

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 thirteen 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

Phone: 209-468-5940  
E-mail: [kfocacci@sjcoe.net](mailto:kfocacci@sjcoe.net)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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:jmoualimas@sjcoe.net">jmoualimas@sjcoe.net</a>
<b>Web Site</b>	<a href="http://www.sjcoe.org">http://www.sjcoe.org</a>

School Contact Information (School Year 2017-18)	
<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: 11/18/2017*

## School Description and Mission Statement (School Year 2017-18)

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.

### BELIEF STATEMENT

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

#### **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):

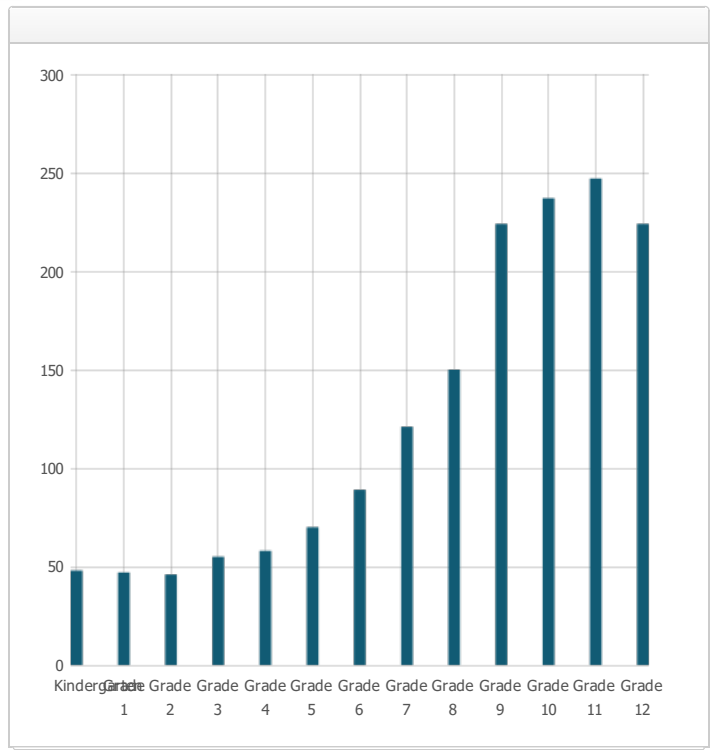
- Realizing the world is a classroom
- Demonstrating continuous progress toward mastery of a core body of knowledge
- Initiating and facilitating their own learning

**Venture Academy students will imagine possibilities.**

*Last updated: 11/18/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	46
Grade 3	55
Grade 4	58
Grade 5	70
Grade 6	89
Grade 7	121
Grade 8	150
Grade 9	224
Grade 10	237
Grade 11	247
Grade 12	224
<b>Total Enrollment</b>	<b>1616</b>



Last updated: 11/18/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.2 %
American Indian or Alaska Native	0.9 %
Asian	3.0 %
Filipino	1.8 %
Hispanic or Latino	61.5 %
Native Hawaiian or Pacific Islander	0.8 %
White	21.4 %
Two or More Races	4.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.4 %
English Learners	8.8 %
Students with Disabilities	7.2 %
Foster Youth	0.4 %

