

**Academia de riesgo**  
**Informe de responsabilidad escolar 2021–22**  
**Reportado utilizando datos del año escolar 2021–22**  
**Departamento de Educación de California**

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

**Principal:** Joni Hellström

**Teléfono:** (209) 468-5940

**Rango de grado:** K-12

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo 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 preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

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

## **búsqueda de datos**

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

## **Tablero de la escuela 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 las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de LEA, escuelas y grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

## **Acceso a Internet**

El acceso a Internet está disponible en las bibliotecas públicas y otros lugares que son de acceso público (por ejemplo, la Biblioteca del Estado de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se brinda por orden de llegada. Otras restricciones de uso pueden incluir las horas de operación, la cantidad de tiempo que se puede usar una estación de trabajo (dependiendo de la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

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## Acerca de esta escuela

### Joni Hellström

📍 Director, Academia Venture

### Acerca de nuestra escuela

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Venture Academy Family of Schools es una escuela autónoma TK-12 que ofrece una opción para las familias que buscan una alternativa educativa para sus estudiantes. Los estudiantes que eligen inscribirse en VAFS se enfrentan al desafío de imaginar posibilidades para el futuro, resolver problemas del mundo real, ser curiosos y hacer preguntas sobre el mundo, y aprender a jugar mientras juegan para aprender. El enfoque individualizado de la escuela para la enseñanza y el aprendizaje incluye trece academias, cada una con un enfoque específico. Los estudiantes eligen el entorno de aprendizaje que se adapta a sus intereses y los mantiene motivados y comprometidos con el aprendizaje.

Venture Academy Family of Schools ofrece vías a los estudiantes que los prepararán para su futuro, ya sea en la universidad, el ejército, otros programas de capacitación secundaria o la fuerza laboral. Creemos que nuestros Resultados de aprendizaje en toda la escuela equiparán a los estudiantes con las habilidades necesarias para tener éxito en los años escolares futuros y en la vida: jugar apasionadamente, aprender infinitamente, aceptar desafíos, pensar críticamente, vivir responsablemente e imaginar posibilidades.

El personal de Venture Academy Family of Schools es creativo, apasionado y está comprometido a brindar a nuestros estudiantes en los grados TK a duodécimo una experiencia educativa sólida y rigurosa que los capacitará para ocupar su lugar en el mundo e impactar positivamente en sus comunidades.

Joni Hellstrom, MS  
Director de División  
Venture Academy Familia de Escuelas

### Contacto

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

Teléfono: (209) 468-5940  
Correo electrónico: [jhellstrom@sjcoe.net](mailto:jhellstrom@sjcoe.net)

## Información de contacto (año escolar 2022–23)

### Información de contacto del distrito (año escolar 2022–23)

Nombre del distrito	Oficina de Educación del Condado de San Joaquín
Número de teléfono	(209) 468-4800
Superintendente	A. Brown, Troya
Dirección de correo electrónico	<a href="mailto:trbrown@sjcoe.net">trbrown@sjcoe.net</a>

**Sitio web**

[www.ventureacademyca.org/](http://www.ventureacademyca.org/)

### **Información de contacto de la escuela (año escolar 2022–23)**

<b>Nombre de escuela</b>	Academia de riesgo
<b>Calle</b>	2829 transmundo dr.
<b>Código postal</b>	Stockton, California, 95206-3950
<b>Número de teléfono</b>	(209) 468-5940
<b>Principal</b>	Joni Hellström
<b>Dirección de correo electrónico</b>	<a href="mailto:jhellstrom@sjcoe.net">jhellstrom@sjcoe.net</a>
<b>Sitio web</b>	<a href="http://www.ventureacademyca.org/">www.ventureacademyca.org/</a>
<b>Código del condado-distrito- escuela (CDS)</b>	39103973930476

Última actualización: 31/01/23

## Descripción y misión de la escuela (año escolar 2022–23)

Organizada por la Junta de Educación del Condado de San Joaquín, la Familia de Escuelas Venture Academy es una de las escuelas autónomas más grandes del área. Ha sido una escuela pública de elección desde 2002. VAFS comenzó como un programa de educación en el hogar con 275 estudiantes. Actualmente, hay más de 1650 estudiantes matriculados en las academias de enfoque de la escuela. Sirviendo a los estudiantes TK-12, ofrecemos programas acreditados por WASC con horarios y sitios flexibles que desarrollan el progreso académico de los estudiantes y fomentan sus intereses y pasiones.

