

# Venture Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Kathleen Focacci, Director

 Principal, Venture Academy

### About Our School

"Millions saw the apple fall, but Newton asked why?"

-Bernard Baruch-

As you begin your review of the information and data presented in this report, please keep this quote in mind. It speaks to how Venture Academy Family of Schools' (VAFS) staff believes students learn best. We believe that curiosity and thinking without boundaries, as demonstrated by Newton, have been the catalyst for major scientific discoveries throughout history and also the basis for powerful educational experiences for students from all walks of life. Learning occurs when curiosity prompts us to ask questions and seek answers.

While preparing our students to take their places as the scientists, performers, engineers, builders, artists, etc. who will shape the future of our world it is our mission to keep alive and nurture the natural curiosity they carry with them. 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, to learn to play while they play to learn. The school's nontraditional, individualized approach to teaching and learning includes ten academies, each with a specific focus. Students choose the learning environment that fits their interests and keeps them motivated. Once you witness our students' growth as they gain confidence, understanding and knowledge you get a strong sense that education is really happening here. 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 let their voices be heard. It is through education like this that young minds begin the process of developing important ideas that will shape and define their world and ours. I hope you enjoy this report and understand that it is just one part of our story.

Kathleen Focacci

Division Director

Venture Academy Family of Schools

Keep up to date on events and information about Venture Academy Family of School by visiting our website at [www.ventureacademyca.org](http://www.ventureacademyca.org).

**Contact**

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Stockton, CA 95206-3950*

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# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	San Joaquin County Office of Education
<b>Phone Number</b>	(209) 468-4800
<b>Superintendent</b>	James Mousalimas
<b>E-mail Address</b>	<a href="mailto:jstanton@sjcoe.net">jstanton@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>

School Contact Information - Most Recent Year	
<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>	Kathleen Focacci, Director
<b>E-mail Address</b>	<a href="mailto:kfocacci@sjcoe.net">kfocacci@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.ventureacademyca.org/">www.ventureacademyca.org/</a>
<b>County-District-School (CDS) Code</b>	39103973930476

*Last updated: 12/29/2015*

## School Description and Mission Statement - Most Recent Year

Chartered by the San Joaquin County Board of Education, Venture Academy Family of Schools is one of the largest charter schools in the area. Serving TK-12 students, we offer [WASC accredited](#) programs featuring flexible schedule and sites that develop students' academic progress and further their imagination.

- Small Class Sizes - K-12
- Innovative non-traditional approach to education
- A public school of choice
- Tuition free
- [Western Association of Schools and Colleges \(WASC\) Accredited](#)

Our modified daily attendance academies are staffed by credentialed teachers with a targeted 25 to 1 (or less) student to teacher ratio. Students attend classes Monday-Thursday. Fridays allow for opportunities for home school assignments, special projects or required onsite activities and instruction. Enrollment is offered to students within San Joaquin County and any contiguous counties which includes: 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 K-12 students by providing rich, standards-based educational opportunities for those who seek innovative, non-traditional approaches to learning. Our students will become literate, lifelong learners empowered to embrace challenge, think critically, play passionately, live responsibly and imagine possibilities.

### SCHOOLWIDE LEARNING OUTCOMES

Schoolwide Learning Outcomes (SLO's) define what each student should know, understand, and be able to do upon leaving Venture Academy. They are the framework around which the academic program is built and reflect the mission, vision and beliefs of the school. The six SLO's, developed by Venture Academy staff are listed below. Throughout their education at Venture Academy students are challenged to demonstrate the following:

**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.**

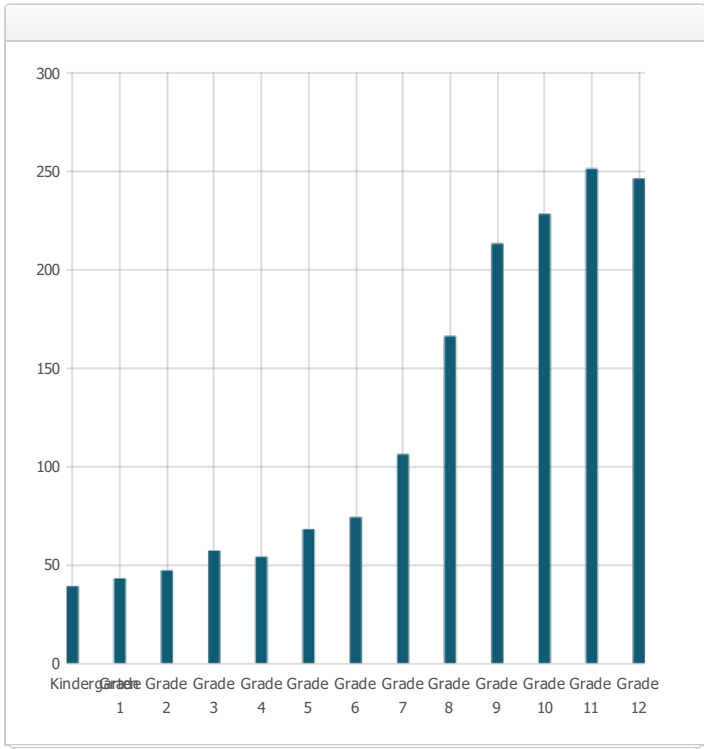
We believe that...

- 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

*Last updated: 12/29/2015*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Kindergarten	39
Grade 1	43
Grade 2	47
Grade 3	57
Grade 4	54
Grade 5	68
Grade 6	74
Grade 7	106
Grade 8	166
Grade 9	213
Grade 10	228
Grade 11	251
Grade 12	246
<b>Total Enrollment</b>	<b>1592</b>



*Last updated: 12/29/2015*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	9.1 %
American Indian or Alaska Native	1.9 %
Asian	2.5 %
Filipino	2.7 %
Hispanic or Latino	58.2 %
Native Hawaiian or Pacific Islander	1.3 %
White	24.3 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	65.1 %
English Learners	7.9 %
Students with Disabilities	7.2 %
Foster Youth	0.6 %

