Venture Academy Family of Schools

CHARTER SCHOOL

Charter Code: 0423
CDS Code: 39 10397 3930476

Request for Charter Renewal
to the
San Joaquin County Board of Education

Material Revision Submitted February 2023

This request for charter renewal is presented to the San Joaquin County Board of Education in compliance with Charter Schools Act of 1992 (Ed. Code § 47600 *et seq*.), which requires the approval of a charter renewal by a charter school's authorizing agency prior to the end of its currently approved term.

Venture Academy Family of Schools ("VAFS" or "Venture Academy" or "Charter School" or "School") operates as a dependent public charter school of the San Joaquin County Office of Education ("SJCOE"). VAFS is a direct county charter approved and operated pursuant to Education Code Section 47605.5 as it serves pupils for whom the SJCOE would otherwise be responsible for providing direct education and related services. VAFS has and will maintain a memorandum of understanding ("MOU" or "Memorandum of Understanding") with the SJCOE for providing business and administrative services, including personnel, accounting, and payroll services to VAFS, and will enter into a revised or replacement MOU, or addendum thereto, should SJCOE determine such is necessary to update and/or revise the terms thereof to address the relationship between VAFS and SJCOE. Because of the dependent nature of VAFS and the close operational and governing relationship between VAFS and the SJCOE, including the County Superintendent of Schools and the San Joaquin County Office of Education's administration, VAFS's charter does not necessarily require the same level of detail and specificity as the San Joaquin County Board of Education would require of an independent charter school seeking San Joaquin County Board of Education approval and oversight.

This document provides clear evidence that Venture Academy Family of Schools ("VAFS" or "Venture Academy" or "Charter School") has met all requirements for renewal as set forth in Education Code section 47605 and 47607 including recent changes implemented by AB 1505 for renewal of its charter by providing robust, comprehensive, and focused education programs with a dedicated staff committed to the wellbeing of all stakeholders in this learning community. As a public school of choice, VAFS provides a high-quality educational option for families with students in grades TK-12 who are seeking innovative, non-traditional approaches to learning.

This document underscores the reasons it is in the best interest of students and the community to renew Venture Academy's charter for five years.

Included below are statements from VAFS school community.

Renewal of Venture Academy's charter is in the best interest of students and the community because……

It is truly a special place for students and families seeking a diverse approach to education. VAFS provides so many options and choices for students. VAFS provides various CIF sports, clubs, small thematic academies, and super cool electives led by some of the most passionate staff members I have ever been around. I've seen endless laughter and excitement about learning from not only the students but also staff. Again, a truly special place.

We change the way school is done. We meet the students at their level and encourage them to try hard every day to succeed.

Venture Academy impacts students like no school I've ever seen. And it's not just one or two

teachers! Every teacher these kids have here at Venture makes an imprint on their lives. I've watched my quietest, shiest student win awards in Mock Trial that I wouldn't have believed if I hadn't seen it with my own eyes. I've seen my pampered princes and princesses get out there and do coastal cleanup because it's the right thing to do. Our students leave here better people.

VAFS offers courses and pathways that are unique, creative, rigorous, and appealing to the interests of the modern-day student.

...our staff (not just the classroom teachers but every single campus monitor, receptionist, office worker, etc.) works very hard to make sure our students are seen, and don't end up merely as numbers. Their stories and successes and failures mean something to us, because their successes and failures are ours as well. They have their own lives, but while they are under our care we share the responsibility of giving them the best shot at life that we can. The gravitas of our duty is carried by every single one of us.

An apt tagline heard coming from staff and students is
…….and then I found Venture

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ASSURANCES

VAFS shall:

- Meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- Not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- Admit all students who wish to attend and who submit a timely application, unless Charter School receives a greater number of applications than there are spaces for students, in which case students will be admitted through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. [Ref. Education Code Section 47605(e)(2)]

- Determine admittance by a public random drawing if the number of pupils who wish to attend VAFS exceeds the Charter School's capacity, except for existing pupils of the school. Preference shall be extended to pupils currently attending the Charter School and pupils who reside in San Joaquin County, except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
    - Each type of preference shall be approved by the chartering authority at a public hearing.
    - Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200.
    - Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
    - In accordance with Education Code Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
    - If a pupil who is subject to compulsory full-time education pursuant to Education

Code Section 48200 is expelled or leaves the charter school without graduating or completing the school year for any reason, VAFS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

- VAFS shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(2)(B)(iii).
- VAFS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- VAFS shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(2)(B)(iii). This subparagraph shall not apply to actions taken by VAFS pursuant to the procedures described in Education Code Section 47605(c)(5)(J).
- VAFS shall post on its internet website the notice of the requirements of Education Code Section 47605(e) developed by the California Department of Education ("CDE") and shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:
  - When a parent, guardian, or pupil inquires about enrollment.
  - Before conducting an enrollment lottery.
  - Before disenrollment of a pupil.

- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("Americans with Disabilities Act") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, ensuring that teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment and a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Section 44339, 44340, and 44341. [Ref. California Education Code Sections 47605(l) and 47605.4]

- Maintain all necessary and appropriate insurance coverage.

- Offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- Comply with any and all other federal, state, and local laws and regulations that apply to VAFS, including but not limited to:
    - Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
    - On a regular basis, consult with parents and teachers regarding education programs.
    - Comply with all laws establishing the minimum and maximum age for public school enrollment.
    - Comply with any jurisdictional limitations to locations of its facilities.
    - Comply with the Public Records Act.
    - Comply with the Family Educational Rights and Privacy Act.
    - Comply with the Ralph M. Brown Act ("Brown Act").
    - Comply with Article 4 of Chapter 1 of Division 4 of Title 1 of the Government Code (section 1090 et seq.).
    - Comply with the Political Reform Act of 1974.
    - Comply with meeting location and two-way teleconference requirements as specified in Education Code Section 47604.1.
    - Meet or exceed the legally required minimum number of school days.
    - Meet requirements for implementing independent study.
    - A person who suspects that a charter school has violated this paragraph may file a complaint with the San Joaquin County Office of Education ("SJCOE") using the template developed by CDE for this purpose.

- The current Memorandum of Understanding between the San Joaquin County Office of Education and the Venture Academy contains the following language:

Venture retains the sole and exclusive responsibility for all liability and debts incurred by Venture. Venture agrees to defend, indemnify, save, and hold harmless SJCOE, its governing body and individuals thereof, and all officers, agents, employees, representatives, and volunteers from all loss, cost, and expense (including but not limited to attorney's fees and other related costs arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Venture's performance or failure to perform services under this MOU).

Venture further agrees to waive all rights of subrogation against SJCOE and shall pay for any and all injury, damage, or loss to SJCOE. SJCOE assumes no responsibility whatsoever for any property placed on the premises at which VAFS operates. The provisions of this indemnification clause shall not be limited to the availability or collectability of insurance coverage nor do these provisions apply to any injury, damage, or loss caused solely by the negligence of SJCOE.

- VAFS will make provisions for the liabilities, debts, and financial obligations of the school.

- VAFS will indemnify, defend, and hold harmless the school's authorizer for damages resulting from acts or omissions of the school that comport with SJCOE/district standards.

- As deemed necessary or appropriate by SJCOE, VAFS shall enter into a revised or replacement MOU, including but not limited to agreement to any updated/revised insurance and/or indemnification, defense, and hold harmless provisions to the SJCOE's satisfaction and as necessary to comport with the SJCOE risk management team's standards and requirements.

- VAFS site will meet federal, state, and local building and safety codes and requirements.

- VAFS will submit safety and disaster plans appropriate to the site.

- VAFS and SJCOE have in place a Memorandum of Understanding with SJCOE to provide general facilities maintenance, that shall be updated and/or replaced as deemed necessary or appropriate by SJCOE.

- Venture Academy will hold a public hearing and follow all requisite procedural requirements to adopt a local control and accountability plan and will submit the plan to its chartering authority and county superintendent of schools, as well as prominently post it on the homepage of the school's website.

- Venture Academy will provide each needy pupil one nutritionally adequate free or reduced-price meal, and cost budgeted appropriately.

- Venture Academy will comply with the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

Element A: Education Program

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Education Code Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

Education Code Section 47605(c)(5)(A).

The Venture Academy Family of Schools has been a public school of choice since 2002. VAFS began as a home-school program with 275 students. Currently, there are over 1650 students enrolled in one of the school's focus academies. Parents and students choose to enroll in the school for a variety of reasons. Students and parents seeking a safe learning environment are attracted by VAFS' belief that student safety comes first. Some students are not challenged enough in their district school of residence; others may have trouble keeping within the pacing guides used by most traditional schools.

Mission Statement
The staff of VAFS initially created the VAFS mission statement in 2001 and current staff review and revisit the statement regularly. It continues to be the guiding force of VAFS.

The mission of Venture Academy Family of Schools (VAFS) 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.

Guiding Principles
VAFS believes that:

- Everyone can learn.
- Education empowers.
- 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.

What it Means to be an "Educated Person in the 21st Century"
An educated person in the 21st century will:

- Work independently and cooperatively as appropriate
- Organize tasks, skill, activities
- Think beyond the status quo
- Create choices in the ways s/he learns as well as how s/he learns
- Possess confidence in making decisions that effect positive change
- Possess a minimum of 10th grade reading, writing, math skills
- Plan for personal growth
- Observe, test and question theories
- Participate in the community
- Function capably in an ever-changing technological society
- Know and explore passions
- Effectively communicate what s/he knows
- Possess a set of guiding personal beliefs
- Understand that "We are most nearly ourselves when we achieve the seriousness of a child at play." - Heraclitus

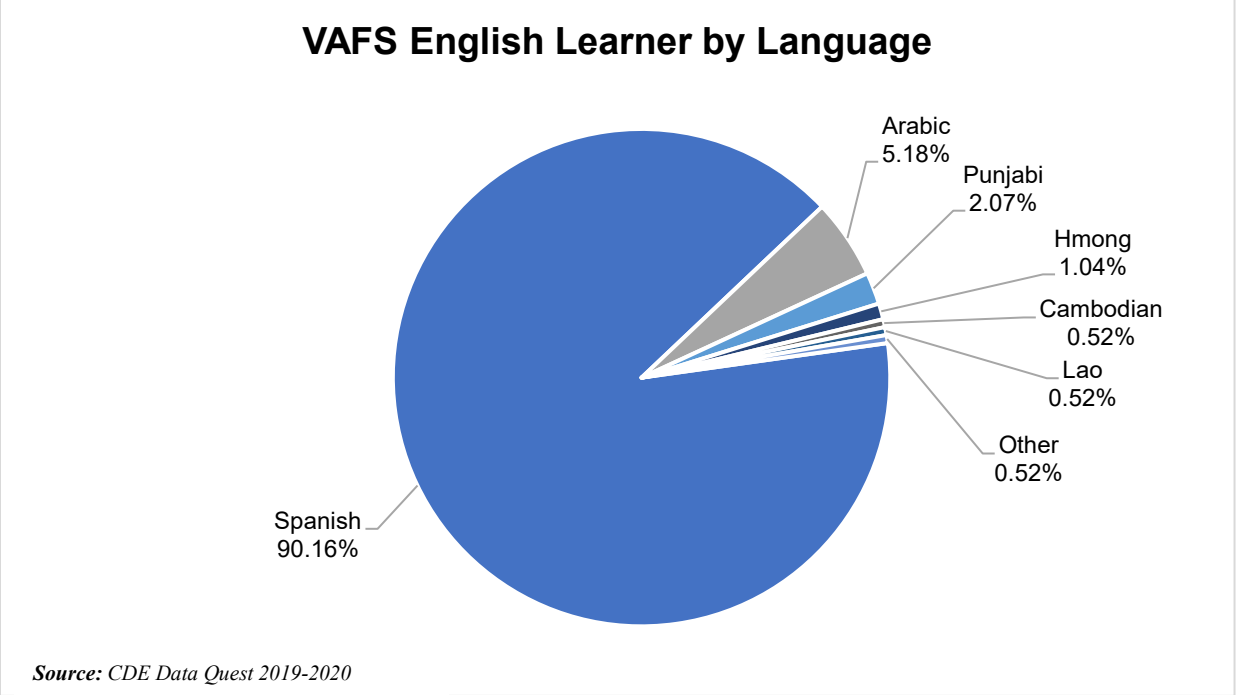
Description of How Learning Best Occurs
VAFS holds a fundamental belief that individuals learn best in an environment that nurtures creativity and curiosity, and that expands understanding of the world through observation, inquiry, and collaboration with others. A powerful learning environment is one in which students, with the assistance of caring adults, have options in how, when, and where they learn. The optimal learning environment is physically and emotionally safe; the staff is compassionate, supportive, trusted, well qualified and holds high expectations for students. The curriculum is based in reality and accessible to all students; the subject matter is appropriate, relevant, and

intellectually stimulating. Within VAFS, these conditions are met in a variety of educational settings called academies which meet individual needs and interests of the students.

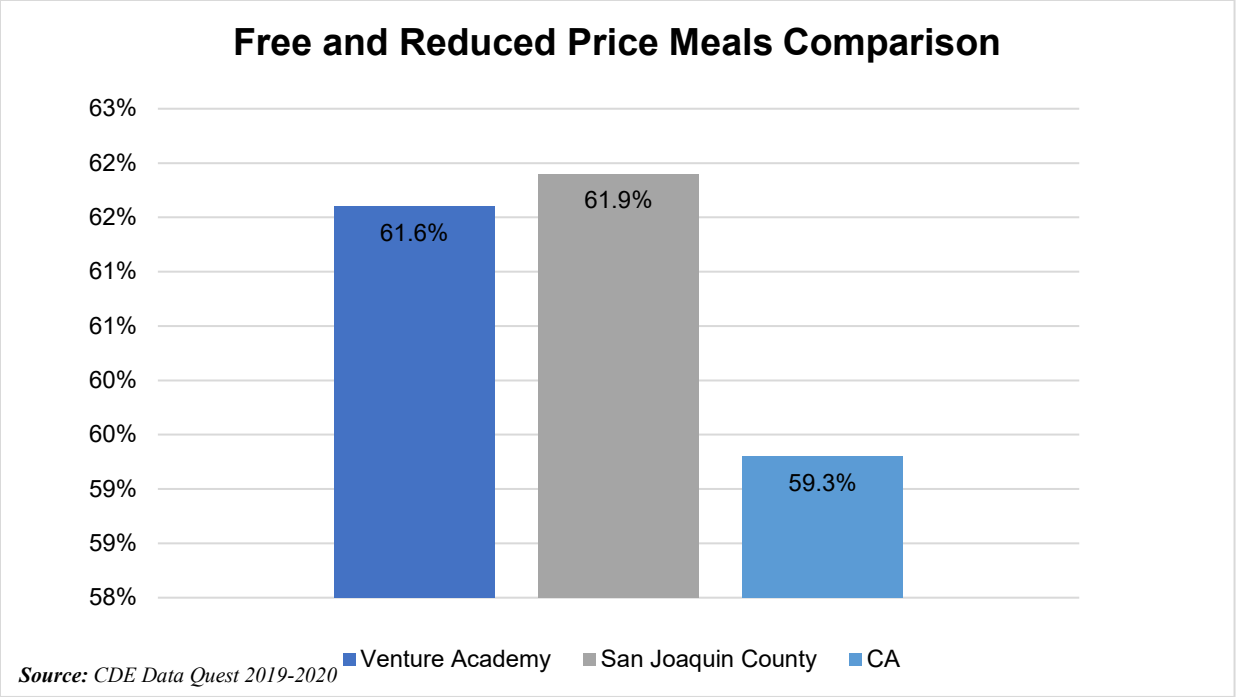
At VAFS, students have opportunities to individualize their instruction based on their ability levels and personal interest, through a wide variety of school offerings. Teachers, parents, and students confer regularly to adjust the individualized plan as needed to ensure progress toward meeting educational goals. Using a variety of authentic assessment methods and standardized tests, students are evaluated to determine levels of competency and to measure progress.

Targeted Student Population

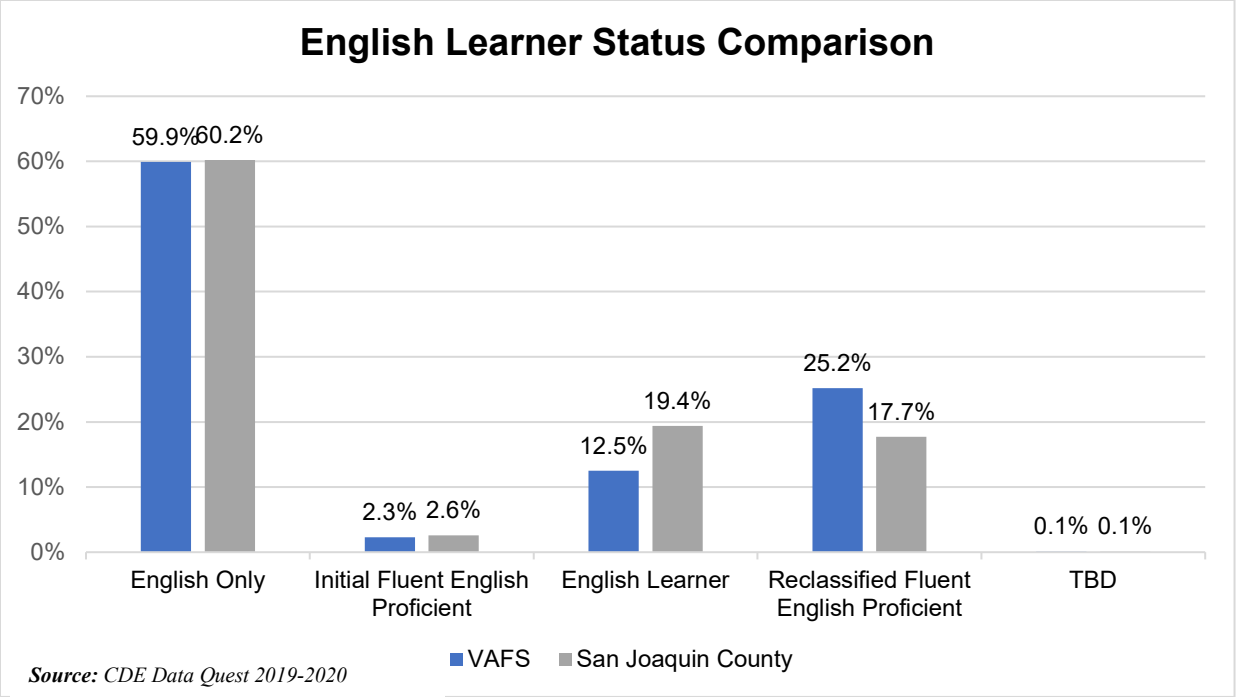
The demographic profile of VAFS reflects the demographics of San Joaquin County and has demonstrated that the school has achieved a balance of racial/ethnic, special education, and English learner pupils. VAFS will continue to implement the practices and strategies that have resulted in this balance. VAFS enrollment is open to all students who wish to come.



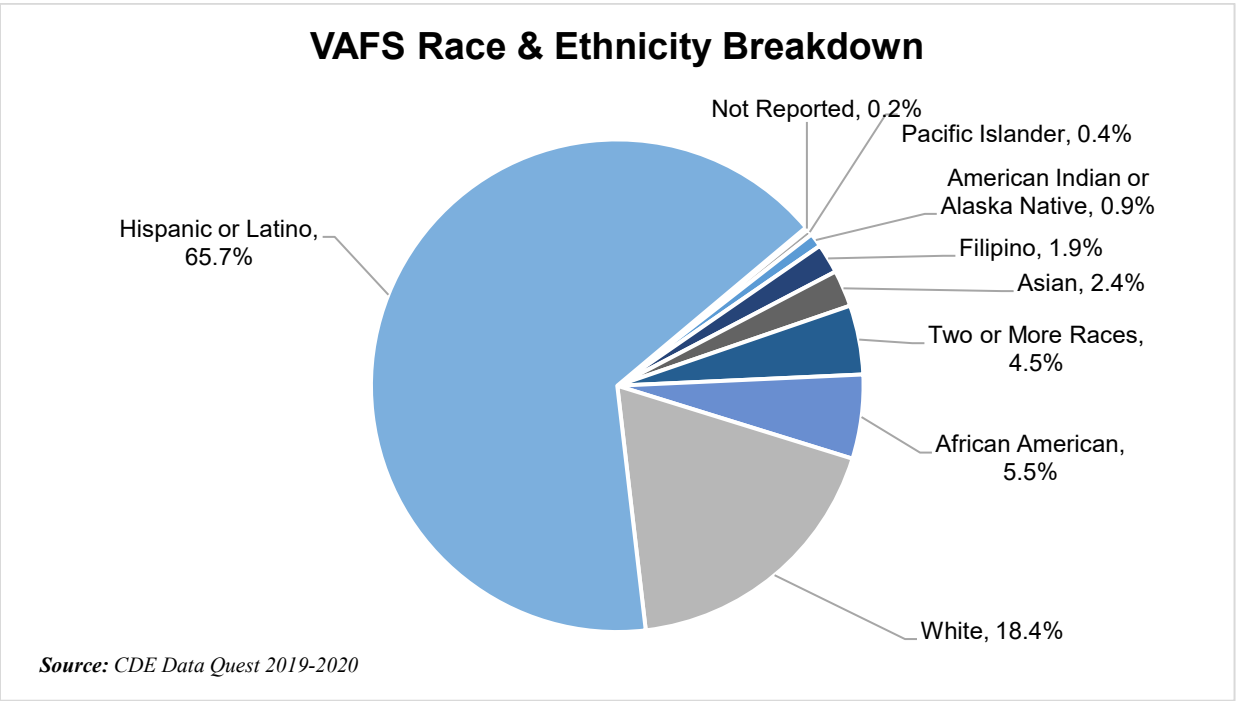
Source: *CDE Data Quest 2019-2020*



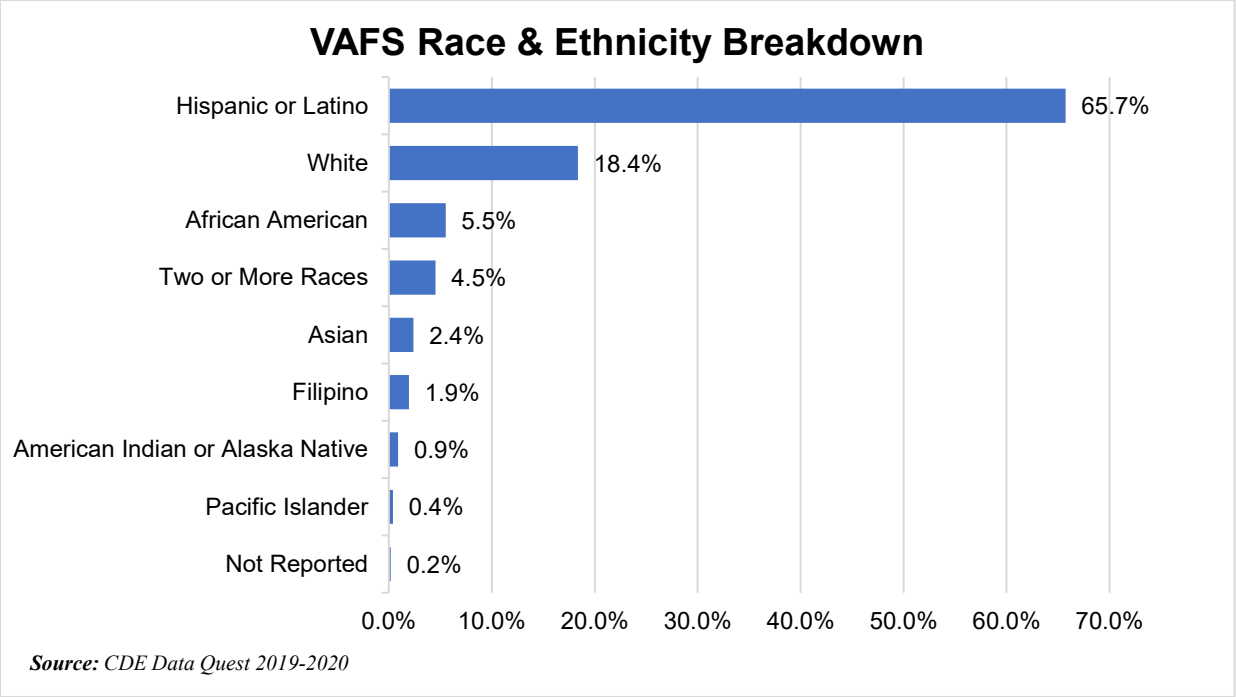
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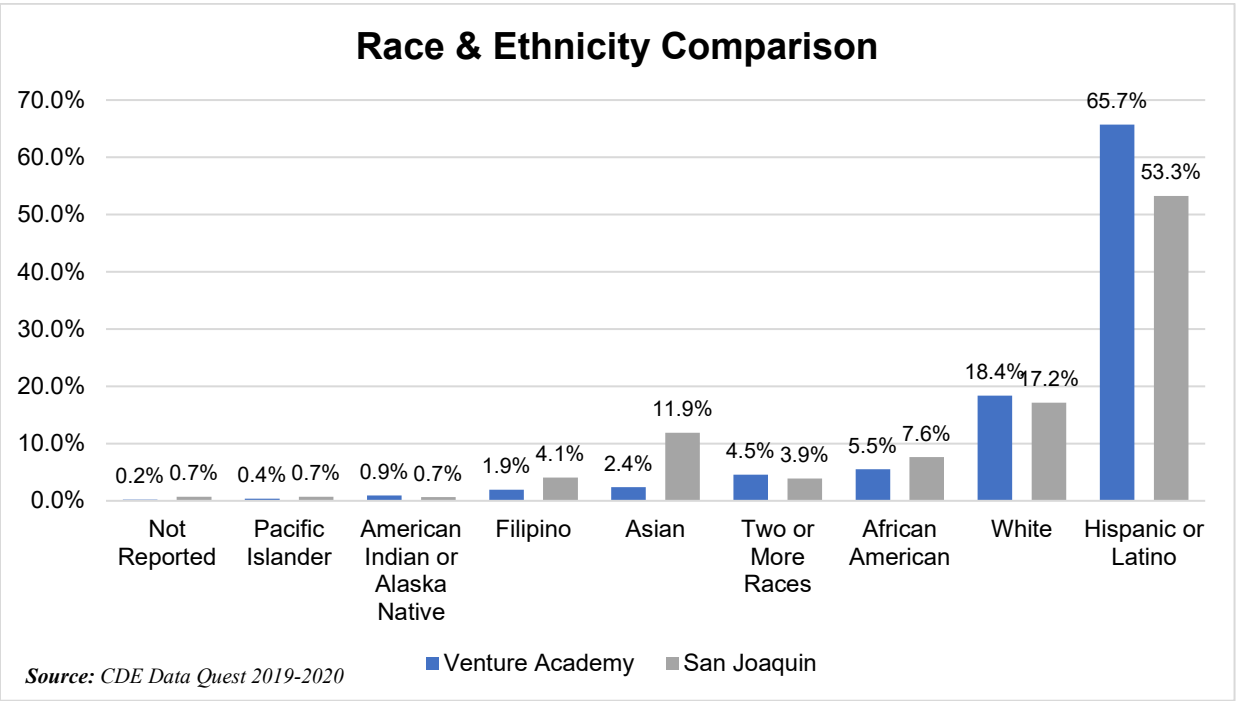
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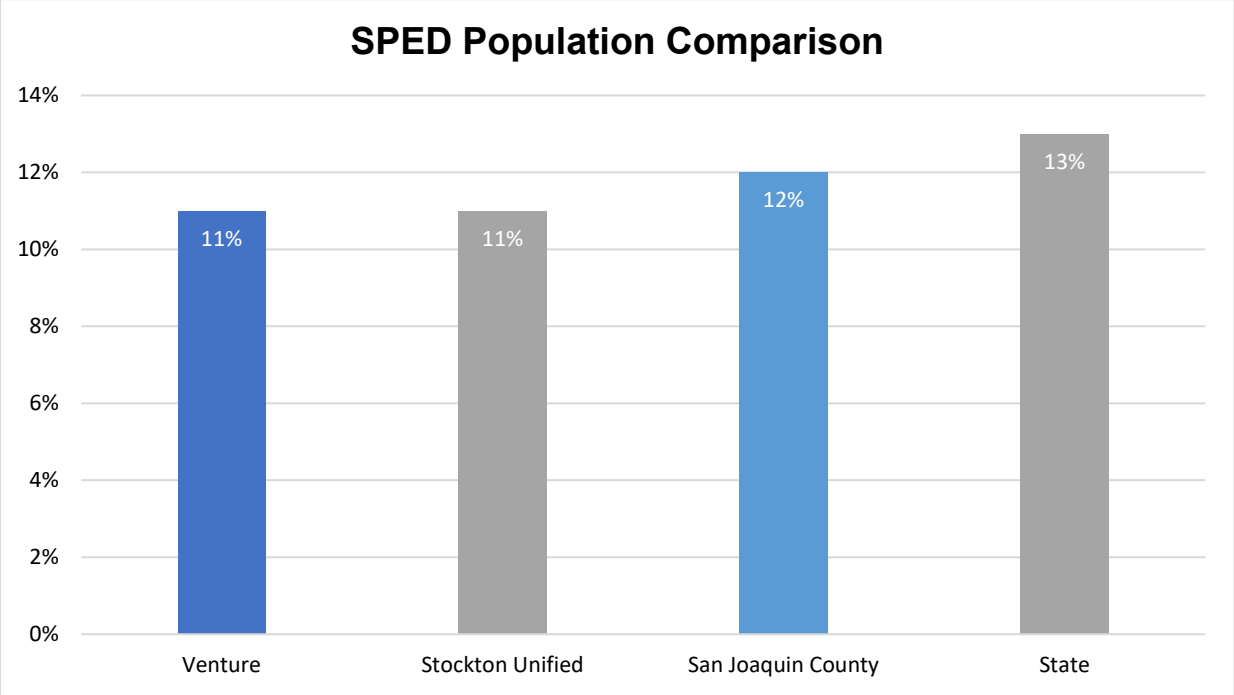


Source: *CDE Data Quest 2019-2020*



Source: *CDE Data Quest 2019-2020*

VAFS demonstrates a balance of special education students that is reflective of San Joaquin County.



Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements
The following information appears in the student handbook:

Venture Academy Family of Schools is accredited through the Western Association of Schools and Colleges. This status ensures that high school credits issued through the school will be accepted by other public high schools and validates the integrity of coursework for college entrance.

VAFS provides at least the minimum annual instructional minute requirements of Education Code Section 47612.5 and structures the school year, academic calendar, number of school days and instructional time to best support student progress toward meeting grade level standards. For school calendar please see Appendix I.

Grades	Annual Instructional Minutes
TK/Kindergarten	36,000 minutes
1 – 3	50,400 minutes
4 – 8	54,000 minutes
9 – 12	64,800 minutes

Graduation Requirements
VAFS high school graduation requirements are established by the VAFS governing board and are currently set at a minimum of 205 credits.

Graduation by Exhibition (GBE) is also a VAFS graduation requirement. GBE is the final requirement for graduation from VAFS and provides each student an opportunity to: reflect on his/her academic and personal growth; demonstrate an understanding of the roles and responsibilities of community citizenship; articulate goals for the future; identify personal strength, passions, and interests; and communicate that he or she is ready to "Venture into the World." It is also a time for family and friends to share in the celebration (Please see Appendix II). Students are guided in the development of their GBE by an advisor and an independent reviewer through a series of benchmarks and rehearsals, which culminates in a presentation before a panel.

Education Program Description
VAFS provides rich, standards-based educational opportunities that contain innovative, non-traditional approaches to teaching and learning. This is reflected in the breadth, depth, and diversity of the school's curriculum and instructional methods, as well as in the variety of learning environments. Instructional materials, strategies, and activities at all grade levels are aligned to the CCSS.

VAFS serves students from grades TK through 12 in a variety of educational settings called academies, which are designed to meet students' needs and interests. Students may enroll in a home-based academy or one of the Modified Daily Attendance (MDA) academies.

Overview of Home-based Academies

Students in all grades may participate in a home-based school environment that is enhanced through a variety of classes and workshops offered to those enrolled. When choosing this path, parents become team teachers with credentialed VAFS teachers. Teachers provide an individualized academic plan, curriculum, and educational assessment of student work. Parents enrich this education plan with home and community projects and are encouraged to use the world as a classroom. Parents who choose this program for their children must be willing to provide the time to be partners in the education of their children. Students enrolled in a home-based academy may have the option to attend onsite classes and workshops. To address individual concerns, teachers may require students to attend specific classes. All students are expected to participate in state mandated assessments.

Home-based academies include:

Independent Study
Grades 9 – 12

Independent Study students at VAFS work as independent learners. Students are assigned a teacher who monitors and assesses their progress, meets with them regularly, and assigns work based on individual student's goals. Students and their parent(s)/guardian may help in the development of these goals. Students in the Independent Study Academy may enroll in CTE courses and participate in extra-curricular activities.

Synergy Home School
Grades TK – 8

Synergy is a TK-8 full--time homeschool program in which the parent/guardian provides instructional support to the student in partnership with a credentialed teacher. The teacher works with the parent to plan an individualized course of study for the student. Standards-based curriculum is provided, and families are encouraged to use the world as their classroom. Students are expected to participate in all mandatory assessments. A variety of classes are offered during the school year. Parents and students participate in mandatory check-in meetings and additional support meetings are scheduled as needed. Field trips are planned to connect families with the community.

VAFS Transitional Kindergarten (TK) teaches children the foundational learning skills they need in order to be comfortable in a classroom environment among their peers. Students not only learn essential pre-literacy, pre-math, and other cognitive skills (self-confidence and cooperation), but also develop social and self-regulation skills needed to succeed in school and life. This provides an appropriate bridge between TK and kindergarten. It is tailored to meet the students' academic and social needs. TK curriculum is modeled after kindergarten curriculum, modified to be developmentally appropriate for a younger class. The TK program is overseen by appropriately credentialed teachers who monitor and assess student progress throughout the year.

Overview of Modified Daily Attendance Academies
In this model, students are assigned to one of the school's academies staffed by credentialed teachers. Students receive regularly scheduled instruction, have opportunities to focus on areas of

personal interest and are held responsible for completing off campus educational assignments. All academies provide the same robust core curriculum, but bring a unique focus to learning that captivates and motivates students to explore, cultivate, develop, and more deeply dive into their interests.

Modified Daily Attendance academies include:

BrainworX: The Academy of Innovation and Inquiry.
Grades 9 – 12

Students who are interested in learning by integrating creative and critical thinking skills to achieve high academic success will find this academy both challenging and exciting. BrainworX interweaves 21st century skills and critical thinking standards such as breadth, logic, and fairness into core subjects giving students a rigorous yet exciting curriculum. BrainworX offers 12th grade students the opportunity to enroll in San Joaquin Delta College online courses, allowing those who wish for higher learning the opportunity to challenge themselves. The goal of BrainworX is to produce a skilled group of professionals who think critically and communicate effectively.