Last updated: 1/31/2018

# A. Conditions of Learning

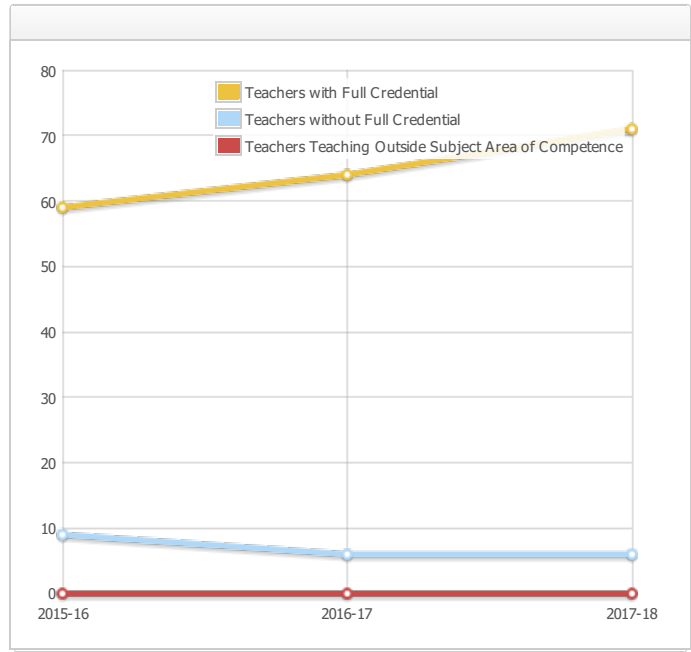
## State Priority: Basic

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

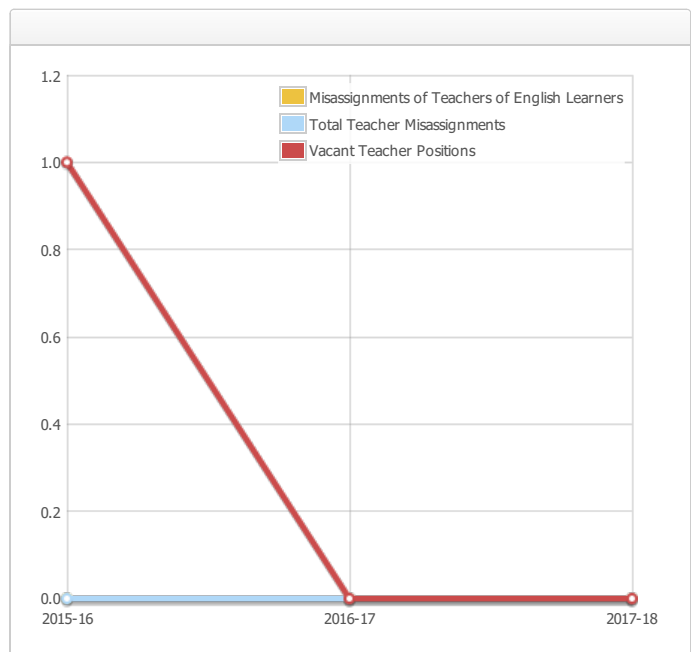
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	64	71	178
Without Full Credential	9	6	6	55
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2018

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



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: 12/27/2017

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• California National Geographic-Reach for Reading K-5 (2016)</li> <li>• Wordly Wise</li> <li>• Vocabulary Spelling Through Morphographs</li> <li>• Pearson Literature (2010)</li> <li>• Glencoe Writers Choice Grades 7-12</li> <li>• Great Source: Write Source</li> <li>• McDougal Littell Literature &amp; Language 9-12</li> <li>• McDougal Littell Language of Literature 9-10/American Literature/World Literature/British Literature/California Literature</li> <li>• Holt McDougal Literature 9-10/American Literature/British Literature (2013)</li> <li>• Glencoe McGraw Hill World Literature 9-12 (2016)</li> <li>• Many Californias: Literature from the Golden State</li> <li>• Haslem, Ed., CSU Curriculum for Expository Reading and Writing</li> <li>• Bedford St. Martin's The Language of Composition (AP Language)</li> <li>• Pearson Education Journalism How, What, Where, When, Why and How</li> <li>• Miscellaneous Novels (class sets)</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Prentice Hall Envision Math, McGraw Hill Education: California Math-Common Core Edition K-6 (2013)</li> <li>• Macmillan/McGraw- Hill My Math</li> <li>• Macmillan/McGraw-Hill California Glencoe Math Course 1, 2, 3</li> <li>• Excel Math</li> <li>• AGS Consumer Math</li> <li>• Glencoe Business and Personal Finance</li> <li>• Glencoe Pre Algebra</li> <li>• Prentice Hall Pre Algebra/CA Algebra Readiness/Algebra 1</li> <li>• CPM Core Connections Algebra 1</li> <li>• CPM Core Connections Algebra 2</li> <li>• Glencoe Algebra: Concepts &amp; Applications</li> <li>• Glencoe Geometry: Concepts &amp; Applications</li> <li>• Glencoe Algebra 2</li> <li>• ck12.org Algebra 2</li> <li>• Prentice Hall Pre Calculus</li> <li>• Houghton Mifflin Calculus of a Single Variable (AP ed.)</li> <li>• W.H. Freeman The Practice of Statistics Interactive Mathematics Program Years 1-4</li> <li>• Houghton-Mifflin My Math 5-8</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• Macmillan/McGraw-Hill CA Science</li> <li>• Holt Earth Science, Holt Life Science</li> <li>• Holt Physical Science</li> <li>• Pearson/Prentice Hall Earth Science/LifeScience/Physical Science</li> <li>• Glencoe Earth Science Glencoe Biology: Dynamics of Life</li> <li>• Glencoe BSCS Biology: A Molecular Approach</li> <li>• Prentice Hall Chemistry: The Central Science</li> <li>• Pearson Chemistry (2012)</li> <li>• Prentice Hall Environment Science</li> <li>• Mader Human Biology</li> <li>• ck12.org Biology</li> <li>• Sports Medicine Essentials Current Publishing "Life On An Ocean Planet"</li> <li>• Addison Wesley Conceptual Physics</li> <li>• REA Human Geography</li> <li>• McDougal Holt Understanding Human Anatomy and Physiology</li> <li>• Saunder Language of Medicine</li> <li>• McGraw Hill Ecology: Concepts and Applications</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• Holt: United States History-Independence to 1914</li> <li>• Holt: Medieval to Early Modern Times</li> <li>• Teachers Curriculum Institute: History Alive! California Middle Schools Program (2009)</li> <li>• Macmillan/McGraw-Hill California Vistas</li> <li>• Glencoe World History: The Human Experience</li> <li>• Glencoe World History: Modern Times, Cengage Learning Societies</li> <li>• Networks and Transitions Volume 1 &amp;2/AP World History</li> <li>• Houghton Mifflin American Pageant /AP US History</li> <li>• Glencoe American Vision/US History (2007)</li> </ul>	Yes	0.0 %