*Last updated: 12/29/2015*

# A. Conditions of Learning

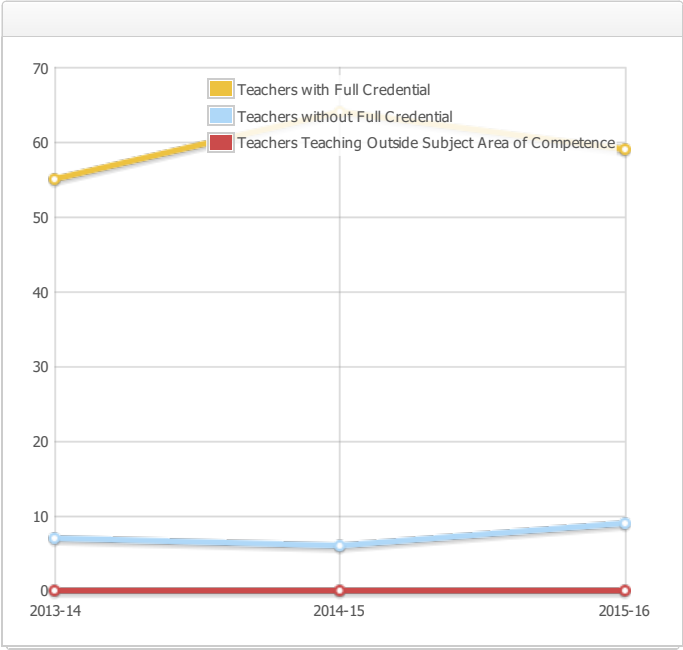
## State Priority: Basic

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 Credentials

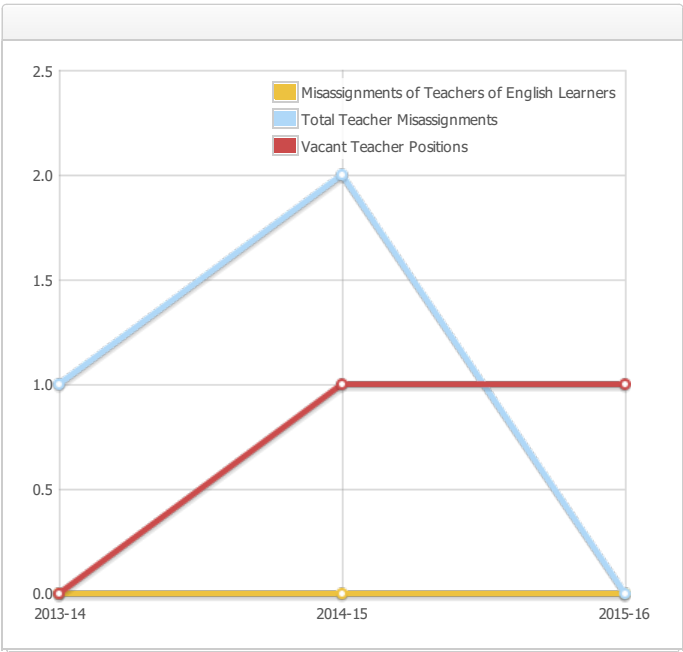
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	55	64	59	168
Without Full Credential	7	6	9	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2016

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	2	0
Vacant Teacher Positions	0	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/22/2016

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	71.0%	29.0%
All Schools in District	71.0%	29.0%
High-Poverty Schools in District	71.0%	29.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill "CA Treasures," Wordly Wise, Vocabulary Spelling Through Morphographs, Pearson Literature (2010), Glencoe Writers Choice Grades 7-12, Great Source: Write Source, McDougal Littell Literature & Language 9-12 McDougal Littell Language of Literature 9-10/American Literature/World Literature/British Literature/California Literature, Holt McDougal Literature 9/10/American Literature/British Literature (2013), Many Californias: Literature from the Golden State, Haslem, Ed., CSU Curriculum for Expository Reading and Writing, Bedford St. Martin's The Language of Composition (AP Language), Pearson Education Journalism How, What, Where, When, Why and How.	Yes	0.0 %
Mathematics	Prentice Hall "Envision Math", McGraw Hill Education: California Math-Common Core Edition (2013), Macmillan/McGraw-Hill My Math, Macmillan/McGraw-Hill California Glencoe Math Course 1, 2, 3, Excel Math, AGS Consumer Math, Glencoe Business and Personal Finance, Glencoe Pre Algebra, Prentice Hall Pre Algebra/CA Algebra Readiness/Algebra 1, Glencoe Algebra: Concepts & Applications, Glencoe Geometry: Concepts & Applications, Glencoe Algebra 2, ck12.org Algebra 2, Prentice Hall Pre Calculus, Houghton Mifflin Calculus of a Single Variable (AP ed.) W.H. Freeman The Practice of Statistics Interactive Mathematics Program Years 1-4, Houghton-Mifflin My Math 5-8.	Yes	0.0 %
Science	Macmillan/McGraw -Hill CA Science , Holt Earth Science, Holt Life Science, Holt Physical Science, Pearson/Prentice Hall Earth Science/LifeScience/Physical Science, Glencoe Earth Science Glencoe Biology: Dynamics of Life, Glencoe BSCS Biology: A Molecular Approach, Prentice Hall Chemistry: The Central Science, Pearson Chemistry (2012), Prentice Hall Environment Science, Mader Human Biology, ck12.org Biology, Sports Medicine Essentials Current Publishing "Life On An Ocean Planet", Addison Wesley Conceptual Physics, REA Human Geography, McDougal Holt Understanding Human Anatomy and Physiology, Saunder Language of Medicine	Yes	0.0 %
History-Social Science	Holt: United States History-Independence to 1914, Holt: Medieval to Early Modern Times, Teachers Curriculum Institute: History Alive! California Middle Schools Program (2009), Macmillan/McGraw-Hill California Vistas, Glencoe World History: The Human Experience, Glencoe World History: Modern Times, Cengage Learning Societies, Networks and Transitions Volume 1 &2/AP World History, Houghton Mifflin American Pageant /AP US History, Glencoe American Vision/US History (2007), Glencoe US Government: Democracy in Action, Center for Civic Education for Government-We the People: The Citizen and the Constitution, Glencoe Economics: Principles & Practices, Glencoe World Geography (2013), Glencoe Understanding Psychology (2013), Myers Psychology for AP, Glencoe Sociology and You (2013), Davies Sports in American Life (2010), Glencoe The Developing Child (2014), Glencoe Street Law, Scribner Environmental Law	Yes	0.0 %
Foreign Language	Glencoe Asi Se Dice Spanish 1/Spanish 2/Spanish 3	Yes	0.0 %
Health	Glencoe Health	Yes	0.0 %
Visual and Performing Arts	Glencoe Art in Focus, Glencoe ArtTalk	Yes	0.0 %
Science Lab	Essential Air Task/ Lab course, Co-Motion Science, Air Powered Projects, Classroom Set Digital Studio, Complete	Yes	0.0 %



Eqpmt (Grades 9-12)

