

**Academia de Emprendimiento**  
**Informe de rendición de cuentas escolares 2023-24**  
**Informe basado en datos del año escolar 2023-24**  
**Departamento de Educación de California**

**DIRECCIÓN:** 2829 Transworld Dr.      **Principal:** Joni Hellstrom, directora  
Stockton, CA, 95206-3950

**Teléfono:** (209) 468-5940      **Rango de grados:** K-12

A más tardar el 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de Rendición de Cuentas Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre el estado y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben elaborar un Plan Local de Control y Rendición de Cuentas (LCAP, por sus siglas en inglés), que describe cómo planean alcanzar las metas anuales específicas de cada escuela para todos los alumnos, con actividades concretas para abordar las prioridades estatales y locales. Además, los datos presentados en un LCAP deben ser coherentes con los datos presentados en el SARC.

- Para obtener más información sobre los requisitos de SARC y acceso a los informes de años anteriores, consulte la página web de SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o con la oficina del distrito.

## DataQuest

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE ( <https://dq.cde.ca.gov/dataquest/>) que contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. En concreto, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, matrícula, graduados de secundaria, abandono escolar, inscripciones a cursos, personal docente y datos sobre estudiantes de inglés).

## Panel de control de escuelas de California

El Tablero Escolar de California (Tablero) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo los distritos escolares locales (LEA) y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de los LEA, las escuelas y los grupos estudiantiles en un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

## Acceso a Internet

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/>.

---

## About This School

### Joni Hellstrom, Director

📍 Principal, Venture Academy

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.

### About Our School

---

### Contact

---

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

Phone: [\(209\) 468-5940](tel:(209)468-5940)  
Email: [jhellstrom@sjcoe.net](mailto:jhellstrom@sjcoe.net)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<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 2024–25)

<b>School Name</b>	Venture Academy
<b>Street</b>	2829 Transworld Dr.
<b>City, State, Zip</b>	Stockton, CA , 95206-3950
<b>Phone Number</b>	(209) 468-5940
<b>Principal</b>	Joni Hellstrom, Director
<b>Email Address</b>	<a href="mailto:jhellstrom@sjcoe.net">jhellstrom@sjcoe.net</a>
<b>Website</b>	<a href="http://www.ventureacademyca.org/">www.ventureacademyca.org/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	39103973930476

## School Description and Mission Statement (School Year 2024–25)

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.

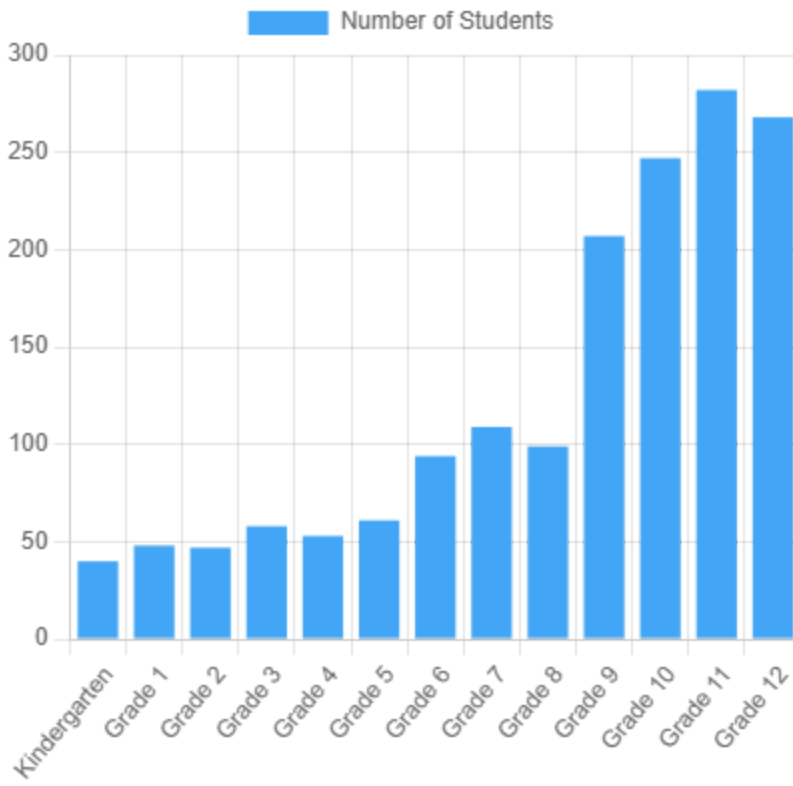
At VAFS, students have opportunities to individualize their instruction based on their ability levels and personal interest, through a wide variety of school offerings. Teachers, parents, and students confer regularly to adjust the individualized plan as needed to ensure progress toward meeting educational 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 2023–24)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	40
Grade 1	48
Grade 2	47
Grade 3	58
Grade 4	53
Grade 5	61
Grade 6	94
Grade 7	109
Grade 8	99
Grade 9	207
Grade 10	247
Grade 11	282
Grade 12	268
Total Enrollment	1613



### Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	51.60%
Male	48.40%
Non-Binary	0.10%
American Indian or Alaska Native	0.20%
Asian	4.10%
Black or African American	6.90%
Filipino	1.30%
Hispanic or Latino	71.10%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	3.00%
White	12.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.40%
Foster Youth	0.10%
Homeless	0.90%
Migrant	0.70%
Socioeconomically Disadvantaged	66.50%
Students with Disabilities	11.30%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

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

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

### 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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.80	2.80	4.3
Misassignments	3.90	1.00	2.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.70	3.90	7.2

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0.8
Local Assignment Options	28.90	31.60	14.3
Total Out-of-Field Teachers	28.90	32.60	15.2

### Class Assignments

<b>Indicator</b>	<b>2020– 21 Percent</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10%	1.4%	5.2%
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%	1.9%

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 2024–25)

Year and month in which the data were collected: March 2024

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	Wonders McGraw-Hill Wonders (ELD) McGraw-Hill CSU Expository Reading and Writing Curriculum Holt McDougal - Literature The Language of Composition Odysseyware Edgenuity Logic of English Cengage Learning Freckle ELD Companion - McGraw Hill	0
Mathematics	Edgenuity Illustrative Math Go Math The Practice of Statistics CPM Core Connections and Integrated Math 1-3 Glencoe Algebra, Geometry, Algebra 2, Pre-calculus Calculus of a Single Variable AP Edition Odysseyware Reveal Freckle Wordly Wise	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science	Inspire Science Elevate Science McGraw-Hill Earth Science, Biology Prentice Hall Chemistry Chemistry the Central Science, AP Edition Odysseyware Microbiology: A Systems Approach	0
History-Social Science	Social Studies Weekly TCI Glencoe American Government, World History Odysseyware Edgenuity	0
Foreign Language	Vista Descubre - Spanish 1-3 Vista Temas - AP Spanish Odysseyware Somos	0
Health	Health Connected Teen Talk Glencoe Health Education Today Odysseyware Edgenuity	0
Visual and Performing Arts	Teacher Generated Curriculum	0
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**

All of Venture Academy's facilities have been deemed as safe and in sufficient condition without deficiencies.

### 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 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	Good	
<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: January 2025

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

## 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 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	33%	36%	20%	21%	46%	47%
Mathematics (grades 3-8 and 11)	11%	10%	6%	7%	34%	35%

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 2023–24)**

<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	754	724	96.02%	3.98%	35.77%
Female	392	377	96.17%	3.83%	39.79%
Male	362	347	95.86%	4.14%	31.41%
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00%	0.00%	48.39%
Black or African American	54	53	98.15%	1.85%	24.53%
Filipino	--	--	--	--	--
Hispanic or Latino	533	510	95.68%	4.32%	34.90%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	27.27%
White	99	96	96.97%	3.03%	40.63%
English Learners	107	104	97.20%	2.80%	11.54%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	508	486	95.67%	4.33%	33.33%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	110	98.21%	1.79%	11.82%