	<ul style="list-style-type: none"> <li>• Glencoe US Government: Democracy in Action</li> <li>• Center for Civic Education for Government- We the People: The Citizen and the Constitution</li> <li>• Glencoe Economics: Principles &amp; Practices</li> <li>• Glencoe World Geography (2013)</li> <li>• Glencoe Understanding Psychology (2013)</li> <li>• Myers Psychology for AP</li> <li>• Glencoe Sociology and You (2013)</li> <li>• Davies Sports in American Life (2010)</li> <li>• Glencoe The Developing Child (2014)</li> <li>• Glencoe Street Law, Scribner Environmental Law</li> </ul>		
Foreign Language	<ul style="list-style-type: none"> <li>• Glencoe Asi Se Dice- Spanish 1/Spanish 2/Spanish 3</li> </ul>	Yes	0.0 %
Health	<ul style="list-style-type: none"> <li>• Glencoe Health</li> </ul>	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Glencoe Art in Focus</li> <li>• Glencoe ArtTalk</li> </ul>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2018

## School Facility Conditions and Planned Improvements

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 and maintains 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. The installation of solar arrays as parking structures and a fiber line conduit was completed. Prior to the start of the 2017-18 school year, improvements were made to the school's elementary classrooms and the parking lots were resurfaced and redesigned to ensure student safety.

*Last updated: 12/27/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

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

## Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Exemplary
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*Last updated: 12/27/2017*

## 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, which 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); and
- 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	35%	36%	21%	33%	48%	48%
Mathematics (grades 3-8 and 11)	19%	21%	11%	22%	36%	37%

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: 1/31/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	783	738	94.25%	35.69%
Male	375	358	95.47%	31.84%
Female	408	380	93.14%	39.31%
Black or African American	43	39	90.70%	28.21%
American Indian or Alaska Native	12		91.67%	27.27%
Asian	32	30	93.75%	53.33%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	467	445	95.29%	27.48%
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	158	91.86%	52.53%
Two or More Races	37	35	94.59%	48.57%
Socioeconomically Disadvantaged	522	496	95.02%	28.28%
English Learners	167	164	98.20%	18.90%
Students with Disabilities	64	62	96.88%	11.29%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	783	735	93.87%	20.68%
Male	375	357	95.20%	21.29%
Female	408	378	92.65%	20.11%
Black or African American	43	37	86.05%	--
American Indian or Alaska Native	12		91.67%	18.18%
Asian	32	30	93.75%	30.00%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	467	442	94.65%	16.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	160	93.02%	28.13%
Two or More Races	37	35	94.59%	17.14%
Socioeconomically Disadvantaged	522	493	94.44%	16.02%
English Learners	167	164	98.20%	11.59%
Students with Disabilities	64	61	95.31%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	31.0%	36.0%	7.0%	24.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/31/2018*

### Career Technical Education Programs (School Year 2016-17)

#### Career Technical Education - SJCOE

The San Joaquin County Office of Education desires to provide a comprehensive career technical education (CTE) program in both secondary and post-secondary programs that integrate 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.