ECONOMY Air Track w/ air source, GO MOTION SENSOR, Air Powered Projectile, Classroom Set Digital Strobe, Complete Push Pull Spring Scale Set, Constant Velocity Cars, Vertical Acceleration Demonstrator, Velocity Radar Gun, Rotational Inertia Demonstrator, Deluxe Bicycle Wheel Gyroscope, Dynamics Cart Liquid Accelerometer, G Ball, Advanced Gas Laws demo with Temp Fire Syringe, Elasticity of Gasses Demo, Bell Jar & Ringer, Electric Vacuum Pump, Reversible Thermoelectric Demonstrator, Energy Discovery Pack, Ice Melting Blocks, UV Meter, Ball and Ring Colliding Steel Spheres, Van de Graaff Generator, Discharge Electrode, Wimhurst Machine Friction Rod Kit, Fun Fly Stick Electroscopes, Flask Form, Static Charge Indicator, Dissectible Leyden Jar, Genecon Experiment Pack, Visual Electricity Demonstrator, Digital Multimeter, Electricity & Magnetism Bulb Demo, Magnetic Field Observation Window Kit, Magnetic Field Observation Box, Solenoid Air Core Magnetic Field Model, Giant Neodymium Magnet, Cow Magnet, Steel Horseshoe Magnet with Keeper, Alnico Bar Magnets Pair, Ripple Tanks, Standing Wave Kit, Sympathetic Tuning Fork Set, Helical Spring, Giant Slinky, Sound Pipes, Sound and Waves Interference Kit, Laser Ray, Box and Lenses Laser, Viewing Tank, Green Laser, Laser Tripod, Spectrum Analysis Set, Quantitative Spectroscopes, Handheld Color Mixing Demo, Violet Laser, Mega Mirrors, Reflect-View Holographic Diffraction Grating, Lens Set, RSpec-Explorer, Density Blocks, Digital Timer, TI Solar Calculator, USB Digital Microscope, Periodic Chart of the Elements, Solar Spectrum Chart, Pocket Oscilloscope, 1 lb Food Scale, 130x Illuminated Microscope, 1x8x3/16" Vinyl Tubing, 2" Magnifiers, 3 fish tanks large, 3 fish tanks medium, Acculabs digital scales, Acu Lab Digital Scale, Air Pollution Demonstration Kit, Air Quality Lab, Ammonia Water Quality Test Kit, Animal & Plant Slides, Animal Cell Division Meiosis Display, Animal Miosis Mold, Autoclave Gloves, Battery Science Kit, Better Black Box kit, Binoculars, Bunsen burner, Burette clamp, Cabbages and Chemistry kit, Cell Model, Cell respiration kit, Cell spreaders, Chem plates, Chemical and Mechanical Weathering Lab Kit, Chemical Probe, China Markers, Coli Test Kit, Colony Transformation kit, Colorimeter, Conductivity Electrode, Cork Test Tube Stoppers, Cover Slips, Curved Black Strobe Light, Diffusion and osmosis kit, Digital Scale, Discovery Scope Kit, Dissection Sets, Dissolve Oxygen Electrode, Dissolve Oxygen kit, Dissolved oxygen , DNA Extraction Kit, DNA Fingerprinting Kits, DNA Puzzle, Drop Counter, Dual Scale Thermometer, Earth Science Rock and Mineral Collection, Earthquake plate tectonic kit, Electro Storm Ball, Environmental Forensic Kit, Eukaryote prepares slides 20, Evaporation Trays, Eye Droppers, Eye Wash Bath, Fish Blastodisc prepared slide 8, Forensic Entomology kit, Forensic Lab, Forest Foundation Tree ID Kit, Friction lighter, Frog Hatchery Kit, Fun with chromosomes kit, Genotype cards, Glass Beakers, Glass Flasks, Glass Graduated Cylinders, Glass Microscope Slides, Glucose Test Kit, Go Link Probe Sensor, Go Temp Sensor, GPS Position Probe, Grow Lamp, Growing Dishes, Heart Rate Sensor, Heart Sensor, Hot Hands, Hovercraft, Human Body Skeleton Kit, Human head and Torso model, Hydrogen Rocket Launcher, Incubator, Intro to Biochemistry kit, Introduction to toxicology kit, K'nex DNA Replication and Transcription, Lens Papers, Light Probes, Light Sensor, Long Thermometers, M50 USB Microscope Lens Unit, Magnet Sets, Making and Interpreting Topographic Map Set, Making ethynol kit, Master the Forces Kit, Measuring Spoon Sets, Mechanical Hand Kit, Microbe Scavenger Hunt Set, Microscopes, Milk bottle demonstration, Mini Conductivity Probe, Mitosis and meiosis kit, Mortar and Pestal , Motion Sensor, Multi Color 1oz Cups, Mystery with interesting parts kit, Nalgene, Need Chemical Energy Kit, NEED Solar Energy Kit, Nutrition kit, Onion root tip prepared slides 8, Packages of Balsa Wood, Pasco charging station, PASCO Scientific Container w/ Airlink Cord, Magnetic Field Sensor, Turbidimeter, Probe, Voltage Current Sensor, PH Sensor, CO2 Sensor, PAS Conductivity Sensor, Airlink SI, Airlink 2, PASCO Scientific Container w/ CO2, Chemistry, Water Qual, Oxygen Mask, Probe, Electrode Storage Unit, 250ml bottle and DVD, Petri Dishes, Ph Sensor, Photosynthesis tank, Photovoltataics Need Kit, Pinpressions Art Kit, Pipettes, Plastic beakers, Plastic Funnel, Plastic Graduated Cylinders, Plastic Hand Lens, Plastic Magnifiers, Plastic Microscope Slides, Plastic mini petrie dishes , Plastic Microscope Slides with Depression, Plastic Thermometer, Prisms, Propane Balloon Launcher, Quartz Timers, Rat Dissection Aprons, Reel Wheels Toy Cars, Ring stand sets, Rock Collection, Rocket Launcher, Safety Goggles, Science and our food supply Kit, Science Inventors Need Kit, skeleton model, Sliding Rulers, Slinky, Small Plastic Specimen Jars, Smithsonian Environmental Test Kit, Soil PH Test Kit, Soil Survey Kit, Soil Texture Study Kit, Spark Balls Set, Spirit Foam 3pack of multi color, Teaching physics with toys packs, Temperature Probes, Temperature Thermometer, Topographic Map Kit, Triple Beam Balances, Understanding Genome Lab, Vital Stain Set of 7, Water Quality Probe, Water quality sensor scope, Weather Probe, Weighing dishes.

Last updated: 1/22/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

The LEA takes great efforts to ensure that all school sites are clean, safe, and functional. To assist in this effort, the LEA contracts with the San Joaquin County Office of Educations Operations Department to provide maintenance and repair to all school sites. The LEA uses the services of JaniTek –Janitorial & Commercial Cleaning to ensure a clean and safe school. The school has acquired a state of the art gymnasium, an equestrian arena and new barn, additional permanent and portable buildings, physical education facilities and has installed safety fences, speed bumps, and crosswalks throughout the campus.