Foundations Visual and Performing Arts Academy
Grades 9 – 12

Foundations Academy provides a positive FOUNDATION for students through integrating performing arts into daily education. This approach allows students to develop creative passions, language and communication skills, and confidence. Foundations teaches self-expression, encourages exploring alternative options, and embraces individuality while preparing students for the next stage, whether that be college or career. Foundations offers a variety of performance focused opportunities that include entry level through advanced coursework in drama, dance, music, choir, and set design. Students come to the Foundations Academy with varying degrees of experience and are challenged both in the classroom and on stage. Participation in high level competitions is made available for students who seek to further their skills in the performing arts.

Delta Visionary Integrated Science, Technology and Academics (Delta VISTA)
Grades 9 – 12

The goal of DeltaVISTA is to prepare every student for success in a four-year university. DeltaVISTA students are expected to enroll in a rigorous course of study, including at least one AP class. Students are also expected to participate in extracurricular activities, including service-learning projects. Professionalism is stressed every day in preparation for entering the workforce.

Excel Academy
Grades 9 – 12

The goal of Excel Academy is to provide students with a course of study emphasizing sports and health sciences. Excel Academy equips students with the necessary tools to live an active and

healthy lifestyle. Excel students are provided with the opportunity to experience aspects of the sports universe, including sports journalism and broadcasting, weight training, and a variety of physical education classes. Excel students are encouraged to work as a team inside and outside of the classroom.

TEACH! (Teacher Education and Early College High)
Grades 9 – 12

TEACH! is designed for students with an interest in pursuing a career in the field of education. Through rigorous coursework and an industry-focused teacher education pathway, TEACH! prepares students to be independent thinkers, future change-makers, and champions of equity and access within their communities.

As members of the first Early College High School to be offered at Venture Academy, TEACH! students have an opportunity to graduate high school with both a Venture Academy diploma and an AA in Elementary Teacher Education. The academy is designed with a comprehensive system of support to empower all students to achieve in high school, higher education and beyond. These supports include a cohort model, dedicated advisory time, the AVID pathway, mentorship, and fieldwork opportunities with educators throughout San Joaquin County, and access to counseling services through both Venture Academy and Delta College.

Upon acquiring a bachelor's degree at a local university, TEACH! graduates will have an opportunity to return to their communities, earn a teaching credential through Teachers College of San Joaquin, and educate, inspire, and advocate for the youth of tomorrow.

Venture Academy developed TEACH! in partnership with San Joaquin County Office of Education, San Joaquin Delta College, Humphreys University, and Teachers College of San Joaquin. All partners are committed to supporting TEACH! students throughout their journey to become a credentialed teacher.

ImagineIT
Grades 9 – 12

ImagineIT is designed for students interested in a 21st century education with an emphasis on career pathways. The ImagineIT team believes that a hands-on, project---based curriculum best meets the needs of students, prepares them for their roles in society and the workplace, and helps students achieve the Schoolwide Learner Outcomes. ImagineIT students choose a pathway that leads to college and career readiness through completion of a Career Technical Pathway or completion of A-G courses.

InterVenture
Grades 9 – 12

A self-contained classroom designed to provide an additional layer of support for students identified as being at academic or behavioral risk.

APEX (Academic Performance EXcellence)
Grades 7 – 8

APEX (formerly VITA) is an academy choice for students who rotate through core classes each day. This academy provides another integrated learning option where the focus is on achieving the academic skills needed to pursue professional and higher learning objectives. Along with essential direct instruction in the core subjects, project-based assignments challenge students to explore the world with hands-on activities, to be creative with a variety of materials, and to communicate using written and electronic delivery options.

Venture Integrated Subjects Academy (VISA)
Grades 6 – 8

VISA is an academy choice for students in grades 6-8 who are interested in enriching their education through the arts. Students use technology and the arts to explore and expand their understanding of the world in their core curriculum.

Kinect Academy
Grades 6 – 8

Kinect Academy focuses on kinesthetic learning while balancing students' competitive nature with team building, sportsmanship, and collaboration. All students are expected to participate fully in daily physical education class and follow an athletic dress code. All grade levels rotate daily through their rigorous classes that adhere to the California state standards.

Durham Ferry Outdoor Education Academy
Grades 5 – 12

DF is a 290-acre site located 7 miles south of Manteca. It provides hand-on experiences in agriculture, natural resources and ecology, leadership, outdoor education and applied multimedia

technology. DF staff is devoted to excellence in teaching, learning, research, and development of leadership qualities in students. Students who attend DF are those who are prepared to work hard, get dirty, and play passionately.

Ventureland
Grades K – 5

This academy is a fantastic opportunity for families who understand and appreciate the importance of parental involvement in children's learning. Students attend school Monday through Thursday, and Friday is a homeschool day. Parents/guardians are responsible for working with their children for at least 5 hours on Fridays. In addition, parents are encouraged to volunteer at the school. The curriculum focuses on providing a strong foundation in basic skills and is individualized based on the student's skill level.

High School-wide Opportunities
In addition to courses and activities offered within specific academies, VAFS is also committed to providing students with access to programs that will ensure career and college readiness.

Career Technical Education (CTE)
VAFS, along with the San Joaquin County Office of Education, provides a comprehensive career technical education (CTE) program that integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program includes a rigorous academic component and provides students with a strong experience and understanding of all aspects of an industry. The CTE program focuses on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards. 7 of the industry sectors represented within the CTE program fall under the Venture Academy Family of Schools umbrella. The following courses are articulated with local community colleges: Intermediate Graphics Technology, Medical Terminology, Mechanical Construction I and II.

AVID (Advancement via Individual Determination)
Students may enroll in an AVID class as part of their academic program. This class is designed to prepare students for college and career success. AVID classes support students through developing organizational skills and class tutorials.

Dual Enrollment
VAFS has partnered with San Joaquin Delta College to offer a dual enrollment program to all Venture Academy High School students. These students have the opportunity to take college level classes concurrently with their high school classes at no cost every semester. All dual

enrollment classes selected for Venture Academy are transferable and upon successful completion, earn students both high school and college credit. This dual enrolment program successfully prepares students for post-high school pathways, including college, career, and vocational options.

VAFS Athletics
Students from all academies may participate in the high school athletics program if they maintain eligibility. Venture Academy is a member of the Central California Athletic Alliance (CCAA). This is a 6-school league comprised of both private and public schools, spanning the cities of Stockton, Lodi, Tracy, Modesto, Turlock, and Merced. Venture Academy is classified as a D4 school based on enrollment size within the CIF Sac-Joaquin Section in the state of California.

Facilities
VAFS will occupy the following facilities leased from the San Joaquin County Office of Education which guarantees that they meet zoning, fire-life safety issues, and handicapped accessibility issues.

Site	Address
Venture I (includes Delta VISTA, APEX, Synergy, Independent Study)	2829 Transworld Drive Stockton, CA 95206
Venture II (includes Ventureland, Counseling Center, VISA, Foundations)	2857 Transworld Drive Stockton, CA 95206
Durham Ferry Outdoor Education Center	29442 Airport Way Manteca, CA 95337
Career & Technical Education Center (includes BrainworX, ImagineIT, Independent Study)	2911 Transworld Drive Stockton, CA 95206
VAFS Gymnasium	2814A Transworld Drive Stockton, CA 95206
Excel (includes Independent Study, InterVenture, Excel, Kinect)	2720 Transworld Drive Stockton, CA 95206
TEACH!	2721 Transworld Drive Stockton, CA 95206

Curriculum Overview
Venture Academy Family of Schools provides rich, standards-based educational opportunities for those who seek innovative, non-traditional approaches to learning. This part of the school's mission statement reflects the breadth, depth and diversity of the school's curriculum and instructional methods, as well as the variety of learning environments. The purpose of the curriculum is to develop basic skills, real life skills and higher order critical thinking. VAFS uses a combination of adopted curriculum and curriculum developed by the teaching staff. VAFS curriculum aligns to CCSS standards. Teachers at VAFS have considerable freedom in designing their classroom and site curriculum. Although VAFS students must complete all graduation requirements required by the state, much of the curriculum and course offerings at the high school level reflect each individual academy's focus. Students' choice of academy also influences their four-year course of study.

It is VAFS' belief that the school's curriculum should extend well beyond the confines of these texts. ELA teachers supplement their textbook content with rich literature. Social Studies teachers use primary sources and offer simulations. Science teachers conduct labs and demonstrations. Visual and performing arts teachers take their students on field trips (virtual in times of limited opportunities to travel).

VAFS staff understands the value in thematic curriculum, which brings together subject areas through instruction based on engaging and relevant themes. This allows students to make connections and deepen their understanding of the subject matter and is compatible with the way that the brain processes and retains information.

All MDA High School academies offer courses that are aligned to UC/CSU a-g requirements and CCSS. Currently, fifteen (15) Advanced Placement (AP) courses are included in the VAFS Course Catalog:

- AP Biology
- AP Chemistry
- AP Physics
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English: Language & Composition
- AP English: Literature and Composition
- AP Environmental Science
- AP Human Geography
- AP Spanish Language and Culture
- AP United States History
- AP World History
- AP United States Government & Politics
- AP Psychology

These AP courses are available to all high school students at VAFS who meet the course prerequisites.

Technology is used in all academies to support student learning. VAFS has enjoyed a one-to-one technology ratio for some time. As of August 2020, due to the move to distance learning necessitated by the COVID-19 Pandemic, VAFS has assured that all students who need a school issued device and/or Wi-Fi hotspot have one. All classrooms have Promethean Boards. Document Cameras have been provided to teachers who have requested them.

VAFS offers a number of on-line programs. These include, but are not limited to:

- Odysseyware: a full on-line high school curriculum. All Odysseyware courses align to state standards, and many meet the UC/CSU a-g requirements.
- IXL: a full on-line curriculum for grades K-8. IXL curriculum can be assigned to meet the needs of individual students.
- Teacher Curriculum Institute (TCI): a robust, thematic Social Sciences curriculum for middle and high school.
- Desmos: web-based interactive instruction for all levels of high school Math, created by and editable by teachers.
- I-Read: a supplemental phonics- based reading program for elementary students.
- Applied Educational Systems (AES) Health Center 21: digital curriculum system used in the CTE Medical Pathways courses.

Please see Appendix III and Appendix IV.

English/Language Arts: Students will communicate clearly and effectively in various media appropriate to the audience and purpose. This will include oral reports, presentations and debates and written letters and essays. Through reading and instruction of various texts, novels, short stories, biographies, first person accounts and other supplemental material, students will demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate. Students will write in a variety of forms including expository, persuasive, letters, and creative writing. ELA is aligned with college and career expectations.

Reading instruction includes phonics-based approaches, exploration of literature and on- line instruction and support. Consistent with CCSS, writing is embedded in all content areas.

Social Science: VAFS history and social studies curriculum ensures that students understand culture, geography, politics, economics and principles of the United States and the world. Students will apply their knowledge of all aspects of the social science curriculum to comprehend current issues in the world and their community. Students will learn to use their knowledge to understand statistical analysis. Students will understand and apply chronological and integrative thinking, to develop an understanding of cause and effect, support conclusions, conduct relevant research, critically examine resources, and synthesize ideas. Materials used at both the elementary and secondary level include adopted texts, primary sources, literature, and other supplemental material.

Throughout the K-12 social science curriculum students will read and write in alignment with CCSS.

Mathematics: All K-5 students will understand operations and algebraic thinking, numbers and

operations, measurement and data, and topic in geometry. Students will use text, technology, manipulatives, and supplemental material to apply their skills to real life problems. Regular practice and review ensure mastery of basic skills.

Students in grades 6-8 will learn ratios and proportional relationships, number systems, expressions and equations, geometry and statistics and probability. Students will learn to apply mathematics for use in real world applications. Regular practice and review ensure mastery of basic skills.

Students in high school will be able to use higher-level reasoning in mathematics to apply their knowledge to real world situations and prepare them for college and career readiness. Students will learn to use graphical, numerical, analytic, and verbal methods to solve problems. Students will learn procedural skills and conceptual knowledge of a variety of topics.

All students are expected to master fundamental skills with critical thinking and problem-solving.

Science: All students will demonstrate an understanding of scientific concepts and ideas through real world application. Students will use scientific research and inquiry to investigate and problem solve. They will apply conceptual knowledge from science courses. Instruction will include technical writing and reading. Curriculum will include state adopted texts, scientific journals, teacher created supplemental materials, field trips, and guest speakers. Science instruction and curriculum will be aligned to the Next Generation Science Standards (NGSS).

Language other than English: VAFS offers four levels of Spanish. Students will learn the fundamentals of reading, writing, listening, and speaking in Spanish, while fostering an appreciation for the cultures and regions of the Spanish-speaking world.

Elective Courses: VAFS offers a variety of elective courses that encourage students to follow their individual path of interest. These courses include visual and performing arts, sports sciences, career and technical courses, and agricultural sciences. All elective courses integrate critical thinking and problem-solving skills into the curriculum.

Instruction

VAFS believes that "each individual can learn" and that "each individual has unique strengths and intelligences." The school has developed its approach to instructional methods to reflect these beliefs with whole group instruction, small group instruction, and technology-supported instruction. Struggling students receive support in the areas of need; such support can be in the form of individualized homework packets, tutoring, and enrollment in remedial on-line classes or time in the resource center.

Because VAFS believes that real world connections enhance learning, teachers use a variety of hands-on instructional strategies. These include, but are not limited to:

- Science labs
- Music and dance productions
- Creation of art pieces

- Historical simulations
- Service learning projects
- Hands on experience in CTE pathways (welding, construction, animal care, health occupations, graphic design, culinary, business).

VAFS wholeheartedly believes that all education does not need to occur within the classroom or on school grounds. Therefore, students enjoy a variety of options for off- campus learning, including but not limited to:

- Valley Days at Micke Grove Park
- Trips to theater performances in San Francisco
- Outdoor Education School (Science Camp)
- Out of state trips
- Field trips to Yosemite
- Wildlink (Adventure learning experience through Yosemite National Park)
- Mock Trial
- HOSA (Health Occupations Students of America)
- College Visits
- Monterey Bay Aquarium
- Skills USA

Active partnerships with parents/guardians reflect the school's belief that education is a team effort involving students, families, and teachers. In the independent study academies, students receive one-on-one support from their home educator working in partnership with a certificated VAFS teacher. In elementary programs, teachers and parents collaborate to address each child's individual needs. All academies hold a beginning of the year orientation to familiarize parents with resources and expectations.

Technology enhances instruction at all levels. Classrooms are equipped with Promethean Boards and document cameras. Students are provided with Chromebooks and internet hot spots if needed. Teachers use a variety of online platforms to deliver instruction.

VAFS has chosen to pursue the implementation of AVID strategies schoolwide and is an AVID certified site. Teachers at all grade levels build lessons and activities around the AVID concept of WICOR (Writing to Learn, Inquiry, Collaboration, Organization and Reading.) The incorporation of the WICOR elements has provided common language among academy teachers and promoted collaboration among teachers at all grade levels.

VAFS's approach to learning and use of diverse instructional methods has proven to be highly successful for students who need remedial assistance, English Language Learners, at-risk students, as well as those who are high achieving and gifted. Throughout the VAFS program's focus academies, instruction is planned to address individualized needs for access and rigor.

- The ongoing assessment plan helps to identify student needs early.
- High achieving students can accelerate the depth and breadth of their learning and the pace of instruction through online courses, enrollment in AP courses, and/or concurrent college enrollment in Delta College or other local community colleges. At the elementary

level, the individualized home school component may be adjusted to meet students' individual needs and strengths.

- VAFS implements a multi-tiered support system (MTSS) for low achieving or struggling students. Teachers may supplement classroom instruction with on-line resources, small group, or individualized additional support. High school students mentor and support younger students.
- VAFS supports low income students through referrals to community resources such as free or low-cost vision care, dental, health and mental health. All students are offered two free nutritionally balanced meals daily. Low-income students will receive free or low costs for testing (ACT, SAT, PSAT, etc.). VAFS provides technology (Chromebooks and internet hot spots) to ensure access and connectivity to students. Low income students may be provided transportation to mandatory on-site testing.
- VAFS systematically identifies students for the SST (Student Study Team) process. In the SST, students, parents, teachers, counselors, administrators, and other professionals familiar with the student collaborate to discuss areas of concern, prescribe appropriate supports, and make recommendations for additional assessment if necessary.
- Special Education services are provided to students with IEPs in compliance with the Individuals with Disabilities Education Act (IDEA).
- Students who are eligible for 504 plans are provided accommodations in compliance with the Americans with Disabilities Act (ADA)
- VAFS ensures that English Language Learners have access to the full range of educational opportunities. EL students are identified through home language surveys and assessed yearly through the ELPAC. The Language Development leader monitors the progress of EL students and provides support to classroom teachers in the implementation of strategies to support them.
- Data from state mandated testing and local school-wide assessments is disaggregated and analyzed to identify achievement gaps among ethnic groups; steps to address achievement gaps are enumerated in the annual LCAP.

Special Education

VAFS is committed and prepared to offer Free and Appropriate Education (FAPE) to students with disabilities who elect to attend the school. VAFS understands that the school has a responsibility to provide special education students with a full range of services to support their needs. In 2021-22, VAFS served students with the following primary disabilities:

- Autism
- Emotional Disturbance
- Hard of Hearing Intellectual Disability
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Visual Impairment

Special Education Services staff at VAFS includes:

- Director I whose job duties include oversight of Special Education services.
- Five full time teachers

- Six full time Resource Clerks
- Two full time school psychologists
- One full time speech and language specialist. Additional contracted services are provided as needed.
- One full time school nurse

Venture Academy's Special Education program and services continue to evolve based on an increasing number of students with disabilities and individual needs.

VAFS is an LEA within the San Joaquin County SELPA. The school consults with the San Joaquin SELPA Assistant Superintendent, holds an MOU with SJCOE, and adheres to the San Joaquin SELPA local plan. In addition, VAFS contracts with outside agencies to provide services for students.

VAFS complies with all applicable requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. It also makes the following assurances: no student will be denied admission based on a disability or lack of availability of special education services, VAFS will implement a student study team, and any student potentially in need of Section 504 services will be the responsibility of the charter school. VAFS adheres to the SELPA local plan, including assurances, forms, board policies, and administrative regulations. The school also complies with all state mandates, self-review mandates, and California Longitudinal Pupil Achievement Data System (CALPADS) requirements and participates successfully with local districts in special education self-reviews.

In collaboration with the SELPA, VAFS provides high quality educational programs consistent with the San Joaquin SELPA local plan, policies, and procedures. VAFS provides a Free Appropriate Public Education (FAPE) in the least restrictive environment to students with disabilities up to the age of 22. This includes, but is not limited to, the following: conducting Individualized Education Program (IEP) meetings, planning and implementing educational programs, ongoing collaboration with general education, arranging any necessary student testing, providing appropriate accommodations and modifications for students, and case management.

The school provides for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs.
Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, and appropriate professional persons. Identification procedures are coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program.

VAFS uses all SELPA forms, and contracts with the SELPA for annual professional development and staff and parent trainings in special education. The school also adheres to the SELPA Special Education Process Flow Chart, which outlines the referral, assessment, IEP, due process procedural safeguards, timelines, and procedures.

Potential sources for referrals include parents and Student Success Teams (SST's). The assessment plan addresses all areas of suspected need. Once a student is eligible for special

education, a full continuum of services is made available. These services include, but are not limited to, the following: general education, resource specialist program, learning centers, designated instruction and services, special classes, regionalized programs, nonpublic, nonsectarian school services, state special schools, instruction in settings other than classrooms, and itinerant instruction. All of these services will comply with applicable laws, regulations, and the SELPA local plan.

An IEP is convened at the conclusion of the assessments conducted to determine initial eligibility. If eligible for special education services, the IEP team addresses all areas of need through goal development, and determination of needed supports and services. Once service needs are identified, the team considers a continuum of placement options and determines the services to be delivered. All students are fully included into general education as determined appropriate by his/her IEP. The IEP team reviews progress, goals, related services, and supplementary aids and makes any revisions for the IEP, at least once annually. In addition to annual IEPs, the IEP team meets every three years to determine continued eligibility. A case manager is appointed by VAFS and is responsible for the following: primary contact with parents, and other agencies, review the proposed assessment plan with the parent and explain parent rights and special education timelines and procedures, ensure all required notices are provided to parents and required parent signatures are obtained, coordinate observations and assessments, and ensure all IEP timelines are met to ensure educational benefit. The school is responsible for procedural safeguards and due process. VAFS maintains responsibility for tracking and implementing IEPs, referral, assessment, and parental consent timelines and requirements per appropriate laws and regulations.

Because of the individualized nature and flexibility of the curriculum and instruction, VAFS expects that IEP goals and objectives will be met in the resource center with additional support from the general education teacher and course of study. Ongoing case management is provided to all students to monitor progress and fulfill reporting requirements. The school provides all related services for students in order for them to meet their educational goals.

A variety of service delivery models are utilized depending on the needs of students, such as consultation and collaboration, pull-out resource center services in the form of one-on-one and/or small group tutoring, and push-in within the general education classroom setting. Those students who qualify for speech and language pathology, occupational and physical therapy, psychological counseling, and any other identified services receive them through contracted services with an employee of the charter or through contract with appropriate agencies.

Students with specialized academic instruction designated on their IEP have access to the resource centers, which employ a “learning center” model. In addition, regular education students who have specific needs are also referred through the Student Success Team (SST) process. Curriculum and programs for students with special needs are available through the VAFS resource center and include math intervention programs to address calculation, concept, and fluency issues, and reading intervention programs to address decoding, comprehension, and fluency issues. In addition, instruction and support for writing skills is offered to students.

VAFS provides all staff with professional development opportunities and trainings on special

education identification, referrals, IEPs, due process, and complaint procedures. Additionally, the school has ongoing communication and correspondence with parents, and ensures access to SELPA parent activities, such as community advisory committees, and workshops.

San Joaquin County Office of Education monitors the special education program and compliance with IDEA. The monitoring includes, but is not limited to, the following: identification and referral, access to a full continuum of services, staffing, IEP meetings, and contracts with third parties. The San Joaquin SELPA acts as an interagency liaison and bridge between community resources and student needs. The San Joaquin SELPA provides support and accountability for the charter school in respect to funding, and both interschool and interagency referrals.

For the purpose of Special Education services and funding, the San Joaquin Special Education Plan Area (SELPA) recognizes VAFS as part of "other programs" with the County Operated Schools and Programs, as a school within the SELPA. VAFS will receive special education revenue based on previous year ADA as calculated by SELPA and consistent with other like programs within SELPA. In the event the SELPA allocation ever results in an expense per ADA allocation, VAFS will pay its per ADA cost.

VAFS a recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VAFS. Any student who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment is eligible for accommodation pursuant to Section 504, and VAFS shall provide such accommodation. VAFS is solely responsible, at its own expense, for its compliance with Section 504 and the Americans with Disabilities Act and shall at all times operate in accordance with those laws and ensure its compliance therewith.

Venture Academy Family of Schools Goals
VAFS identifies two overarching goals that reflect the school's mission.

Identified Goal	Summary
Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.	Successful students will have access to quality instruction, qualified staff, standards aligned curriculum, well maintained and safe facilities, and appropriate technology. This will be achieved through meetings with various stakeholder groups, review of student data and programs, and access to a broad course of study including CTE courses. This goal addresses state priorities 1, 2, 3, 4, 7 and 8.
Create, cultivate, and strengthen a safe, nurturing environment that supports student learning.	Successful students will have access to quality instruction, qualified instructional and counseling staff, a safe and nurturing campus, extracurricular activities, and building blocks

	to succeed beyond high school. Parental involvement will be encouraged. This will be achieved through meetings with various stakeholder groups, review of student data and programs, measures to ensure school safety, parent involvement, and professional development of staff. This goal addresses state priorities 5,6, and 8.

These goals are reflected in the Local Control Accountability Plan and in the WASC Self Study.

Annual goals for all students, related to the state priorities, are identified in the following table.

Priority 1 Basic Needs	
Goal	**Actions to Achieve Goal**
1. Venture Academy will hire appropriately credentialed teachers.	a) Ensure properly certified teachers TK-12 b) Follow staffing procedures as developed by HR
1. Students in Venture Academy will have access to standards-aligned instructional materials.	a) Supply teachers with necessary instructional materials. b) Ensure equity by providing families with access to Chromebooks, internet hot spots, and other necessary instructional resources
2. Venture Academy will maintain facilities in good repair.	Regularly inspect facilities and maintain repairs, updates, etc.
Priority 2 Implementation of State Standards	
Goal	**Actions to Achieve Goal**
1. VAFS will implement curriculum aligned with content and performance standards adopted by the State Board of Education.	Provide teachers with access to standards-aligned professional development as well as means to request professional development through individual interest and research.
2. VAFS will implement a multi-tiered system of support (MTSS) to enable all students, including EL students, to access Common Core State Standards and English Language Development standards.	Develop MTSS process, including academic, behavioral, and social/emotional intervention screenings and related interventions and supports.
Priority 3 Parental Involvement	
Goal	**Actions to Achieve Goal**
1. VAFS will seek parent input in making decisions for the school community through ongoing communication among teachers and parents, stakeholder feedback in the LCAP process, and	Engage parents through surveys, public forums, messaging, phone, school-wide events, and other methods of communication.

involvement of the ASC. Outreach will be conducted to promote participation for parents/guardians of EL students, socio-economically disadvantaged students, foster and homeless youth.	
2. The Language Development Leader will conduct ongoing outreach to nurture the participation of the parents of EL students. Language Development Leader will facilitate the English Language Advisory Committee (ELAC) and the DELAC (District English Language Advisory Committee).	Provide multilingual communication to parents/families
3. Parents will be included in the SST process to identify students with exceptional needs, in IEP meetings to provide appropriate services in compliance with IDEA, and in 504 meetings to provide appropriate services in compliance with ADA.	a) Ensure ongoing parent communication regarding progress, goals, etc. through SST, IEP and 504 process b) Provide parents will follow-up documentation of SST, IEP, and 504 meeting agreements
Priority 4 Pupil Achievement (College and Career)	
Goals	**Actions to Achieve Goal**
1. VAFS students will demonstrate progress towards proficiency on state mandated and locally administered program-wide assessments.	a) Provide a standards-aligned curriculum. b) Create multiple professional development activities to increase faculty instructional capacity. c) Align formative, interim, and summative assessments to CCSS. d) Develop technological skill using software that ensures familiarity with administration of standardized assessments.
2. At each grade level, VAFS students will demonstrate mastery of CCSS standards in core content areas.	a) Provide a standards-aligned curriculum. b) Create multiple professional development activities to increase faculty instructional capacity. c) Follow MTSS and SST process for necessary interventions and student supports
3. VAFS students will complete	Maintain a-g course approval and industry

courses that are UC/CSU approved or are part of a career pathway leading to an industry recognized certificate.	approved CTE pathway courses.
4. VAFS EL students will demonstrate progress toward reclassification and proficiency.	a) Provide English language instruction primarily through English immersion. b) Provide additional literacy support and remediation as needed. c) Ensure Testing/ELL coordinator monitors progress and supports/consults with teachers d) Implement Latinos in Action program
5. Upon graduation, VAFS students will be identified as college and career ready.	a) Ensure the rigor of VAFS courses prepares students for college level work. b) Review assessment results and provide support and interventions for students not yet college ready.
Priority 5 Pupil Engagement	
Goal	**Actions to Achieve Goal**
1. VAFS will demonstrate high student engagement through high attendance rates for students in Modified Daily Attendance academies and satisfactory, timely completion of courses in independent study academies.	Monitor attendance regularly to identify students not making adequate progress and provide appropriate intervention (and professional development to teachers), including parent conferences, changes in education program, changes in scheduling and pacing
2. VAFS will demonstrate high student engagement through low absenteeism rates.	Monitor attendance regularly to identify students not making adequate progress and provide appropriate intervention (and professional development to teachers), including parent conferences, changes in education program, changes in scheduling and pacing.
3. VAFS will sustain student engagement through low drop-out rates at the middle and high school levels.	a) Monitor all middle school students to support completion of courses at each grade level b) Monitor all high school students for attendance and satisfactory progress toward meeting graduation requirements. c) Track the transfer of exiting students to ensure that they are re-enrolled in another accredited high school.
Priority 6 School Climate	
Goal	**Actions to Achieve Goal**
1. VAFS will maintain a safe school	a) Maintain and implement clear suspension

environment through active student engagement and through cultivating a school culture of respect.	and expulsion policies that currently are effective at achieving very low suspension rates. b) Provide professional development in classroom management and independent study support.
2. VAFS will establish a code of conduct that includes progressive levels of student discipline that will result in low suspension rates and expulsion rates.	Maintain and implement clear suspension and expulsion policies that currently are effective at achieving very low suspension rates.
3. VAFS will conduct surveys of parents, students, and teachers to gain an understanding of their perception of school safety and connectedness as part of the annual LCAP development process.	Analyze data results from school safety survey and use data to inform next steps within school community
Priority 7 Course Access	
Goal	**Actions to Achieve Goal**
1. All students, including high needs students, will have access to a broad course of study that includes all the subject areas as described in California Education Code 51210 and 51220(a)(i) as applicable	Ensure comprehensive course offering TK-12
Priority 8 Other Pupil Outcomes	
Goal	**Actions to Achieve Goal**
1. VAFS will provide opportunities for students to excel in a variety of areas that reflect their interests and passions, including but not limited to: Career Technical Organizations (Skills USA, HOSA, FFA); Performing Arts Productions, Mock Trial Competitions, Athletics	a) Maintain a-g course approval and industry approved CTE pathway courses. b) Offer a broad of course of study including electives and student organizations c) Provide access to athletics program and facilities (basketball gym, training facility, etc.)

VAFS complies with all procedures and timelines for the development, adoption, and update for the LCAP. VAFS administers yearly surveys to stakeholders, schedules public stakeholder meetings, solicits input from the Advisory School Council (ASC), student leadership groups and EL Advisory Committee. The draft LCAP is posted on the school website for public review and a public hearing is conducted before the adoption by the VAFS governing board.

As part of the development and annual update of the LCAP, VAFS analyzes data from the California School Dashboard and local assessments to measure student progress and to identify

and address achievement gaps for:

- Racial/ethnic groups
- Socio-economically disadvantaged students
- English learners
- Students with disabilities
- Foster Youth
- Homeless students

Goals and action steps to improve student performance and to address any achievement gaps among the groups listed above are included in the school's LCAP and are updated annually.

Element B and C: Measurable Pupil Outcomes and the Means to Measure Progress Toward Them

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Education Code Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Education Code Section 52060, that apply for the grade levels served by the charter school.

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Education Code Section 47605(c)(5)(B and C)

VAFS measures student progress and performance through multiple and varied assessments aligned to Common Core Standards and state/federal accountability systems. Students at VAFS participate in all state-mandated standardized assessments within the CAASPP assessment system, including the SBAC testing for ELA and Math, CAST, and the ELPAC. VAFS has met yearly targets for participation rates. The data from these assessments provides insight into student performance, academic growth, and progress towards reaching proficiency. In addition, this data helps the school to identify areas of strength, areas for improvement and achievement gaps.

In addition to the state mandated assessments, VAFS administers yearly school-wide assessments. In the fall and spring prior to the school year 2020-2021, VAFS used EdPerformance for this purpose. Feedback from faculty, counselors and administrators indicated that the data produced from EdPerformance was not providing valuable data, especially at the high school level. Starting with the school year 2021-22, VAFS has implemented schoolwide assessments through STAR Renaissance in ELA and Math. Data generated from these assessments will be analyzed by teachers to identify at-risk students and to provide additional support. School-wide data will be analyzed to determine areas of strength, weakness, and achievement gaps.

In addition to these state mandated and program-wide assessments, teachers design their own tests and quizzes to gauge student learning. Teachers also use a broad range of other assessments, including but not limited to, presentations, performances, and project-based assessments.

VAFS employs a full-time testing and data coordinator whose job includes overseeing the

administration of mandatory state and local program-wide assessments. The testing data is uploaded to the Test Operations Management System (TOMS), extracted from TOMS, and uploaded to the school's information system. Statewide test results are communicated to students' parents/guardians.

Data from state-wide testing is used at several different levels and for a variety of purposes:

- Classroom teachers use this data as one metric to assess student performance and growth.
- CAASPP data is helpful for teachers to assess the effectiveness of their instruction, and to identify strengths and areas for improvement.
- Parents use data from their child's assessments to partner with their child's teacher in support of their child's progress.
- Analysis of schoolwide data helps determine strengths and areas for improvement across grade levels and for all groups of students.

In 2017, California's accountability model was changed significantly. The Academic Performance Index was replaced with the California School Dashboard. Although VAFS was meeting the API target at the last charter renewal, this change is more aligned with the VAFS philosophy. The California School Dashboard includes a number of metrics to reflect student engagement and school climate, in addition to student academic achievement.

It should be noted that the COVID-19 pandemic and subsequent school closure in the Spring of 2020 effected the administration of student assessments.