All program courses have been developed in cooperation with local business and industry representatives to prepare students with a portfolio of highly marketable skills. Students may enroll in an individual course, pursue a Career Certificate Program, and earn Certificates of Achievement for completing the academic and attendance requirements as outlined for particular areas of study.

Six of the industry sectors represented within the CTE program fall under the Venture Academy Family of Schools umbrella. The school currently has four CTE courses articulated with San Joaquin Delta College.

- Mechanical Construction
- Exploration of Health Careers
- Medical Terminology
- Introduction to Graphic Arts Technology

Students enrolled in these classes receive high school and college credit and complete course benchmarks towards career certification.

Last updated: 1/31/2018

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	492
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	2.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.0%

Last updated: 1/31/2018

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	48.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	23.5%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	22.0%	27.1%	22.0%
7	23.8%	21.9%	32.4%
9	27.2%	19.9%	14.7%

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: 1/31/2018



## 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 (School Year 2017-18)

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 2:30 pm. 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. Academies hold parent and student orientations at the beginning of the school year and many academies schedule regular parent-teacher conferences. Parents are also involved in the formal SST and IEP process.

Parents have been included in all phases of WASC accreditation and Charter Renewal. 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, meeting with WASC Visiting Committee, and presentation of the Charter Renewal document to the SJCCE Board.

In Venture Academy's Modified Daily Attendance Program (MDA), all students are evaluated regularly and parents have 24/7 access to credit/progress being made by way of the online grading system. 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 student 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, and Valley Days.
- Parents attend field trips and provide additional support for teachers and students.

### State Priority: Pupil Engagement

*Last updated: 1/31/2018*

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)

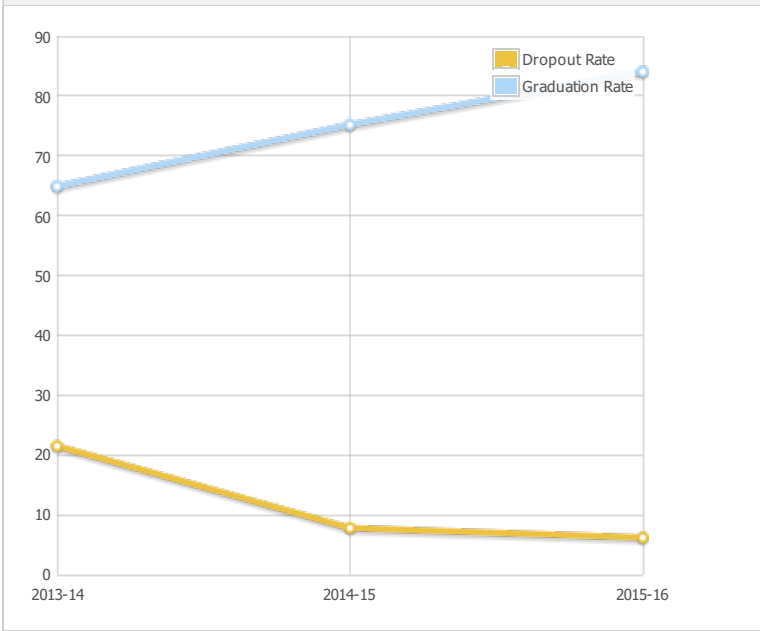
Many students come to Venture Academy who are credit deficient. We work with those students to graduate but it may not be when they are supposed to be a senior

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	21.5%	7.8%	6.2%	13.2%	10.6%	10.4%	11.5%	10.7%	9.7%
Graduation Rate	64.9%	75.2%	84.1%	80.3%	82.3%	83.6%	81.0%	82.3%	83.8%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/31/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	91.7%	51.9%	87.1%
Black or African American	62.5%	39.7%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	43.5%	94.4%
Filipino	100.0%	61.5%	93.8%
Hispanic or Latino	89.6%	51.0%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	98.0%	62.4%	91.0%
Two or More Races	100.0%	67.4%	90.6%
Socioeconomically Disadvantaged	89.8%	50.5%	85.5%
English Learners	89.5%	30.6%	55.4%
Students with Disabilities	100.0%	24.5%	63.9%
Foster Youth	50.0%	23.5%	68.2%