*Last updated: 12/29/2015*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: January 2015

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

**Overall Facility Rate - Most Recent Year**

Year and month in which data were collected: January 2015

Overall Rating	Exemplary
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*Last updated: 12/29/2015*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	3.0%	44.0%
Mathematics (grades 3-8 and 11)	17.0%	1.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/22/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	53	94.6%	51.0%	26.0%	15.0%	8.0%
Male	56	28	50.0%	54.0%	18.0%	18.0%	11.0%
Female	56	25	44.6%	48.0%	36.0%	12.0%	4.0%
Black or African American	56	9	16.1%	--	--	--	--
American Indian or Alaska Native	56	1	1.8%	--	--	--	--
Asian	56	6	10.7%	--	--	--	--
Filipino	56	1	1.8%	--	--	--	--
Hispanic or Latino	56	24	42.9%	50.0%	25.0%	21.0%	4.0%
Native Hawaiian or Pacific Islander	56	1	1.8%	--	--	--	--
White	56	11	19.6%	45.0%	27.0%	18.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	56	35	62.5%	66.0%	23.0%	9.0%	3.0%
English Learners	56	8	14.3%	--	--	--	--
Students with Disabilities	56	6	10.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	54	91.5%	46.0%	24.0%	15.0%	15.0%
Male	59	28	47.5%	57.0%	14.0%	11.0%	18.0%
Female	59	26	44.1%	35.0%	35.0%	19.0%	12.0%
Black or African American	59	3	5.1%	--	--	--	--
American Indian or Alaska Native	59	1	1.7%	--	--	--	--
Asian	59	2	3.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	59	32	54.2%	53.0%	25.0%	13.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	16	27.1%	31.0%	19.0%	19.0%	31.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	30	50.8%	60.0%	17.0%	17.0%	7.0%
English Learners	59	10	16.9%	--	--	--	--
Students with Disabilities	59	6	10.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	62	91.2%	48.0%	24.0%	23.0%	5.0%
Male	68	25	36.8%	52.0%	32.0%	16.0%	0.0%
Female	68	37	54.4%	46.0%	19.0%	27.0%	8.0%
Black or African American	68	3	4.4%	--	--	--	--
American Indian or Alaska Native	68	4	5.9%	--	--	--	--
Asian	68	1	1.5%	--	--	--	--
Filipino	68	2	2.9%	--	--	--	--
Hispanic or Latino	68	32	47.1%	59.0%	22.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	19	27.9%	37.0%	21.0%	32.0%	11.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	68	36	52.9%	64.0%	25.0%	11.0%	0.0%
English Learners	68	9	13.2%	--	--	--	--
Students with Disabilities	68	5	7.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/29/2015

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	68	90.7%	29.0%	32.0%	32.0%	4.0%
Male	75	28	37.3%	25.0%	39.0%	32.0%	4.0%
Female	75	40	53.3%	33.0%	28.0%	33.0%	5.0%
Black or African American	75	4	5.3%	--	--	--	--
American Indian or Alaska Native	75	1	1.3%	--	--	--	--
Asian	75	3	4.0%	--	--	--	--
Filipino	75	3	4.0%	--	--	--	--
Hispanic or Latino	75	31	41.3%	32.0%	42.0%	23.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	26	34.7%	23.0%	23.0%	50.0%	4.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	75	34	45.3%	29.0%	35.0%	29.0%	3.0%
English Learners	75	3	4.0%	--	--	--	--
Students with Disabilities	75	8	10.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 12/29/2015

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	116	108	93.1%	41.0%	29.0%	23.0%	6.0%
Male	116	50	43.1%	54.0%	20.0%	22.0%	4.0%
Female	116	58	50.0%	29.0%	36.0%	24.0%	9.0%
Black or African American	116	17	14.7%	82.0%	12.0%	6.0%	0.0%
American Indian or Alaska Native	116	1	0.9%	--	--	--	--
Asian	116	1	0.9%	--	--	--	--
Filipino	116	5	4.3%	--	--	--	--
Hispanic or Latino	116	59	50.9%	37.0%	31.0%	25.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	116	25	21.6%	32.0%	36.0%	24.0%	8.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	116	73	62.9%	45.0%	30.0%	22.0%	3.0%
English Learners	116	9	7.8%	--	--	--	--
Students with Disabilities	116	11	9.5%	82.0%	0.0%	18.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 12/29/2015*



## ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	162	153	94.4%	37.0%	41.0%	20.0%	3.0%
Male	162	82	50.6%	45.0%	35.0%	17.0%	2.0%
Female	162	71	43.8%	28.0%	46.0%	23.0%	3.0%
Black or African American	162	16	9.9%	44.0%	44.0%	13.0%	0.0%
American Indian or Alaska Native	162	5	3.1%	--	--	--	--
Asian	162	6	3.7%	--	--	--	--
Filipino	162	2	1.2%	--	--	--	--
Hispanic or Latino	162	94	58.0%	38.0%	45.0%	16.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	162	30	18.5%	37.0%	30.0%	27.0%	7.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	162	87	53.7%	44.0%	43.0%	13.0%	1.0%
English Learners	162	9	5.6%	--	--	--	--
Students with Disabilities	162	8	4.9%	--	--	--	--
Students Receiving Migrant Education Services	162	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	252	216	85.7%	32.0%	30.0%	28.0%	7.0%
Male	252	95	37.7%	43.0%	27.0%	20.0%	6.0%
Female	252	121	48.0%	23.0%	32.0%	35.0%	8.0%
Black or African American	252	21	8.3%	38.0%	33.0%	24.0%	5.0%
American Indian or Alaska Native	252	2	0.8%	--	--	--	--
Asian	252	4	1.6%	--	--	--	--
Filipino	252	9	3.6%	--	--	--	--
Hispanic or Latino	252	128	50.8%	38.0%	32.0%	23.0%	5.0%
Native Hawaiian or Pacific Islander	252	2	0.8%	--	--	--	--
White	252	50	19.8%	20.0%	26.0%	42.0%	8.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	252	140	55.6%	37.0%	34.0%	23.0%	4.0%
English Learners	252	14	5.6%	79.0%	14.0%	0.0%	0.0%
Students with Disabilities	252	10	4.0%	--	--	--	--
Students Receiving Migrant Education Services	252	2	0.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	53	94.6%	45.0%	32.0%	17.0%	6.0%
Male	56	28	50.0%	43.0%	25.0%	21.0%	11.0%
Female	56	25	44.6%	48.0%	40.0%	12.0%	0.0%
Black or African American	56	9	16.1%	--	--	--	--
American Indian or Alaska Native	56	1	1.8%	--	--	--	--
Asian	56	6	10.7%	--	--	--	--
Filipino	56	1	1.8%	--	--	--	--
Hispanic or Latino	56	24	42.9%	38.0%	38.0%	21.0%	4.0%
Native Hawaiian or Pacific Islander	56	1	1.8%	--	--	--	--
White	56	11	19.6%	45.0%	36.0%	18.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	56	35	62.5%	57.0%	29.0%	14.0%	0.0%
English Learners	56	8	14.3%	--	--	--	--
Students with Disabilities	56	6	10.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	59	54	91.5%	22.0%	48.0%	22.0%	7.0%
Male	59	28	47.5%	21.0%	50.0%	14.0%	14.0%
Female	59	26	44.1%	23.0%	46.0%	31.0%	0.0%
Black or African American	59	3	5.1%	--	--	--	--
American Indian or Alaska Native	59	1	1.7%	--	--	--	--
Asian	59	2	3.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	59	32	54.2%	22.0%	56.0%	16.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	16	27.1%	19.0%	31.0%	38.0%	13.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	30	50.8%	30.0%	53.0%	13.0%	3.0%
English Learners	59	10	16.9%	--	--	--	--
Students with Disabilities	59	6	10.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	68	62	91.2%	71.0%	19.0%	6.0%	3.0%
Male	68	25	36.8%	72.0%	24.0%	4.0%	0.0%
Female	68	37	54.4%	70.0%	16.0%	8.0%	5.0%
Black or African American	68	3	4.4%	--	--	--	--
American Indian or Alaska Native	68	4	5.9%	--	--	--	--
Asian	68	1	1.5%	--	--	--	--
Filipino	68	2	2.9%	--	--	--	--
Hispanic or Latino	68	32	47.1%	81.0%	16.0%	3.0%	0.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	19	27.9%	63.0%	16.0%	16.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	68	36	52.9%	86.0%	11.0%	0.0%	3.0%
English Learners	68	9	13.2%	--	--	--	--
Students with Disabilities	68	5	7.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	75	68	90.7%	40.0%	38.0%	13.0%	9.0%
Male	75	28	37.3%	36.0%	36.0%	21.0%	7.0%
Female	75	40	53.3%	43.0%	40.0%	8.0%	10.0%
Black or African American	75	4	5.3%	--	--	--	--
American Indian or Alaska Native	75	1	1.3%	--	--	--	--
Asian	75	3	4.0%	--	--	--	--
Filipino	75	3	4.0%	--	--	--	--
Hispanic or Latino	75	31	41.3%	45.0%	42.0%	10.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	26	34.7%	31.0%	35.0%	19.0%	15.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	75	34	45.3%	41.0%	32.0%	15.0%	12.0%
English Learners	75	3	4.0%	--	--	--	--
Students with Disabilities	75	8	10.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	116	108	93.1%	43.0%	30.0%	20.0%	7.0%
Male	116	50	43.1%	42.0%	34.0%	16.0%	8.0%
Female	116	58	50.0%	43.0%	26.0%	24.0%	7.0%
Black or African American	116	17	14.7%	71.0%	24.0%	0.0%	6.0%
American Indian or Alaska Native	116	1	0.9%	--	--	--	--
Asian	116	1	0.9%	--	--	--	--
Filipino	116	5	4.3%	--	--	--	--
Hispanic or Latino	116	59	50.9%	46.0%	29.0%	22.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	116	25	21.6%	28.0%	28.0%	28.0%	16.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	116	73	62.9%	48.0%	29.0%	21.0%	3.0%
English Learners	116	9	7.8%	--	--	--	--
Students with Disabilities	116	11	9.5%	82.0%	0.0%	9.0%	9.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	162	153	94.4%	52.0%	33.0%	12.0%	3.0%
Male	162	82	50.6%	52.0%	30.0%	13.0%	4.0%
Female	162	71	43.8%	51.0%	35.0%	11.0%	3.0%
Black or African American	162	16	9.9%	56.0%	38.0%	6.0%	0.0%
American Indian or Alaska Native	162	5	3.1%	--	--	--	--
Asian	162	6	3.7%	--	--	--	--
Filipino	162	2	1.2%	--	--	--	--
Hispanic or Latino	162	94	58.0%	52.0%	33.0%	13.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	162	30	18.5%	43.0%	33.0%	17.0%	7.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	162	87	53.7%	57.0%	31.0%	10.0%	1.0%
English Learners	162	9	5.6%	--	--	--	--
Students with Disabilities	162	8	4.9%	--	--	--	--
Students Receiving Migrant Education Services	162	1	0.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*



**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	252	211	83.7%	65.0%	23.0%	7.0%	1.0%
Male	252	93	36.9%	68.0%	22.0%	9.0%	1.0%
Female	252	118	46.8%	64.0%	25.0%	6.0%	2.0%
Black or African American	252	20	7.9%	85.0%	15.0%	0.0%	0.0%
American Indian or Alaska Native	252	2	0.8%	--	--	--	--
Asian	252	4	1.6%	--	--	--	--
Filipino	252	9	3.6%	--	--	--	--
Hispanic or Latino	252	124	49.2%	69.0%	24.0%	2.0%	2.0%
Native Hawaiian or Pacific Islander	252	2	0.8%	--	--	--	--
White	252	50	19.8%	58.0%	24.0%	14.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	252	138	54.8%	75.0%	20.0%	1.0%	0.0%
English Learners	252	13	5.2%	92.0%	0.0%	0.0%	0.0%
Students with Disabilities	252	9	3.6%	--	--	--	--
Students Receiving Migrant Education Services	252	2	0.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 12/29/2015*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35.0%	34.0%	31.0%	7.0%	10.0%	7.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/29/2015

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7.0%
All Students at the School	31.0%
Male	38.0%
Female	25.0%
Black or African American	16.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	25.0%
Native Hawaiian or Pacific Islander	--
White	47.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7.0%
Students with Disabilities	22.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/29/2015

**Career Technical Education Programs (School Year 2014-15)**

## Career Technical Education - SJCOE

The San Joaquin County Office of Education desires to provide a comprehensive career technical education (CTE) program in the secondary grades which 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 shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The San Joaquin County Office of Education's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

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; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

*Last updated: 1/5/2016*

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	327
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	4.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.0%

*Last updated: 1/28/2016*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	45.3%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	15.4%