- Enfoques educativos innovadores y no tradicionales
- Una escuela pública de elección.
- Matrícula gratuita
- [Acreditado por la Asociación Occidental de Escuelas y Universidades \(WASC\)](#)

VAFS continúa ofreciendo programas educativos de educación en el hogar/estudio independiente para estudiantes y desarrolló un modelo de asistencia diaria modificada (MDA) para estudiantes que necesitan mayor apoyo. Nuestras academias MDA cuentan con maestros acreditados. Los estudiantes asisten a clases de lunes a jueves. Los viernes brindan oportunidades para tareas de educación en el hogar, proyectos especiales o actividades e instrucción requeridas en el lugar. La inscripción se ofrece a los estudiantes dentro del condado de San Joaquín y cualquier condado contiguo que incluya los condados de Stanislaus, Sacramento, Contra Costa, Calaveras y Alameda.

### MISIÓN

La misión de Venture Academy Family of Schools es despertar la imaginación, la pasión, los sueños y la curiosidad de los estudiantes TK-12 al brindar oportunidades educativas ricas y basadas en estándares para aquellos que buscan enfoques de aprendizaje innovadores y no tradicionales. Nuestros estudiantes se alfabetizarán. aprendices de por vida empoderados para aceptar desafíos, pensar críticamente, jugar apasionadamente, vivir responsablemente e imaginar posibilidades.

### RESULTADOS DE APRENDIZAJE EN TODA LA ESCUELA Los

Resultados de aprendizaje en toda la escuela (SLO) definen lo que cada estudiante debe saber, comprender y ser capaz de hacer al salir de la Familia de Escuelas de Venture Academy. Son el marco alrededor del cual se construye el programa académico y reflejan las declaraciones de misión, visión y creencias de la escuela. Los seis SLO desarrollados por el personal de Venture Academy se enumeran a continuación.

#### Los estudiantes de Venture Academy aceptarán los desafíos.

Los estudiantes pueden demostrar esto (pero no se limitan a):

- Identificar y reflexionar sobre los desafíos.
- Identificación de herramientas y talentos.
- Desarrollar e implementar un plan de acción.

#### Los estudiantes de Venture Academy pensarán críticamente.

Los estudiantes pueden demostrar esto (pero no se limitan a):

- Evaluar y aplicar conocimientos/habilidades en una variedad de situaciones y contextos
- Adquirir los conocimientos necesarios para formar una opinión educada

#### Los estudiantes de Venture Academy vivirán de manera responsable.

Los estudiantes pueden demostrar esto (pero no se limitan a):

- Exhibir y tomar decisiones de estilo de vida saludable

- Identificar las necesidades de la comunidad
- sirviendo a la comunidad

### **Los estudiantes de Venture Academy jugarán apasionadamente.**

Los estudiantes pueden demostrar esto (pero no se limitan a):

- jugando para aprender
- aprendiendo a jugar
- Equilibrio de vidas (trabajo y juego)
- Explorando la conexión entre la pasión y el trabajo

### **Los estudiantes de Venture Academy aprenderán infinitamente.**

Los estudiantes pueden demostrar esto (pero no se limitan a):

- Darse cuenta de que el mundo es un salón de clases.
- Demostrar un progreso continuo hacia el dominio de un cuerpo central de conocimientos, iniciar y facilitar su propia
- aprendiendo

### **Los estudiantes de Venture Academy imaginarán posibilidades...**

## **DECLARACIONES DE CREENCIA**

Creemos que...