- CAASPP testing was suspended
- ELPAC testing could not be completed
- EdPerformance results do not authentically reflect student progress

VAFS students have shown progress as measured by California School Dashboard Academic Indicators:

2018 5x5 Mathematics Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *by more than 15 points from Prior Year*	DECLINED *by 3 to 15 points from Prior Year*	MAINTAINED *declined by less than 3 points or increased by less than 3 points from Prior Year*	INCREASED *by 3 to less than 15 points from Prior Year*	INCREASED SIGNIFICANTLY *by 15 points or more from Prior Year*
VERY HIGH *+35 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *0 to +34.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *-25 points to less than 0 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-25.1 to -95 points in Current Year*	Orange (None)	Orange ▪ **All Students (School Placement)**	Orange ▪ Hispanic ▪ White	Yellow (None)	Yellow ▪ African American
VERY LOW *-95.1 points or lower in Current Year*	Red (None)	Red ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	3	2	1	0	0

2019 5x5 Mathematics Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15 points)*	DECLINED *from Prior Year (by 3 to 15 points)*	MAINTAINED *from Prior Year (declined by less than 3 points or increased by less than 3 points)*	INCREASED *from Prior Year (by 3 to less than 15 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15 points or more)*
VERY HIGH *35 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *0 to 34.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *-25 points to less than 0 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-25.1 to -175.0 points in Current Year*	Orange (None)	Orange (None)	Orange ▪ African American	Yellow ▪ **All Students (School Placement)** ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic ▪ White	Yellow ▪ Students with Disabilities
VERY LOW *-175.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	1	5	0	0

2018 5x5 English Language Arts Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *by more than 15 points from Prior Year*	DECLINED *by 3 to 15 points from Prior Year*	MAINTAINED *declined by less than 3 points or increased by less than 3 points from Prior Year*	INCREASED *by 3 to less than 15 points from Prior Year*	INCREASED SIGNIFICANTLY *by 15 points or more from Prior Year*
VERY HIGH *+45 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+10 to +44.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *-5 points to +9.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-5.1 to -70 points in Current Year*	Orange (None)	Orange ▪ White	Orange ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged	Yellow ▪ Hispanic	Yellow ▪ African American
VERY LOW *-70.1 points or lower in Current Year*	Red (None)	Red ▪ English Learners	Red ▪ Students with Disabilities	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	2	2	2	0	0

2019 5x5 English Language Arts Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15 points)*	DECLINED *from Prior Year (by 3 to 15 points)*	MAINTAINED *from Prior Year (declined by less than 3 points or increased by less than 3 points)*	INCREASED *from Prior Year (by 3 to less than 15 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15 points or more)*
VERY HIGH *45 points or higher in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *0 to 10 to 44.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue ▪ White
MEDIUM *-5 points to 9.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW *-5.1 to -125.0 points in Current Year*	Orange (None)	Orange (None)	Orange ▪ African American	Yellow ▪ English Learners ▪ Hispanic	Yellow ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities
VERY LOW *-125.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	1	4	0	1

2018 5x5 College/Career Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *by 9.1% or more from Prior Year*	DECLINED *by 2.0% to less than 9.0% from Prior Year*	MAINTAINED *declined or increased by less than 1.9% from Prior Year*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *by 9.0% or more from Prior Year*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange ▪ White	Yellow ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	1	2	0	0

2019 5x5 College/Career Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *from Prior Year (by 9.1% or more)*	DECLINED *from Prior Year (by 2.0% to less than 9.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 1.9%)*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 9.0% or more)*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic ▪ White	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	3	0	0

Academic Performance under the California Accountability System School Dashboard- Comparison Venture Academy 2018 to 2019

2018

Mathematics



Orange

EQUITY REPORT

Number of Student Groups in Each Color

3	2	1	0	0
Red	Orange	Yellow	Green	Blue

English Language Arts



Orange

EQUITY REPORT

Number of Student Groups in Each Color

2	2	2	0	0
Red	Orange	Yellow	Green	Blue

College/Career



Yellow

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2	0	0
Red	Orange	Yellow	Green	Blue

2019

Mathematics



Yellow

Increased 9.1 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	1	5	0	0
Red	Orange	Yellow	Green	Blue

English Language Arts



Yellow

Increased 15 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	1	4	0	1
Red	Orange	Yellow	Green	Blue

College/Career



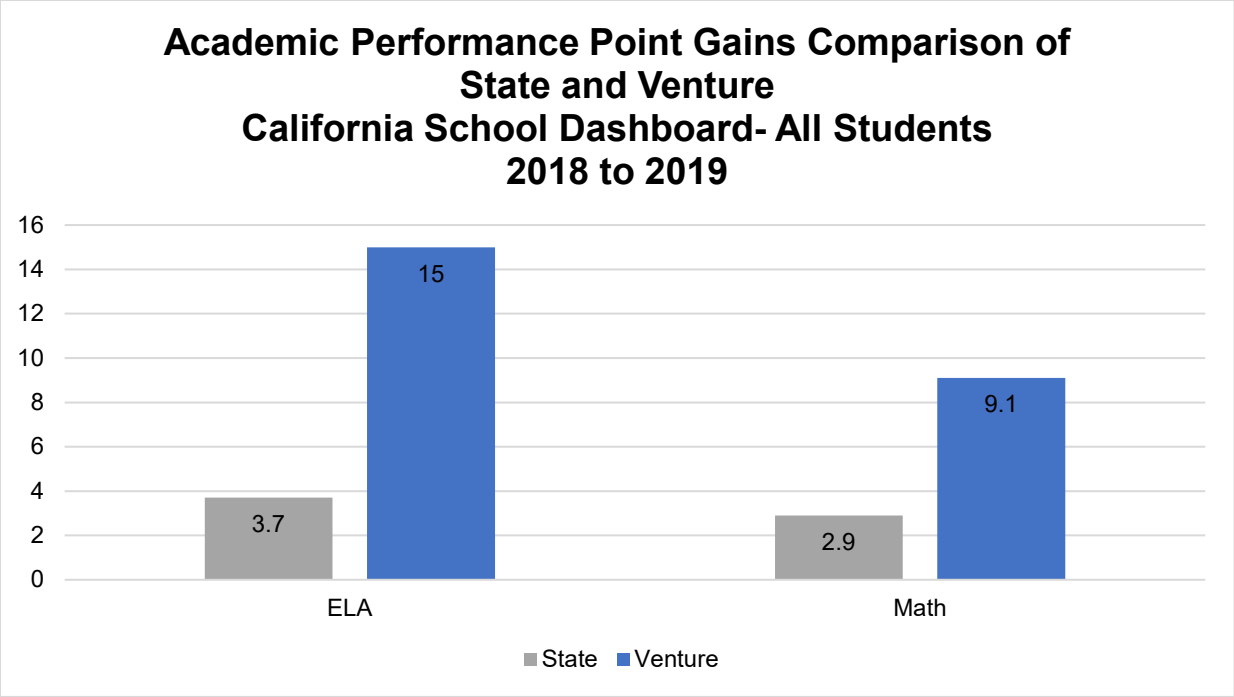
Yellow

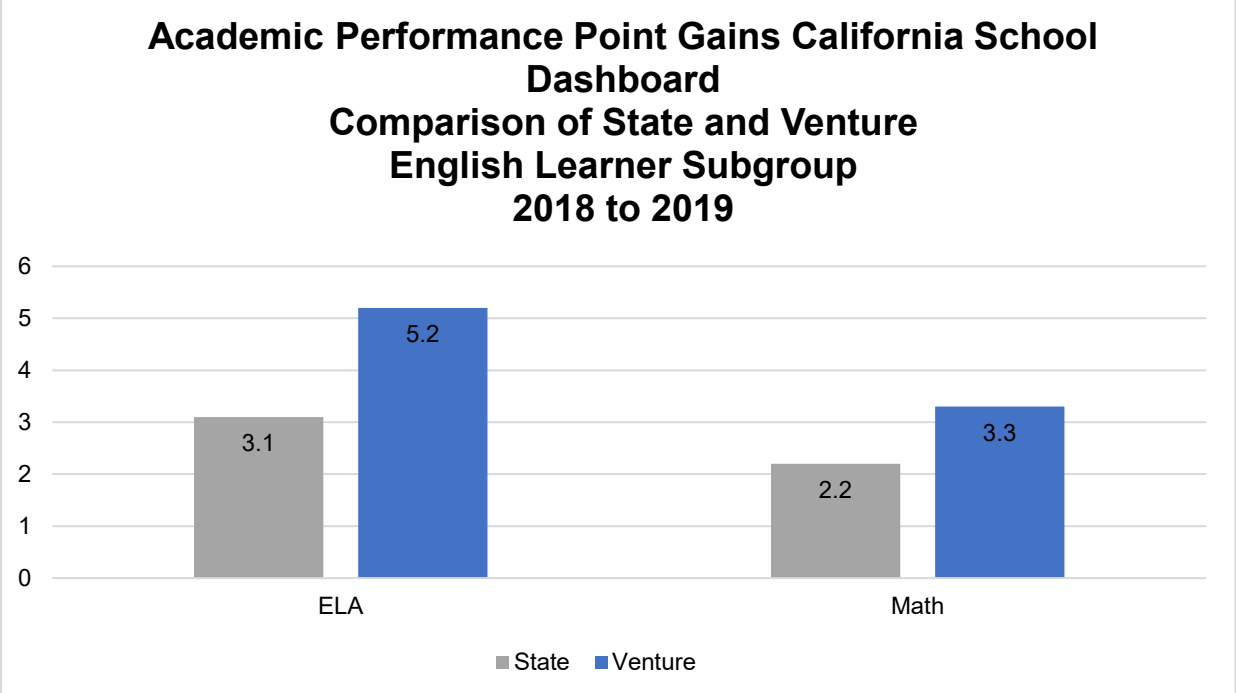
Increased 3.5%

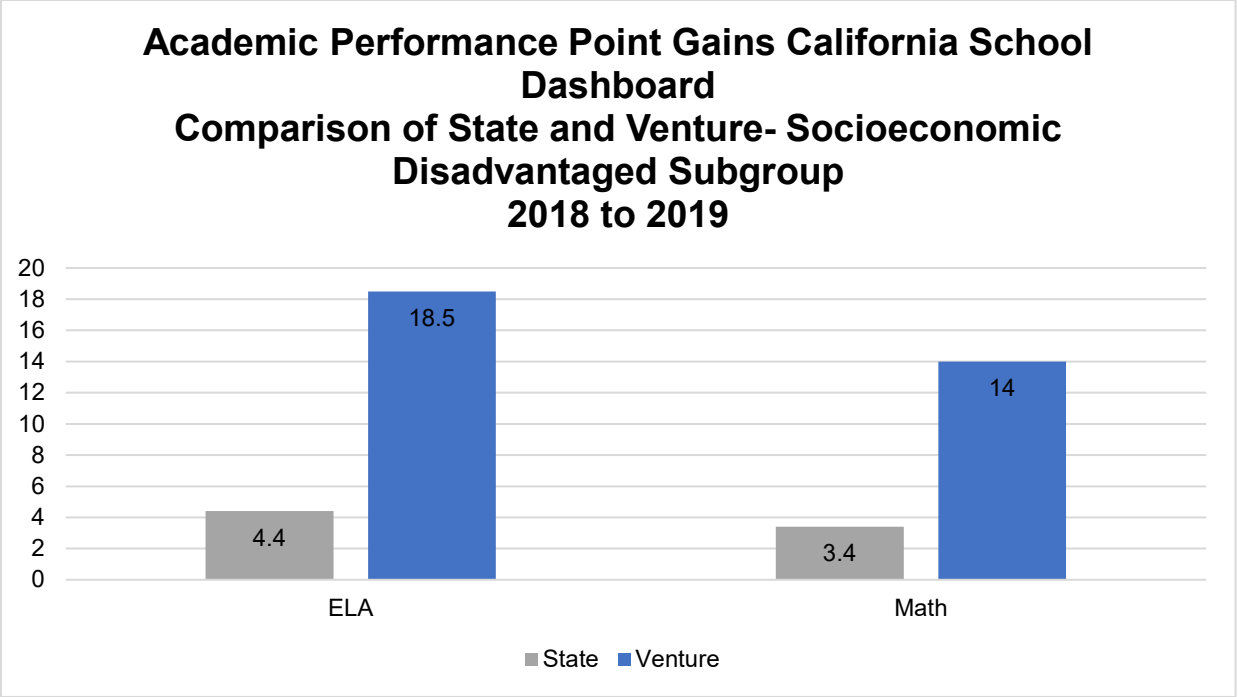
EQUITY REPORT

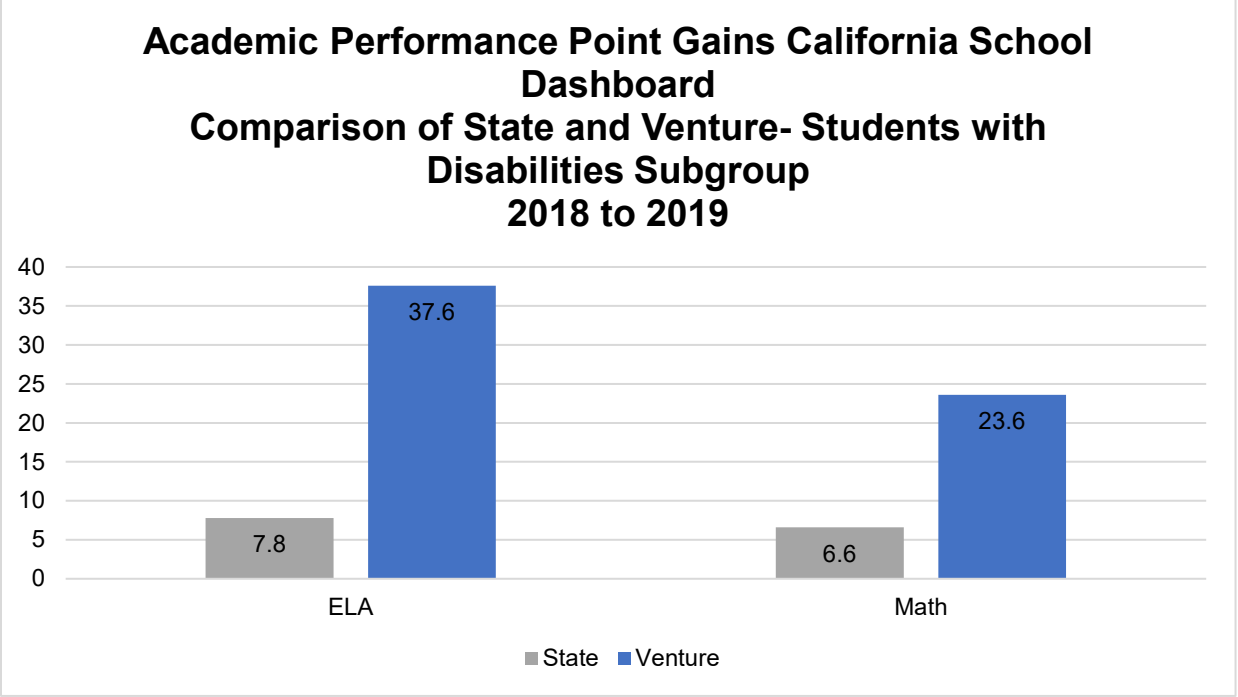
Number of Student Groups in Each Color

0	0	3	0	0
Red	Orange	Yellow	Green	Blue


Academic Performance Point Gains Comparison of State and Venture
California School Dashboard- All Students
2018 to 2019
16
14
12
10
8
6
4
2
0
15
9.1
3.7
2.9
ELA
Math
State
Venture


Academic Performance Point Gains California School Dashboard
Comparison of State and Venture
English Learner Subgroup
2018 to 2019
6
5
4
3
2
1
0
5.2
3.1
3.3
2.2
ELA
Math
State
Venture


Academic Performance Point Gains California School Dashboard
Comparison of State and Venture- Socioeconomic Disadvantaged Subgroup
2018 to 2019
20
18
16
14
12
10
8
6
4
2
0
18.5
14
4.4
3.4
ELA
Math
State
Venture


Academic Performance Point Gains California School Dashboard
Comparison of State and Venture- Students with Disabilities Subgroup
2018 to 2019
40
35
30
25
20
15
10
5
0
37.6
23.6
7.8
6.6
ELA
Math
State
Venture

VAFS continues to demonstrate low suspension and expulsion rates in comparison to schools in the same county and state.

2018 5x5 Suspension Rate Placement Report (California School Dashboard)

Level	INCREASED SIGNIFICANTLY *by greater than 2.0% from Prior Year*	INCREASED *by 0.3% to 2.0% from Prior Year*	MAINTAINED *declined or increased by less than 0.3% from Prior Year*	DECLINED *by 0.3% to less than 2.0% from Prior Year*	DECLINED SIGNIFICANTLY *by 2.0% or greater from Prior Year*
VERY LOW *1.0% or less in Current Year*	Gray (N/A)	Green (None)	Blue • Asian	Blue (None)	Blue (None)
LOW *Greater than 1.0% to 2.5% in Current Year*	Gray (N/A)	Yellow • **All Students (School Placement)** • English Learners • Hispanic	Green • Socioeconomically Disadvantaged	Green • Two or More Races	Blue (None)
MEDIUM *Greater than 2.5% to 4.5% in Current Year*	Orange (None)	Orange • White	Yellow (None)	Green • African American	Green (None)
HIGH **GREATER THAN 4.5% TO 8.0%**	Red (None)	Orange • Students with Disabilities	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH *Greater than 8.0% in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
8	0	2	2	3	1

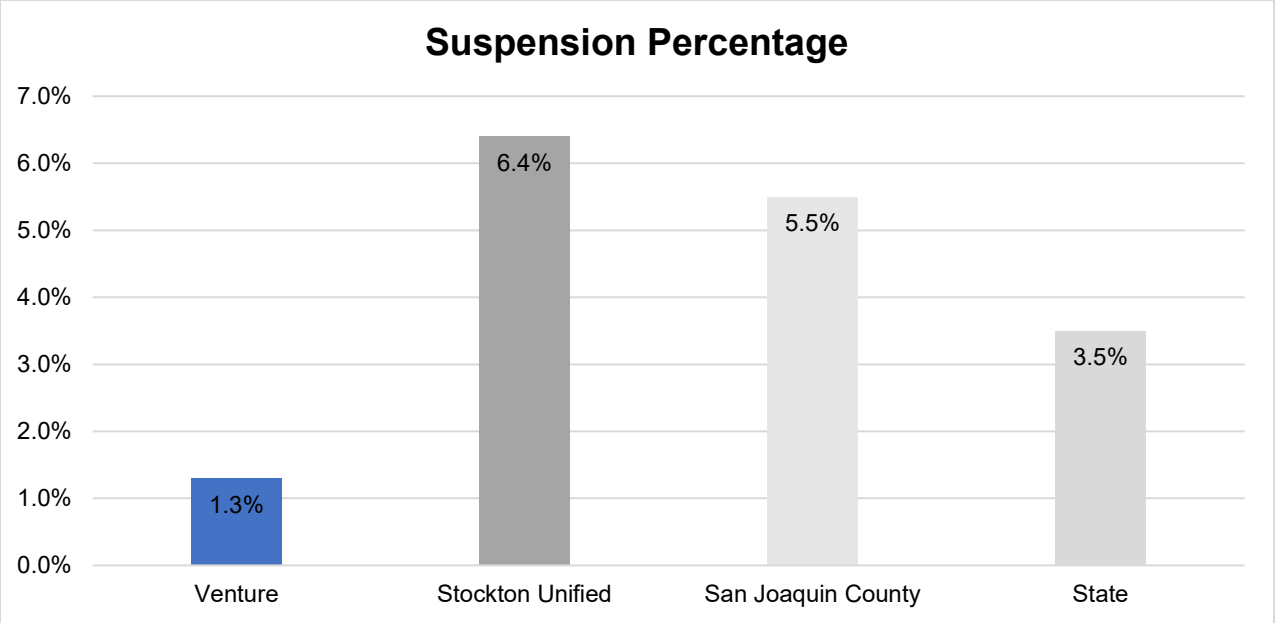
2019 5x5 Suspension Rate Placement Report (California School Dashboard)

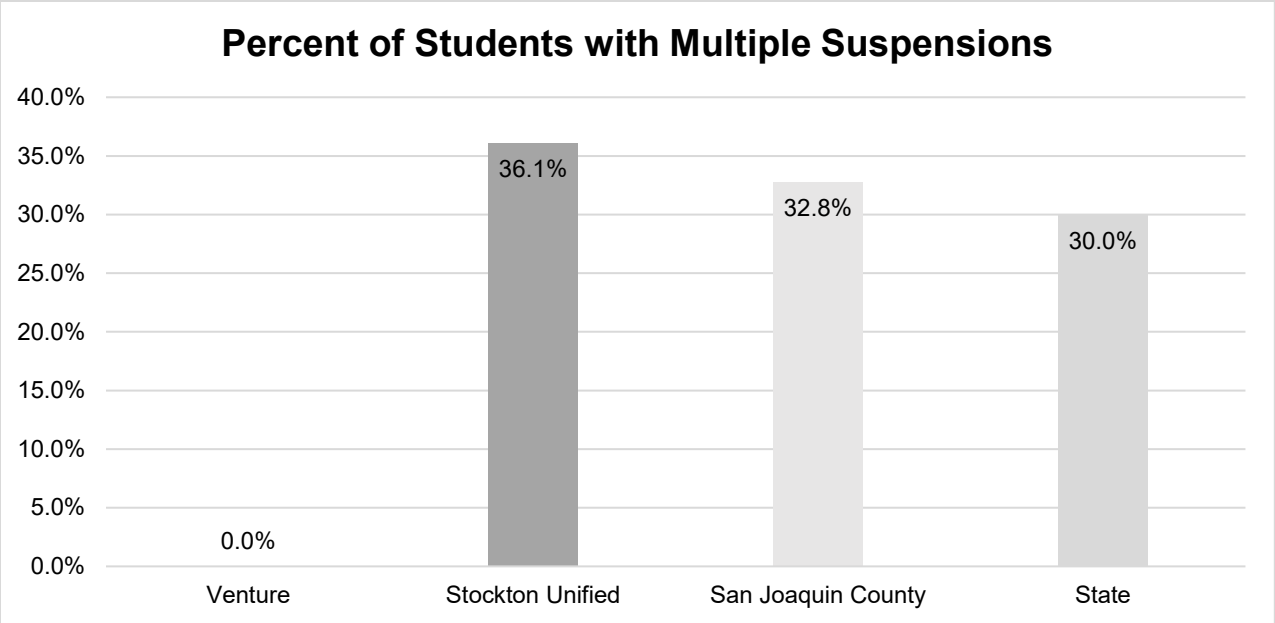
Level	INCREASED SIGNIFICANTLY *by greater than 2.0% from Prior Year*	INCREASED *by 0.3% to 2.0% from Prior Year*	MAINTAINED *declined or increased by less than 0.3% from Prior Year*	DECLINED *by 0.3% to less than 2.0% from Prior Year*	DECLINED SIGNIFICANTLY *by 2.0% or greater from Prior Year*
VERY LOW *1.0% or less in Current Year*	Gray (N/A)	Green (None)	Blue • Asian	Blue (None)	Blue (None)
LOW *Greater than 1.0% to 2.5% in Current Year*	Gray (N/A)	Yellow (None)	Green • Socioeconomically Disadvantaged	Green • **All Students (School Placement)** • English Learners • African American • Hispanic • Two or More Races	Blue • White
MEDIUM *Greater than 2.5% to 4.5% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green • Students with Disabilities
HIGH *Greater than 4.5% to 8.0% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH *Greater than 8.0% in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
8	0	0	0	6	2


Suspension Percentage
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
1.3%
6.4%
5.5%
3.5%
Venture
Stockton Unified
San Joaquin County
State


Percent of Students with Multiple Suspensions
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0.0%
36.1%
32.8%
30.0%
Venture
Stockton Unified
San Joaquin County
State

VAFS continues to hold a relatively high rate for high school graduation. Graduation Rate 2020: 88%

2018 5x5 Graduation Rate Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *by more than 10.0% from Prior Year*	DECLINED *by 3.0% to 10.0% from Prior Year*	MAINTAINED *declined or increased by less than 3.0% from Prior Year*	INCREASED *by 3.0% to less than 10.0% from Prior Year*	INCREASED SIGNIFICANTLY *by 10.0% or greater from Prior Year*
VERY HIGH *90.0% or greater in Current Year*	Gray (N/A)	Blue (None)	Blue (None)	Blue ▪ White	Blue (None)
HIGH *80.0% to less than 90.0% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green ▪ **All Students (School Placement)** ▪ Socioeconomically Disadvantaged ▪ Hispanic	Blue (None)
MEDIUM *70.0% to less than 80.0% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW *67.0% to less than 70.0% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW *Less than 67.0% in Current Year*	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	0	2	1

2019 5x5 Graduation Rate Placement Report (California School Dashboard)

Level	DECLINED SIGNIFICANTLY *from Prior Year (by more than 10.0%)*	DECLINED *from Prior Year (by 3.0% to 10.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 3.0%)*	INCREASED *from Prior Year (by 3.0% to less than 10.0%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 10.0% or greater)*
VERY HIGH *90.5% or greater in Current Year*	Gray (N/A)	Blue ▪ White	Blue (None)	Blue ▪ Hispanic	Blue (None)
HIGH *80.0% to less than 90.5% in Current Year*	Orange (None)	Yellow (None)	Green ▪ **All Students (School Placement)**	Green ▪ Socioeconomically Disadvantaged	Blue (None)
MEDIUM *70.0% to less than 80.0% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW *68.0% to less than 70.0% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW *Less than 68.0% in Current Year*	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	0	1	2

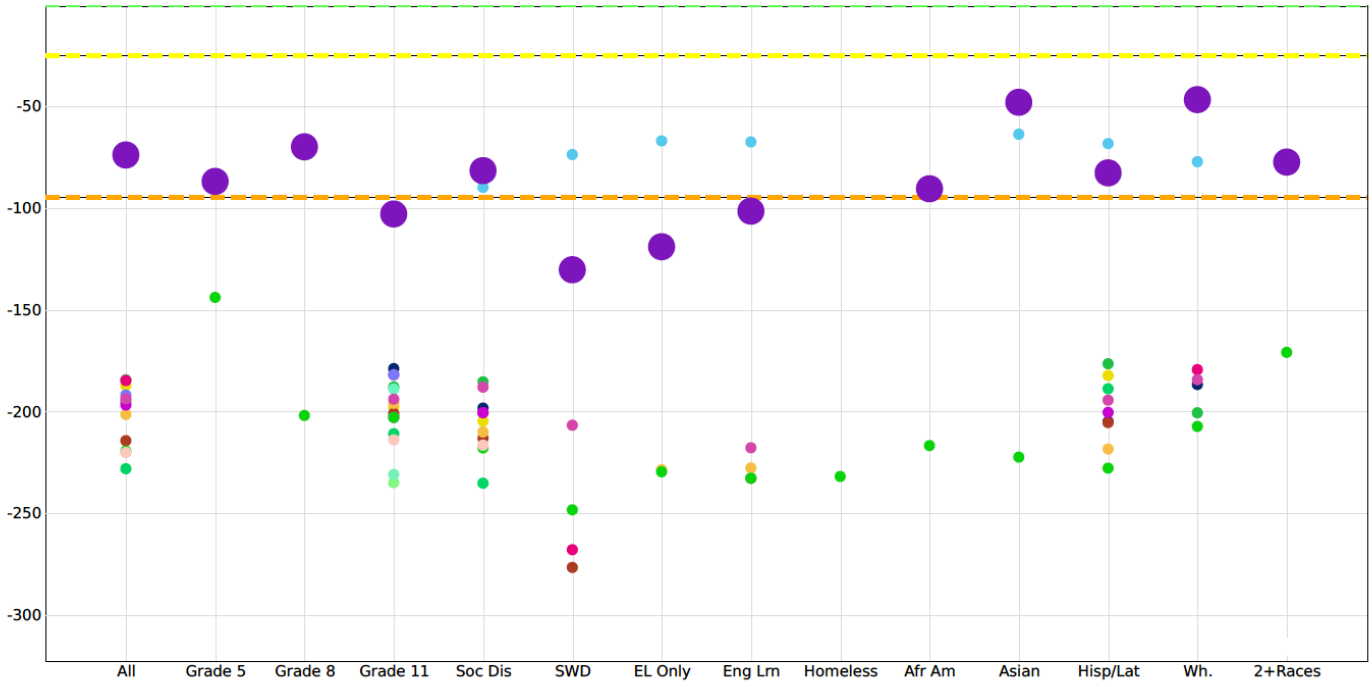
2018-19 English Language Proficiency for Summative ELPAC (source: Dataquest): 9.14%.

45.5% making progress towards English Language Proficiency, from 2018-19 dashboard.

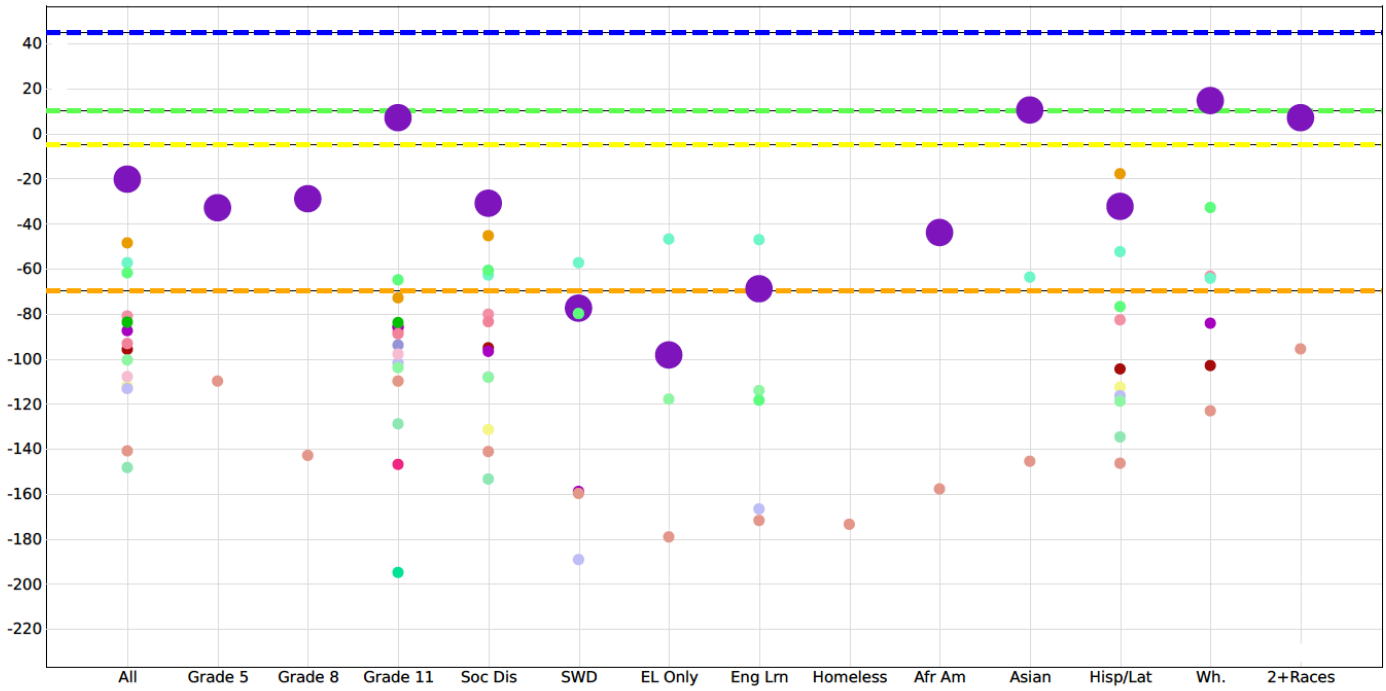
4 EL Reclassification
EL reclassification rate 2019-20: 3.8% (reflects incomplete administration of ELPAC due to pandemic).

California Comparison Schools Report
Venture and other San Joaquin County DASS Schools

Math
Venture Academy is represented by the purple dots – Rank is 1st out of 18



English Language Arts
Venture Academy is represented by the purple dots – Rank is 1st out of 18



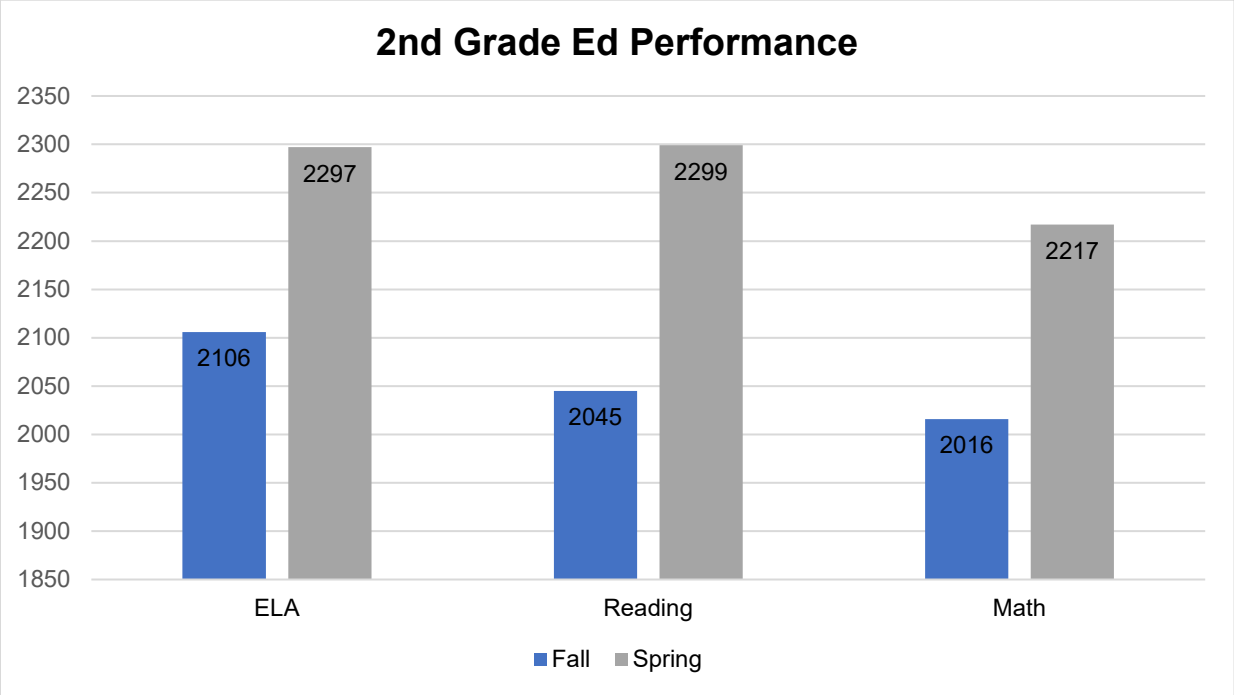
As a DASS school, Venture Academy administers all required statewide assessments in compliance with guidelines issued by the California Department of Education and generates a school dashboard.

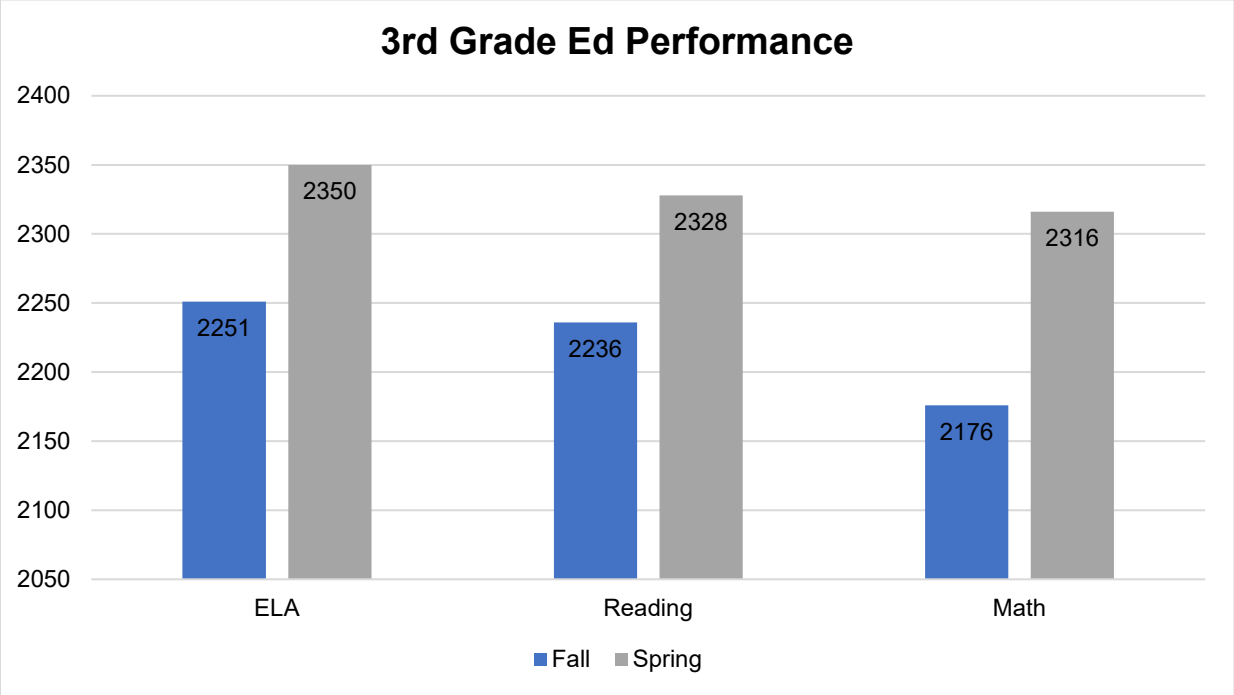
In addition, Venture Academy administers local program-wide assessments in the fall and spring of each year to measure progress in Language Arts and Mathematics. Prior to the 2020-2021 school year, Venture Academy used *edPerformance* Assessments. As discussed with SJCOE, Venture Academy transitioned to *STAR Renaissance* as the annual local program wide assessment and will utilize this metric in the future.

