementation of additional digital learning platforms. This has included online training classes, video training, and increased online conferences. It has also meant working as partners with parents to keep students engaged in online learning.

Parents are encouraged and welcome to participate in student programs when parent volunteers are needed. The following gives a small glimpse into typical parent involvement at Venture Academy:

- Parents help organize and promote schoolwide involvement in community events
- Parents attend workshops, course offerings, and field trips to learn with their children.
- Parents attend events aimed at supporting students through educational transitions: 8th-grade Night, Senior Night, FAFSA Night, College and Career Night
- Parents, as members of the ASC, have taken leadership roles in planning student events, fundraising opportunities, and grant application/awards for teachers and students.
- Parents volunteer in classrooms helping teachers with various tasks.
- Parents donate class supplies and contribute to class projects.
- Parents volunteer time working at school events such as Fall Festival, Dr. Seuss Day, and Valley Days.
- Parents attend field trips and provide additional support for teachers and students.

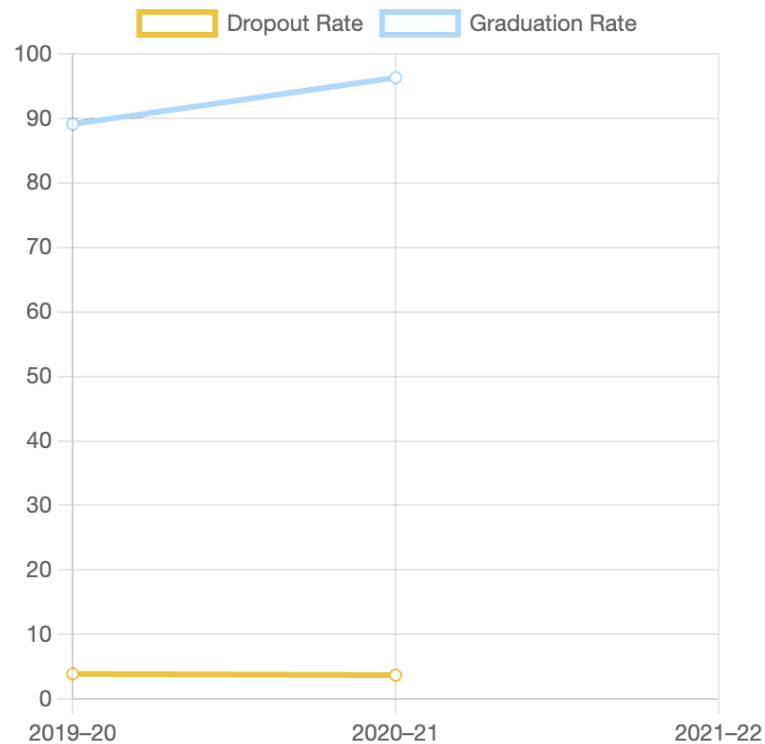
State Priority: Pupil Engagement

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)

| Indicator | School 2019– 20 | School 2020– 21 | School 2021– 22 | District 2019– 20 | District 2020– 21 | District 2021– 22 | State 2019– 20 | State 2020– 21 | State 2021– 22 |
|--------------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Dropout Rate | | 3.90% | 3.70% | | 19.60% | 24.20% | 8.9% | 9.4% | 7.8% |
| Graduation Rate | | 89.10% | 96.30% | | 48.30% | 46.60% | 84.2% | 83.6% | 87.0% |



Last updated: 1/14/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 219 | 211 | 96.3 |
| Female | 121 | 116 | 95.9 |
| Male | 98 | 95 | 96.9 |
| Non-Binary | 0 | 0 | 0 |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | 17 | 17 | 100.0 |
| Filipino | | | |
| Hispanic or Latino | 148 | 144 | 97.3 |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | 0 | 0 | 0.00 |
| White | 39 | 37 | 94.9 |
| English Learners | 28 | 28 | 100.0 |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | 168 | 161 | 95.8 |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | 28 | 27 | 96.4 |

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>.

Last updated: 1/14/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1685 | 1651 | 196 | 11.9 |
| Female | 869 | 854 | 100 | 11.7 |
| Male | 815 | 796 | 96 | 12.1 |
| American Indian or Alaska Native | 12 | 11 | 2 | 18.2 |
| Asian | 51 | 51 | 5 | 9.8 |
| Black or African American | 128 | 124 | 16 | 12.9 |
| Filipino | 30 | 30 | 2 | 6.7 |
| Hispanic or Latino | 1136 | 1116 | 125 | 11.2 |
| Native Hawaiian or Pacific Islander | 10 | 9 | 1 | 11.1 |
| Two or More Races | 21 | 21 | 1 | 4.8 |
| White | 269 | 263 | 42 | 16.0 |
| English Learners | 259 | 256 | 37 | 14.5 |
| Foster Youth | 8 | 8 | 2 | 25.0 |
| Homeless | 6 | 6 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 1084 | 1061 | 147 | 13.9 |
| Students Receiving Migrant Education Services | 8 | 8 | 2 | 25.0 |
| Students with Disabilities | 198 | 196 | 30 | 15.3 |