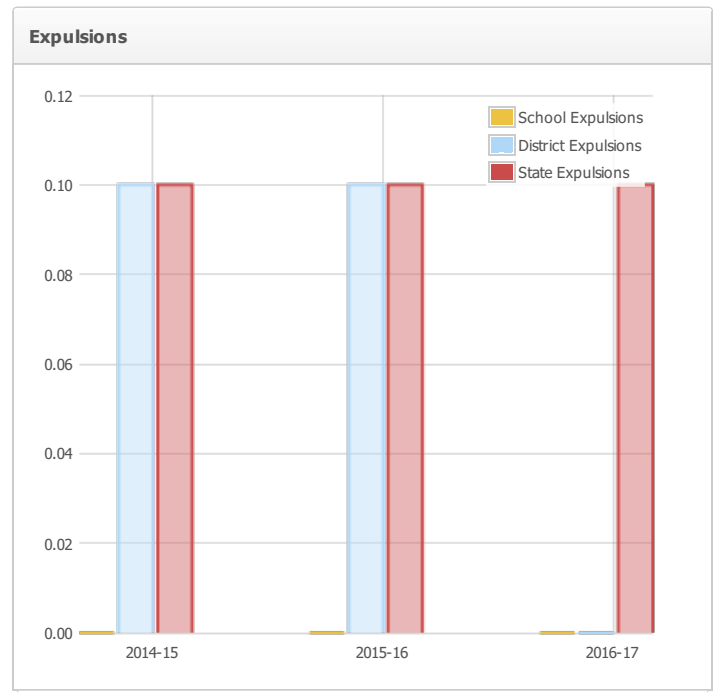
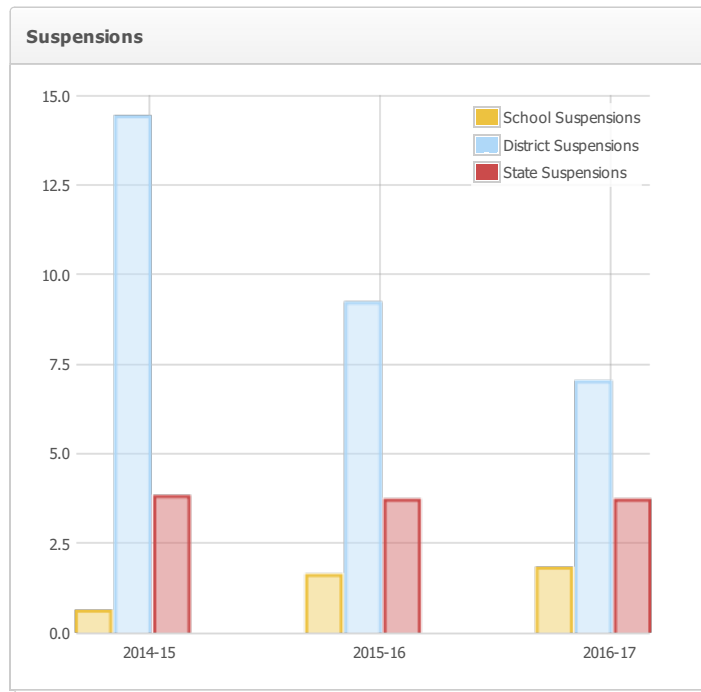
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	1.6%	1.8%	14.4%	9.2%	7.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

## School Safety Plan (School Year 2017-18)

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.

This year, Venture Academy hired a full-time school nurse. 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.

All staff completes annual training on Mandating Reporting. In addition, this year staff completed training on Cybersecurity and Suicide Prevention. ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training was provided for all Administrative, Support and Teaching staff at the beginning of the 2015-2016 school year. Annual professional development is offered in managing assaultive behavior, mental health first aid, and classroom management skill building.

The counseling staff creates a crisis file and provides on-line resources for every teacher in the program. The information is reviewed and updated as needed throughout the year. The following information is 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

In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills and positive relationship building activities throughout the school year.