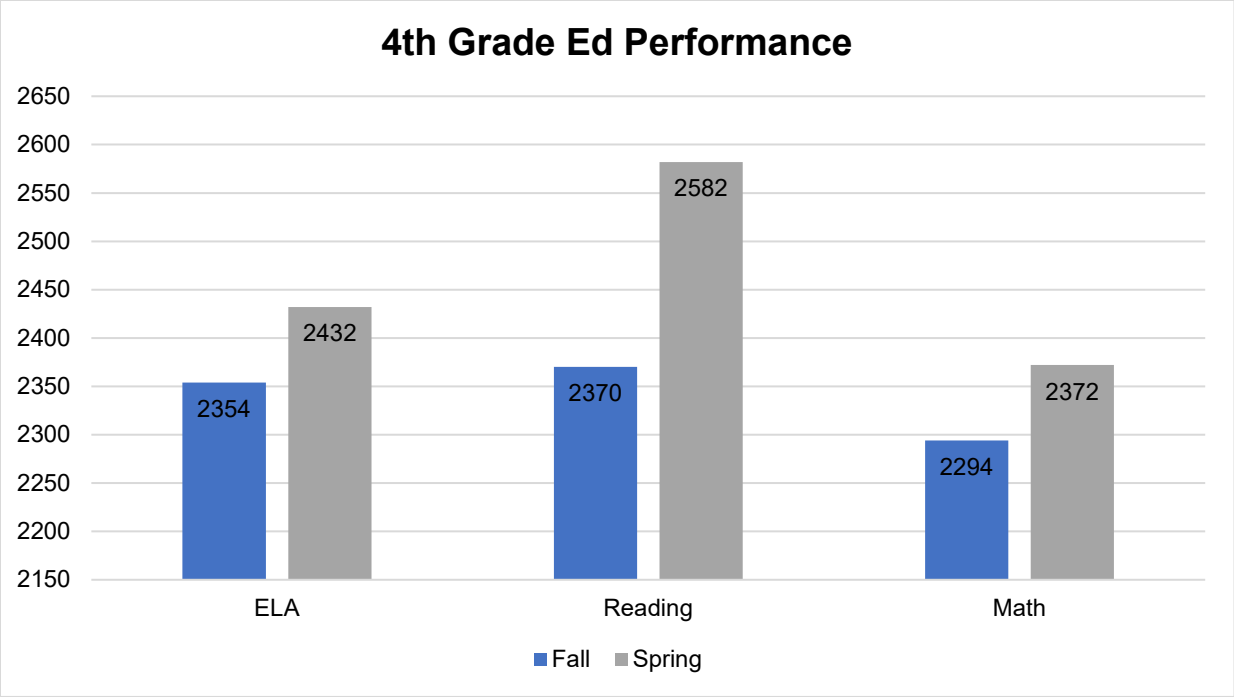
Venture Academy also uses the following metrics to gather data on student performance and progress and school climate:

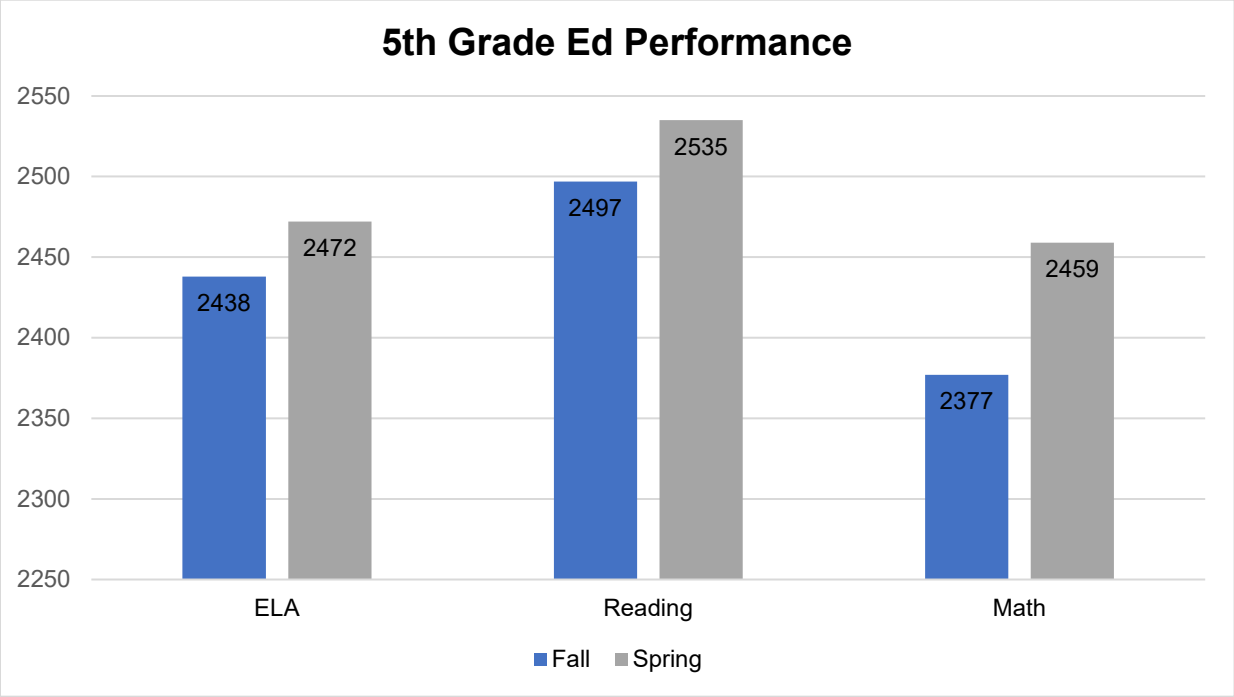
- *Math Diagnostic Testing Project* to assess incoming 9th grade students for Math Placement
- Teacher administered reading benchmarks to assess and track Lexile levels in elementary grades
- California Healthy Kids Survey
- Locally generated climate perception surveys

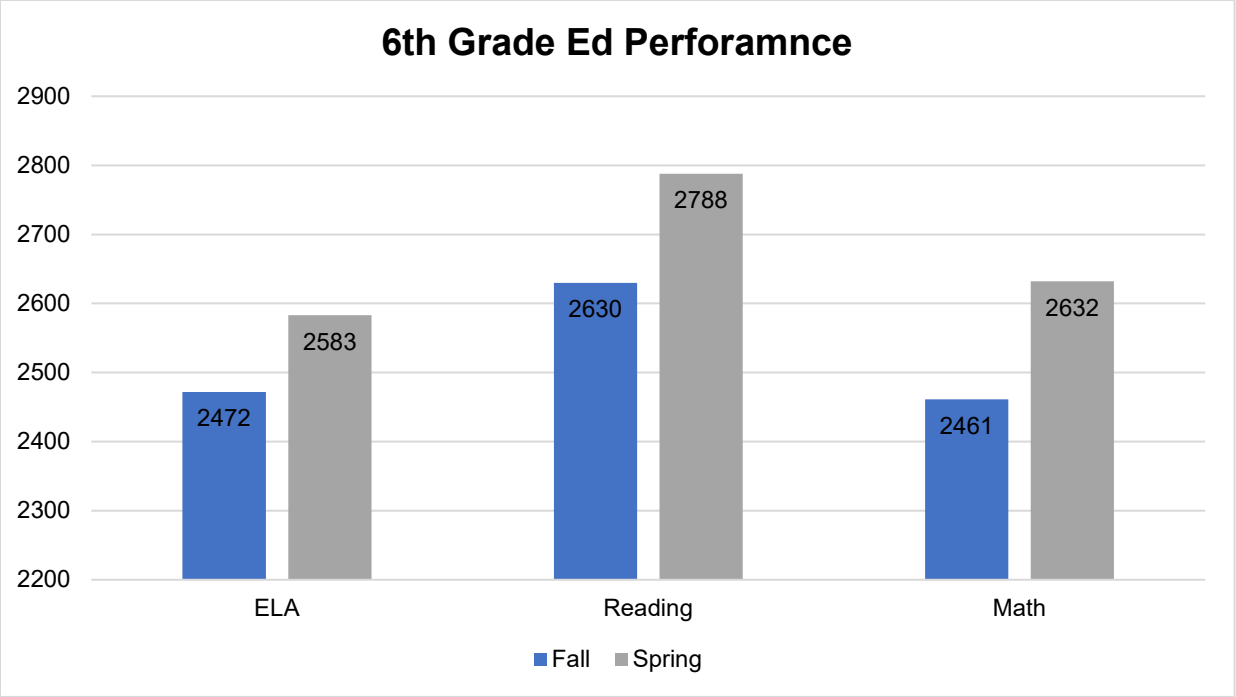
EdPerformance Data 2017-2018

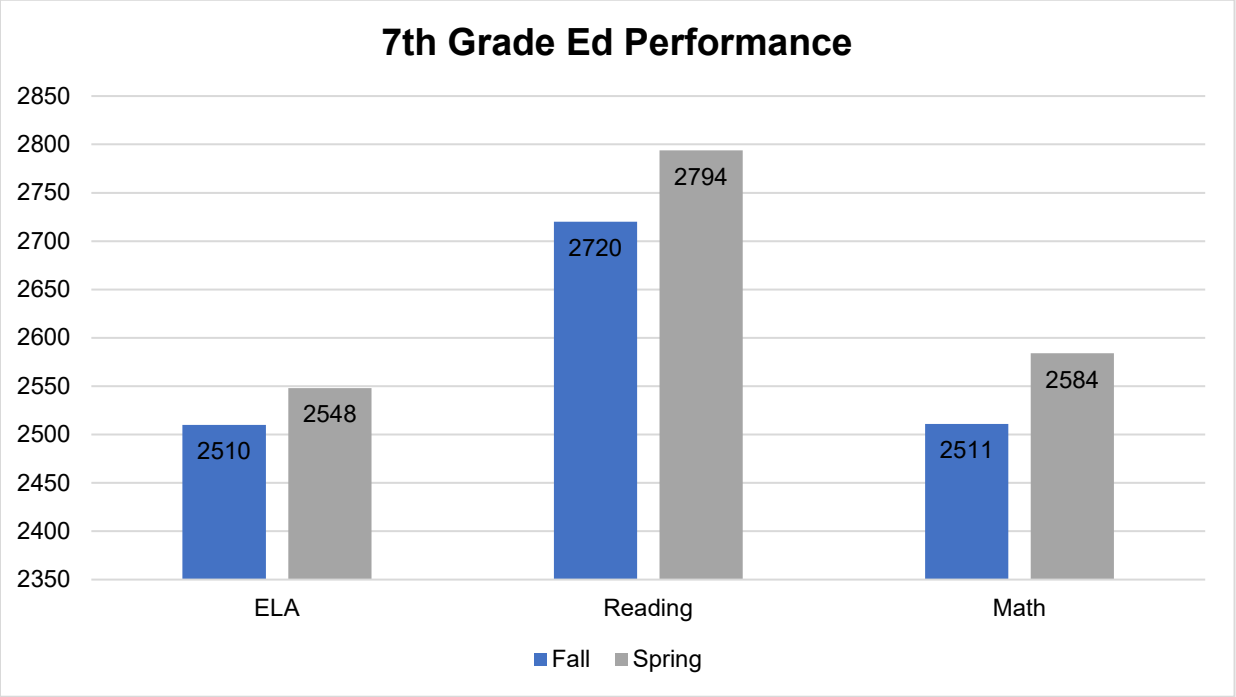


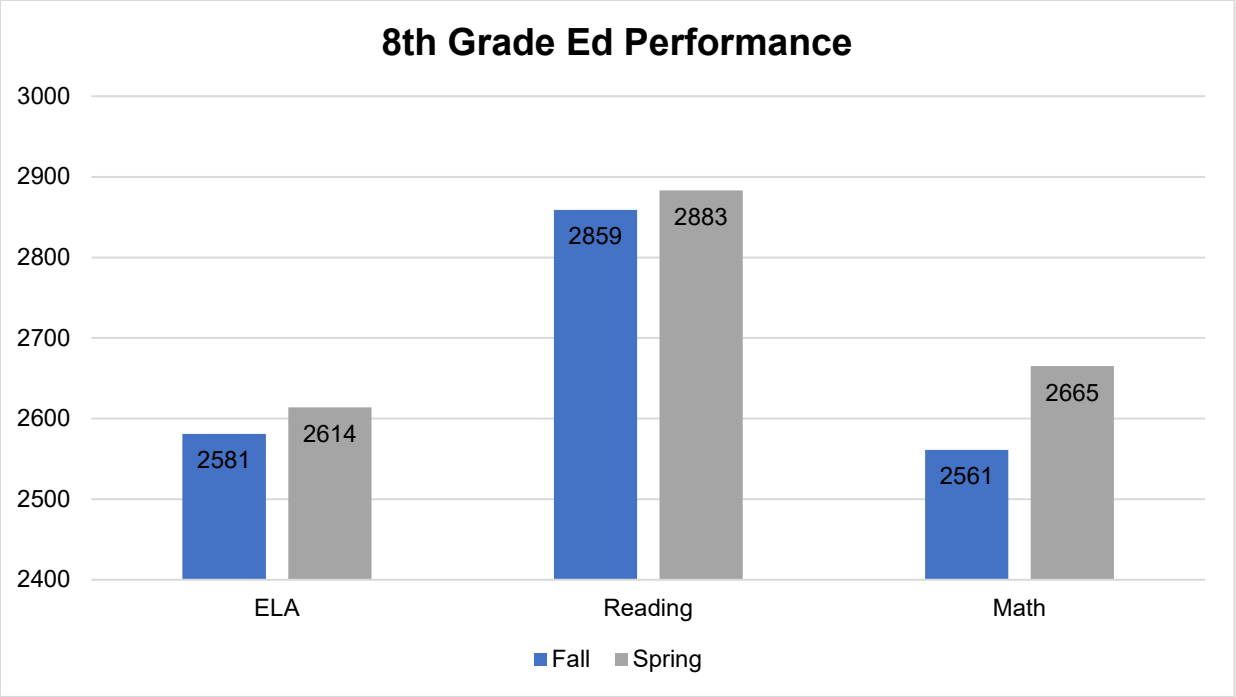


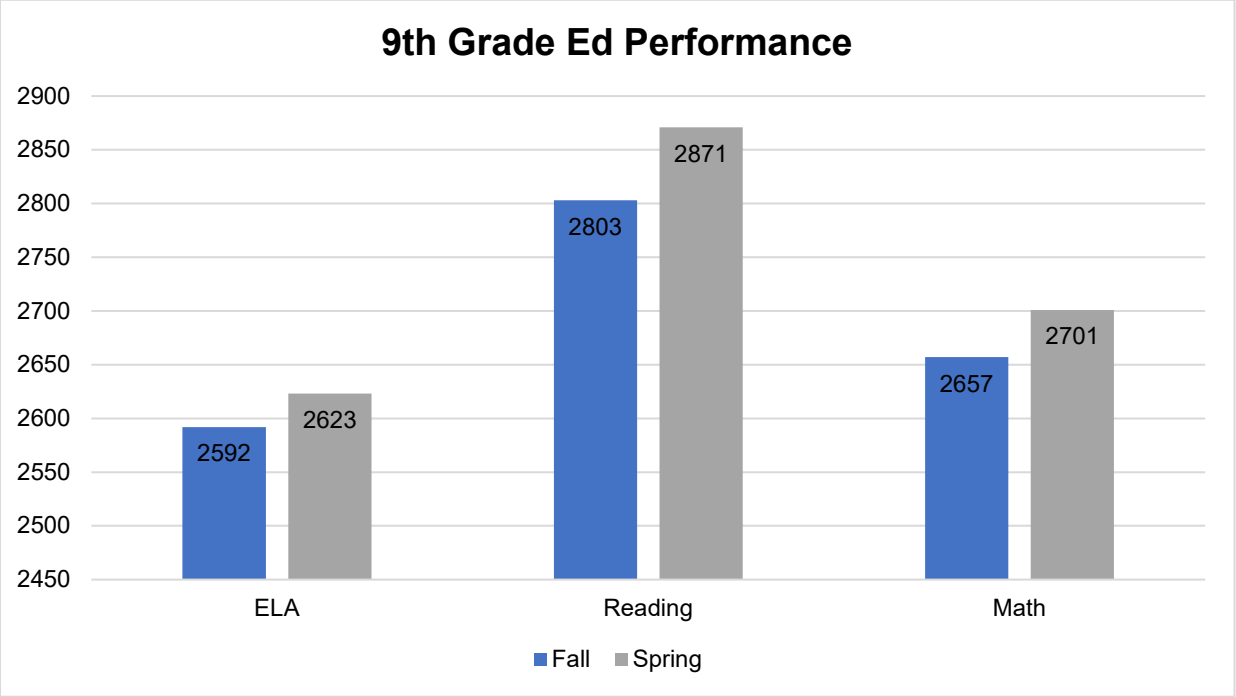

4th Grade Ed Performance
2650
2600
2550
2500
2450
2400
2350
2300
2250
2200
2150
2354
2432
2370
2582
2294
2372
ELA
Reading
Math
Fall
Spring

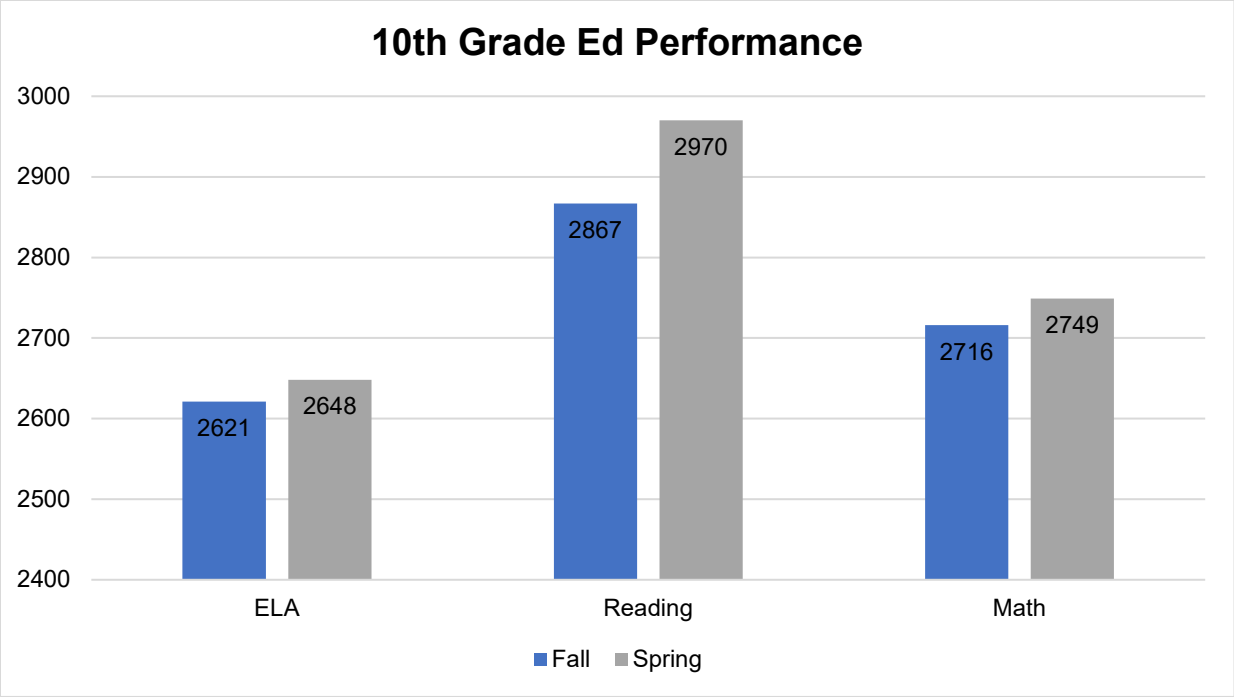

5th Grade Ed Performance
2550
2500
2450
2400
2350
2300
2250
2438
2472
2497
2535
2377
2459
ELA
Reading
Math
Fall
Spring

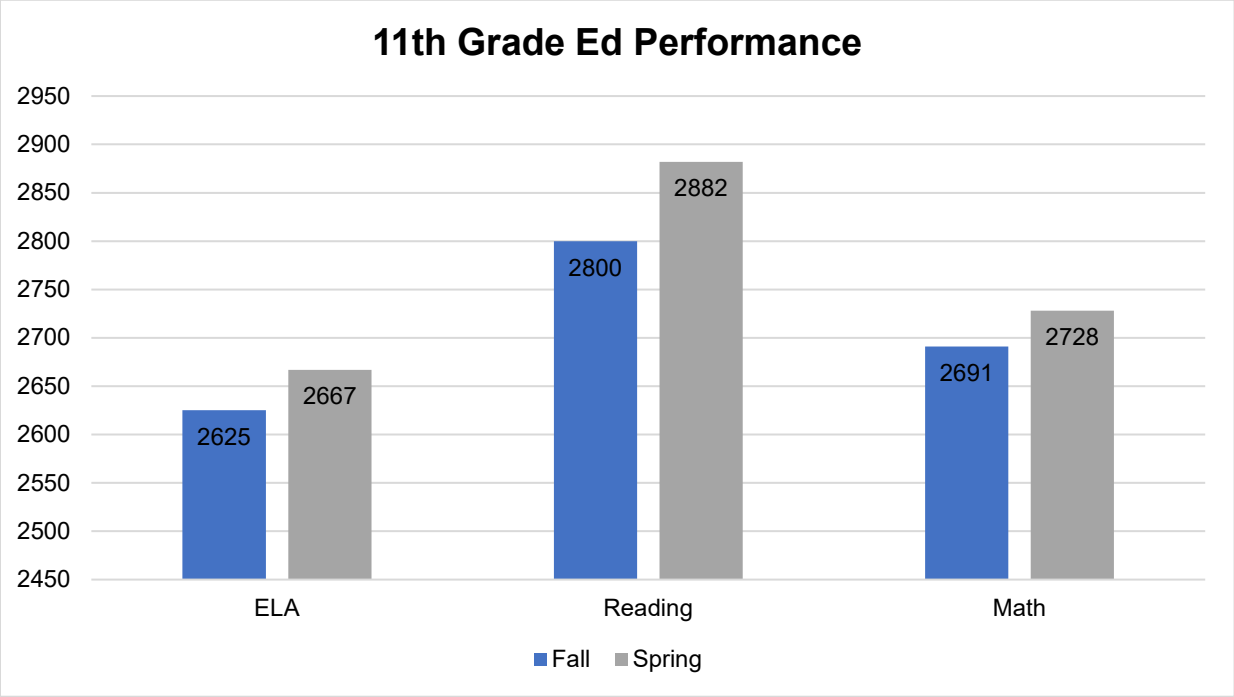

6th Grade Ed Perforamnce
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2800
2700
2600
2500
2400
2300
2200
2472
2583
2630
2788
2461
2632
ELA
Reading
Math
Fall
Spring


7th Grade Ed Performance
2850
2800
2750
2700
2650
2600
2550
2500
2450
2400
2350
2510
2548
2720
2794
2511
2584
ELA
Reading
Math
Fall
Spring

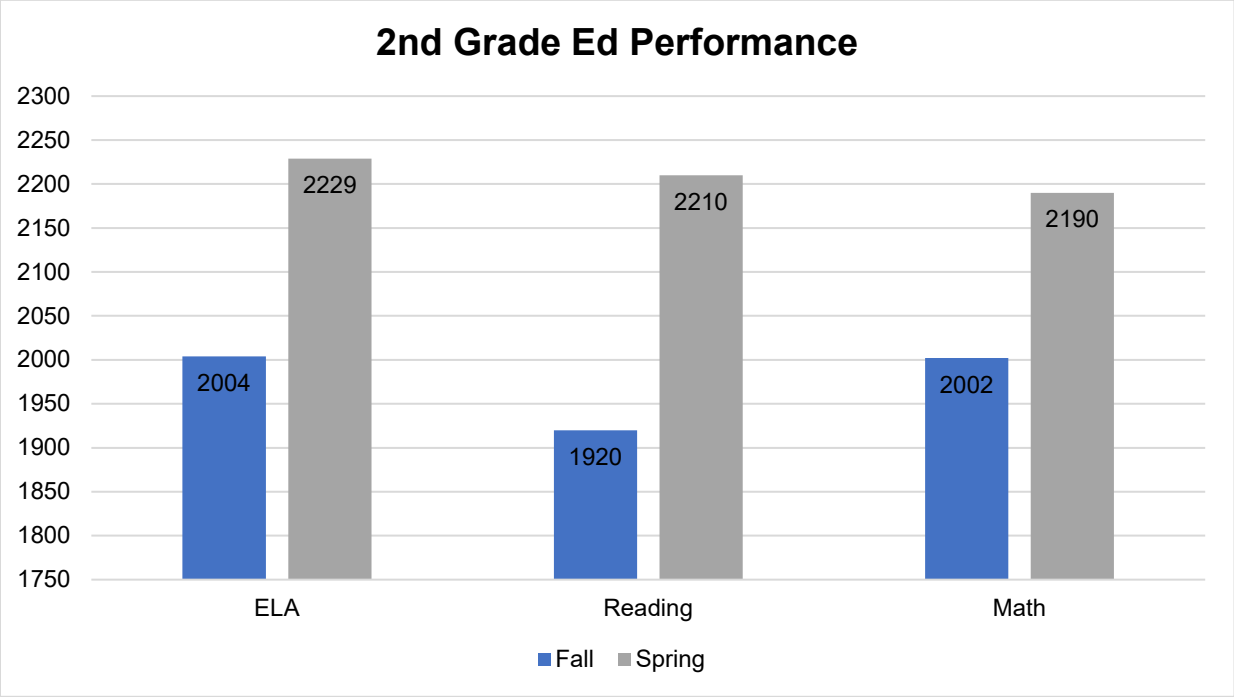

8th Grade Ed Performance
3000
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2800
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2500
2400
2581
2614
2859
2883
2561
2665
ELA
Reading
Math
Fall
Spring

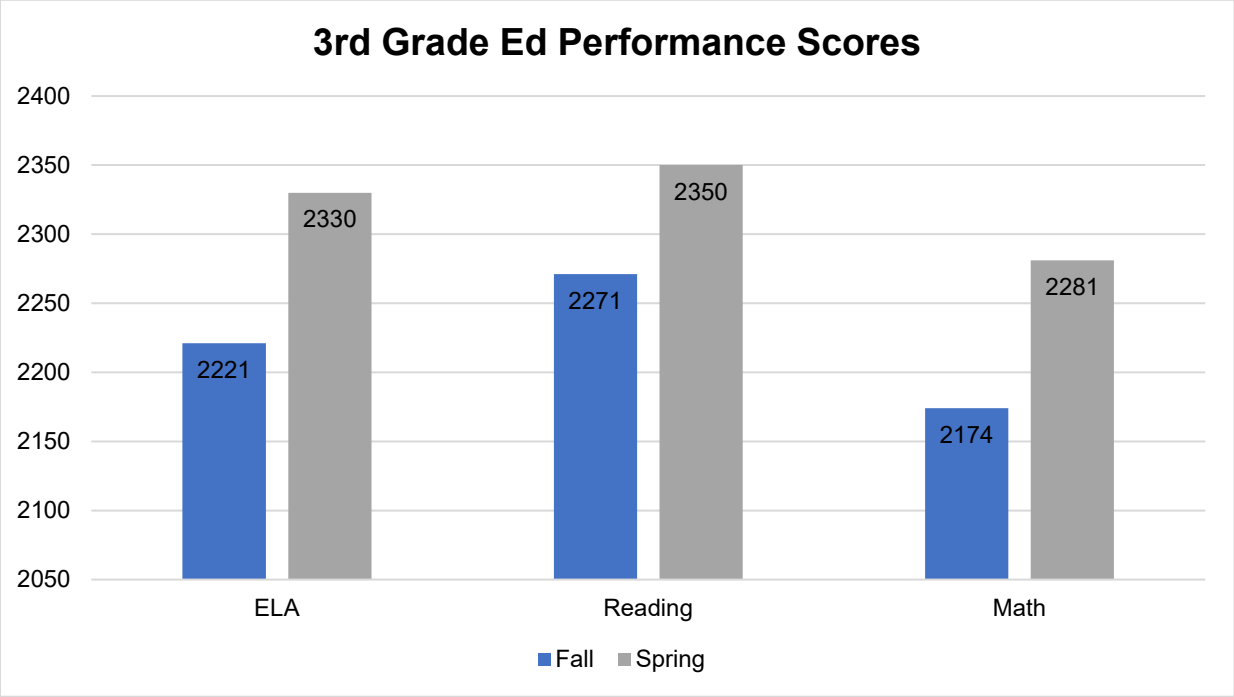

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2800
2750
2700
2650
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2500
2450
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2623
2803
2871
2657
2701
ELA
Reading
Math
Fall
Spring

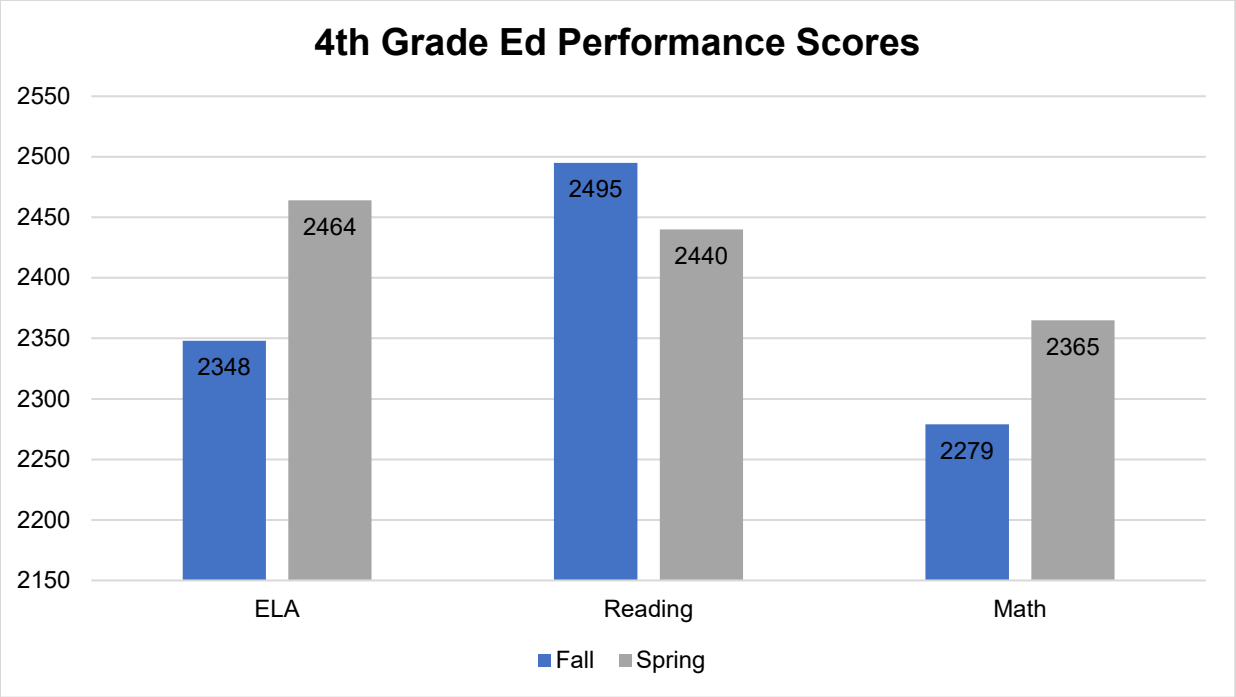

10th Grade Ed Performance
3000
2900
2800
2700
2600
2500
2400
2621
2648
2867
2970
2716
2749
ELA
Reading
Math
Fall
Spring

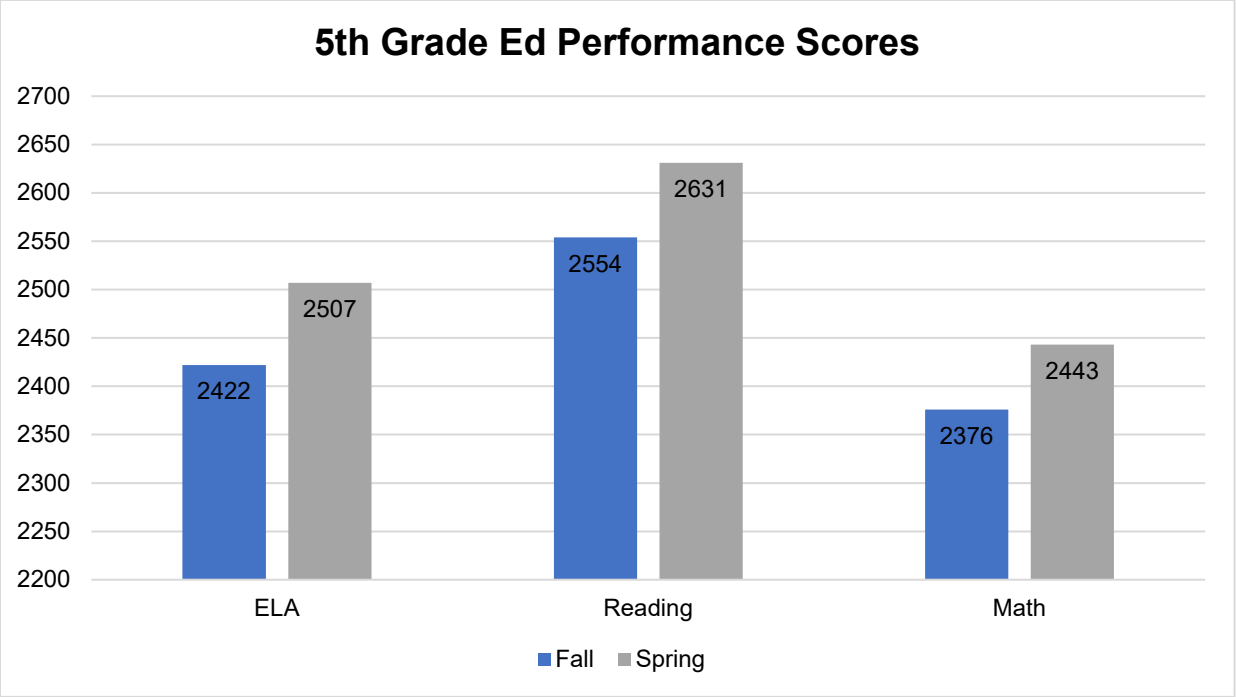

11th Grade Ed Performance
2950
2900
2850
2800
2750
2700
2650
2600
2550
2500
2450
2625
2667
2800
2882
2691
2728
ELA
Reading
Math
Fall
Spring