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 2023–24)**

<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	754	721	95.62%	4.38%	10.26%
Female	392	374	95.41%	4.59%	8.02%
Male	362	347	95.86%	4.14%	12.68%
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00%	0.00%	12.90%
Black or African American	54	53	98.15%	1.85%	5.66%
Filipino	--	--	--	--	--
Hispanic or Latino	533	508	95.31%	4.69%	9.25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	13.64%
White	99	95	95.96%	4.04%	13.68%
English Learners	107	104	97.20%	2.80%	0.96%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	508	483	95.08%	4.92%	7.25%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	110	98.21%	1.79%	3.64%

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**

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	16.76%	16.51%	1.74%	4.55%	30.29%	30.73%

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 2023–24)**

<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	688	643	93.46%	6.54%	16.51%
Female	352	333	94.60%	5.40%	16.22%
Male	335	309	92.24%	7.76%	16.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	34	32	94.12%	5.88%	28.13%
Black or African American	50	48	96.00%	4.00%	12.50%
Filipino	--	--	--	--	--
Hispanic or Latino	476	442	92.86%	7.14%	13.61%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91%	9.09%	15.00%
White	92	88	95.65%	4.35%	28.41%
English Learners	86	82	95.35%	4.65%	1.22%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	472	441	93.43%	6.57%	11.36%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	73	91.25%	8.75%	4.11%

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 2023–24)**

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

**Agriculture and Natural Resource**

- Agriscience Pathway
- Animal Science Pathway

**Arts, Media, and Entertainment**

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

**Building and Construction Trades**

- Residential and Construction Pathway

**Business and Finance**

- Business Management Pathway

**Health Science and Medical Technology**

- Patient Care Pathway
- Mental and Behavioral Health Pathway

**Hospitality, Tourism, and Recreation**

- Food Service and Hospitality Pathway

**Manufacturing and Product Development**

- Welding and Materials Joining Pathway

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

All CTE courses count towards the school's graduation requirements and nearly all are certified with the University of California as meeting entrance requirements.

Two courses in Welding and two courses in Health Science are also articulate with Delta College and students can earn both college and high school credit for those classes if they pass with a "B" or better.

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

**Career Technical Education (CTE) Participation (School Year 2023–24)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	611
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

<b>UC/CSU Course Course Measure</b>	<b>Percent</b>
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	83.17%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	24.03%

**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 2023–24)  
Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5		88%	88%	88%	88%
7		98%	98%	98%	98%
9		93%	94%	94%	94%

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 2024–25)