- Cada individuo puede aprender.
- La educación empodera a las personas.
- Cada individuo tiene fortalezas e inteligencias únicas.
- Cada individuo es importante y puede hacer una diferencia en el mundo.
- Los individuos que se unen por un propósito común producen resultados poderosos.
- Las personas aprenden mejor en un entorno enriquecedor y no amenazante.
- La imaginación, la pasión, los sueños y la curiosidad son puertas de entrada al aprendizaje.
- El juego es una parte esencial del aprendizaje.
- El aprendizaje implica aceptar el desafío y estar dispuesto a arriesgarse.
- Las necesidades de los estudiantes dirigen sus caminos educativos.
- La educación es un esfuerzo de equipo que involucra a los estudiantes, las familias, los maestros y la comunidad.
- Las conexiones del mundo real mejoran el aprendizaje.
- El aprendizaje es para toda la vida.

## **CÓMO OCURRE MEJOR EL APRENDIZAJE**

VAFS tiene la creencia fundamental de que las personas aprenden mejor en un entorno que fomente la creatividad y la curiosidad, y que amplíe la comprensión del mundo a través de la observación, la investigación y la colaboración con los demás. Un entorno de aprendizaje poderoso es aquel en el que los estudiantes, con la ayuda de adultos comprensivos, tienen opciones sobre cómo, cuándo y dónde aprenden. El entorno de aprendizaje óptimo es física y emocionalmente seguro; el personal es compasivo, solidario, confiable, bien calificado y tiene altas expectativas para los estudiantes. El currículo está basado en la realidad y es accesible a todos los estudiantes; el tema es apropiado, relevante e intelectualmente estimulante. Dentro de VAFS, estas condiciones se cumplen en una variedad de entornos educativos llamados academias que satisfacen las necesidades e intereses individuales de los estudiantes.

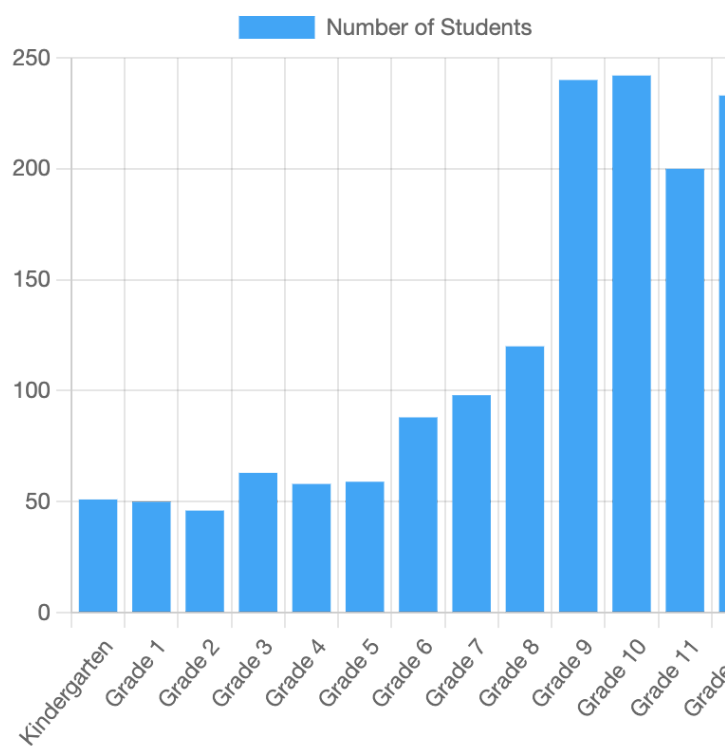
En VAFS, los estudiantes tienen la oportunidad de individualizar su instrucción en función de sus niveles de habilidad e interés personal, a través de una amplia variedad de ofertas escolares. Los maestros, padres y estudiantes se reúnen regularmente para ajustar el plan individualizado según sea necesario para garantizar el progreso hacia el

cumplimiento de las metas educativas. Usando una variedad de métodos de evaluación auténticos y pruebas estandarizadas, los estudiantes son evaluados para determinar los niveles de competencia y medir el progreso. VAFS se esfuerza por desarrollar a cada estudiante como una "persona educada en el siglo XXI". Una persona educada en el siglo XXI:

- Trabajar de forma independiente y cooperativa según corresponda.
- Organizar tareas, habilidades y actividades.
- Piense más allá del statu quo
- Crear opciones en las formas en que él/ella aprende, así como también en cómo aprende
- Poseer confianza en la toma de decisiones que afectan el cambio positivo
- Poseer un mínimo de habilidades de lectura, escritura y matemáticas de décimo grado.
- Plan de crecimiento personal
- Observar, probar y cuestionar teorías.
- Participa en la comunidad
- Funcionar hábilmente en una sociedad tecnológica en constante cambio.
- Conocer y explorar pasiones.
- Comunicar efectivamente lo que sabe
- Poseer un conjunto de creencias personales rectoras.
- Comprenda que "Somos más cercanos a nosotros mismos cuando alcanzamos la seriedad de un niño en el juego". - Heráclito

Inscripción de estudiantes por nivel de grado (año escolar 2021–22)

Nivel de grado	Numero de estudiantes
Jardín de infancia	51
Grado 1	50
Grado 2	46
Grado 3	63
Grado 4	58
Grado 5	59
Grado 6	88
Grado 7	98
Grado 8	120
Grado 9	240
Grado 10	242
Grado 11	200
Grado 12	233
Matrícula Total	1548



El número mínimo de estudiantes no se cumplió en los ejemplos proporcionados. El desarrollo futuro incluirá mensajes en la tabla para explicar cuáles son los mínimos para mostrar datos.