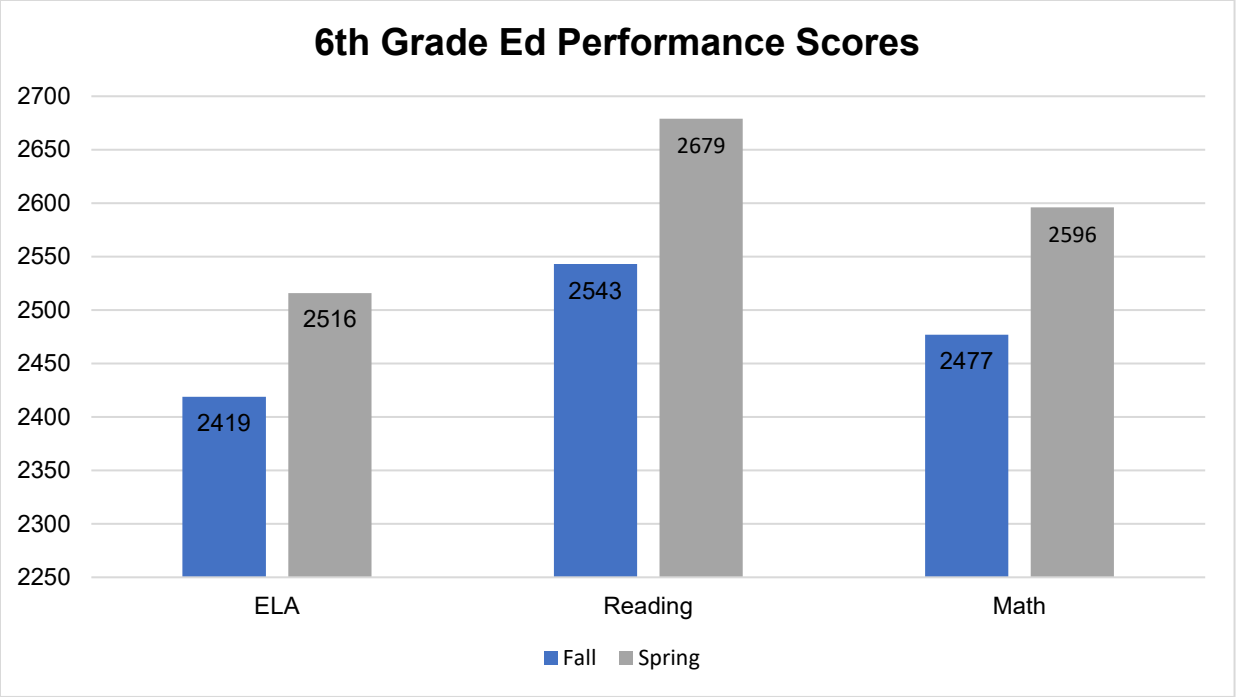
EdPerformance Data 2018-2019

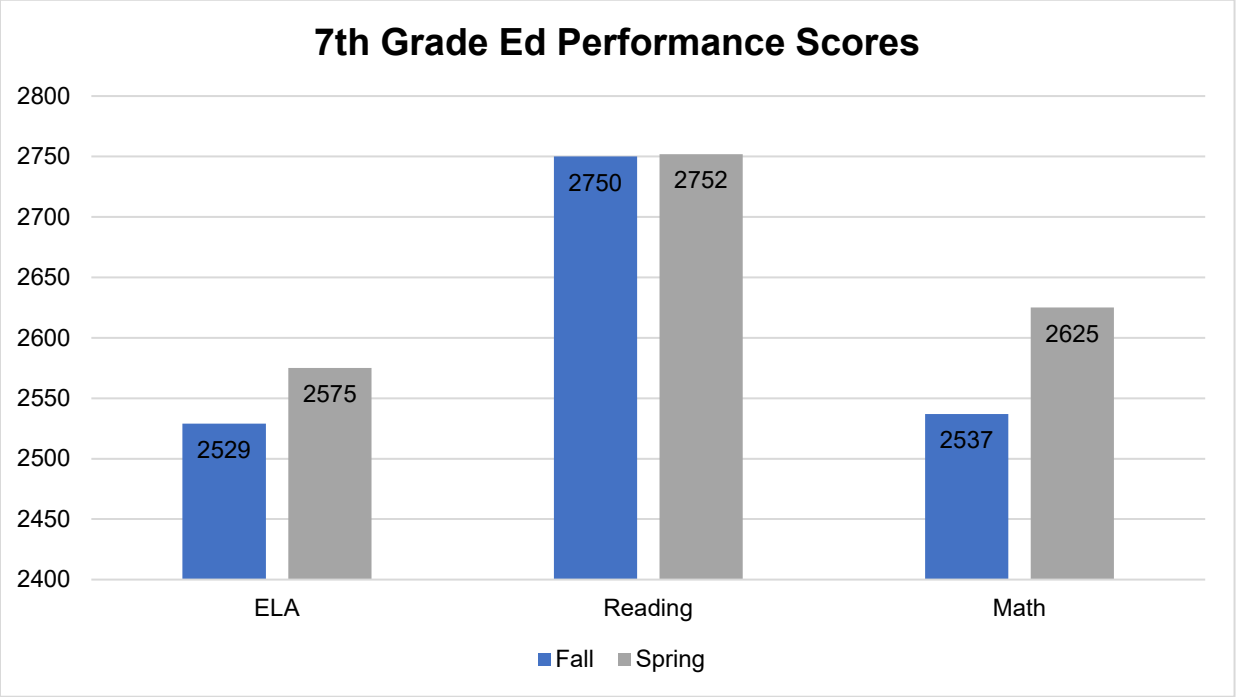


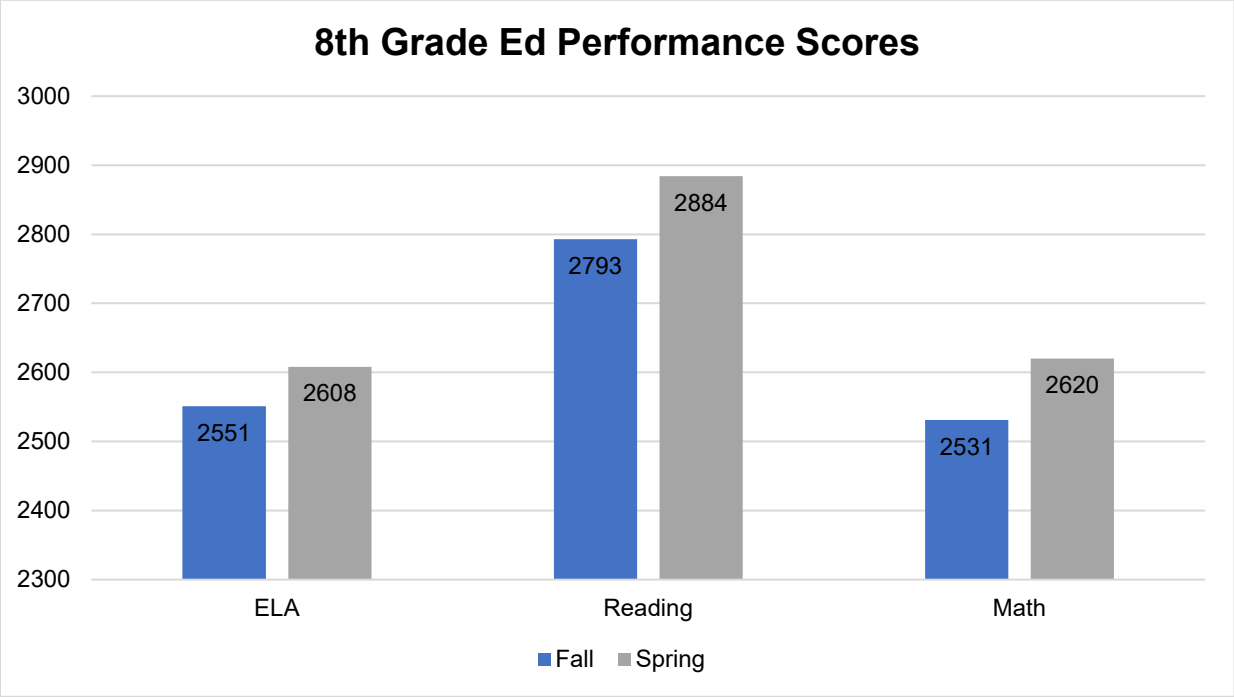


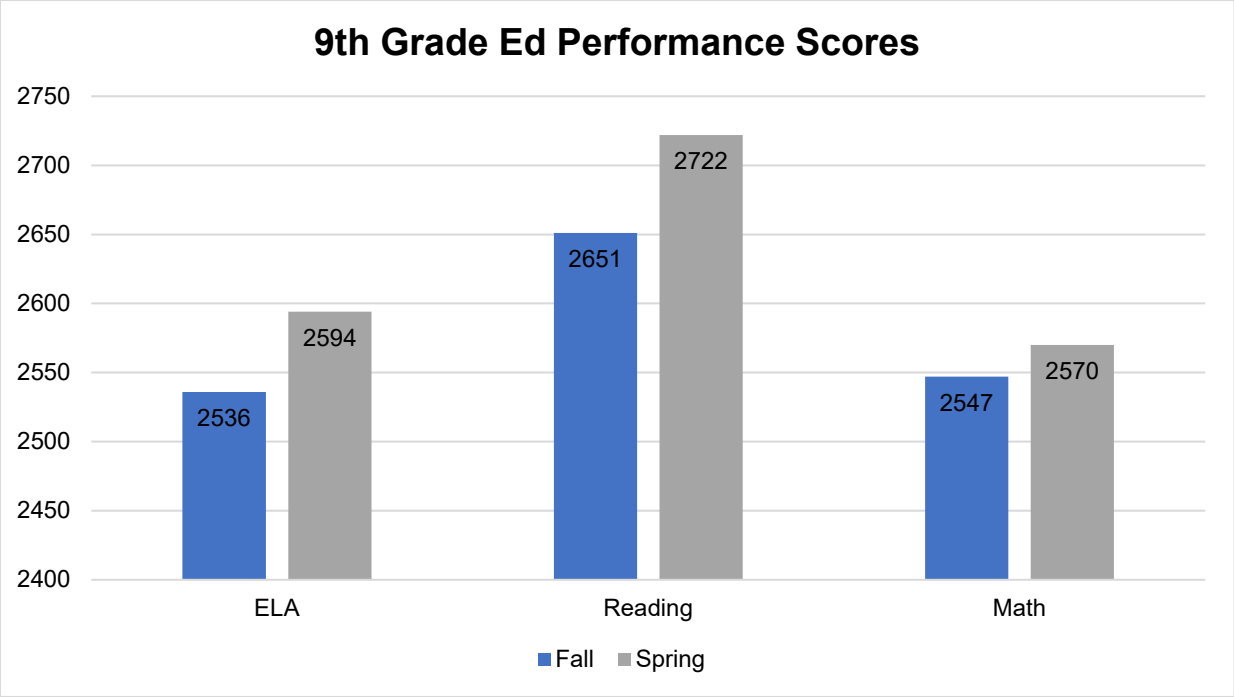

4th Grade Ed Performance Scores
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2500
2450
2400
2350
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2250
2200
2150
2348
2464
2495
2440
2279
2365
ELA
Reading
Math
Fall
Spring

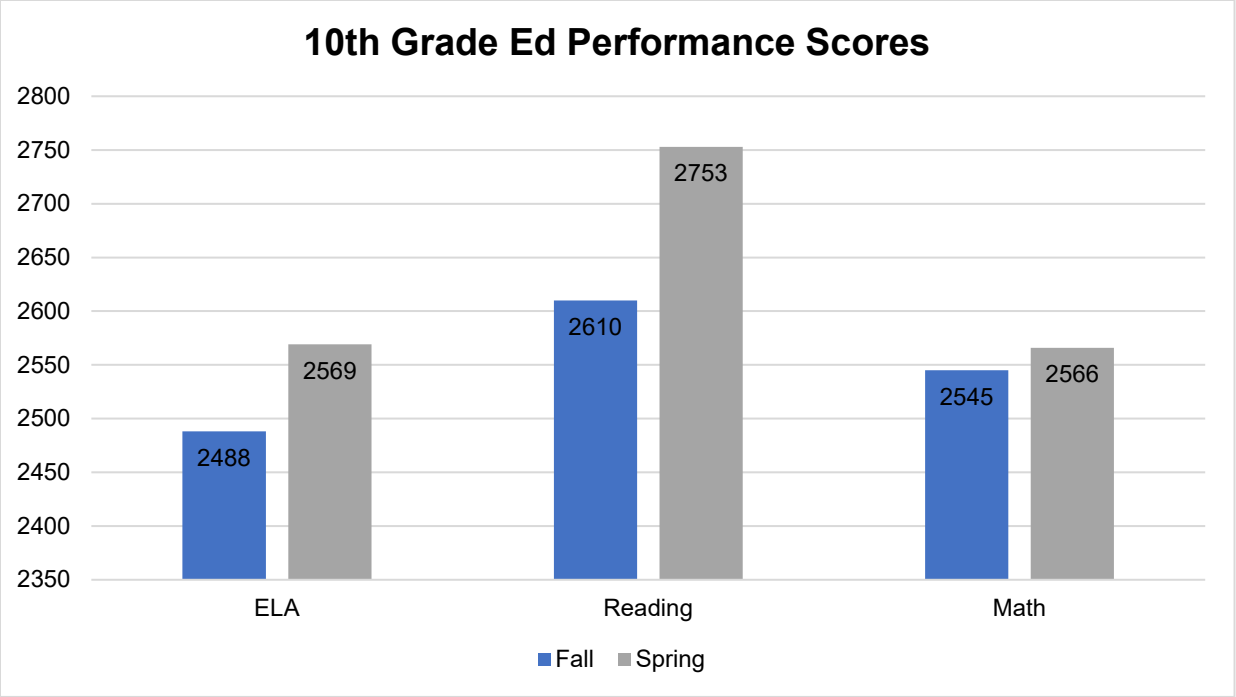

5th Grade Ed Performance Scores
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2650
2600
2550
2500
2450
2400
2350
2300
2250
2200
2422
2507
2554
2631
2376
2443
ELA
Reading
Math
Fall
Spring

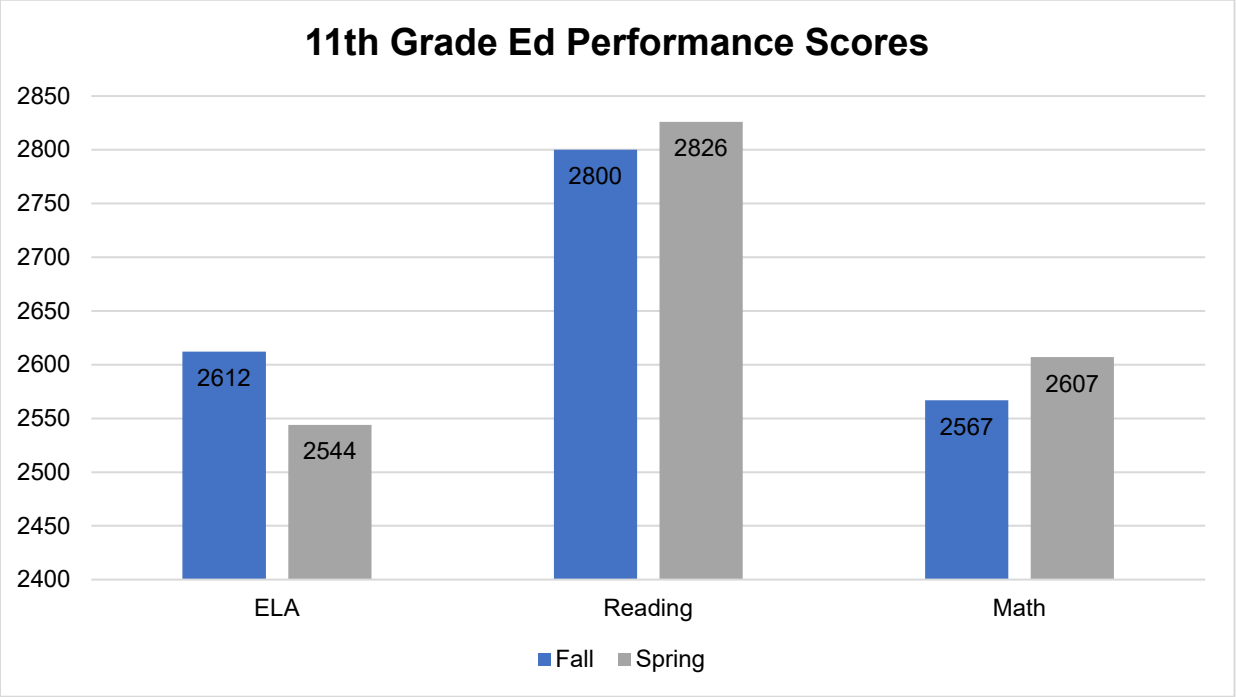

6th Grade Ed Performance Scores
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2650
2600
2550
2500
2450
2400
2350
2300
2250
2419
2516
2543
2679
2477
2596
ELA
Reading
Math
Fall
Spring


7th Grade Ed Performance Scores
2800
2750
2700
2650
2600
2550
2500
2450
2400
2529
2575
2750
2752
2537
2625
ELA
Reading
Math
Fall
Spring

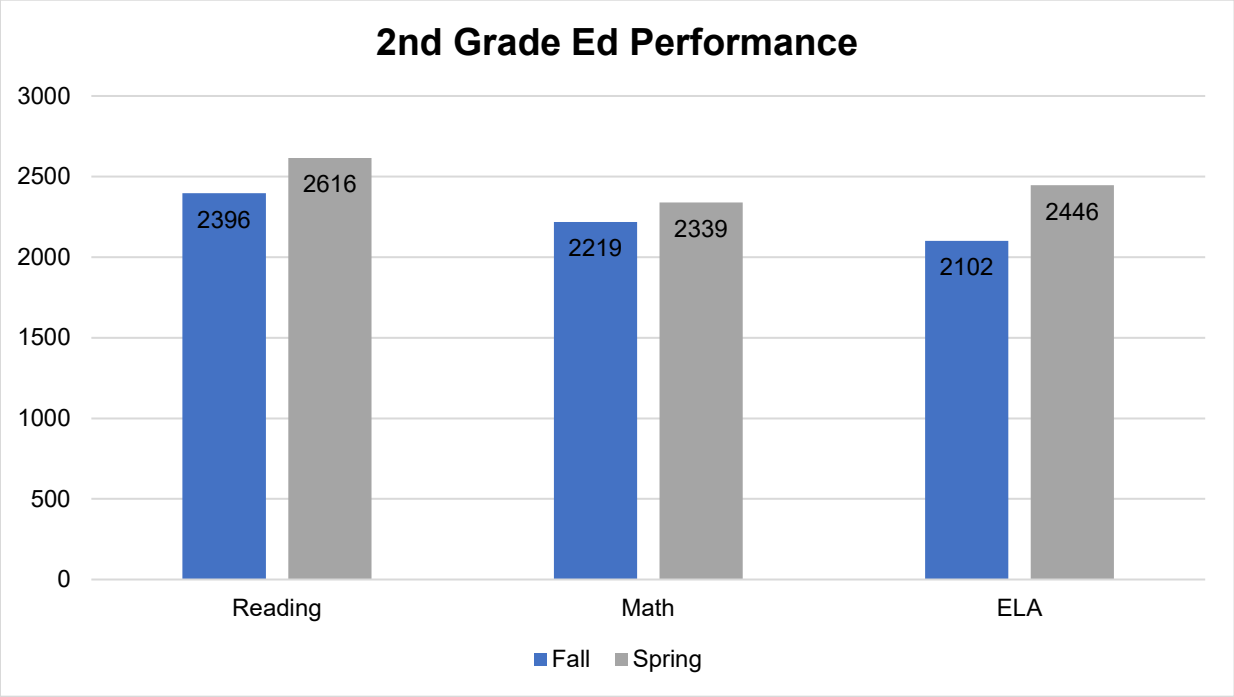

8th Grade Ed Performance Scores
3000
2900
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2500
2400
2300
2551
2608
2793
2884
2531
2620
ELA
Reading
Math
Fall
Spring

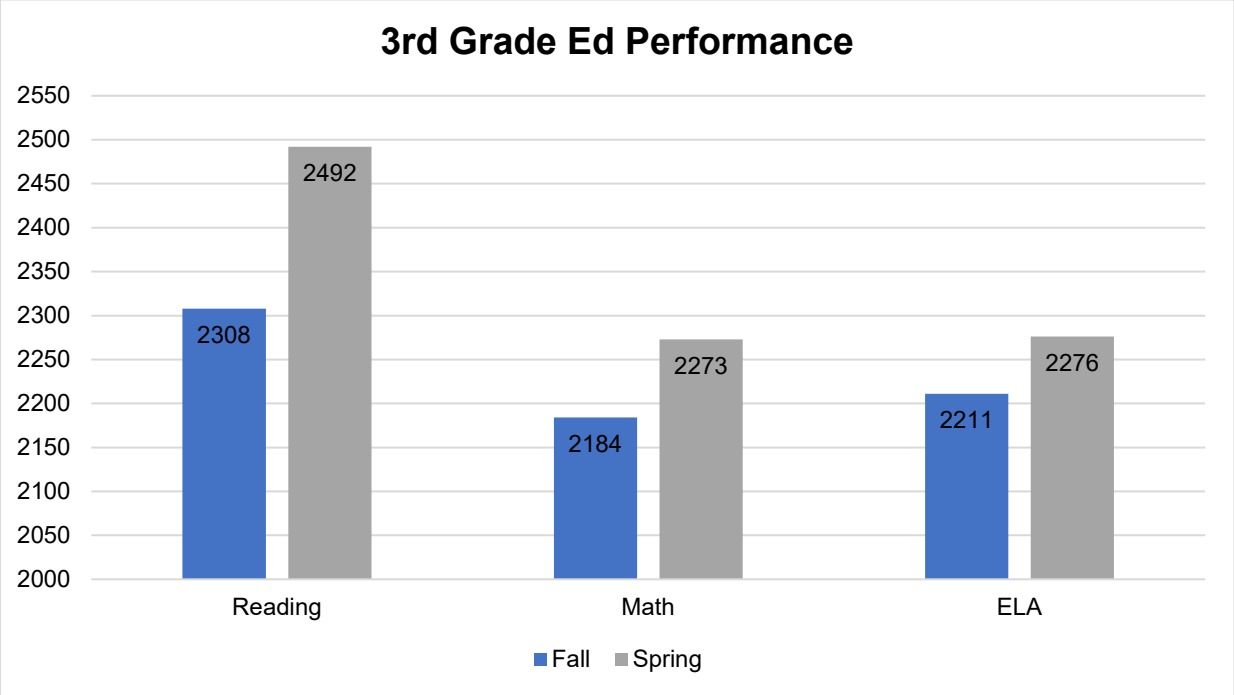

9th Grade Ed Performance Scores
2750
2700
2650
2600
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2500
2450
2400
2536
2594
2651
2722
2547
2570
ELA
Reading
Math
Fall
Spring

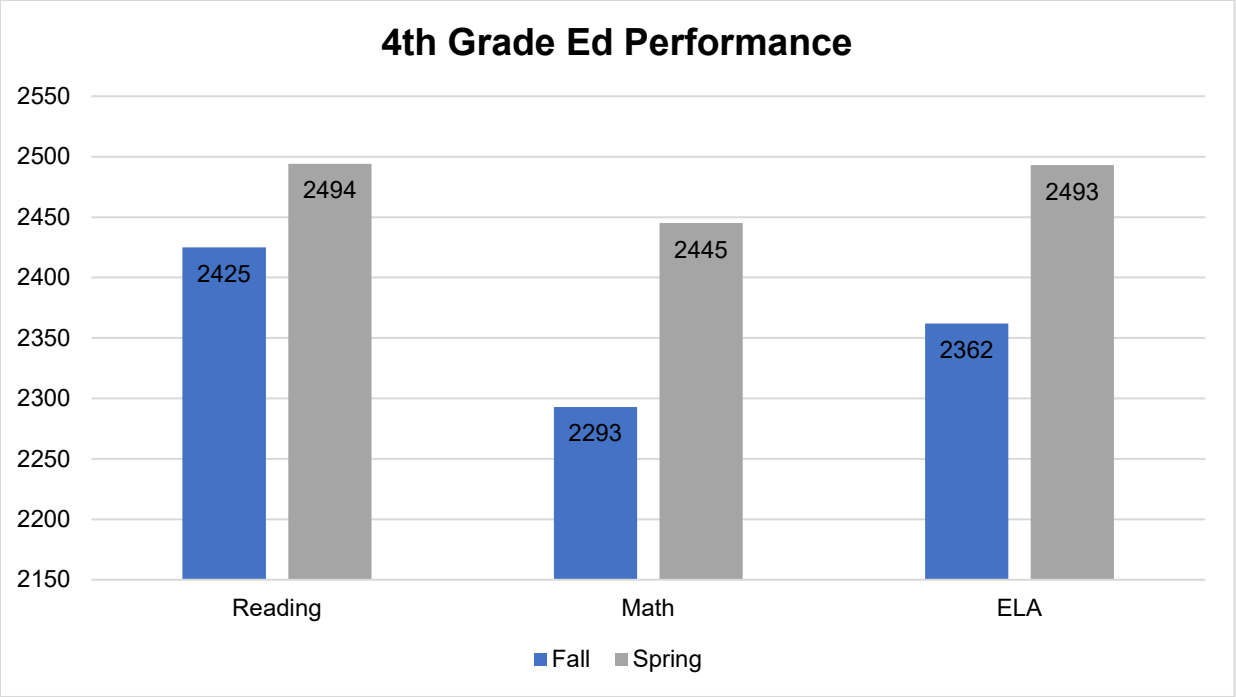

10th Grade Ed Performance Scores
2800
2750
2700
2650
2600
2550
2500
2450
2400
2350
2488
2569
2610
2753
2545
2566
ELA
Reading
Math
Fall
Spring

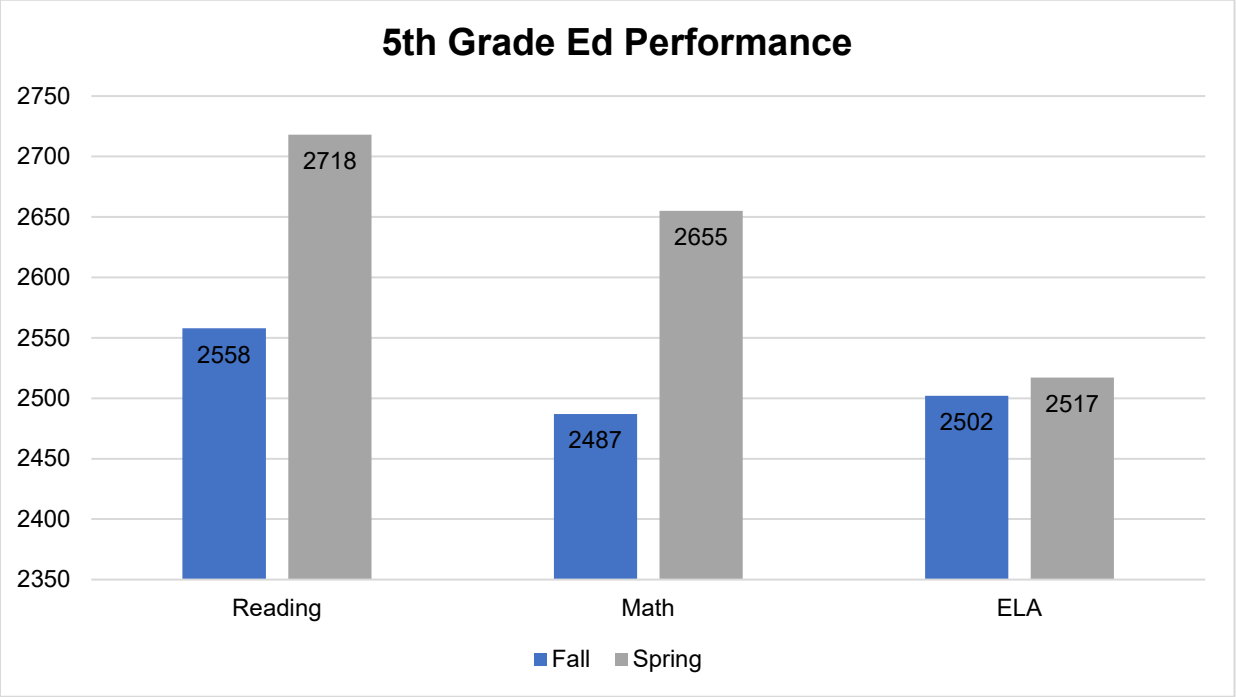

11th Grade Ed Performance Scores
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2800
2750
2700
2650
2600
2550
2500
2450
2400
2612
2544
2800
2826
2567
2607
ELA
Reading
Math
Fall
Spring

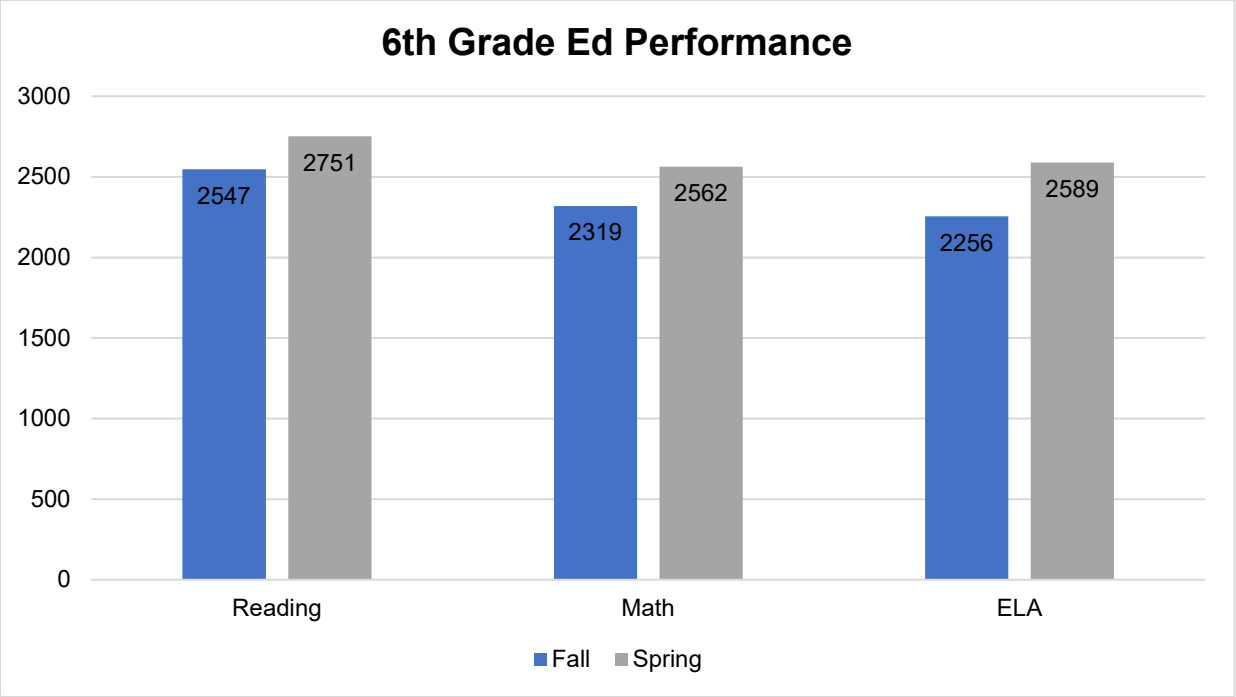
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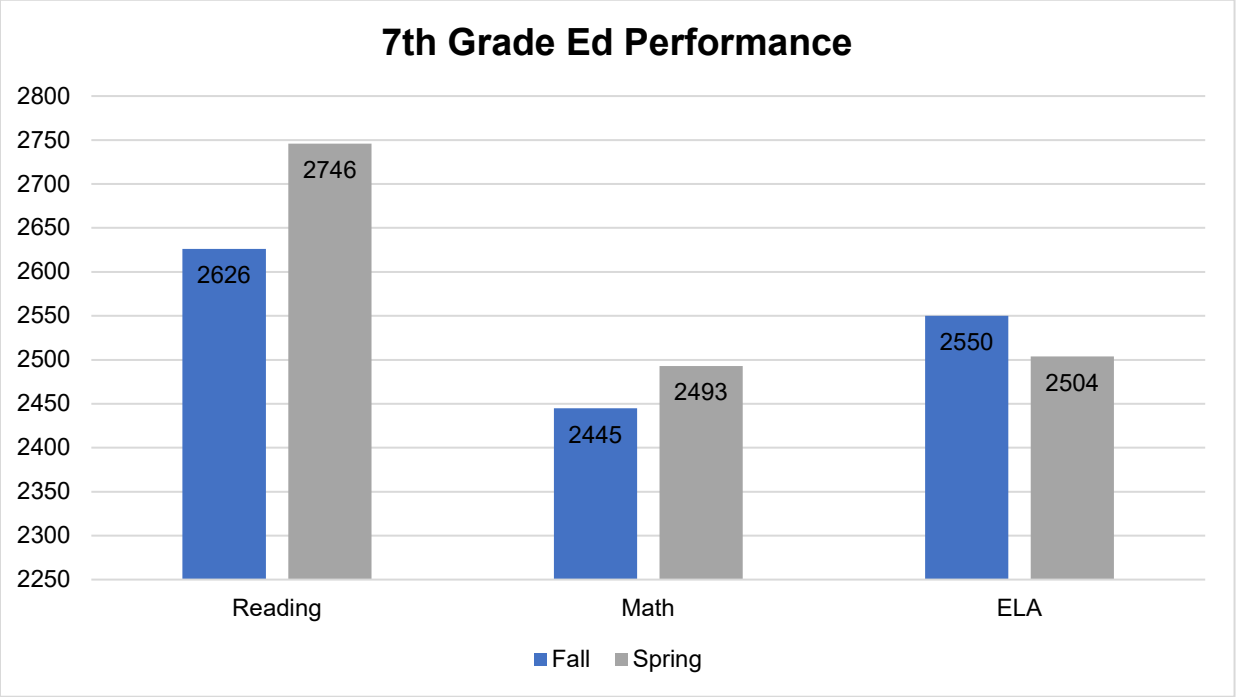


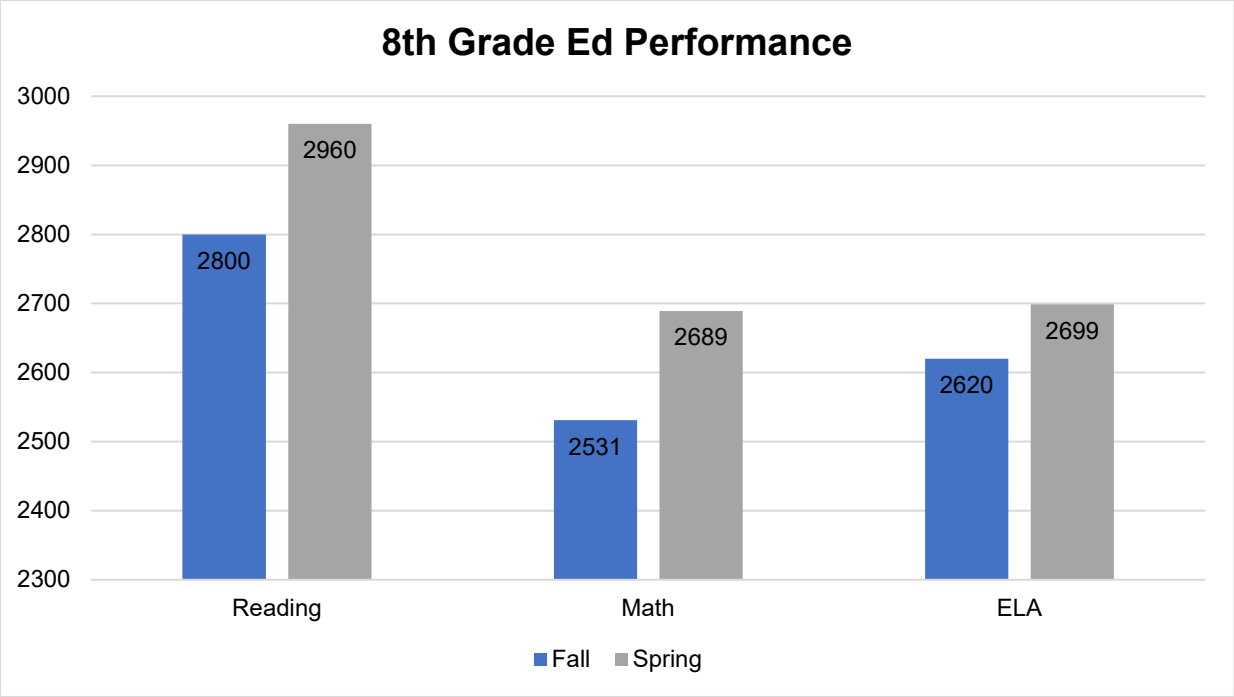



4th Grade Ed Performance
2550
2500
2450
2400
2350
2300
2250
2200
2150
2425
2494
2293
2445
2362
2493
Reading
Math
ELA
Fall
Spring


5th Grade Ed Performance
2750
2700
2650
2600
2550
2500
2450
2400
2350
2558
2718
2487
2655
2502
2517
Reading
Math
ELA
Fall
Spring


6th Grade Ed Performance
3000
2500
2000
1500
1000
500
0
2547
2751
2319
2562
2256
2589
Reading
Math
ELA
Fall
Spring


7th Grade Ed Performance
2800
2750
2700
2650
2600
2550
2500
2450
2400
2350
2300
2250
2626
2746
2445
2493
2550
2504
Reading
Math
ELA
Fall
Spring



*For complete California School Dashboard data for 2018 and 2019 please see Appendix V.