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

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

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

### State Priority: Pupil Engagement

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

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

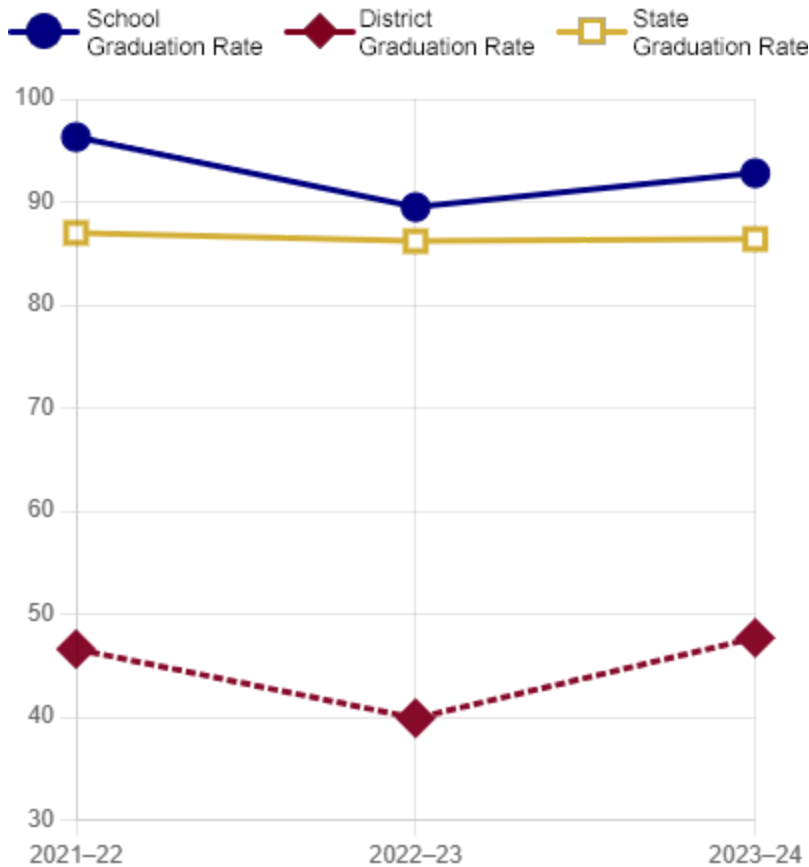
### Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

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

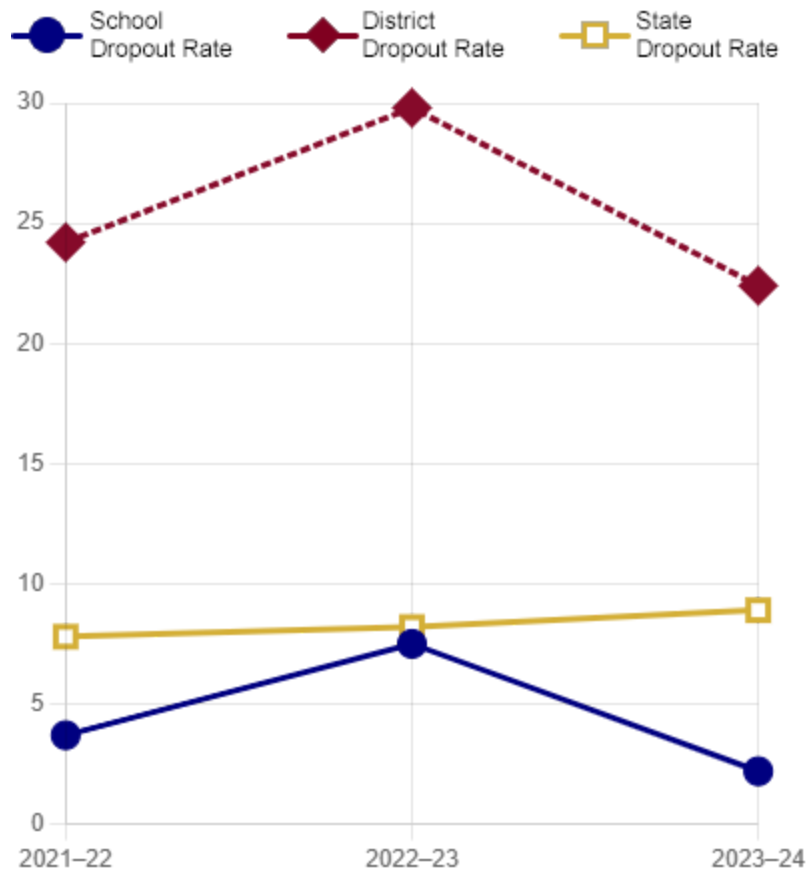
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	96.3%	89.5%	92.8%	46.6%	39.9%	47.7%	87%	86.2%	86.4%
Dropout Rate	3.7%	7.5%	2.2%	24.2%	29.8%	22.4%	7.8%	8.2%	8.9%