# State Priority: Other Pupil Outcomes

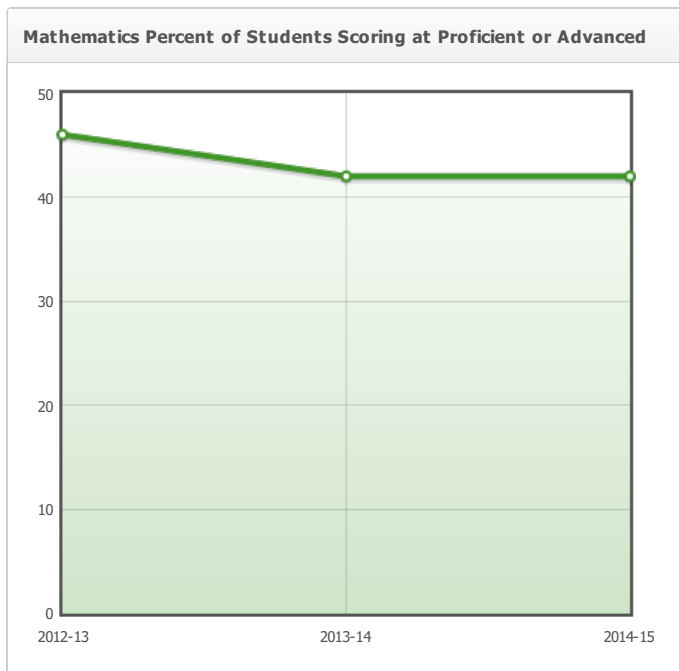
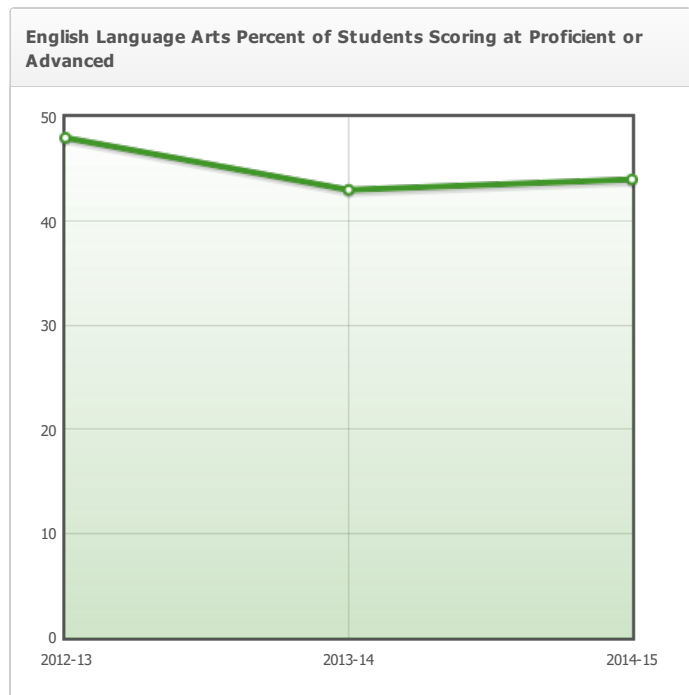
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	48.0%	43.0%	44.0%	28.0%	27.0%	27.0%	57.0%	56.0%	58.0%
Mathematics	46.0%	42.0%	42.0%	28.0%	27.0%	24.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 12/29/2015

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	73.0%	17.0%	9.0%	76.0%	21.0%	4.0%
All Students at the School	56.0%	27.0%	16.0%	58.0%	35.0%	7.0%
Male	61.0%	25.0%	14.0%	51.0%	41.0%	8.0%
Female	52.0%	30.0%	18.0%	64.0%	31.0%	6.0%
Black or African American	0.0%	0.0%	0.0%	82.0%	18.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	56.0%	29.0%	15.0%	60.0%	36.0%	5.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	49.0%	29.0%	22.0%	46.0%	43.0%	11.0%
Two or More Races	61.0%	28.0%	11.0%	59.0%	35.0%	6.0%
Socioeconomically Disadvantaged	68.0%	26.0%	6.0%	67.0%	28.0%	4.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 12/29/2015*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

*Last updated: 12/29/2015*

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

The Advisory School Council (ASC) is responsible for holding VAFS accountable for the performance of enrolled students. This council conducts the lottery if enrollment exceeds capacity, addresses school safety issues, reviews parental concerns, and sets policies that are unique to the school. The ASC coordinates several annual fundraising events and approves grant proposals and distribution of funds raised through these events. The Council consists of the VAFS Director (non-voting member), two teachers, four parents, two community members and two students (one voting and one non-voting). The council meets the first Tuesday of each month at 3:30pm. Information about the council meetings is posted on the bulletin board at the Venture Academy main site and on the [school website](#). The Division Director is responsible for communicating all ASC policy decisions to the VAFS School Board. ASC elections are held in the fall. ASC meetings are conducted in compliance with all requirements of the Brown Act.

All academies now use an online gradebook with messaging features. This gives parents 24/7 access to their student's progress. Parents and students can see their assignments, grades, uploaded worksheets and instructions, as well as communicate with teachers. Teachers regularly communicate with students and parents through the online gradebook. In addition, elementary academies have implemented progress reports and Edperformance reporting tools in order to more effectively communicate assessment results with students and parents.

Parents have been included in all phases of WASC accreditation and Charter Renewal. This includes participation in surveys, committees for improvement efforts, review of documents and meeting with WASC visiting committee and presentation of the Charter renewal document to the SJCOE Board.

In Venture Academy's Modified Daily Attendance Program (MDA), all students are evaluated monthly and parents are informed of credit/progress being made. In addition, all students in home study 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 teacher, parent, and student. In addition to student work, parents are encouraged and welcome to participate in their students' programs when parent volunteers are needed. The following gives a small glimpse into what parent involvement is at Venture Academy.

- Parents help organize and promote school-wide involvement in community events.
- Parents attend workshops/course offerings to learn with their children.
- Parents, as member of the Advisory School Council, have taken leadership roles in planning many school events: Prom, Grad Nite at Disneyland, 8th grade promotion, book fair, and numerous fundraising opportunities.
- 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, Valley Days and the Clothing Exchange.
- Parents attend field trips and provide additional support for teachers and students.

### State Priority: Pupil Engagement

*Last updated: 1/5/2016*

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

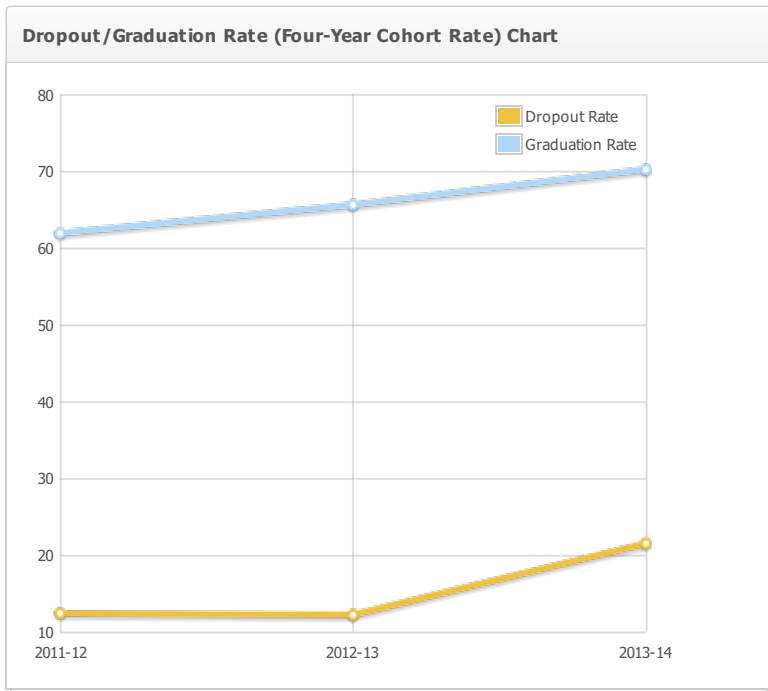
- High school dropout rates; and
- High school graduation rates

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

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

In 2013-2014, 185 students graduated. An additional 23 student from that class graduated using a fifth year in the following years graduating class.