It must be noted that due to the COVID-19 Pandemic and the resulting school closures, the California School Dashboard Data was suspended starting in the 2019-20 school year through the 2021-2022 school year. The CAASPP assessments were not administered; the ELPAC was not completed; locally administered assessments were incomplete due to inconsistent student access to the internet in the spring of 2020. These assessments were also not administered with fidelity in the spring of 2021, and therefore the data from the 2021 administration was not included or reported on the Dashboard. The data listed in this document is from the most recent Dashboard prior to the pandemic. The updated Dashboard was just released in the last month and no longer offers comparison data to prior years as the state is calling this a "reset" or "baseline" year.

Throughout all of the changes in accountability models, VAFS's schoolwide learner outcomes (SLOs) have remained consistent. Schoolwide Learner Outcomes are what each student should know, understand and be able to do upon exit from the school, or by the time the student completes the planned program.

VAFS 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

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

Live responsibly
Students may demonstrate this by (but are not limited to):

- Exhibiting and making healthy lifestyle choices
- Identifying community needs
- Serving the community

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

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

Imagine possibilities…

VAFS schoolwide learner outcomes align with the student-centered state priorities.

- Embrace challenge: Priorities 4,5,8.
- Think critically: Priorities 2, 4, 5, 8.
- Live responsibly: Priorities 5,6, 8.
- Play passionately: Priorities 4,5,6,8
- Learn infinitely: Priorities 2, 4, 6, 7, 8

The expected outcome for all students at each grade level is to be prepared for the next level socially, emotionally, and academically. Students in all grade levels will show proficiency in academic content areas. Students demonstrate readiness to be promoted to the next grade through performance on locally administered tests, statewide assessments, writing skills, presentations, and participation in the classroom.

Student Study Team (SST) meetings are scheduled for students who are not making sufficient progress towards proficiency or who are struggling socially and/or emotionally. These meetings include input from teachers, parents, counselors, administrators, and other professionals who have had contact with the students. Interventions are put in place and progress is closely monitored.
Any decision regarding retention or skipping a grade is made through a series of SST meetings. As part of the 2018 WASC Self Study, teachers for grades TK-5 collaborated to develop a vertical alignment tool to identify key learning outcomes for all students as preparation for success in the next grade level. Please see Appendix VI.

The expected outcome for all students in VAFS middle school program is to be prepared for success at the high school level. Students in all VAFS middle school academies complete a course of study that includes English/ Language Arts, Science, Social Studies, Mathematics, Science, Health, Visual Arts and Physical Education. In addition, focus academies offer elective classes to engage student interest.

Students in all high school focus sites must meet the same requirements for graduation from VAFS. These include the completion of 205 credits in designated subject areas and a Graduation by Exhibition (GBE). The GBE is a performance-based assessment and presentation that requires students to reflect on their achievement of the Schoolwide Learner Outcomes and develop a post-graduation plan. The GBE is presented to a panel that includes an advisor. Students are highly encouraged to complete a CTE Pathway or meet the requirements for entry into UC/CSU (a-g) completion. (See course Catalog Appendix III)

As part of the development and annual update of the LCAP, VAFS analyzes data from the California School Dashboard and local assessments to measure student progress and to identify and address achievement gaps for student sub-groups. Goals and action steps to improve student performance and to address any achievement gaps among the groups listed above are included in the school's LCAP and are updated annually.

The overarching goals of Venture Academy Family of Schools align directly with the state

priorities. The school's curriculum and student outcomes reflect the school mission and state priorities. VAFS menu of assessments is designed to measure student progress towards meeting the identified goals and outcomes.

The chart below identifies VAFS measurable pupil outcomes and the measures used to determine progress in accordance with the eight state priorities.

STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment* *B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)* *D. EL reclassification rate* *E. Percentage of pupils who have passed an AP exam with a score of 3 or higher* F. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
ELA/LITERACY AND MATHEMATICS	
MEASURABLE OUTCOME	VAFS students, school-wide and in all sub-groups, who have been enrolled at VAFS for a minimum of three (3) years, will demonstrate proficiency in math and language arts.
METHODS OF MEASUREMENT	• End of unit exams • End of course exams • Statewide testing performance • Program-wide assessments • Demonstration of mastery
UC/CSU COURSE REQUIREMENTS (OR CTE)	
MEASURABLE OUTCOME	All Modified Daily Attendance students, in all sub-groups, will complete courses that satisfy UC/CSU entrance requirements and/or career technical education.
METHODS OF MEASUREMENT	• WASC accreditation • A-G approved courses at the high school level • Transcripts
ADVANCED PLACEMENT EXAMS	
MEASURABLE OUTCOME	The percentage of students who pass AP exams for AP classes in which they enroll will increase annually.
METHODS OF MEASUREMENT	• AP passage rate as reported by

	Educational Testing Services
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* E. *High school graduation rates*	
STUDENT ATTENDANCE RATES	
MEASURABLE OUTCOME	VAFS will maintain the equivalent of 95% annual attendance rate.
METHODS OF MEASUREMENT	• Attendance rates • Course completion
CHRONIC ABSENTEEISM RATES	
MEASURABLE OUTCOME	Less than 2 percent of VAFS students, school wide, and in each subgroup, will be chronically absent.
METHODS OF MEASUREMENT	• Student information system • California School Dashboard
MIDDLE SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	Less than 2% of VAFS grade 6-8 students, school wide, and in each subgroup in grades 6-8 will leave VAFS without enrolling in another school.
METHODS OF MEASUREMENT	• Student information system • Dataquest
HIGH SCHOOL GRADUATION RATES	
MEASURABLE OUTCOME	VAFS will maintain a graduation rate equal to or greater than surrounding school districts.
METHODS OF MEASUREMENT	• Student information system • California School Dashboard
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
PUPIL SUSPENSION RATES	
MEASURABLE OUTCOME	Annually, less than 2% of VAFS students, school wide and each subgroup, will be suspended.
METHODS OF MEASUREMENT	• School information system • California School Dashboard
PUPIL EXPULSION RATES	
MEASURABLE OUTCOME	Annually, less than 1% of VAFS students,

	school wide and each subgroup, will be expelled.
METHODS OF MEASUREMENT	• School records • California School Dashboard • Expulsion hearing documents
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, by subject areas.*	
ENGLISH	
MEASURABLE OUTCOME	All students who have been enrolled for at least three years will demonstrate grade level proficiency in English Language Arts/Literacy
METHODS OF MEASUREMENT	• End of unit exams • End of course exams • Statewide testing performance • Program-wide assessments • Demonstration of mastery
MATHEMATICS	
MEASURABLE OUTCOME	All students who have been enrolled for at least three years will demonstrate grade level proficiency in mathematics.
METHODS OF MEASUREMENT	• End of unit exams • End of course exams • Statewide testing performance • Program-wide assessments • Demonstration of mastery
SOCIAL SCIENCES	
MEASURABLE OUTCOME	All students who have been enrolled for at least three years will demonstrate grade level proficiency in social sciences.
METHODS OF MEASUREMENT	• End of unit exams • End of course exams • Demonstration of mastery
SCIENCE	
MEASURABLE OUTCOME	All students who have been enrolled for at least three years will demonstrate grade level proficiency in science.
METHODS OF MEASUREMENT	• End of unit exams • End of course exams • Statewide testing performance • Demonstration of mastery
VISUAL AND PERFORMING ARTS	
MEASURABLE OUTCOME	All students, school wide and in each subgroup, who complete three years at VAFS

	will earn 10 credits in foreign language and/or VAPA.
METHODS OF MEASUREMENT	• Student records
PHYSICAL EDUCATION	
MEASURABLE OUTCOME	All high school students, school wide, and in each subgroup, who remain at VAFS for two years, will complete two years of physical education courses. All elementary students will participate in a physical education course each year.
METHODS OF MEASUREMENT	Student records
HEALTH (GRADES 1-6 ONLY)	
MEASURABLE OUTCOME	All students in grades 1-6, school wide, and in each subgroup, will demonstrate knowledge of health principals.
METHODS OF MEASUREMENT	Responses to health questions on assignments and exams
LANGUAGE OTHER THAN ENGLISH	
MEASURABLE OUTCOME	All high school students, school wide and each subgroup who complete three years at VAFS, will earn 10 credits in foreign language and/or VAPA.
METHODS OF MEASUREMENT	Student records
CTE (GRADES 7-12 ONLY)	
MEASURABLE OUTCOME	All students enrolled for at least three (3) years in CTE courses in a specific career pathway will earn an industry-recognized certificate when applicable
METHODS OF MEASUREMENT	Student records contain industry recognized certificate
COLLEGE AND CAREER READINESS	
MEASURABLE OUTCOME	Students who have been enrolled for at least three (3) years will be identified as College and Career Ready.
METHODS OF MEASUREMENT	College and Career Readiness Indicators on California School Dashboard

Element D: Governance Structure

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

Education Code Section 47605(c)(5)(D)

VAFS is a direct funded charter school authorized by the San Joaquin County Board of Education and overseen by the VAFS Governing Board ("Governing Board"). The purpose of the Governing Board is to establish broad educational and operational policies that affect VAFS. The Governing Board shall not engage in activities or exercise of power that do not further the established beliefs, mission, and goals of the school.

Governing board members possess knowledge and experience in education programs, business finance, governance, marketing, fund raising, community organizing, strategic planning, school operations, student learning, curriculum, assessment, and/or school law.

The VAFS Governing Board approves the VAFS budget, Consolidated Application, and administrative regulations. The Governing Board receives regular updates on the Charter School's program. VAFS staff presents the LCAP to the VAFS Governing Board for annual review and revision. The Governing Board approves the LCAP in compliance with CDE timelines, standards, and procedures.

The Governing Board consists of five voting members and a maximum of two non-voting members (Please see Appendix VII, Governing Board Bylaws, for further details.) The Governing Board shall include three voting members selected by the County Superintendent or designee from the SJCOE Administrative Staff, which shall include an Assistant Superintendent or Associate Superintendent. The SJCOE Administrative Staff who serve on the Governing Board shall be selected in the County Superintendent or designee's sole discretion, shall not require approval by the VAFS Governing Board, and can be removed or replaced at any time in the County Superintendent or designee's sole discretion. The remaining voting members shall be one local business/civic representative recommended by the Chair of the Governing Board, and one local/business/parent representative recommended by the Director of Venture Academy, both of whom shall be subject to confirmation by the Governing Board. Non-voting members shall include a VAFS administrator, and a member appointed by the chartering agency San Joaquin County Board of Education. The member appointed by the San Joaquin County Board of Education shall be appointed in the County Board's sole discretion and is not subject to approval by the VAFS Governing Board.

Student Board Member

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Charter Board shall order the inclusion within its membership, in addition to the number of members

otherwise prescribed, of at least one student member. A student member of the Board shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

A majority of the voting members then in office shall constitute a quorum of the Governing Board.

Vacancies on the Governing Board in the voting positions to be held by SJCOE administrators and the non-voting position to be held by a County Board representative shall be filled in the same manner as provided for initial appointment to those positions. Vacancies in the other voting and non-voting positions may be filled by approval of the Governing Board or, if the number of voting members then in office is less than quorum, by: the unanimous vote of Governing Board members then in office; the affirmative vote of a majority of the Governing Board members then in office at a meeting held according to notice or waivers of notice complying with Government Code Section 54950 *et seq.*; or a sole remaining member.

Governing Board officers shall be:

- Chair, who presides at Governing Board meetings and exercises and performs such other powers and duties as the Governing Board may assign.
- Vice-Chair, who performs all duties of the Chair if the Chair is absent or disabled.
- Secretary, who keeps, or causes to be kept, a book of minutes of all meetings, proceedings, and actions of the Governing Board and of committees of the Governing Board.

VAFS promotes transparency in governance through compliance with:

1. Education Code Section 47604.1.
2. The Ralph M. Brown Act.
3. The California Public Records Act.
4. Article 4 of Chapter 1 of Division 4 of Title 1 of the Government Code (section 1090 *et seq*.).
5. The Political Reform Act of 1974.
6. Meeting location and two-way teleconference requirements.

Members of the Governing Board and Advisory School Council (as described below) receive training that may include workshops/conferences focused on charter school governance for Board and Council members and annual updates on current best practices in effective charter school governance.

VAFS ensures parent participation through the VAFS Advisory School Council (ASC). The ASC is elected by majority vote of parents, students and staff and consists of the school's Director, 4 parents, 3 teachers, 4 students, 2 community members and 1 alternate. The ASC plays an important role in the VAFS school community, including reviewing the school programs, providing support to parents, students, and staff for VAFS programs, and fostering communication and understanding between the school, the County Office of Education, parents, and community. The ASC conducts a number of fund- raising events each year and provides a

process by which academies and school groups apply for grants. The ASC is consulted in the development and yearly update of the VAFS LCAP. (Please see Appendix VIII, ASC Bylaws, for further details.)

VAFS shall form a school site council in accordance with the Education Code should VAFS apply for state or federal categorical program funding through the state's consolidated application, or may use the ASC as long as the make-up of members is consistent with that of a school site council.

On or before August 1, 2021, the VAFS Governing Board shall adopt revisions to its Bylaws as may be necessary to make them consistent with this charter. In the case of any conflict between the terms of the charter and the terms of the Governing Board Bylaws and/or the ASC Bylaws, the charter shall prevail, and the Governing Board and/or ASC shall revise their respective bylaws as necessary to make them consistent with this charter.

Joni Hellstrom is the Division Director of Venture Academy. She worked at Venture Academy for 8 years as a counselor and has been serving as the Division Director for the past year and a half. She meets and exceeds the minimum qualifications for this position as described in the SJCOE Division Director job description.

Division Director, Joni Hellstrom

- Administrative Services Credential
- Pupil Personnel Services Credential
- Master of Science – Educational Counseling and Guidance
- 16 Years school counseling experience in the SJCOE one. Program, Venture Academy, and Mt. Hermon Middle School
- 2 Years Vice Principal at Mountain House High School
- 3 Years Associate Principal at Mountain House High School
- Oversight of site budget, CTE programs, Math instruction, assessments, activities and events, PLC process, professional development, instructional intervention, staff leadership council, discipline, attendance
- 1.5 Years Division Director of VAFS Charter School

VAFS currently has four additional administrators:

Director II, Amy Thompson

- Administrative Services Credential
- Master of Education – Counseling and Guidance
- Pupil Personnel Services Credential
- 17 Years School Counselor, including head counselor
- 5 Years Assistant Principal
- 2 Years Principal
- 3 Years Human Resources Director

Director I, Silvia De Alba

- Administrative Services Credential
- Pupil Personnel Services Credential
- Master of Arts - School Counseling
- 7 Years High School Counselor in SUSD
- 5 Years School Counselor in SJCOE Alternative Programs
- Single Subject Teaching Credential -Spanish
- 6 Years Spanish Teacher

Coordinator IV, Erica Nestle

- Administrative Services Credential
- Master of Arts - Theology
- Single Subject Clear Credential - Math
- 8 Years Full Time Teacher
- 3 Years Assistant Principal
- 1.5 Years Coordinator IV at VAFS Charter School

Coordinator IV, Amy Marszewski

- Administrative Services Credential
- Master of Arts - Teaching
- EDS Specialist Degree in Educational Leadership
- Multiple Subject Clear Credential
- 9 Years Full Time Teacher
- 3 Years Teacher on Special Assignment for Federal Programs
- 2 Years working with an educational technology company
- 6 Years Instructional Coach
- .5 Years Coordinator IV at VAFS Charter School

Element E: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school.

Education Code Section 47605(c)(5)E)

All VAFS staff are employees of the San Joaquin County Superintendent of Schools, are hired following the SJCOE hiring practices and procedures, and comply with SJCOE's qualifications for each employment position. The VAFS faculty and staff recruitment and selection process ensures that all staff employed possess the personal characteristics, knowledge base, experiences, and qualifications essential to successfully fulfill the duties of assigned positions and are hired in accordance with the standards and policies of San Joaquin County Office of Education and its Human Resources Department.

Performance specifications have been established for all certificated positions:

- Demonstrate expertise in the subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of the appropriate certification as required.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and to adopt a variety of assessment practices to be used in standards-based grading.
- Knowledge of research-based assessment strategies and use of data to guide instruction to ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies.
- Willingness and ability to communicate and collaborate with students and parents on an ongoing basis to ensure student success.

All VAFS teachers shall have a certificate of clearance and satisfy the requirement for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341 as vetted through the San Joaquin County Office of Education's Human Resources department.

All teachers employed by VAFS shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment., such as a Commission on Teacher Credentialing certificate, permit, or other equivalent document. VAFS administrators, teachers and staff members hold appropriate credentials and permits for their designated assignments.

VAFS' highly qualified counseling team is essential to supporting the Charter School's culture and to promoting the academic success and the social and emotional wellbeing of students. Counselors provide educational and career planning as well as personal and social guidance services. All VAFS counselors hold a Pupil Personnel Services credential and possess all the qualifications outlined above.

Certificated VAFS employees are represented by the San Joaquin County Education Association and respective collective bargaining agreements are used to establish the criteria and process by

which to evaluate the performance of all employees; this is conveyed to employees in job descriptions and evaluation forms.

Teacher certification documents are maintained on file in the San Joaquin County Office of Education's HR Department.

Classified Staff
To support students with special needs VAFS hires non-certificated instructional support staff with an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Classified staff will have the qualifications established by the SJCOE for their position.

VAFS will hire support staff that has demonstrated experience and expertise in the areas and work tasks required of them, and that meet the SJCOE's standards and qualifications for the pertinent position. Support staff may be provided professional development and training opportunities to improve their skills in their positions.

Prior to a final employment offer, a criminal background check is conducted as required by Education Code Section 44237 or other subsequent legislation.

Prior to the first day of work, each employee must furnish proof of tuberculosis (TB) clearance, as well as documents establishing legal employment status. The SJCOE Human Resource office is responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

Criminal background checks and TB clearances are required for volunteers who may spend time with students in accordance with SJCOE's requirements.

Under the direction of SJCOE, all VAFS staff receive trainings through the Keenan Schools Online Training programs to ensure compliance with annual training requirements.

Equal Opportunity and Non-Discrimination Policy
VAFS shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, gender, marital status, physical disability, mental disability, medical condition, or any other characteristics protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Professional Development
VAFS students benefit from an experienced, committed, and capable staff, who are frequent trainers of teachers themselves.

Teachers frequently engage in professional development activities. Collaborative planning time is scheduled for grade and subject specific teams. Teachers are encouraged to self-select external professional development opportunities that are in alignment with the goals and mission of

VAFS, and to share their learning and experience with the school-wide learning community. Over half of the teaching/counseling staff have attended AVID Summer Institute, resulting in a cross curricular, cross grade level collaboration around AVID strategies for preparing students for college and career success. Other professional development opportunities include, but are not limited to:

- Google Suite
- Next Generation Science Standards
- CSU ERWC (Expository Reading and Writing Course)
- Great Valley Writing Project
- ISTE (International Society for Technology in Education)
- Educating for Careers
- SJCOE Math Department Workshops- Number Talks
- AP (Advanced Placement)
- Universal Design for Learning (UDL)
- EL standards implementation
- Active Shooter Training – Run, Hide, Fight

VAFS Staff 2020-21
(Please see Appendix XIV for teacher FTE information)

Category	Job Title	No. of Staff
Administration	Division Director	1
	Director II	1
	Director I	1
	Coordinator IV	2
Management	Athletic Director/Facilities Manager	1
	Language Development Leader	1
	School Psychologist	2
	School Nurse	1
	Project Liaison	1
	Program Manager III	2
Instructional Staff	High School Teachers	49
	Teachers Grades TK – 8	31.5
	SPED Teachers	4
	Clerk II (Resource)	6
	Speech and Language Specialist	1 Additional Services by Contract
Counselors	Counselors	5
	Counselor Technician	1
Campus Safety	Campus Safety Technicians	5
Support	Student Services Technicians	7
	Charter School Facilitator	1
	Registrar	1
	Testing/Data	1
	Account Clerk	1
	IT Technicians	2

	Clerk Typist	1
	Food Program Assistant	1
	Maintenance Worker	1
	Senior Administrative Assistant	1

Element F: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Education Code Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Education Code Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605(c)(5)(F)

VAFS implements a comprehensive set of health, safety, and risk management policies, and VAFS, as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the SJCOE unless a separate, supplemental policy is adopted specific to VAFS. VAFS is committed to establishing a safe school environment and adheres to the SJCOE Disaster Preparedness Plan. The San Joaquin County Office of Education Disaster Plan outlines what to expect and helps each program prepare for an array of emergency response situations. The disaster plan covers the following sections: Superintendent's Policy, Evacuation Plan, Emergency Operating Center (EOC) Chief, Public Information Officer, Liaison Chief, Finance Chief, Planning/Intelligence Chief, Operations Chief, Logistics Resources Chief, and Emergency Situations. The plan is reviewed and updated every year by the SJCOE Director of Comprehensive Health. The SJCOE Disaster Preparedness Manual is on file at VAFS main site located at 2829 Transworld Drive, Stockton, CA 95206.

In addition, VAFS has developed a comprehensive school site safety plan (Please see Appendix IX.) that is updated annually by March 1 and audited by the California Department of Education. The School Safety Plan is presented and reviewed annually by the Venture Academy Governing Board. The VAFS Safety Plan includes, but is not limited to the following topics, and shall, at all times, include the safety topics listed in Education Code Section 32282(2)(A)-(J):

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

- Hate crime reporting procedures

As a condition of employment, all faculty and staff members shall be in compliance with California Education Code Section 44237 regarding fingerprinting. Tuberculosis screening is mandatory for staff and volunteers who are expected to have prolonged contact with students.

Health and Safety of Students
VAFS prioritizes the health and safety of students and believes that students learn best in a nurturing and non-threatening environment in which they are empowered to develop social and emotional skills as well as achieve academically to their highest potential. Strong relationships and connections to their programs, academies and communities make this possible. Staff at every level of the VAFS organization demonstrate a genuine commitment to the emotional wellbeing and academic success of all students.

- Teachers develop supportive relationships with students and establish and maintain high expectations for appropriate behavior in their classrooms.
- The structure of VAFS as a family of smaller focus academies fosters a positive school culture in which students believe they matter, have a voice, and can succeed.
- The VAFS Counseling team is readily available to respond to the academic, social, and emotional needs of students. The counselors provide in-service to the school community on how to recognize and address mental health issues with students.
- VAFS' five Campus Safety Technicians establish positive relationships with students, enforce visitor guidelines, and ensure that students are following the Charter School's code of conduct.
- The school nurse maintains immunizations compliance, case manages students with chronic health conditions, conducts health assessments, offers staff in-services, conducts communicable disease control, provides student health counseling, responds to staff and student emergencies, and acts as a liaison between the home, school, and primary health care provider.
- Support staff establish relationships with students and families, maintain accurate information in the school information system and facilitate communication.

An overview of some of VAFS's health and safety policies and procedures follows. As noted above, VAFS, will adhere to the adopted health, safety, and risk management policies of the SJCOE unless a separate, supplemental policy is adopted specific to VAFS, so the policies and procedures referenced below will be the SJCOE's policies unless VAFS adopts additional or different policies on the particular topic.

Immunizations
Venture has a multi-tiered system which ensures student immunization compliance is a condition of attendance. This system includes automated review of the data logged into the SIS, as well as detailed review of all vaccination documents by a minimum of two staff. The school nurse evaluates all Medical Exemptions that are submitted.

This process begins when parents/guardians register their students to attend Venture as part of enrollment. After the student is offered admission, parents/guardians are required to submit proof of their child's immunizations through the online registration and enrollment process. Student

Service Technicians (SSTs) then review and input the information submitted into the immunization portal which checks for compliance. SSTs have access to the "California Immunization Handbook," the "Guide to Immunization Requirements for School Entry" and a credentialed school nurse as resources to ensure immunization requirements are met prior to the student beginning class. If the documentation submitted is found to be incomplete or requires clarification, the SSTs may consult with the school nurse prior to contacting the parent/guardian for further documentation.

Files are reviewed again by a second SST prior to cumulative file completion, and immunizations are checked once again. If there are still outstanding immunizations missing, a letter is mailed home requesting the documentation to be provided within the parameters of the California Immunization Handbook guidelines. If documentation is not received within the 10-school day period, an exclusion letter is mailed home and the teacher is notified that the student must be excluded from in-class instruction until documentation is provided. If the student arrives on campus and documentation is still incomplete, the teacher notifies the school nurse. The school nurse then contacts parents to pick the child up from school and reminds the parent that their child cannot be on campus for in-class instruction until proof of all immunizations has been submitted. Administration is notified of the exclusion and documentation is filed in their cumulative file.

Finally, the credentialed school nurse also reviews all immunizations for TK/K and 7th grade students, as these are check-point grades in which students must meet any new immunization requirements (last updated July 1, 2019). An immunization compliance report is then submitted to shotsforschool.org annually.

Health Screening
VAFS will provide screening for student vision, hearing, and scoliosis.

Medications
VAFS implements policies relating to the administration of prescription drugs and other medicines.

Drug Free/Alcohol Free/Smoke Free Environment
VAFS is a drug, alcohol, and tobacco free workplace.

Blood-borne Pathogens
VAFS has implemented policies relating to preventing contact with blood-borne pathogens and meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other body fluids through injury or accident, students and staff are required to follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting
All VAFS staff are mandated child abuse reporters and will be required to comply with all training and reporting laws, following the same policies, procedures, and requirements used by SJCOE. This shall include providing annual training on child abuse and neglect reporting

requirements to employees and persons working on VAFS's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment, in accordance with Education Code 44691. VAFS maintains detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies detail the role and obligation of staff in the reporting of child abuse pursuant to California Penal Code Section 11164 or other subsequent legislation. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff are required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired.

These policies and procedures are described in the VAFS student handbook and faculty guidelines and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Comprehensive Sexual Harassment Policies and Procedures
VAFS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability, or any other characteristic protected by law. VAFS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at VAFS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the SJCOE's sexual harassment policy. VAFS will include the sexual harassment policy as part of any orientation for new and continuing students and will post a poster notifying student of the policy, in accordance with Education Code Sections 231.5 and 231.6.

Title IX
VAFS shall post required information regarding Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on its website as required by Education Code Section 221.61 and post all of the policies and information required by Education Code Section 234.6.

Uniform Complaint Procedures
VAFS shall implement SJCOE's uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with California Code of Regulations, Title 5, Sections 4600-4670

Mentstrual Products
The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Food
VAFS complies with the requirements of Education Code Section 47613.5 concerning the provisions of a nutritionally adequate free or reduced-price meal to needy students. If VAFS participates in the National School Lunch Program or School Breakfast Program, it will not advertise any foods that it is not allowed to sell pursuant to these federal programs, in accordance with Education Code Section 49431.9. VAFS will comply with Education Code Sections 49562, 49564, 49564.5, and 49557.5 concerning data sharing and meal programs, as applicable to VAFS.

Suicide Prevention
VAFS shall adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, an age-appropriate policy for grades K-6, and shall review the policy at least every five years as required by Education Code Section 215. If VAFS issues student identification cards, it shall print the telephone numbers of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on the identification cards.

Pregnant, Parenting, and Lactating Pupils
VAFS provides required accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding in accordance with Education Code Section 222. VAFS shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students.

Mental Health Services
VAFS notifies students and parents/guardians at least twice during the school year of how to initiate access to available student mental health services on campus or in the community in the manner required by Education Code 49428.

Emergency Epinephrine Auto-Injectors
VAFS will adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Facility Safety
VAFS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. VAFS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. VAFS shall conduct fire drills as required under Education Code Section 32001.

Transportation Safety Plan
VAFS shall follow SJCOE's transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or childcare motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, VAFS shall ensure that each school bus, student activity bus, youth bus, or childcare motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law.

Prevention of Human Trafficking
VAFS shall follow SJCOE's means of identifying and implementing methods of informing parents/guardians of human trafficking prevention resources.

Student Expression
VAFS provides students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications and shall adopt rules and regulations in the form of a written publications code that must include reasonable provisions for the time, place, and manner of conducting such activities.

Bullying
VAFS shall adopt a policy on bullying and cyberbullying prevention, post required information on bullying and harassment prevention, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students.

Seclusion and Behavioral Restraint
VAFS prohibits seclusion and behavioral restraint of students as a means of discipline, and only uses such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response.

Athletics
If VAFS offers an athletic program, it shall annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so.

If VAFS offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the

school, and make the AED available at on-campus athletic activities or events.

Seizure Safe Schools Act

VAFS shall comply with the requirements of the Seizure Safe Schools Act. (Ed. Code, §§ 49468 et seq.) VAFS, upon the request of the parent/guardian of any student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency anti-seizure medication (as described in Education Code section 49468.2(a)(1)), must distribute a notice at least once, but no more than twice, per school year to all staff with the following information:

1. A description of the request for volunteers to be trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the pupil is suffering from a seizure;

2. A description of the training that the volunteer will receive;

3. The right of an employee to rescind their offer to volunteer; and

4. A statement that there will be no retaliation against any individual for rescinding an offer to volunteer.

Upon receipt of the request, and again if there are no volunteers at the school of the pupil who suffers from seizures, VAFS shall notify the parent or guardian of the pupil's right to be assessed for services and accommodations under Section 504 of the federal Rehabilitation Act of 1973, and the federal Individuals with Disabilities Education Act, and assist the parent/guardian in exploring that option.

Education of Pupils in Foster Care and Homeless Pupils

Annually, VAFS will administer a housing questionnaire to all parent/guardians and all unaccompanied youths. The questionnaire will provide an explanation of the rights and protections a student has as a homeless child or youth. The questionnaire will be available in paper form. The questionnaire must be made available in the primary language other than English spoken by 15 percent or more of the pupils enrolled in VAFS and must be translated into other languages upon request of the parent/guardian or unaccompanied youth. VAFS will collect the questionnaire and, at least annually, update information about homeless and unidentified youth enrollment in CALPADS.

VAFS will ensure that its Liaison(s) for Homeless Children and Youth and any personnel who provide services to homeless youth receive training in meeting the requirements of McKinney Vento.

In accordance with Education Code section 48852.6, the following items be posted on the charter school's website:

1. A list of the Homeless Youth Liaison(s) in the charter school;

2. Specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. This can be satisfied by posting VAFS' Education of Homeless Children and Youth Policy; and

3. Contact information for the liaison(s) and any employee/contracted person who will also implement liaison duties.

Opioid Antagonist
If VAFS chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, it shall comply with the requirements of Education Code Section 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist.

Immigration
VAFS shall adopt a policy that is consistent with the model policy developed by the California Attorney General addressing VAFS's response to immigration enforcement, will notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, will prohibit the collection of information or documents regarding the immigration status of students or their family members, and will fulfill the other requirements of Education Code 234.7.

FAFSA/Student Aid Commission Form

The Charter School will comply with the requirements of Education Code section 51225.7 regarding student aid applications, opting out of these requirements and exemptions therefrom.