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 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	279	259	92.8%
Female	132	120	90.9%
Male	146	138	94.5%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	20	19	95.0%
Black or African American	21	20	95.2%
Filipino	--	--	--
Hispanic or Latino	185	171	92.4%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	37	92.5%
English Learners	45	41	91.1%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	223	206	92.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	33	31	93.9%

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 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1752	1725	216	12.5%
Female	904	890	111	12.5%
Male	847	834	105	12.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	71	69	11	15.9%
Black or African American	125	120	22	18.3%
Filipino	23	23	1	4.3%
Hispanic or Latino	1240	1226	146	11.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	57	7	12.3%
White	213	208	29	13.9%
English Learners	288	284	35	12.3%
Foster Youth	--	--	--	--
Homeless	23	21	5	23.8%
Socioeconomically Disadvantaged	1192	1175	169	14.4%
Students Receiving Migrant Education Services	11	11	1	9.1%
Students with Disabilities	228	226	34	15.0%

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	4.69%	6.25%	3.14%	5.30%	5.81%	4.56%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.35%	0.00%	0.02%	0.09%	0.00%	0.07%	0.08%	0.07%

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 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	3.14%	0%
Female	1.66%	0%
Male	4.72%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	2.82%	0%
Black or African American	6.4%	0%
Filipino	4.35%	0%
Hispanic or Latino	2.98%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	1.72%	0%
White	2.82%	0%
English Learners	4.86%	0%
Foster Youth	0%	0%
Homeless	4.35%	0%
Socioeconomically Disadvantaged	3.27%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.95%	0%

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 2024–25)**

The school's comprehensive safety plan was reviewed with school faculty and student representatives on: 12/17/24, 1/21/25, and 1/31/25.

The safety plan addresses the following elements:

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

**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 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	
<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>
6	22.00	4	16	
Other**	11.00	6		

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

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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
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)

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

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 2021–22)**

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

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

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

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	322.6

\* 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 2023–24)**

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
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.

**Types of Services Funded (Fiscal Year 2023–24)**

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

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

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

- Ventureland: K-5 grades (elementary program that includes art and PE electives)
- Durham Ferry: 5-12 grades (focus on agriculture, animal science, and natural resources)
- Keystone: 6th grade (focus on transition from elementary to middle school)
- VISA: 7-8 grades (self-contained middle school classes)

## • VISA: 7-8 grades (self-contained middle school classes)

- APEX: 7-8 grades (single subject middle school classes where students changes teachers throughout the day)
- TEACH!: 9-12 grades (focus on becoming an educator)
- Delta VISTA: 9-12 grades (focus on being competitive for college)
- Excel: 9-12 grades (focus on sports science)
- Foundations: 9-12 grades (focus on performing arts)
- ImagineIT: 9-12 grades (focus on STEAM)
- BrainworX: 9-12 grades (focus on critical thinking)

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

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

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

Venture Academy provides additional academic supports through structured reading and math intervention, in addition to offering office hours and study halls for students. Many of the Venture teachers across grade levels have been trained in AVID and they incorporate AVID strategies in their classes. There are AVID elective offerings at the high school level. There are also a variety of CTE pathway offerings at the high school level with opportunities for students to participate in academic competitive teams: HOSA, Skills USA, FFA, and mock trial. Students have the ability to complete CTE pathways as part of their academic schedule.