Last updated: 1/14/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 1.56% | 5.41% | 2.45% |
| Expulsions | 0.06% | 0.06% | 0.05% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.00% | 4.69% | 1.14% | 5.30% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.02% | 0.00% | 0.07% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/14/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.69 | 0.00 |
| Female | 2.76 | 0.00 |
| Male | 6.75 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 10.94 | 0.00 |
| Filipino | 3.33 | 0.00 |
| Hispanic or Latino | 3.87 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 14.29 | 0.00 |
| White | 6.32 | 0.00 |
| English Learners | 4.63 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 5.44 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 9.09 | 0.00 |

Last updated: 1/14/23

School Safety Plan (School Year 2022–23)

VAFS implements a comprehensive set of health, safety, and risk management policies. VAFS is committed to establishing a safe school environment and adheres to the SJCOE Disaster Preparedness Plan. The San Joaquin County Office of Education Disaster Plan outlines what to expect and helps each program prepare for an array of emergency response situations. The disaster plan covers the following sections: Superintendent’s Policy, Evacuation Plan, Emergency Operating Center (EOC) Chief, Public Information Officer, Liaison Chief, Finance Chief, Planning/Intelligence Chief, Operations Chief, Logistics Resources Chief, and Emergency Situations. The plan is reviewed and updated every year by the SJCOE Director of Comprehensive Health. The SJCOE Disaster

Preparedness Manual is on file at VAFS main site located at 2829 Transworld Drive, Stockton, CA 95206.

In addition, VAFS has developed a comprehensive school site safety plan that is updated annually and audited by the California Department of Education. The School Safety Plan is presented and reviewed annually by the Venture Academy Governing Board. The VAFS Safety Plan includes, but is not limited to:

- Child Abuse Reporting Procedures
- Disaster Procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Policies enacted to maintain a safe and orderly environment
- Hate crime reporting procedures

As a condition of employment, all faculty and staff members shall be in compliance with California Education Code Section 44237 regarding fingerprinting. Tuberculosis screening is mandatory for staff and volunteers who are expected to have prolonged contact with students. All staff receives annual training on Workplace Violence, Sexual Harassment Prevention, Fire Extinguisher Safety, Mandated Reporting, Bloodborne Pathogen Exposure Prevention, COVID-19 Prevention, and IPM on Keenan Safe Schools Modules. In addition, the school's counseling team works in partnership with local organizations to educate teachers and students on important issues including suicide prevention and human trafficking.

Several measures have been taken since the 2020-21 school year due to the impact of COVID-19. All staff at all sites have been supplied with the required PPE and met with the SJCOE Nurse to review state and Public Health Guidelines. Cleaning and sanitization are done daily at all school sites.

This year, all staff attended active shooter training and gave input to the administration regarding facilities and operations to improve staff and student safety. All exterior doors now have electronic key access and the satellite site at Durham Ferry has a video doorbell in addition to the electronic key access. Security gates are currently being installed at the Venture Main Campus and at the outdoor education center at Durham Ferry. These gates will minimize traffic during the school day and ensure a safe closed campus for students and staff.

The School's Counseling Team continues to work closely with staff and parents to support students at risk and in crisis. The school is planning the addition of a Wellness Center for students and has begun planning for the implementation of restorative practices to more effectively prevent and address discipline issues.

Last updated: 1/31/23

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 2019–20

| 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 | 21.00 | | 2 | |
| 3 | 25.00 | | 2 | |
| 4 | 25.00 | | 2 | |
| 5 | 25.00 | | 2 | |
| 6 | 13.00 | 16 | 13 | |
| Other** | 20.00 | 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 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

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| 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 (Secondary) (School Year 2019–20)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 14.00 | 61 | 25 | 2 |
| Mathematics | 13.00 | 64 | 12 | 1 |
| Science | 15.00 | 37 | 14 | 1 |
| Social Science | 14.00 | 54 | 19 | 2 |

* 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 2020–21)

| 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)

| 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.

Last updated: 1/14/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 387 |

* 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: 1/26/23

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | |
| Other | 1.00 |

* 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: 1/26/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11716.74 | \$1523.37 | \$10193.36 | \$70917.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$6593.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/14/23

Types of Services Funded (Fiscal Year 2021–22)

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

Last updated: 1/14/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses 8 %

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

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

Last updated: 1/31/23

Professional Development

| Measure | 2020– 21 | 2021– 22 | 2022– 23 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 14 | 14 |

Last updated: 1/26/23