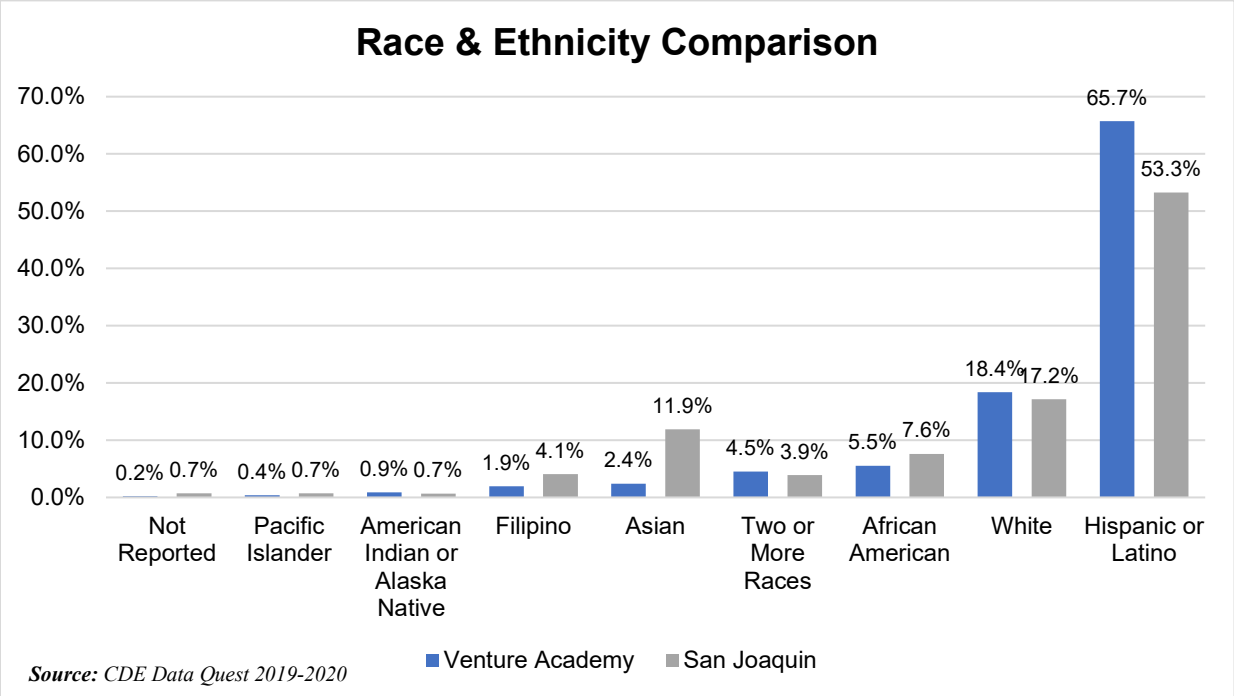
Element G: Pupil Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Education Code Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.

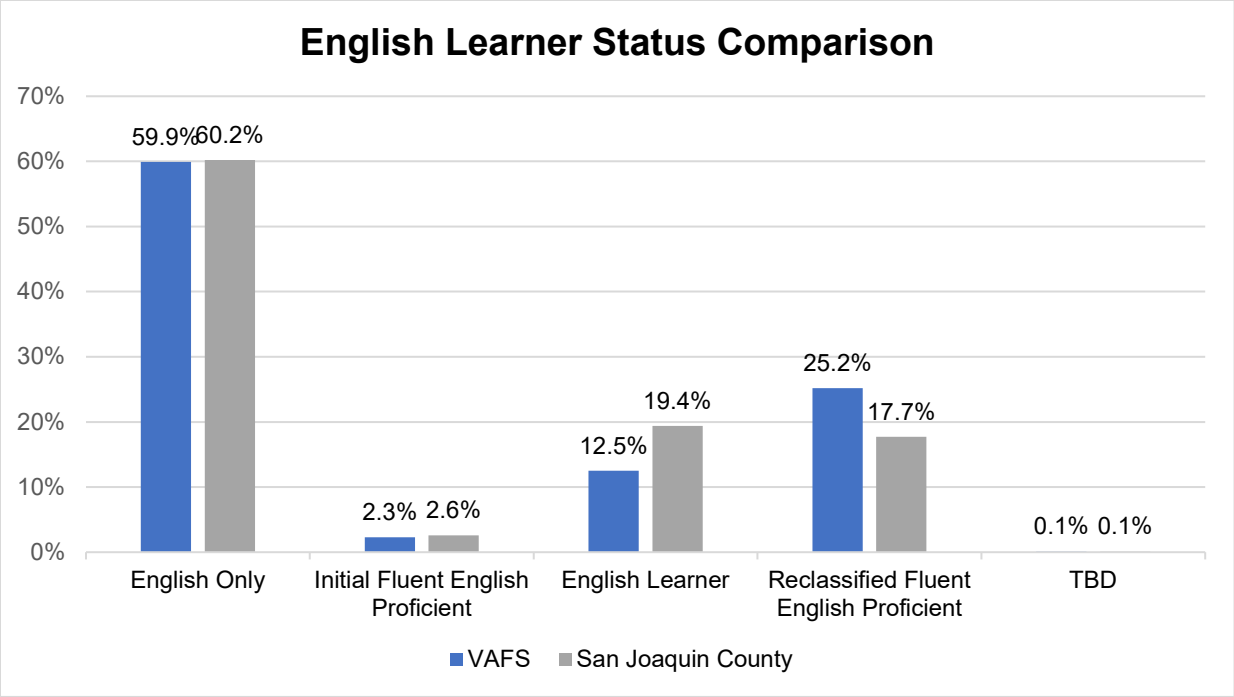
Education Code Section 47605(c)(5)(G)

As a charter school, VAFS is mandated to accept all students who wish to attend, subject to space. All students are welcome at VAFS.

VAFS enjoys a diverse student body that is reflective of the population of San Joaquin County.



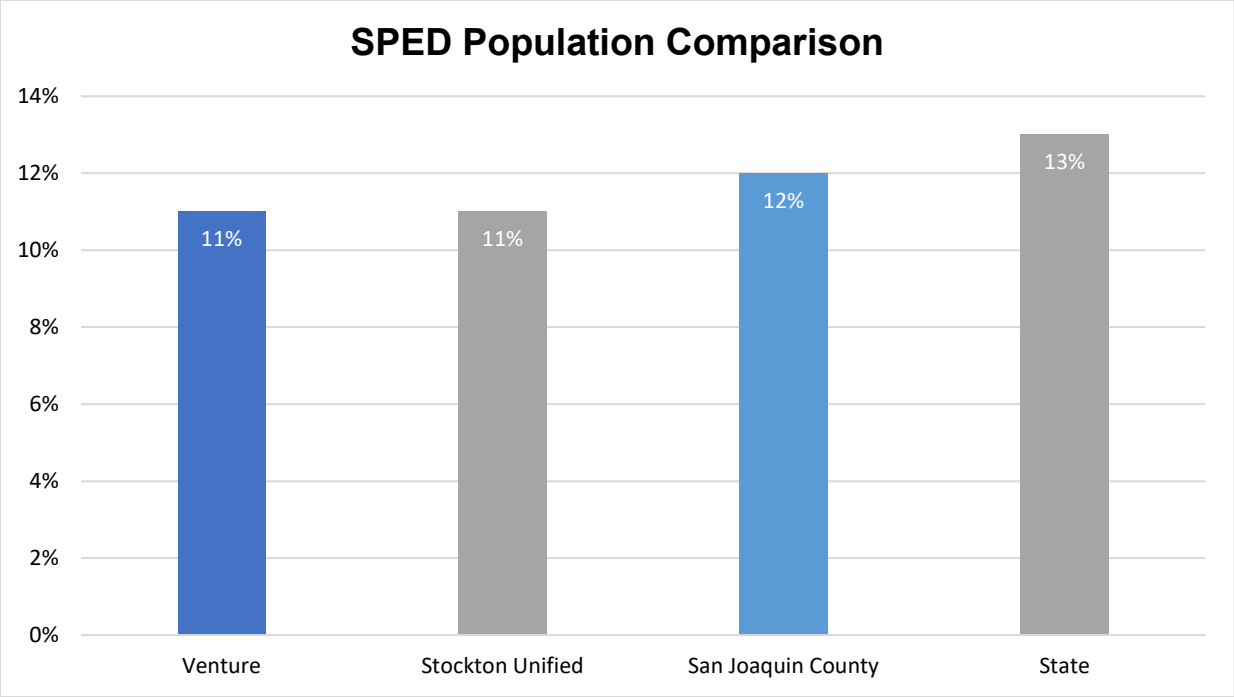
Source: *CDE Data Quest 2019-2020*



VAFS's enrollment, recruitment, and outreach efforts are designed to educate and inform potential students about the diverse academies and the opportunities they provide to students, especially those with specific career interests and/or a need for individualized education programs that are flexible.

VAFS shall engage in ongoing monitoring of its enrollment. Should VAFS find that the student population is no longer representative of the racial and ethnic, special education, or English learner makeup, of the surrounding community, the Charter School' would work with the San Joaquin County Public Information Office to assist in developing a modified and expanded outreach plan that would extend to families throughout the county, reach targeted populations, and restore the balance of racial and ethnic pupils, special education pupils, and English learner pupils.

VAFS demonstrates a balance of special education students that is reflective of San Joaquin County.


SPED Population Comparison
14%
12%
10%
8%
6%
4%
2%
0%
11%
11%
12%
13%
Venture
Stockton Unified
San Joaquin County
State

Element H: Admissions Policies and Procedures

Governing Law: Admission policies and procedures, consistent with Education Code Section 47605(e).

Education Code Section 47605(c)(5)(H)

Venture Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics. Except as provided in the admission preferences specified herein, admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.

VAFS has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following:

- A re-enrollment period for current students
- Outreach and marketing
- An interest submission period for new students
- An admissions lottery, if necessary
- Enrollment

Venture Academy shall admit all pupils who wish to attend. If the number of pupils who wish to attend exceeds capacity, admittance, except for existing pupils, shall be determined by a public random drawing ("lottery"). VAFS shall establish an annual open enrollment period for submission of applications (enrollment interest forms) to be submitted for admission to VAFS for the following school year. The enrollment interest forms will specify which academy the prospective student is applying to attend, and the pertinent grade level. Public notices will be posted at the VAFS school sites, the VAFS website, and on application forms, clearly stating the application deadline and the date, time and location of the lottery should one be necessary for any grade(s) and/or academy(ies). The lottery will be held at a day and time calculated to maximize the opportunity for public attendance, and the location will be open and accessible to the public. All enrollment interest forms must be received by the stated deadline to be included in the lottery. Enrollment interest forms will be made available on the VAFS website. Venture Academy will make computers available in the office for any parent or guardian needing access to technology to complete the enrollment process. Venture Academy staff are available during office hours to provide any assistance needed with the enrollment process.

VAFS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to VAFS as part of the enrollment interest form or before enrollment.

Current students of VAFS shall be exempt from the lottery if they timely submit any intent to

return forms required by VAFS. Current families will be provided specific information about the requirements and deadline to submit any intent to return form.
At the end of the open enrollment period, the following situations may occur:

1. The number of interested students does not exceed the current openings for a particular grade level at an academy.
   - A lottery will not be held for that grade level at that academy.
   - All students who submitted enrollment interest forms will be offered admission and invited to complete enrollment.

2. The number of interested students exceeds the current openings for a particular grade level or levels in an academy.
   - A lottery will be conducted for that grade level(s) for that academy using the following procedures:
     - Families are not required to be present to participate in the lottery, which shall be based solely on timely submitted enrollment interest forms.
     - Names will be randomly drawn and placed in the order drawn to fill the vacancies of the academy by grade level, starting with the lowest grade level and proceeding to the highest grade level for which a lottery is necessary.
     - Once the particular grade level at the particular academy is filled to capacity, the remaining names will continue to be drawn for positions on the waiting list. Students who are not granted admission for the next school year will remain in the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested to be removed by the parent/guardian or pupil who is 18 years old or older.
     - In no event will a waiting list carry over to the following school year. Non-admitted students must reapply for the following year.
     - Students whose enrollment interest forms are received after the open enrollment period deadline for the school year for whom there is not space available will be added to the end of the waiting list in the order in which they are received.
   - In the event a vacancy occurs during the school year, students on the waiting list will be offered admission in waiting list order. The order of admission of students at any time during the school year shall be based solely on the order of applicants on the waiting list created during the lottery and added to by subsequent applications.
   - Students who do not receive admission into the academy of their choosing have the option of enrolling in an academy in which there are openings.
   - At the end of each lottery, families will be notified of the results.

Families who are admitted to VAFS (based on initial applications, the lottery, or from the waiting list) will be invited to complete enrollment by VAFS enrollment staff, who will make at least two separate attempts to contact the family. Families who are offered enrollment but do not respond within the time specified by VAFS will forfeit their offer of admission and will not be included on the waiting list unless they reapply for admission.

The following groups will be given a 6 to 1 weighting preference in the lottery pool:

- Children of employees of VAFS and/or San Joaquin County Office of Education
- Siblings of currently enrolled VAFS students

Residents of San Joaquin County shall be given a 2 to 1 weighting preference in the lottery pool.

These admission preferences have been approved by the San Joaquin County Board of Education in accordance with Education Code Section 47506(e)(2)(B), and those preferences may not be amended or deviated from without prior approval by the County Board in accordance with the requirements of the Charter Schools Act.

Venture Academy admissions preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, foster youths, or pupils based on nationality, race, ethnicity, or sexual orientation

Venture Academy will not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Venture Academy will not discourage a pupil from enrolling or seeking to enroll for any reason, including academic performance or because the pupil exhibits any characteristics described in Education Code Section 47605(e)(2)(B)(iii).

Any lottery will be executed and overseen by the VAFS Director or the VAFS ASC to ensure fair and accurate implementation in accordance with the terms of this charter. VAFS shall make all necessary efforts to ensure lottery procedures are fairly executed.

Notification is sent to Students' District of Residence school upon disenrollment, including students with IEPs.

With the acquisition of a new student information system, Venture Academy will implement an automated lottery using PowerSchool's Enrollment solution. Lottery policies, preferences, and submission calendars will remain the same.

Element I: Audit

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Education Code Section 47605(c)(5)(I)

The San Joaquin Office of Education will arrange and pay for the annual audit of VAFS as part of the services outlined in the Memorandum of Understanding. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, accounting practices, and review the Charter School's internal controls.

The audit will be conducted in accordance with generally accepted accounting principles and in accordance with the K-12 audit guide as incorporated into the California Code of Regulations. The audit will be transmitted to the State Controller and CDE by December 15 of each year.

VAFS will, under the guidance of SJCOE's Business Department, correct any audit exceptions and deficiencies and report to the San Joaquin County Superintendent and the County Board of Education the manner in which these findings were resolved and procedures put in place to prevent further exceptions and deficiencies.

Element J: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J)

VAFS has developed a student conduct code, which is included in the student handbook and posted on the school website. Parents and students sign that they have read and understood the handbook.

Policies and procedures for suspension and expulsion are outlined in Venture Academy Governing Board Regulation (AR 5144.1 (a) and Venture Academy Governing Board Policy (BP 5144.1 (a). Please see Appendix X.

VAFS implements a variety of strategies to address student discipline prior to suspension or expulsion.

- Classroom teachers may address behavior issues in their classrooms. Teachers are encouraged to use progressive discipline methods and positive behavior incentives when dealing with student behavior.
- Consequences for repetitive behaviors may include after-school detention, lunch-time detention, Friday detention, and notification of parents/guardians.
- Teachers may refer students to administration for additional disciplinary action.
- Administrators may provide alternative locations for a day (In School Suspension).
- Every effort is made to include members of the counseling team to help students take responsibility for their behavior and to correct their behavior if necessary.

The list of offenses for which students may be suspended or expelled and procedures by which parents are informed are included in Venture Academy Governing Board Administrative Regulation (AR 5144.1 (a) and Venture Academy Governing Board Policy (BP 5144.1 (a)) , and shall not be amended without approval of a material revision by the County Board or a determination by the County Superintendent or designee that such revisions are not a material revision to the Charter, other than to be consistent with the causes for suspension/expulsion applicable to students in non-charter California public schools. . VAFS administrative staff reviewed the lists of offenses and procedures that apply to students attending non-charter public schools and believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents/guardians. VAFS's suspension and expulsion policies and procedures comply with federal and state constitutional procedural and substantive due process requirements.

VAFS will make every effort to support the success of all students. Students will not be involuntarily removed from the school except in the case when there is no initial contact or prolonged lack of contact after enrollment. "Involuntary removal" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions of less than 10 days or for more than 10 days when expulsion is being pursued in accordance with VAFS's expulsion

procedures.

Prior to involuntary removal, the following steps will be implemented:

- Contact with Parent/Guardian, or, if applicable, the foster child's educational rights holder, attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker.
- Written notification ("Involuntary Removal Notice") no less than five schooldays before the proposed effective date of the involuntary removal, to Parent/Guardian or, if applicable, the foster child's educational rights holder, attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker, including the intent to involuntarily remove the student, the reason(s) for possible involuntary removal and an explanation of the pupil's rights. The Involuntary Removal Notice shall be in the native language of the pupil or the pupil's parent or guardian, or if the pupil is a foster child or youth or homeless child or youth, in the pupil's educational rights holder attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker. The Involuntary Removal Notice shall inform the pupil, the pupil's parent or guardian or, if applicable, the foster child's educational rights holder, attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker, holder of the right to initiate a hearing adjudicated by a neutral officer within before the proposed effective date of the involuntary removal at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- The Involuntary Removal Notice will outline the steps to remedy the situation
- Involuntary Removal Notice shall be provided at least five school days prior to the date proposed for involuntarily removing the student from enrollment at VAFS.
- If the pupil's parent, guardian, or, if applicable, the foster child's educational rights holder, attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker (or the pupil if they are 18 or over) initiates these hearing procedures specified, the pupil shall remain enrolled and shall not be removed until VAFS issues a final decision.

Due process will be provided for all pupils including compliance with the rights of pupils with disabilities in regard to suspension, expulsion, and involuntary removal.

Upon the request of a parent/guardian or the affected pupil, a teacher shall provide to a pupil who has been suspended for two or more school days, the homework that the pupil would otherwise have been assigned. If the homework is turned in either upon the pupil's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the assignment will not be included in calculating the student's overall grade in the class.

No student enrolled in kindergarten or grades 1 through 8 will be suspended, and no student at any grade level will be expelled, on the basis of disruption of school activities or other willful defiance.

Expelled students may enroll in San Joaquin County Office of Education's Court and Community School Programs.

The VAFS suspension and expulsion procedures are contained in the Venture Academy Governing Board Administrative Regulation (AR 5144.1 (a)) and Venture Academy Governing Board Policy (BP 5144.1 (a)), attached as Appendix X.

VAFS will not encourage a pupil to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance or because the pupil exhibits any characteristics described in Education Code Section 47605(e)(2)(B)(iii), including by "counseling out" or disenrolling/transferring in lieu of discipline.

On or before July 31, 2023, VAFS will update its Student Handbook, specifically including the provisions addressing student discipline, as may be necessary to be consistent with this materially revised Charter and the law.

Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Education Code Section 47605(c)(5)(K)

Certificated staff is covered under the State Teacher Retirement System (STRS).

Classified staff is covered under Public Employee Retirement System (PERS) and Social Security.

All employer contributions required by the applicable retirement systems will continue to be made by the County Superintendent of Schools/SJCOE. VAFS/SJCOE shall provide all applicants for positions the notices required by Education Code Section 47611.

Staff is also eligible to participate in 403b, 457 and Flex 125 plans as allowed by law.

Element L: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend charter schools.

Education Code Section 47605(c)(5)(L)

Charter school enrollment is a matter of choice, and no student is required to enroll at VAFS. Students who choose not to attend VAFS may enroll in a public school within their district of residence. Any student in San Joaquin County who does not wish to attend charter schools has the option to attend a neighborhood school within the district of residence or to petition the district of residence for an intra-district or inter-district transfer, or attend SJCOE programs for which the student qualifies, or attend other charter schools or private schools.

Element M: Employee Return Rights

Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

Education Code Section 47605(c)(5)(M)

All employees assigned to VAFS shall be employees of the County Superintendent of Schools and shall have such rights as provided for by the County Superintendent, SJCOE policy, and/or any applicable collective bargaining agreement.

Element N: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

Education Code Section 47605(c)(5)(N)

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the San Joaquin County Board of Education, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Given the dependent nature and relationship of VAFS to the SJCOE, it is unlikely that there will be disputes that arise between SJCOE and VAFS. In the unlikely event of a dispute, VAFS and the SJCOE will attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the SJCOE determines that a violation of the Charter or any Memorandum of Understanding with VAFS or law may have occurred or a problem has arisen related to the operation of the VAFS or the SJCOE's oversight obligations, or a dispute otherwise arises between the SJCOE and the VAFS, the following procedures may be followed to resolve the dispute, but nothing herein shall impede the SJCOE's ability and authority to proceed directly with revocation procedures and/or take other action it deems appropriate without complying with all or part of the dispute resolution procedures set forth below:

> The San Joaquin County Associate Superintendent of Student Programs and Services or designee and the VAFS Director shall meet at a time set by the SJCOE to discuss and attempt to resolve the dispute. Should they not reach mutual agreement on a plan to resolve the dispute, or should the dispute not be resolved in accordance with such plan, the dispute may be appealed to the County Superintendent of Schools or designee (which appeal shall be in writing if so directed by the County Superintendent of Schools or designee). The County Superintendent of Schools or designee shall, in their sole discretion, determine and direct the means by which the dispute is to be resolved and/or any violation by VAFS is to be cured. Any period of time agreed upon at the meeting and/or directed by the County Superintendent of Schools or designee for VAFS to attempt to cure the issue shall be deemed and is agreed by VAFS and the SJCOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Charter.

Nothing in this dispute resolution procedure shall in any way be deemed to limit or restrict the authority of the County Superintendent of Schools voluntarily to close VAFS, with or without cause and with or without affording VAFS an opportunity to cure or correct any concerns, and without requiring the San Joaquin County Board of Education to revoke the charter in accordance with Education Code Section 47607 or other provisions governing charter

revocation.

Internal Disputes

VAFS may adopt policies and procedures for airing and resolving disputes, other than those between the SJCOE and VAFS which are covered above. In the absence of such VAFS-specific policies and procedures, the SJCOE's policies and procedures shall apply. Parents, students, and staff at VAFS will be provided with a copy of VAFS's complaint policies and procedures.

The SJCOE's Uniform Complaint Procedures, Title IX policy and procedure, and anti-discrimination/harassment policies and procedures shall apply with full force and effect to VAFS.

Any and all employment actions, including evaluation and discipline, shall be carried out in accordance with the applicable collective bargaining agreement and/or SJCOE policies and procedures.

Oversight, Reporting, and Revocation

The SJCOE may inspect or observe any part of the school at any time with or without prior notice. The inspection, observation, monitoring, and oversight activities shall be performed by SJCOE.

Term and Renewal

VAFS may submit a request for renewal of its charter only during the last year of its current term, which timing VAFS and SJCOE agree will provide adequate information regarding VAFS's performance during the current term, while also providing adequate time for the consideration of and action on the renewal request. VAFS and SJCOE acknowledge and agree that the availability of current statewide student performance measures will provide substantial information necessary to assess VAFS's performance and success in meeting the requirements of the Charter Schools Act, including Education Code Sections 47607 – 47607.2, for approval of a charter renewal. VAFS may submit a request for material revision at any time during the charter term.

VAFS understands and agrees that not until all material revision/renewal documentation – specifically including formal documentation of compliance with the applicable performance requirements in the case of renewal, and the documents specified below – has been submitted to the SJCOE, shall VAFS submit a signed certification that VAFS deems the petition to be complete for purposes of receipt of the charter material revision/renewal petition pursuant to Education Code Section 47605. VAFS further agrees to work with SJCOE Staff to coordinate the timing of receipt of any material revision or renewal petition to coordinate with established San Joaquin County Board of Education meeting dates in order to provide the County Board the full time provided for in the Charter Schools Act for consideration of and action on the revision/renewal request without the need for special meetings. Any renewal or material revision request shall include all of the following materials:

1. The name, address, and telephone number of the petitioner(s).

2. A thorough description of the education, work experience, credentials, degrees, and certifications of the individuals comprising, or proposed to comprise, the directors, administrators, and managers of the proposed charter school.

3. A list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating, and evaluating the charter school, together with a thorough description of the qualifications of such consultants. If no consultants are to be used, provide a statement to that effect.

4. The bylaws, articles of incorporation, conflict of interest code, and other management documents, as applicable, governing, or proposed to govern the charter school.

5. At least 14 hard copies (in notebooks or otherwise bound) of the entire renewal/revision charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page, and also including a table of contents which includes references to all appendices/exhibits/attachments by page number.

6. A redline comparing the renewal charter to the current charter included in each notebook.

7. An electronic (Word) version of both the clean and redline versions of the renewal charter, including all appendices, and an electronic (Excel) version of the budget and Local Control Funding Formula (LCFF) Calculator showing all calculations/formulas and including a budget narrative and budget assumptions.

8. An electronic (Word) version of the currently approved and operating version of the charter.

9. A summary of the changes requested or made from the currently approved charter.

10. A certification that the charter submission is complete, which includes provision of the information required by the Charter Schools Act, including, for renewals, required verified data and improvement plans as applicable for low or middle performing charter schools, and/or documentation of VAFS's performance using the applicable alternative metrics for a DASS school.

The renewal process shall be governed by the provisions of Education Code Sections 47605, 47607.2 and 47607, or the provisions of law that may supersede, modify, amend, or succeed such provisions. Each renewal of the charter shall be for the time period specified by law applicable at the time of the renewal.

VAFS is encouraged to consult with SJCOE regarding its renewal submission, including but not limited to, any potential request by VAFS that SJCOE review a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for SJCOE review and comment on such draft. SJCOE is encouraged to timely and cooperatively reply.

Any review of or comment on the proposed renewal charter prior to the formal submittal will be at the SJCOE's sole discretion.

Element O: Closure Procedures

Governing Law: description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Education Code Section 47605(c)(5)(P)

VAFS shall comply with all of the requirements of the California Code of Regulations, Title 5, Section 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements ("Closure Protocol"). The decision to close VAFS, for any reason, will be documented by an official action of the VAFS Governing Board in accordance with applicable law ("Closure Action"). The closure action shall identify an entity and person(s) responsible for closure-related activities, and each notice required below shall include information on the responsible person(s) and entity and contact information for the person(s) to whom reasonable inquires may be made regarding the closure.

The VAFS Governing Board shall provide written notification to the SJCOE within 72 hours of the Closure Action.

If it is feasible to do so while still maintaining a viable and appropriate educational program, VAFS closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and VAFS and SJCOE will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notification to the County Board, California Department of Education, SELPA, and Retirement Systems

Within 10 business days of the Closure Action, VAFS will send a notice of the school closure to the County Board, Charter Schools Unit at the CDE, the SJCOE SELPA, and the retirements systems in which employees participate. The notification will include at least the following information and any additional information required by law or regulations:

- Charter school name, charter number, and CDS code.
- The effective date of the closure.
- The name(s) and contact person(s) for information regarding closure.
- The pupils' districts of residence, if applicable; and
- The manner in which a student/parent/guardian may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Information about students will not be provided to the retirement systems and will only be provided to the SELPA for students who are entitled to services pursuant to the IDEA.

Notification to Parents and Students

Parents/guardians and students who are 18 years or older will be notified as soon as possible when it appears school closure is imminent, but in any event, shall be notified within 10 business days of the Closure Action. The notification will include the effective date of the closure, the name(s) and contact person(s) for information regarding closure, information on assistance in transferring the student to another appropriate school, a process for the transfer of all student records, and the manner in which a student/parent/guardian may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. The notice will include a final date for requesting records directly from VAFS, after which date parents/students will be directed to SJCOE's County Operated Schools and Programs Student Service Manager to request records

Parents/guardians and students who are 18 years or older will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student.

VAFS will communicate with parents /guardians of adult students only under written permission of the student.

Notification to Receiving Districts

Within 10 business days of the Closure Action, VAFS will notify any school district that may be responsible for providing education services to former VAFS students so the receiving district(s) is/are prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

VAFS will provide parents, students, and the receiving school districts with copies of all appropriate student records within 10 business days from the Closure Action or within seven days of the last student attendance day at VAFS if VAFS is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. As permitted by each student's district of residence, VAFS shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. VAFS will ask the SJCOE to store original records of VAFS students for which the district of residence/district of attendance is not known or will not accept the records. If the SJCOE will not or cannot do so, VAFS will ask the SJCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

Financial Close-Out

On closure, VAFS shall remain solely responsible for all liabilities arising from the operation of VAFS.

Pursuant to VAFS's MOU with SJCOE, VAFS pays 10% of average daily attendance (ADA) generated revenue to SJCOE's general fund. The services provided by SJCOE pursuant to the MOU include the provision of business services by the SJCOE Business Department. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, VAFS shall prepare final financial records, which will include preparation by the SJCOE Business Department of any such financial records for which it is responsible pursuant to the MOU. Also, VAFS shall have performed a final independent audit of VAFS (which may be arranged by SJCOE's Business Department if provided for in the MOU), as soon as is reasonably practical, but in no case later than six months after closure, and the audit report will be provided to the SJCOE promptly upon completion. The final audit will include:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- An assessment of the disposition of any restricted funds received by or due to the charter.
- The disposition of all liabilities of VAFS. Any liability or debt incurred by VAFS shall be the responsibility of VAFS and not the SJCOE. VAFS understands and acknowledges that only unrestricted funds will be used to pay creditors.
- The disposition of all assets of VAFS, including any restricted funds received by or due to VAFS:
    - Donated materials and property will be returned or disposed of in accordance with any conditions set when the donations were accepted.
    - Any unused special education related funds will be returned to the SJCOE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
    - Unexpended grant funds and restricted categorical funds will be returned to their source according to the terms of the grant or state and federal law.
    - VAFS's Director will work closely with SJCOE's Director of Operations to liquidate assets necessary to pay off liabilities. Any net assets of VAFS shall be transferred or returned to and remain the property of the SJCOE.

In addition to a final audit, VAFS will submit any required year-end financial reports to the California Department of Education, the San Joaquin County Board of Education, and the County Superintendent of Schools within the timeframe required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

LABOR RELATIONS

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Education Code Section 47605(c)(6)

VAFS will be a dependent charter school of the San Joaquin County Office of Education. As such, all employees shall be considered the exclusive employees of the San Joaquin County Superintendent of Schools, including for the purposes of the EERA, and shall be subject to all policies, procedures, and regulations of the County Superintendent.

OTHER INFORMATION

Administrative Services
VAFS has an MOU with SJCOE that commits 10% of ADA generated revenue to SJCOE's general fund. The services provided by SJCOE to VAFS pursuant to this MOU include personnel, payroll, and accounting services. As noted above, if deemed necessary or appropriate by SJCOE, VAFS shall enter into a revised or replacement MOU governing the relationship between SJCOE and VAFS, including relative to the provision of administrative services and potential civil liability effects of VAFS.

Financial Reports
VAFS will submit the following reports to its VAFS Governing Board and the County Superintendent of Schools:

1. On or before July 1, a preliminary budget. In the first year of operation, a proposed budget will suffice.
2. On or before July 1, an LCAP and annual update to the LCAP.
3. On or before December 15, an interim financial report reflecting changes through October 31.
4. On or before March 15, a second interim financial report reflecting changes through January 31.
5. On or before September 15, a final unaudited report for the full prior year.

Venture Academy LCFF Calculator and Budget are attached as Appendix XI.

The current MOU between VAFS and SJCOE is attached as Appendix XII.

Venture Academy Independent Study Board Policy, Administrative Regulation, and Master Agreement are attached as Appendix XIII.

APPENDICES

I. SCHOOL CALENDAR (Updated for the 2022/2023 school year)

II. GBE HANDBOOK / GRADUATION REQUIREMENTS (Updated for the 2022/2023 school year)

III. COURSE CATALOG

IV. CURRICULUM

V. CALIFORNIA SCHOOL DASHBOARD

VI. FOCUS STANDARDS-VERTICAL ALIGNMENT

VII. VENTURE ACADEMY GOVERNING BOARD BYLAWS

VIII. VENTURE ACADEMY ADVISORY SCHOOL COUNCIL BYLAWS (Updated for the 2022/2023 school year)

IX. SCHOOL SITE SAFETY PLAN (Updated for the 2021/2022 school year)

X. SUSPENSION AND EXPULSION PROCEDURES (Updated for the 2022/2023 school year)

XI. FINANCIAL DOCUMENTS AND ASSUMPTIONS (Included adopted 2022/2023 budget)

XII. MEMORANDUM OF UNDERSTANDING BETWEEN SJCOE AND VENTURE ACADEMY

XIII. INDEPENDENT STUDY BOARD POLICY (Updated for the 2022/2023 school year)

XIV. TEACHER FTE INFORMATION (Updated for the 2022/2023 school year)

APPENDIX I
SCHOOL CALENDAR

Venture Academy 2022/23 School Calendar

August 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Minimum Days

Oct. 10 – 13
Dec. 19 – 22
March 1 – 2
May 15 – 18

Breaks and Holidays

Fall Semester

Aug. 2 First Day of School
Sept. 5 Labor Day (No School)
Oct. 3 – 7 Fall Break (No School)
Nov. 11 Veterans Day (No School)
Nov. 23 – 25 Thanksgiving Break (No School)
Dec. 22 Last Day of the First Semester
Dec. 23 – Jan. 6 Winter Break (No School)

Spring Semester

Jan. 9 First Day of Second Semester
Jan. 16 Martin Luther King Jr. Day (No School)
Feb. 20 – 21 (No School)
Apr. 17 – 21 Spring Break (No School)
May 19 Last Day of School

APPENDIX II

GBE HANDBOOK / GRADUATION REQUIREMENTS

Venture Academy Family of Schools

Graduation by Exhibition



Student Handbook

2022-2023

Graduation By Exhibition (GBE)

What is GBE?

GBE stands for Graduation by Exhibition. It is the final requirement for graduation from Venture Academy. It is a process that culminates in a presentation before a minimum four-member panel. This presentation is designed to celebrate the candidate's accomplishments and to demonstrate that they are ready to "Venture into the World".

Why is it a requirement?

Venture Academy is committed to graduating students who are well prepared to become productive citizens of their communities. GBE is an opportunity to reflect on academic and personal growth; to demonstrate an understanding of the roles and responsibilities of community citizenship; to articulate goals for the future; to identify personal strengths, passions and interests; and to communicate that they are ready to "Venture into the World". It is also a time for family and friends to share in the celebration.

Where is the GBE to be held?

Typically, candidates choose to have the presentation in one of Venture Academy's site locations (ex: a teacher's classroom). The advisor will work closely with the candidate to secure the appropriate setting.

When can I start preparing for my GBE?

Venture Academy high school students may begin to prepare for the GBE process any time during their enrollment. It is meant to be a reflection of a student's school experience and their personal growth.

What is a benchmark?

Benchmarks are meetings that include the student and advisor. They are scheduled according to individual student needs and are designed to measure progress toward development of a quality presentation that demonstrates the student's competency in all criteria.

A Dress Rehearsal must be attended by the GBE Independent Reviewer, advisor, and the student.

When is my final presentation?

Final GBE dates have already been scheduled by your Academy. Your advisor will communicate your date once the schedule is released. GBEs must be completed on or before your designated date. You can work with your advisor to choose an appropriate time.

Final GBEs will take place February 6 through May 5, 2023. It is your responsibility to be prepared by your assigned date.

How long is the GBE?

There is no established time limit.

Can I fail my GBE?

Students who successfully complete the Dress Rehearsal can expect to "pass" their GBE at the completion of the GBE presentation.

Who is on my GBE panel?

A minimum of four people are on the panel, and these members must be present at the final presentation.
Note: Each academy may set their own requirements for additional panel members, or a student may choose to have additional panel members.

The minimum four panel members are:

1. An Advisor:
    - Chosen by the candidate
    - Must be a Venture Academy staff member
    - If an advisor other than the Teacher of Record is chosen, they must consult with the candidate's Teacher of Record during planning.
    - Upon being asked by the student to advise them on their GBE, the advisor will contact the chairperson to begin monitoring progress and offering assistance when appropriate
    - Responsible for coordinating the GBE process

2. An Independent Reviewer:
    - Assigned by the school
    - A trained Venture Academy staff member familiar with the GBE process
    - Ensures all criteria have been met and appropriately demonstrated in the presentation

3. A Peer/Student Representative:
    - A student in the same age group (ie: high school age) as the graduating senior
    - May be a student at Venture Academy or a student from another school

4. A Community Representative:
    - A representative from the community
    - Must be an adult from outside the candidate's immediate family
    - It is the student's responsibility to contact the community representative

What information must be included in my GBE?