*Last updated: 1/31/2018*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	50.0%

Last updated: 1/31/2018

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

Grade Level	2014-15				2015-16				2016-17			
	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	15.0	2	0	0	15.0	2	0	0	14.0	2	0	0
1	18.0	2	0	0	20.0	2	0	0	20.5	1	1	0
2	18.0	2	0	0	20.0	2	0	0	20.5	1	1	0
3	22.5	0	2	0	25.0	0	2	0	24.5	0	2	0
4	23.0	0	2	0	25.0	0	2	0	23.0	0	2	0
5	21.0	1	2	0	25.0	0	2	0	22.0	0	2	0
6	22.0	0	2	0	25.0	0	2	0	25.0	0	3	0
Other	23.0	0	9	0	24.0	0	12	0	21.0	5	8	0

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

Last updated: 1/31/2018

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

Subject	2014-15				2015-16				2016-17			
	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	21.0	22	13	1	22.0	18	17	1	22.0	14	17	0
Mathematics	20.0	18	14	2	22.0	10	15	2	19.0	22	10	1
Science	20.0	13	11	1	20.0	11	11	0	22.0	12	13	0
Social Science	21.0	23	13	1	23.0	15	17	0	24.0	16	14	0

\* 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: 1/31/2018*

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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	4.0	403.0
Counselor (Social/Behavioral or Career Development)	4.0	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	0.8	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	6.0	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: 1/31/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10054.0	\$730.4	\$9323.6	\$63439.0
District	N/A	N/A	--	\$63439.0
Percent Difference – School Site and District	N/A	N/A	--	0.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	29.5%	-10.3%

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

*Last updated: 1/31/2018*





## Types of Services Funded (Fiscal Year 2016-17)

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

*Last updated: 1/31/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

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	1	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	8	7.4%

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

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

*Last updated: 1/31/2018*

**Professional Development**

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 ten school days per year are dedicated to staff development for teachers. New teachers are provided one extra day for orientation, philosophy and school procedures. Staff development meetings over the last three years have included activities and discussions surrounding: Schoolwide Learner Outcomes, Testing & Accountability, Education Policy & Administrative Regulation, Technology, Common Core Standards, Innovative teaching tools, Confidentiality, Procedures for dispensing medication, and Medical Administrative Activities (MAA), ALICE training, Odysseyware Online Learning Management System, Pathways Student Information System, Special Education Information System (SEIS) and Jupiter Online Management System. Grade level and academy site meetings are also scheduled monthly to provide staff development, articulation, planning, and collaboration for improving grade level curriculum, content area curriculum, and teaching strategies. Clerical staff meets monthly to ensure communication on upcoming events and for cross training on new and existing procedures. New teachers participate in BTSa.

Most staff members participate in off-site training and conferences. Conferences and training over the last three years include: AVID Summer Institute (training in strands including AVID Elective, Critical Reading, Mathematics, Writing, and Social Studies), AVID Workshops, BTSa Support Provider Training, CAASPP Training, CBT Training- Beck Institute, CELDT Train the Trainer, Charter Schools Development Annual Conference, Cognitive Theories of Autism Executive Functioning, College Board Conference, Computation and Simulation in High School Tech Tools to Increase Student Engagement and Inquiry, Counselor Connection, Counselor Summit Conference, CSU Counselor Conference, Delta Studies Institute Flood Plain and Delta Ecology, EAP Conference, Educating for Careers Conference, EL Strategies, ELD Standards training, ERWC (Expository Reading and Writing Curriculum), Functional Assessment, Geology and Natural History (Regions include Yosemite Valley, Death Valley, Kings Canyon, Pt. Reyes, San Andreas Fault), Good Teaching Conference, Health Connected Puberty Talk and Teen Talk, Lab Safety Certification, Learning and the Brain Conference, Mean Girls Seminar, NEED Project Conference, NGSS Framework Rollout, NGSS Transition training, Odysseyware Training, Opening the World through Nature Journal Curriculum, Partners to Renew and Improve Math Education (PRIME), Read 180, Rick Morris Classroom Management, Rick Morris Eight Great Ideas, School Based Assessment and Treatment of Dyslexia, SJCOE Tech Summit, Seeing Stars, SLEWS Academy, Spanish for Teachers, STEM Tracts, Suicide Awareness and Prevention, Teacher Performance Assessment Scoring, Teaching Proportional Reasoning, Threat Assessment, and TurnItIn

Venture Academy of Family of Schools encourages teachers to earn additional credentials and pursue advanced degrees. Several staff members earned CTEL certification or a Certification of Eligibility for an Administrative Credential. As of 2017, thirty-five staff members hold Master's degrees and one has a doctoral degree. Currently, five staff members are enrolled in Master's degree programs.

*Last updated: 1/31/2018*