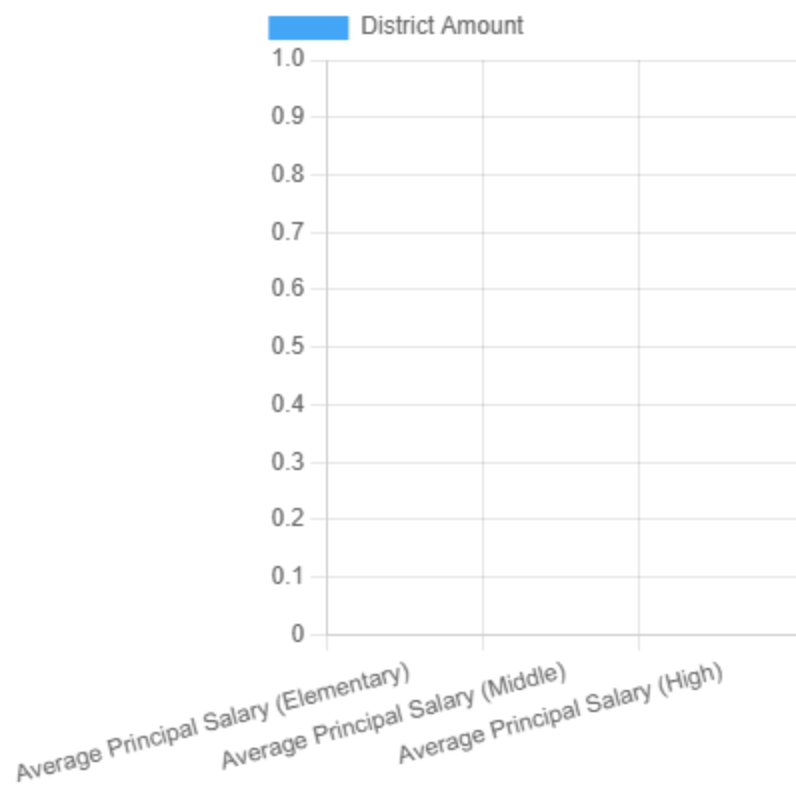
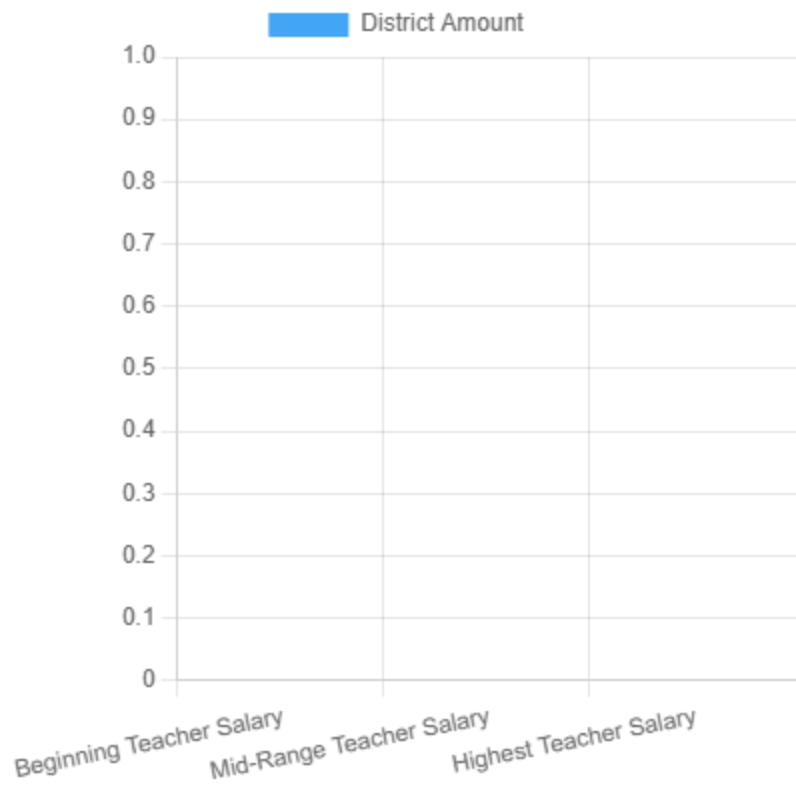
Venture Academy also offers a full sports program in the following way:

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

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

<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/>.



**Advanced Placement (AP) Courses (School Year 2023–24)****Percent of Students in AP Courses** 6.3 %

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	3
Social Science	0
Total AP Courses Offered*	8

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

**Professional Development**

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

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

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

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement	16	13	16