Última actualización: 31/01/23

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><b>Elementary</b></p> <ul style="list-style-type: none"> <li>Wonders McGraw-Hill: ELA (Grades 1 - 2)</li> <li>Spelling City (Grades 1-2)</li> <li>National Geographic Reach for Reading (Grade 3)</li> <li>National Geographic Learning (Grades TK - 5)</li> <li>Wonders McGraw-Hill: ELA (Grades 4 - 5)</li> <li>Wonders Designated ELD Workbooks (Grades K - 6)</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>Morphographs</li> <li>Scholastic Grammar</li> <li>Wordly Wise</li> <li>Writing and Grammar</li> <li>Literature and Language</li> <li>Basic English, 3rd Division</li> <li>Words Their Way Spelling</li> <li>Read 180</li> <li>Literature sets and class novels</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>CSU Expository Reading and Curriculum (ERWC)</li> <li>Understanding Comics (Scott McCloud)</li> <li>Basic English Composition, Globe Fearon</li> <li>Wordly Wise</li> <li>Blackie ELT - High School English Grammar and Composition</li> <li>Holt McDougal - Literature Grades 9 - 12</li> <li>The Language of Composition (Shea, Scanlon, Aufses)</li> <li>Journalism: Who, What, When, Where, Why, and How</li> <li>The Best American Sports Writing</li> <li>Many Californias: Literature of the Golden State</li> <li>Glencoe McGraw Hill World Literature</li> <li>Odysseyware</li> <li>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></li> </ul>	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><b>Elementary</b></p> <ul style="list-style-type: none"> <li>Go Math (TK - 5)</li> <li>Excel Math (TK - 5)</li> <li>My Math McGraw-Hill: Math (Grades 1 - 5)</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>Go Math</li> <li>My Math</li> <li>McGraw-Hill CA Math Levels 1 and 2</li> <li>Core Connections Courses 2 &amp; 3 (CPM/College Preparatory Mathematics) Math 6 Curriculum and Open Up Resources</li> <li>Math 6 Curriculum created by All Things Algebra</li> <li>Math 7/8 Curriculum Created by All Things Algebra</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>The Practice of Statistics (Starnes, Yates, Moore)</li> <li>Integrated Math 1, 2, and 3 (CPM/College Preparatory Mathematics)</li> <li>Algebra 2 (Big Ideas Math)</li> <li>Core Connections Algebra 2 (CPM/College Preparatory Mathematics)</li> <li>Glencoe California Algebra 2</li> <li>Algebra 2 Curriculum created by All Things Algebra</li> </ul>	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"> <li>• Algebra 1 (Big Ideas Math)</li> <li>• Core Connections Algebra 1 (CPM/College Preparatory Mathematics)</li> <li>• Glencoe Algebra 1</li> <li>• Glencoe California Algebra 1</li> <li>• Core Connections Courses 2 &amp; 3 (CPM/College Preparatory Mathematics)</li> <li>• Core Connections Geometry (CPM/College Preparatory Mathematics)</li> <li>• Glencoe Geometry</li> <li>• Glencoe California Geometry</li> <li>• Precalculus (CPM/College Preparatory Mathematics)</li> <li>• Calculus of a Single Variable AP Edition (Brooks/Cole)</li> <li>• Odysseyware</li> </ul>		
Science	<p data-bbox="371 1022 516 1047"><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Harcourt Science (TK - 5)</li> <li>• Inspire Science-McGraw Hill (Grades 1 - 5)</li> </ul> <p data-bbox="371 1182 550 1207"><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Savvas (formally Pearson) Realize, California Elevate Science – Integrated, 6, 7 &amp; 8 grades.</li> <li>• TCI and Studies Weekly</li> <li>• Lawrence Hall of Science</li> <li>• Elevate Science 6th-7th</li> <li>• John Muir Nature Journal Curriculum</li> <li>• EEI Curriculum</li> </ul> <p data-bbox="371 1535 524 1560"><b>High School</b></p> <ul style="list-style-type: none"> <li>• McGraw Hill – Earth Science</li> <li>• McGraw Hill – Biology</li> <li>• McGraw Hill – Health</li> <li>• McGraw Hill – Food, Nutrition &amp; Wellness</li> <li>• Pearson – Environmental Science</li> <li>• Prentice Hall Chemistry</li> <li>• Chemistry The Central Science, AP Edition</li> <li>• American Red Cross BLS Certification Manuel</li> <li>• Applied Educational Systems Medical Pathways curriculum</li> <li>• Teen Talk</li> <li>• Holt, Rinehart and Winston Modern Biology</li> <li>• Introduction to Animal Science, Fifth Edition</li> </ul>	Yes	0%

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



	<ul style="list-style-type: none"> <li>Glencoe Asi Se Dice - Spanish 3</li> </ul>		
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"> <li>SOMOS Spanish 1</li> <li>SOMOS Spanish 2</li> <li>Señor Wooly</li> <li>Duolingo for Schools</li> <li>Garbanzo</li> <li>Vista Descubre- Spanish 1</li> <li>Vista Descubre- Spanish 2</li> <li>Vista Descubre- Spanish 3</li> <li>Vista Temas - AP Spanish</li> <li>Heritage Speakers - Year one bundle Spanish for Spanish Speakers</li> <li>Odysseyware- French 1 and 2</li> <li>Odysseyware- Spanish 1, 2, and 3</li> </ul>		
Health	<ul style="list-style-type: none"> <li>Health Connected Teen Talk High School curriculum</li> <li>Health Connected Teen Talk Middle School curriculum</li> <li>Glencoe Health Health Education Today</li> <li>Odysseyware</li> </ul>	Yes	0%
Visual and Performing Arts	<ul style="list-style-type: none"> <li>Introduction to Theater Arts: A 36-week Action Handbook</li> <li>Introduction to Theater Arts 2: An Action handbook for middle grade and high school students</li> <li>An Introduction to The Art of Theater: A Comprehensive text (past, present, and future)</li> <li>Glencoe Art in Focus</li> <li>Glencoe Art Talk</li> <li>Alfred Practical Theory Complete</li> <li>Hal Leonard Adult Piano Adventures</li> <li>Hal Leonard Scales, Patterns, and Improvs</li> <li>Alfred Basic Guitar Theory 1 &amp; 2</li> <li>Progressive Classical Guitar Method</li> <li>Hal Leonard Essential Sight Singing Vol. 1</li> <li>Apple Pro Training Series Garageband</li> <li>Cengage Music Theory for Computer Musicians</li> <li>Odysseyware</li> </ul>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		Good
System Inspected	Rating	Repair Needed and Action Taken or Planned
<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 2022