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	12.4%	12.2%	21.5%	15.3%	12.0%	13.2%	13.1%	11.4%	11.5%
Graduation Rate	61.90	65.60	70.20	76.20	80.30	80.30	78.87	80.44	80.95



Last updated: 1/22/2016

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	84	43	84
Black or African American	90	38	76
American Indian or Alaska Native	97	50	78
Asian	0	41	92
Filipino	34	71	96
Hispanic or Latino	56	41	81
Native Hawaiian or Pacific Islander	0	0	83
White	43	60	89
Two or More Races	38	16	82
Socioeconomically Disadvantaged	50	31	81
English Learners	41	26	50
Students with Disabilities	71	11	61
Foster Youth	--	--	--



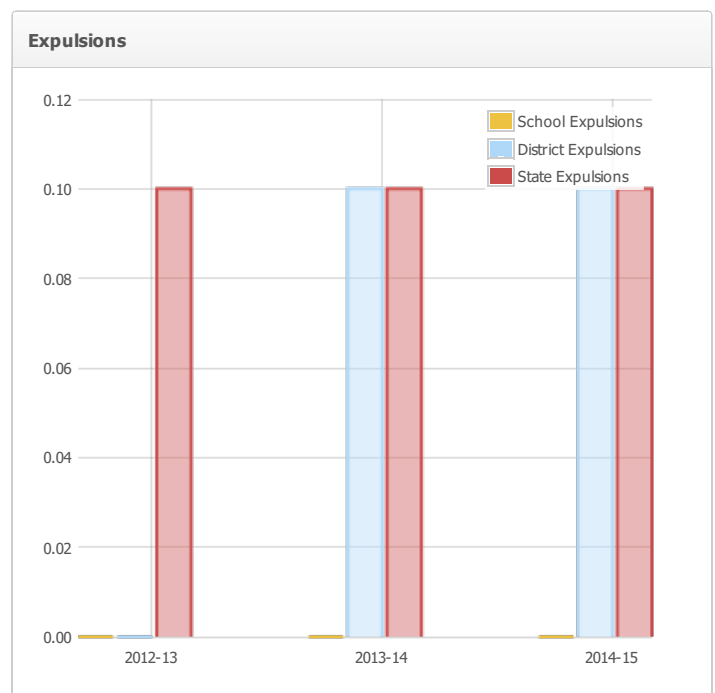
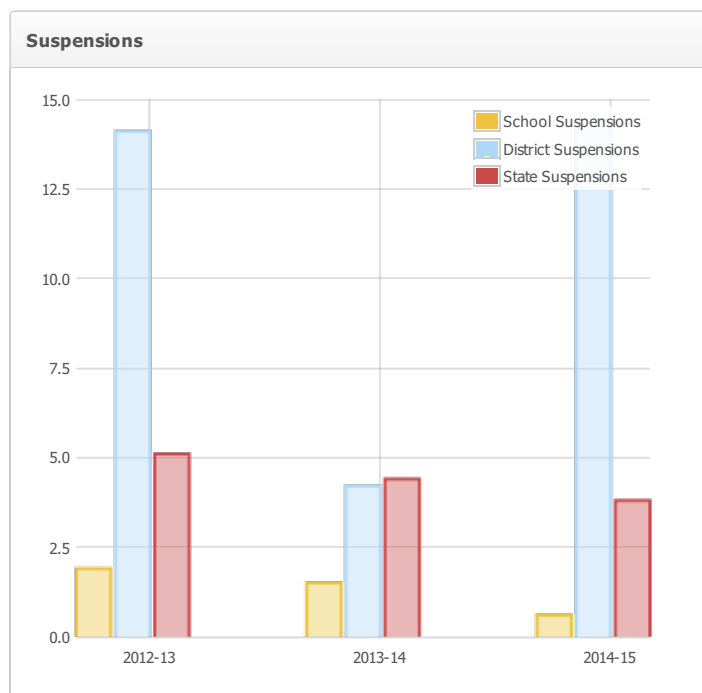
# State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.9	1.5	0.6	14.1	4.2	14.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 12/29/2015

## School Safety Plan - Most Recent Year

All County Operated Schools and Programs (COSP) school sites have a comprehensive school safety plan in accordance with the Safe Schools policy, which includes a specific emergency operations plan. In compliance with SB 187, the plan is reviewed and revised annually for each school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, COSP school site staff update their site specific Emergency Plan. The site specific Emergency plan includes the site safety plan, San Joaquin County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority, EMSA emergency first aid guidelines of California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation. The school nurse collaborates with parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plan, ISHP. A copy of the Emergency Plan binder is housed at the school site and the COSP Director's office and is available for parent/guardian review.

COSP also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention Council, Fathers, Families, Peacekeepers.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training was provided for all Administrative, Support and Teaching staff in 2015.

The counseling staff creates a crisis file and provides on-line resources for every teacher in the program. Community school teachers are given the file at the beginning of the year, along with instructions on how they are to be utilized. The information is reviewed and updated as needed throughout the year. The

following information is displayed at each site and is also included in the crisis file:

- Directions to follow in case of an emergency, crisis or injury
- COSP Emergency Hotline phone number
- A bomb threat checklist
- Listing of emergency phone numbers
- Tips for de-escalating a conflict
- Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information
- Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information)
- Child abuse prevention information
- CPS reporting form
- State laws pertaining to unlawful conduct and sexual intercourse with a minor
- Smoking cessation resource list
- Community Resources

*Last updated: 1/21/2016*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 12/29/2015

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 12/29/2015

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12.5	2	0	0	12.0	2	0	0	15.0	2	0	0
1	20.0	2	0	0	19.0	2	0	0	18.0	2	0	0
2	19.5	2	2	0	19.5	2	0	0	18.0	2	0	0
3	24.0	0	2	0	22.5	0	2	0	22.5	0	2	0
4	24.5	0	2	0	24.5	0	2	0	23.0	0	2	0
5	24.5	0	2	0	25.0	0	2	0	21.0	1	2	0
6	25.0	0	3	0	25.3	0	3	0	22.0	1	8	0
Other	23.0	1	7	0	23.0	0	9	0	23.0		9	0

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

Last updated: 1/6/2016

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	24	13	6	16.0	34	12	5	18.0	14	12	3
Mathematics	12.0	47	8	2	11.0	54	8	1	21.3	15	10	4
Science	12.0	43	10	1	11.0	45	8	1	19.2	12	8	1
Social Science	14.0	50	10	2	13.0	57	6	1	21.0	17	8	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.