Overall Rating	Good
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*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

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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)**

<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	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

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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**

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
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)**

<b>Measure</b>	<b>CTE Program Participation</b>
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**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
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.

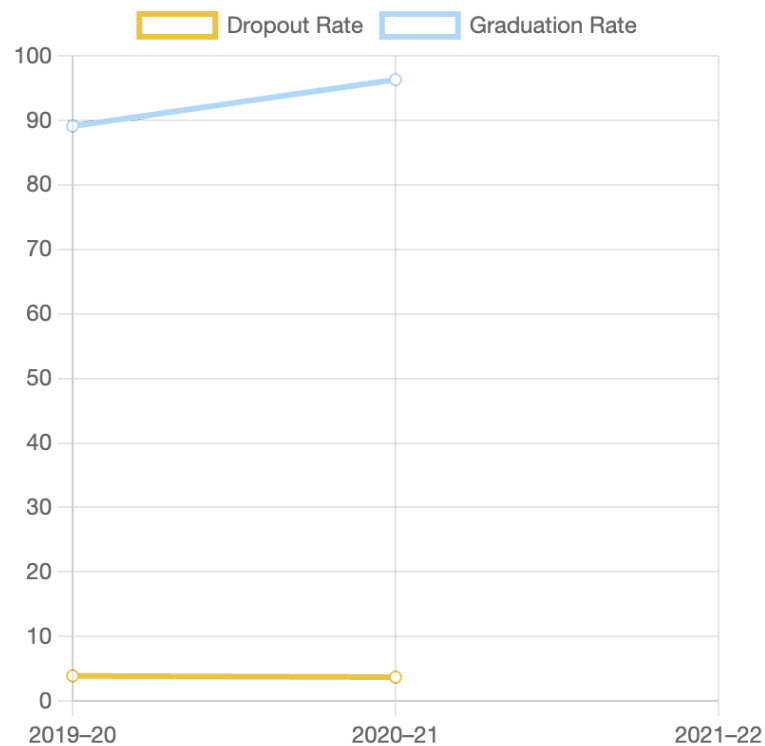
## State Priority: Pupil Engagement

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
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\* 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	--
Diferencia porcentual: sitio escolar y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 14/01/23

## **Tipos de servicios financiados (año fiscal 2021–22)**

? LEA ofrece programas y servicios educativos complementarios basados en las necesidades de los estudiantes. ?

*Última actualización: 14/01/23*

## Cursos de Colocación Avanzada (AP) (año escolar 2021–22)

### Porcentaje de estudiantes en cursos AP 8 %

Sujeto	Número de cursos AP ofrecidos*
Ciencias de la Computación	0
Inglés	0
Bellas Artes y Artes Escénicas	0
Idioma extranjero	0
Matemáticas	1
Ciencia	1
Ciencias Sociales	0
Total de cursos AP ofrecidos*	2

\* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Última actualización: 31/01/23

### Desarrollo profesional

Medida	2020- 21	2021- 22	2022- 23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	4	14	14

Última actualización: 26/01/23