Last updated: 1/6/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

A Program Specialist is available through San Joaquin County Office of Education SELPA to support Venture Academy Family of Schools' Special Education program.

Other FTE refers to two paraprofessionals and three resource teachers that work with Special Education students.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	359.6
Counselor (Social/Behavioral or Career Development)	5.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	1.0	N/A

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

\*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: 1/22/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8433.0	\$8433.0	\$0.0	\$61809.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	0.0%	-1.0%

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

Last updated: 1/26/2016

**Types of Services Funded (Fiscal Year 2014-15)**

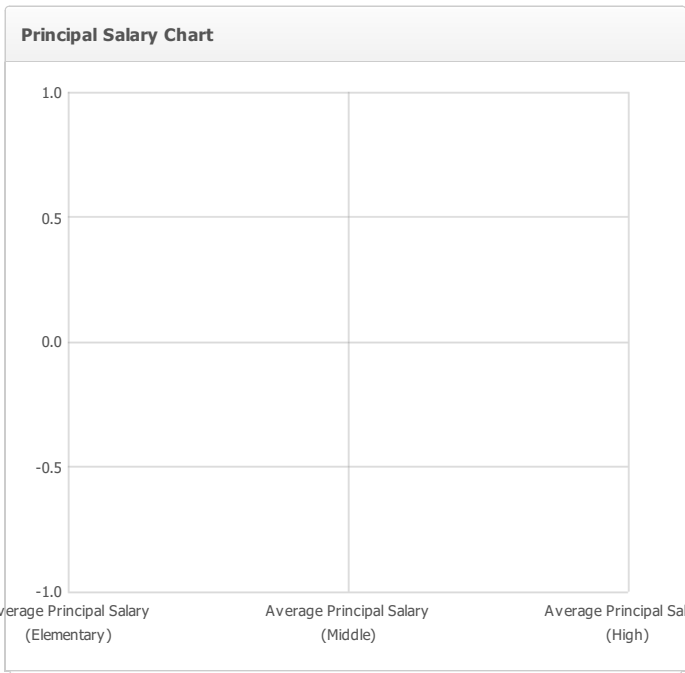
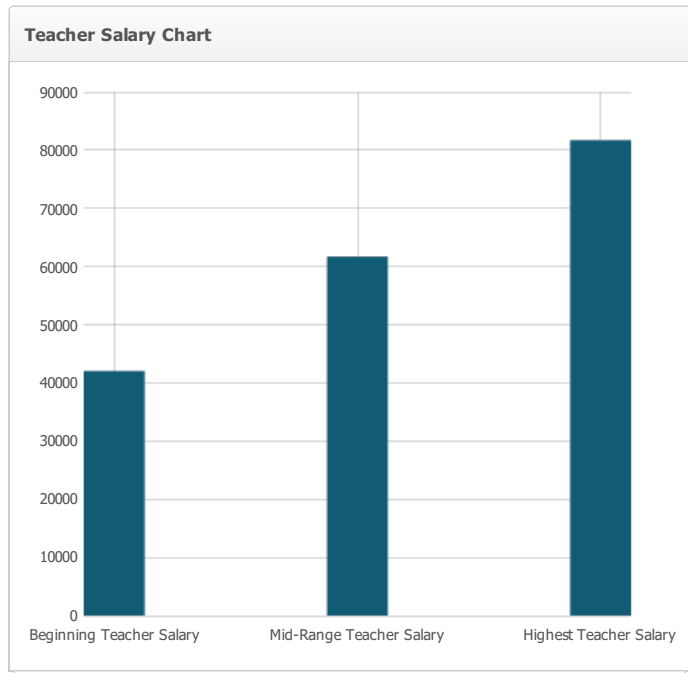
The LEA provides programs and supplemental educational services based on students needs.

*Last updated: 12/29/2015*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,033	--
Mid-Range Teacher Salary	\$61,687	--
Highest Teacher Salary	\$81,700	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$263,247	--
Percent of Budget for Teacher Salaries	11.3%	--
Percent of Budget for Administrative Salaries	8.3%	--

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



*Last updated: 1/26/2016*

**Advanced Placement Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	8	8.0%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/26/2016*

**Professional Development – Most Recent Three Years**

Teachers, Administrators, clerical and other staff members are provided with opportunities to participate in staff development activities that improve and maintain their professional skills. An average of 10 school days per year are dedicated to staff development for teachers. New teachers are provided one extra day for orientation, philosophy and school procedures. Recent staff development meetings included activities and discussions surrounding: Expected Schoolwide Learning Results (ESLR's), Testing & Accountability, Education Policy & Administrative Regulation, Technology, Common Core Standards, Innovative teaching tools, Confidentiality, Procedures for dispensing medication, and Medi-cal Administrative Activities (MAA), ALICE training, Odysseyware Online Learning Management System, Pathways Student Information System, Special Education Information System (SEIS). Grade level and academy site meetings are also scheduled monthly to provide staff development, articulation, planning, and collaboration for improving grade level curriculum and teaching strategies. Clerical staff meets once a month to ensure communication on upcoming events and for cross training on new and existing procedures. New teachers participate in BTSAs.

Most staff participate in off-site training and conferences. Recent conferences and training include: National Energy Education Development (NEED) conference in Santa Fe, NM, National Center for Construction Education and Research (NCCER), Teaching Proficiency through Reading and Storytelling, Alice 2.0, Computer Programming to introduce students to Computer Science, Colonial Williamsburg Teacher Institute, AVID Institute, GEMS, eLearning Strategies Symposium, CUE-Northern California, Edmodocon, BTSAs Support Provider Training, Electric Auto Shop Instructor Chassis Lab Training, California Partnership Academy, Educating for Careers - Photovoltaics, Makerspace Educator Workshop Series, National Energy Education Development Teacher Training, Fab Learn II, Digital Fabrication in Education Conference, Transformative Learning Technologies Laboratory, National Girls Collaborative Project - CalGirls in STEM Conference, Big Ideas Fest Education Conference - Study of Knowledge Management in Education, AP Training, OdysseyWare training, Adobe workshop, Autism Training, CSU/UC Conference, Brief Intervention Counseling Training, Geology and History of Yosemite, Innovative Curriculum Design, Drawing Magic, iPads in the Classroom, California Law and Ethics, DSM-5 training, Suicide assessment and treatment, Working with disorders of the body, STEM training, ISTE conference, Rick Morris Classroom management, Poetry on Fire: Igniting Students' Passion for Performance Poetry, Adobe workshop.

Venture Academy of Schools encourages teachers to pursue advanced degrees. In 2011, sixteen credentialed staff members held Master's degrees or higher. As of 2014, forty hold Master's degrees or higher, and two hold Doctoral degrees. Five teachers are currently enrolled in Masters degree programs and three teachers are pursuing doctoral degrees.

*Last updated: 1/21/2016*