To be a successful GBE candidate you will show that you embrace challenge, think critically, live responsibly, learn infinitely, play passionately, and imagine possibilities. The following set of criteria is designed to help you prepare for your GBE presentation. You may find the guiding criteria useful in preliminary planning when searching for a theme or an appropriate medium for presentation. Keep in mind that GBE is a celebration about who you are, what you know, how you contribute to your community, how you enjoy your life and what you plan to do as you "Venture Beyond".

The following criteria must be interwoven in your presentation:

Embrace Challenge

- Identifying and reflecting on challenges
- Identifying tools and talents
- Developing and implementing a plan of action

Think Critically

- Evaluating and applying knowledge/skills in a variety of situations and contexts
- Acquiring knowledge necessary to form an educated opinion

Live Responsibly

- Exhibiting and making healthy lifestyle choices
- Identifying community needs
- Serving in the community

Play Passionately

- Playing to learn
- Learning to play
- Balancing lives (work and play)
- Exploring the connection between passion and work

Learn Infinitely

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

Imagine Possibilities

and you must answer the question...

How will you VENTURE BEYOND?

GRADUATION AND COLLEGE REQUIREMENTS

Subject	Venture Academy	UC/CSU (A-G)
History/Social Science	30 credits 10 US History 10 World History 10 Govt/Econ	**(Area A) – 20 Credits** US History or AP US History Civics or AP Govt. World Hist. or World Geography or AP Human Geography
English	40 credits	**(Area B) – 40 Credits** English 9 English 10 English 11 or American Lit English 12 or EWRC or AP English
Mathematics	20 credits 10 Algebra I 10 other	**(Area C) – 30 Credits** Algebra I Geometry Algebra II *4 years recommended*
Science	20 credits 10 Life Science 10 Physical Science	**(Area D)- 20 Credits** 20 Credits of Laboratory Science • Biology, Chemistry, Physics *3 years recommended*
Foreign Language	10 credits or 10 credits of a Visual and Performing Art	**(Area E)—20 Credits** 2 years of a foreign language required 3 years recommended Must be the same language
Visual & Performing Arts	10 credits or 10 credits of a Foreign Language	**(Area F) – 10 Credits**
PE/Health	20 credits PE 2.5 credits Health	None required
Community Service	5 credits	None required
Elective	57.5 credits	None required
Required Examinations		SAT and/or ACT
Notes	Total Credits: 205	Students must earn a "C" grade or better to count for UC/CSU

Venture Academy

Family of Schools

COURSE CATALOG

2020/2021



2829 Transworld Dr. Stockton, CA 95206

(209)468-5940

ENGLISH

English 9 (Grade 9)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the four-year English requirement
Prerequisite: Ninth Grade Standing
Description: English 9 is a course in language arts aligned with the California Common Core Standards. Students analyze the elements of short story, drama, poetry, autobiography, biography, mythology, epic, and nonfiction. Students compose narrative, literary, expository, and technical writings. Each unit of literary study involves increasingly complex texts, with an emphasis placed on the development of written and oral communication. Lessons in Grammar and Composition and Vocabulary Development are integrated into the coursework.

English 10 (Grade 10)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the four-year English requirement
Prerequisite: none
Description: English 10 is a course in Language Arts aligned with the California Common Core Standards. Students analyze novels, poetry, essays, editorials, science fiction, and nonfiction from a variety of eras and cultures. Students read a wide selection of world literature and explore meaning through universal themes and ideas from a global perspective. Students develop vocabulary and oral communication skills through speeches and oral presentations. Students write narrative, expository, analytical, technical, and persuasive compositions. Students read increasingly complex texts and develop research skills through completion of papers written in recognized academic format. As part of the course, students prepare for the PSAT.

English 11 (Grade 11)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the four-year English requirement
Prerequisite: none
Description: English 11 is a course in Language Arts aligned with the California Common Core Standards with a focus on the interrelation of American literature, history, and culture. Students analyze literary themes, movements and genres, including Romanticism, Dark Romanticism, Modernism and Realism. Students write narrative, analytical, expository and persuasive compositions, with consideration of the intended audience. Students refine research skills by completing a paper addressing a question, problem, or issue in accepted academic format. As part of the course, students prepare for the SAT.

English 12 ERWC (Grade 11 and 12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista, Imagine It, Foundations, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the four-year English requirement
Prerequisite: none
Description: This course is a full year college preparatory English course for high school juniors or seniors. The ERWC (Expository Reading and Writing Course) aligns with the California English Language Arts Content Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. Through a sequence of rigorous instructional modules, students develop advanced proficiency in expository, analytical, and argumentative reading and writing. Modules provide instruction in research methods and documentation conventions. Students will increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students will examine the relationship between an author's argument or theme and his or her audience and purpose; Analyze the impact of structural and rhetorical strategies; And examine the social, political, and philosophical assumptions that underlie the text.

AP English Language and Composition (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the English requirement.
Prerequisite: Completion of English 9 and English 10
Description: AP Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Career English (Grade 12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Imagine It
College Entrance: Meets A-G Requirement
Graduation: Fills one year of the English requirement.
Prerequisite: Completion of English 11
Description: This course is designed to give students a pathway to appropriate career choices as they move into a post-secondary, career world. Students will access the California State Standards for ELA through the study of, and preparation for, post-secondary education, employment in a chosen sector and critical thinking skills as they relate to their life and work. Through the exploration of fiction, non-fiction and technical reading and writing, students will build and survey future ready skills. These skills for success in this course include topics such as effective oral, written and multimedia communications, managing career plans, creating alternative solutions derived from critical thinking, safety policies and other positive work skills, attitudes and values.

Publication Writing (Grade 10-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Excel
College Entrance: Meets A-G requirement.
Graduation: Fills one year of the English requirement.
Prerequisite: English 9
Description: This course is designed to introduce students to the basics of news writing and investigative reporting while focusing on the fundamentals of scholastic journalism. Students will practice lead writing, news writing, feature writing, sports writing, opinion writing, basics of graphic design, and desktop publishing. Passing this course may lead to later work with the school newspaper. The course will also focus study of the impact of media on public perception, as well as the media's role as a watchdog. The beginning of the course starts with an introduction to journalism ethics, the history of journalism and the discussion of free speech. Emphasis will be placed on critical, analytical reading skills, in-depth participation, constructive class discussion, and critical and evaluative writing. Students will read to determine and evaluate author's purpose and intended audience. Lessons in grammar and composition will complement the course to provide the student with a more rounded look at non-fiction prose, literature, and writing. Journalism writing focuses on the Common Core Standards for English in grades 11 and 12. Throughout the course students will write at least two full process essays, at least five journalistic articles, an in-depth research paper, and deliver formal and informal presentations.

Graphic Novels and Comics (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista
College Entrance: Meets A-G requirement
Graduation: Fulfills one year of the English requirement
Prerequisite: Completion of English 9 and English 10
Description: Graphic Novels and Comics is a survey of the history of the American Comic Book and Graphic Novels. It explores the evolution of the art form from simple children's fiction, to pulp fiction to its own recognized genre in the world of art. Students learn to dissect and analyze the comic form and how authors use the different forms to build characters and how comic books have influenced art, pop culture and society through the ages.

Read 180 (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students that qualify based on low reading inventory scores.
College Entrance: This course only meets A-G requirement 9th grade year.
Graduation: Fulfills English credit
Prerequisite: none
Description: READ 180 is a reading intervention course designed to advance the academic success of our at-risk students. This course will provide those students with an introduction to rigorous English Language Arts curriculum. The course is structured to provide intensive intervention in a single-period block to meet the requirements of the Common Core English 9 State Standards. In this class students will: Communicate clearly and coherently in writing and through oral presentations within a wide range of styles. Read and comprehend a wide range of

fiction and non-fiction in grade appropriate materials. Think critically and problem solve by effectively completing challenging group and individual projects and assignments. Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion. Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

SOCIAL SCIENCES

World History (Grade 9-10)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills the World History requirement
Prerequisite: none.
Description: This course examines major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and continues with a focus on the expansion of the West since the Renaissance and the growing interdependence of people and cultures throughout the world. Major topics include unresolved problems of the modern world, the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World War I and its consequences, totalitarianism in the modern world, Word War II, and nationalism in the contemporary world.

United States History (Grade 10-11)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills the U.S. History requirement
Prerequisite: none.
Description: This course examines major American developments in the twentieth century. The course begins with a selective review of United States history. The course emphasizes the following specific themes: the expanding role of the federal government and the federal courts, the continuing tension between the individual and the state and between minority rights and majority power, the emergence of modern corporate economy, the impact of technology on American culture, the changes in the ethnic composition of America, the movement toward equal rights by ethnic minorities and women, and the role of the United States as a major world power.

American Government (Grade 12)
Length: 1 Semesters
Earn: 5 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one semester of the American Government requirement
Prerequisite: none.
Description: In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. This course is the culmination of the civic literacy strand that prepares students to vote, to reflect on the

responsibilities of citizenship, and to participate in community activities. A detailed study of the U.S. Constitution and other documents provides students the basis for examining the structure and function of government at the local, state, and national levels, the role of political parties, the understanding of human and civil rights, the study of comparative governments, and the analysis of contemporary issues.

Economics (Grade 12)
Length: 1 Semesters
Earn: 5 Credits
Academies: Brainworx, Delta Vista, Imagine It, Foundations, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills the Economics requirement
Prerequisite: none.
Description: Economics is designed as an introduction to basic economic concepts. Topics include the problem of scarcity, the many facets of a market economy, the importance of making informed choices, business organization, supply and demand, the role of labor, comparative economic systems, and international and environmental economics. The primary objective of this course is to teach students the basic tool kit of economic concepts that will enable them to make better choices in the marketplace and the voting booth and therefore become better consumers and citizens.

World Geography (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: IS
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills 1 year of the graduation social science requirement.
Prerequisite: none
Description: This course is designed to enhance students' understanding of the global environment in which they live. During the year course, emphasis is placed on students acquiring knowledge of world cultures, world problems, basic geography, human migration, the humanities, critical thinking skills, reading strategies, study skills, vocabulary development and writing ability.

AP Human Geography (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the CSU and UC social science requirement.
Prerequisite: none.
Description: The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

MATHEMATICS

Algebra I (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista, Imagine It, Foundations, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: none
Description: This is an elementary course in Algebra and is a foundation course for other college prep Math and Science courses. The following topics are included in Algebra I: operations with signed numbers and algebraic expressions, linear equations and inequalities, polynomial operations and factoring, rational expressions and equations, slope/graphing equations of lines, systems of linear equations, ratio/proportion, formulas and variation, applications, radicals and exponents, and quadratic equations. Logical thinking and problem solving are emphasized throughout the course.

Geometry (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista, Imagine It, Foundations, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Algebra 1 with grade of "C" or better.
Description: This comprehensive course in plane geometry includes an introduction to solid geometry and non-Euclidean geometries. This course develops geometry skills useful to all students. Students develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The course includes: congruence and similarity; The Pythagorean theorem; Basic constructions with a compass, straight edge and protractor; Coordinate geometry; Properties of angles, parallel and perpendicular lines, triangles, special right triangles, quadrilaterals, and circles; Basic trigonometric functions: Perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

Algebra II (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista, Imagine It, Excel
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Geometry with grade of "C" or better.
Description: This course is a thorough review and expansion of the topics of Algebra I from a more sophisticated standpoint. The following topics are included: function notation; Variations and transformations of graphs; Linear functions; Matrices; Systems; Quadratic functions; Powers, inverses and radicals; Exponential and logarithmic functions; Trigonometry; Polynomials; Quadratic relations; Factoring and solving higher order functions.

Pre-Calculus (Grade 10-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Open to all academies

College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Geometry with grade of "C" or better.
Description: This course prepares students to take a first course in calculus. The students will develop the basic understanding and skills that are essential for beginning college mathematics. Pre-Calculus prepares students for Calculus and Physics courses by introducing them to functions, limits, derivatives, trigonometry, matrices, systems of equations and inequalities, analytic geometry, sequences, induction, and probability that they will apply in subsequent courses.

AP Calculus AB (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Geometry, Algebra 2, and Precalculus with a grade of "C" or better.
Description: This course is equivalent to a college level course. Students in this course are expected to have a solid background in mathematics. Some of the topics covered in this course are limits, continuity, curve sketching, derivatives and their applications, integrals and their applications, differential equations, and more. This course is designed to prepare students for the Advanced Placement Examination given at the end of the year. Students who pass the AP exam can receive college credit.

AP Calculus BC (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta VISTA
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Geometry, Algebra 2, and Precalculus with a grade of "C" or better.
Description: This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. The course topics extend beyond those covered in AP Calculus AB. This course is designed to prepare students for the AP exam given at the end of the year. Students who pass the AP exam can receive college credit.

Integrated Math 1 (Grade 9)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the math requirement.
Prerequisite: None.
Description: The Integrated Math 1 Course utilizes a problem-centered approach and is integrated with the other core content courses of Brainworx. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the

underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at a foundation level. The course prepares students for the California High School Exit Exam, and gives them a strong foundation in the logic needed for abstract problem solving. Regular attendance and participation along with timely completion of daily practice homework is required. Students will need to demonstrate competency on quizzes and tests. Resources used include College Preparatory Mathematics, Interactive Mathematics Program, and supplemental conceptual activities.

Integrated Math 2 (Grade 10)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the math requirement.
Prerequisite: Successful completion of Integrated Math 1 or Algebra 1.
Description: The Integrated Math 2 Course utilizes a problem-centered approach and is integrated with the other core content courses of BrainworX. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate level and pre-calculus at a beginning level. The course prepares students for the California High School Exit Exam, and gives them a strong foundation in the logic needed for abstract problem solving. Regular attendance and participation along with timely completion of daily practice homework is required. Students will need to demonstrate competency on quizzes and tests. Resources used include College Preparatory Mathematics, Interactive Mathematics Program, and supplemental conceptual activities.

Integrated Math 3 (Grade 11)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the math requirement.
Prerequisite: Successful completion of Integrated Math 2 or Geometry
Description: The Integrated Math 3 Course utilizes a problem-centered approach. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Geometry, Algebra 2, Pre-Calculus and Statistics at an intermediate level. The course prepares students for higher-level mathematics courses including AP courses. Regular attendance and participation along with timely completion of daily practice homework is required. Students will need to demonstrate competency on quizzes and tests. Resources used include College Preparatory Mathematics, Interactive Mathematics Program, and supplemental conceptual activities.

AP Computer Science A (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta VISTA

College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the three-year math requirement
Prerequisite: Recommend completion of Geometry and Algebra 2 with grade of "C" or better.
Description: This one-year course is designed to introduce the student to computer programming and the problem solving strategies that are fundamental to computer science. Furthermore, it is designed to prepare the student for taking the AP Computer Science A exam at the end of the year. Students who pass the AP exam can receive college credit.

Intro to College Prep Math (Grade 9)
Length: 2 Semesters
Earn: 10 Credits
Academies: All
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills one year of the math requirement.
Prerequisite: Meet placement criteria
Description: This course is designed to prepare students for success in Algebra, geometry, and/or Integrated math courses. Major Topics covered include Integers, Expressions, Order of Operations, Statistics (mean/median/mode) creating and interpreting data(graphs), Exponents, Fractions/Percents/Decimals, Combining and Distributive Property, Equations, Two & Three Dimensional Figures (Area/Perimeter/Volume, Measurement. Students meeting the criteria for ICPM are identified through the Venture Academy 9th Grade Placement Protocol in accordance with SB 359, the California Mathematics Placement Act of 2015.

AP Statistics (Grade 12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the math requirement.
Prerequisite: Successful completion of Integrated Math 3 or Algebra 2
Description: In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-84 graphing calculator, Fathom and Minitab statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

Algebra Basics (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students that qualify based math inventory scores.
College Entrance: This course does not meet A-G requirement
Graduation: Fulfills math credit
Prerequisite: none

Description: MATH 180 is a math intervention program designed to address the needs of struggling students, building students' confidence with mathematics and accelerating their progress to algebra.
The class is designed for students who need to build numerical understanding and reasoning skills, and the course focuses on key foundation concepts that enable students to make connections while learning to think algebraically.

SCIENCE

Biology (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Imagine It, HDF, Excel, IS (not A-G)
College Entrance: Meets A-G Requirement
Graduation: Fulfills one-year life science
Prerequisite: none.
Description: This introductory Biology course will serve as a foundation for other life sciences. This course emphasizes the biochemical and cellular nature of living organisms. Topics include genetics and the structure and functions of systems in plants and animals including humans, ecology, the environment and evolution. Students develop proficiency in correct laboratory procedures and in collecting and analyzing data through sequenced laboratory experiences.

Chemistry (Grade 10-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Delta Vista, Excel
College Entrance: Meets A-G Requirement
Graduation: Fulfills the Physical Science requirement
Prerequisite: Completion of Algebra 1 with a "C" or better. Concurrent enrollment in Geometry or Algebra 2 is recommended.
Description: This is an introductory course in theories and concepts of modern chemistry. The course emphasizes matter and change, atomic structure, the periodic table and properties, ionic, metallic, and covalent bonding, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, solutions, thermochemistry, equilibrium, reaction rates, acid based reactions, and organics. The laboratory work develops students' reasoning power and the ability to apply chemical principles.

AP Chemistry (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, DV
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the CSU and UC physical science requirement.
Prerequisite: Completion of Algebra 1 with a "C" or better. Concurrent enrollment in Geometry or Algebra 2 is recommended.
Description: The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and

equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

Earth and Space Science (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Brainworx, Delta Vista, HDF
College Entrance: Meet A-G requirements
Graduation: Fulfills Physical Science Credit
Prerequisite: none
Description: This is a laboratory course focusing on the study of space, Earth, and the forces and processes that shape them. While the course emphasizes Earth and space science, other branches of science such as physics and chemistry will be integrated into the content. Throughout the course, students will explore the history of astronomy and space exploration, the origins of the universe, galaxies, stars, our solar system, the Earth, and the geologic processes that shape our world. Students will engage in inquiry-based labs, engineering projects, simulations and modeling.

Earth Science (Grade 9-10)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista, Imagine It, IS (not A-G)
College Entrance: Meets A-G requirement
Graduation: Fulfills Physical Science requirement.
Prerequisite: Completion of Algebra 1 with a "C" or better.
Description: This one year course explores the foundations of Earth Science in the following related topics/ fields: Earth's place in the universe, dynamic Earth processes, Energy in the Earth system, biochemical cycles, structure and composition of the atmosphere, and California geology. Students will have the opportunity for self-assessment as well as for teacher guidance and assessment throughout the course including the preparation and finalization of two semester Problem Solving Projects, which focus on research, organization, and drafting strategies. The course covers scientific terminology, historical and cultural advances in science, vocabulary building, test taking strategies, and several simulated labs, hands-on labs, the essay, workplace documents, and science projects using the scientific method.

Ecology (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: Meets A-G Requirement
Graduation: Fulfills life science requirement
Prerequisite: None
Description: Ecology is the primary specialized discipline of life science that studies the relationships between organisms and their environment. This course provides a background in the fundamental principles of ecological science. Students will acquire ecological literacy about how the natural world works and develop an understanding of how scientific methods are used to construct ecological knowledge. This ecology course is designed to expose students to the complexity of interactions in the natural world though readings, videos, applied activities, field studies, and laboratory work. Students will communicate their understandings regularly in

journals and lab/field reports. In addition, students will take a unit test at the completion of each unit in the course and a cumulative Final Exam at the end of the course.

Integrated Physical Science (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Imagine It
College Entrance: Meets A-G Requirement
Graduation: Fulfills one year of the physical science requirement.
Prerequisite: none.
Description: Integrated Physical Science is a college preparatory laboratory and math-based science class that will prepare students in grades 9-12 to be successful in college level lab science courses. The course integrates chemistry, physics, Earth, space, and environmental science. It is aimed at building a solid foundation in physical science, integrating an intensive laboratory component that consists of both classroom labs and practical field studies, and building student competency in science practices and the scientific method. This course devotes at least 40 percent of the class time to student-centered laboratory activities and will emphasize the process of inquiry and critical thinking.

AP Physics (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx
College Entrance: Meets A-G requirement
Graduation: Fulfills one year of the Physical Science requirement
Prerequisite: Algebra 2
Description: The AP Physics course is designed to enable you to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course.

Physics (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Foundations
College Entrance: Meets A-G requirement
Graduation: Fulfills one year of the Physical Science requirement
Prerequisite: none
Description: The Physics course is an introductory level course designed to enable you to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course.

Introduction to Physical Science (Grade 9)
Length: 1 Semester
Earn: 5 Credits
Academies: Excel
College Entrance: This course does not meet A-G requirement

Graduation: Fulfills 1/2 year of the Physical Science requirement
Prerequisite: none
Description: An exploration of physical sciences laboratory course integrated with NGSS concepts to prepare 9th graders for other science classes.

FOREIGN LANGUAGE

Spanish I (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: All
College Entrance: Meets A-G Requirement
Graduation: Fulfills the fine art/foreign language requirement
Prerequisite: Minimum grade of "C" or better in English or teacher recommendation.
Description: Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop facility in listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of culture.

Spanish II (Grade 10-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: All
College Entrance: Meets A-G Requirement
Graduation: Fulfills the fine art/foreign language requirement
Prerequisite: Recommendation of "C" or better in Spanish 1.
Description: Spanish II is designed for students who have successfully completed Spanish I. Students will further their study of the Spanish language in a more structured form. This course covers intermediate dialogue and sentence structure. The student is expected to master grammatical structure of the language, including the use of verbs in all tenses and the use of all pronouns.

Spanish III (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista
College Entrance: Meets A-G Requirement
Graduation: Fulfills the fine art/foreign language requirement
Prerequisite: Recommendation of "C" or better in Spanish 2.
Description: Spanish III is designed for students who have successfully completed Spanish II. This course is conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish III builds on prior knowledge of grammar, oral and aural literacy, and writing skills; Students participate in all four areas of language acquisition. Through the use of authentic literature, students will achieve Spanish III reading proficiency by and develop an extensive vocabulary. At the end of the course, students will have a solid foundation for writing short essays and interpret short readings.

AP Spanish (Grade 11-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta Vista

College Entrance: Meets A-G Requirement
Graduation: Fulfills the fine art/foreign language requirement
Prerequisite: Recommendation of "C" or better in Spanish 3.
Description: The AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Students receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.

PHYSICAL EDUCATION

P.E. (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: Brainworx, Imagine It, Foundations, Excel
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills 10 credit of the 20 required to graduate.
Prerequisite: None
Description: This course is designed to give the students a chance to learn the fundamentals of a variety of sports. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Some of the sports include: basketball, volleyball, football, dodge ball, soccer ball, baseball/softball/kickball and more. Along with learning the fundamentals of sports, students will learn about personal health, hygiene and cardiovascular activities. While participating in the sporting activities, students will learn teamwork, responsibility and good sportsmanship.

Health (Grade 9-12, Grade 9 recommended)
Length: 1 Semesters
Earn: 5 Credits
Academies: Brainworx, Imagine It, Foundations, Excel, IS
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills health requirement.
Prerequisite: None
Description: This course is designed to help students examine their lifestyles, select goals, and make plans to achieve and maintain optimum health. The course focuses on choosing behaviors, which help prevent illness and accidents, promote health for ones' self and others, and improve the quality of the environment. The course promotes responsible decision-making and provides students with life management skills they can use for the rest of their lives.

Archery (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: This course does not meet A-G requirements
Graduation: Physical Education or elective credit
Prerequisite: none

Description: Archery is a physical education class for students of all skills levels. Students learn archery safety, skills, and drills. In addition, they learn about archery form, range rules, and etiquette. Form training and games are used to improve students' skills.

VISUAL AND PERFORMING ARTS

Art Essentials (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista, Imagine It, IS
College Entrance: Meets A-G Requirement
Graduation: Fulfills VP Arts requirement or elective credit
Prerequisite: None
Description: Art Essentials is designed to introduce the elements of art and the principles of design to students through hands on experience. Basic drawing, color theory, and composition will be taught as well as projects designed to develop critical thinking, aesthetic appreciation, and creative vision. This course introduces students to the elements of art and the principals of design through hands-on exploration. The focus is on developing creativity, skills and a visual vocabulary to understand the aesthetic and expressive value of their own and others' original art. This is a required course for all incoming students because the basic concepts of art and design will be needed in Graphic Communications, Construction, Mechanical Construction, and Pre-Engineering, all CTE courses the students will take on their way to developing their own career interests and paths. Students will maintain a portfolio of projects that demonstrate their understanding of the fundamentals of art and their own emerging style. As they learn technical skills, the focus will gradually shift to using art to solve a visual problem, explore a social issue and express their own thoughts, feelings and viewpoints.

Choir (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Foundations
College Entrance: Meets A-G Requirement
Graduation: Fulfills Fine Arts or electives requirement
Prerequisite: None
Description: This is an advanced choral music class designed for singers displaying a high degree of vocal/choral experience and skill. Emphasis is on more advanced facets of musicianship, vocal/choral production and vocal/choral technique. Participation in performances of the Select Singers is mandatory.

Drama (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Foundations
College Entrance: Meets A-G Requirement
Graduation: Fulfills Fine Arts requirement or elective credit.
Prerequisite: None
Description: This is an introductory course giving students a survey of various aspects of theatre and drama. Students will learn about theatre history, a theatre environment, basic movement, and vocal techniques and the design process.

Introduction to Drama and Theatre Arts (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Foundations
College Entrance: Meets A-G Requirement
Graduation: Fulfills VP Arts requirement, elective, or PE credit
Prerequisite: None
Description: First year theater students-regardless of grade level: These elective courses begin with basic acting techniques, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles, and the introduction to stagecraft. Rehearsals for performances during after school hours are required. Students survey various aspects of theater and drama and learn about theater history, theater environment, basic movement, vocal techniques and the design process.

Intermediate Film (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Video Productions or Integrated Technology
Description: This course will examine specific uses of film and video technology in various entertainment and industry sectors. Students receive advanced training in pre and postproduction jobs and competencies, current and emerging technologies, and the collaborative nature of the creative process involved in video production.

Advanced Film (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credits
Prerequisite: Intermediate Film
Description: This course will provide an in depth look at the filmmaking process. Students will learn advanced screenwriting, filming, and editing techniques currently used in major motion picture production.

Introduction to Theatre Dance and Movement (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Foundations
College Entrance: Meets A-G Requirement
Graduation: Fulfills VP Arts requirement, elective, or PE credit
Prerequisite: None
Description: This course is an introduction to the study of the role of choreographed dance and the development of skills, techniques, styles and body agility necessary for participation in theater productions. Group dance experiences through rehearsal, performance, dance technique training and technical theater practice is included.

Take 3 Advanced Performance (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Foundations
College Entrance: Meets A-G Requirement
Graduation: Fulfills VP Arts requirement or elective credit and program graduation requirement.
Prerequisite: Audition and 1-year successful completion of Introduction to Drama and Theater Arts or instructor approval.
Description: This course provides practical, hands-on experience in acting and stagecraft allowing students to develop production and acting skills for public performance outside school hours. Students gain basic knowledge of set design, lighting costuming, prop management and entry level ticketing. Students learn about careers for theater professionals i.e. create a theatrical resume, royalties and contract negotiations for productions. Students prepare audition pieces their first year in the program. Out-of-school rehearsals and performances are required.

Digital Photography (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills VP Arts requirement or elective credit
Prerequisite: None
Description: Digital Photography covers the artistic and technical aspects of digital photography. The course covers camera and lens operation, memory cards, file formats, exposure, white balance, composition, lighting, creativity, image editing software and output, exposure, composition, lighting, creativity and image editing and correction techniques.

ELECTIVES

Advanced Carpentry (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Construction Technology
Description: This instructional program emphasizes the preparation of individuals to lay out, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. It includes instruction in common systems of framing, including stair layout, windows and exterior doors, floor systems, drywall installation and finishing, construction materials, estimation, and blueprint reading should be considered. (Intermediate or Capstone)

Animal and Plant Physiology (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none

Description: The Animal and Plant Physiology course is designed to prepare students with relevant knowledge and competencies associated with animal and plant science disciplines within agriculture. In this course, students analyze the structures and functions of both animals and plants, specifically focusing on species used for agricultural production. This course provides a study of common production cycles including nutrition, reproduction and diseases of both small and large animals, as well as the causes and means of prevention. Emphasis is placed on mammals that are most important to human civilizations. Systems of focus include the skeletal, muscular, cardiovascular, integumentary, endocrine, reproductive, immune and digestive systems. Students do so through dissections, labs, simulations, research projects, and hands-on experiences. As part of this course, students work with both plants and animals, studying environmental changes, nutrition requirements and behavior. This course serves as a part of the Agriculture-Animal Science Pathway. Due to the intracurricular nature of Future Farmers of America (FFA), students are required to participate in FFA activities which are graded components of the course. Tests are given regularly and students are expected to participate in assignments, class discussions and other structured events and activities. In addition, students are expected to complete individual and group projects, as well as long-term assignments.

AVID I (Grade 9)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista, Imagine It, Foundations, Brainworx, HDF
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credit
Prerequisite: None
Description: AVID 1 is an interdisciplinary course for AVID freshmen. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in WIC-R (writing, inquiry, collaboration and reading) strategies and will focus on time management and organizational skills that will help them become more successful students.

AVID II (Grade 10)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista, Imagine It, Foundations, Brainworx, HDF
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credit
Prerequisite: None
Description: AVID 2 is an interdisciplinary course for AVID sophomores. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in the prior years of AVID. Students will begin focusing on which colleges are going to best fulfill their academic and career requirements. Time management and organizational skills will continue to be a focus.

AVID 3-4 (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista, Imagine It, HDF
College Entrance: Meets A-G Requirement

Graduation: Fulfills elective credit
Prerequisite: None
Description: The AVID 3/4 Junior-Senior Seminar is a two- year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher-level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

Business and Personal Finance (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: IS
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: Business and Personal Finance introduces students to understanding personal finance decisions and allows students to see the business applications of finance. Students will learn how to plan and manage their personal finances, achieve a financially successful life, and take financial responsibility as a citizen. This should lead to students thinking about the larger consequences of making financial decisions. Although many of the more practical aspects of personal finance will change over time, due to practices, technologies, customs, and laws, the fundamental awareness of ways to think well about solving financial issues remains constant.

Child Development (Grade 9-12)
Length: 2 Semesters
Earn: 10 Credits
Academies: IS
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective requirement
Prerequisite: none
Description: Child Development is a course which enables students to understand how to work with and care for children as they grow. Students learn how children from infancy through age six grow physically, mentally, socially, and emotionally.

Construction Technology (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Residential and Commercial Construction Trades
Description: This course is comprehensive, building upon foundational skills learned in an introductory class. The course will focus on all aspects of the building process, including site layout/survey, foundations, masonry, floor systems, framing, roofing, exterior finishing, electrical, HVAC, waste systems and plumbing. The course introduces advanced construction concepts and practices as well as management and production practices in current use in the construction industry.

Culinary Arts I (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credit
Prerequisite: None
Description: This concentration course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers food science, dietetics and nutrition, as well as food service and hospitality. Course titles may include: Nutritional Science; Foods and Nutrition; Food, Nutrition and Meal Management; Culinary Arts I.

Computer Programming
Length: 2 Semesters
Earn: 10 Credits
Academies: Delta VISTA
College Entrance: Meets A-G Requirement
Graduation: Fulfills elective credit
Prerequisite: none
Description: This is a two-semester course designed to introduce the student to computer programming. Students explore and apply a variety on logic constructs, abstract data structures, and algorithms for solving problems and for implementing graphics. Furthermore, the course is designed to prepare the student for the rigors of taking AP Computer Science during the next year.

Culinary Arts II (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credit
Prerequisite: Culinary I
Description: A capstone course that prepares students with food production, preparation, and service skills for employment institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products, nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions. Course titles may include: Careers in Food Service and Hospitality; Advanced Culinary Arts; Restaurant Marketing and Management; and ProStart 1-11.

Exploration of Health Careers (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students who are a HOSA member
College Entrance: Meets A-G requirement
Graduation: Fulfills Elective credit
Prerequisite: none
Description: Exploration of Health Careers is an introductory course intended to give the student a chance to explore the health care industry and the possible career paths within the industry. Students will gain an understanding of job research techniques as well as effective job seeking skills. Each student will explore the use of several different types of instrumentation that is utilized in medical, clinical and laboratory settings. Students will effectively access databases', make entries, and retrieve copies for medical and clinical records. Students will explore the major career fields and be able to distinguish between technical, professional, and entry level positions within each area. The course is intended as a prerequisite course for ROP and Advanced Health Careers. This will allow the student to make rational choices for junior and senior courses, which will increase their candidacy admission into post-secondary educational institutions and/or occupational positions.

Film Appreciation (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills Elective Credit
Prerequisite: none
Description: This course is designed to develop an appreciation for film/movies and to gain knowledge in film as an art as well as a basic understanding of film analysis. Student will explore the political, social, economic, and ethical dimensions of artistic expression in film, as well as time periods and multicultural society.

Graphic Communications (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Intro to Graphic Arts Technology
Description: This course provides students with an in depth understanding of manufacturing processes and systems common to careers in integrated graphics technology. Representative topics include integrated text, graphic, audio, and video enterprises; composition and imaging; on-demand publishing; desktop publishing; integrated graphic design; digital imaging; color separation theory; communication techniques; electronic prepress; electronic image assembly; analog and digital audio; integrated graphic media distribution; and integrated graphic media production and storage.

Graphic Design I (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students

College Entrance: Meets A-G requirement
Graduation: Fulfills elective credits
Prerequisite: Graphic Communications
Description: Capstone- Graphic Arts- Communications focused.

Graphic Design II (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Graphic Design I
Description: Second part of Capstone.

Horticulture (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills Elective Credit
Prerequisite: None
Description: Horticulture is a course designed to give students a background in the field of horticulture and its many career opportunities. Students will all research various career options in the horticulture industry, with emphasis on nursery and greenhouse production, retail nursery, organic fruit and vegetable production, and landscape maintenance/installation. This course is an introduction to the principles and practices involved in the development, production, and use of horticulture crops. Students will learn the environmental influences on plant growth, crop scheduling, greenhouse structures and equipment. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

Imagine It Blog (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Imagine It
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credit.
Prerequisite: None
Description: ImagineIt Blog is a class that focuses on the career paths that students pursue at ImagineIT. This class provides a platform where students can inspire and motivate their local community by sharing their experiences with Career Technical Education. This class will include new as well as traditional literacies, covering digital citizenship authentically, providing an online home for digital and analog creations. The blogging experience will challenge students to do more reflection on their learning and allow them to showcase products they have produced using online tools.

Individual and Community Development ICD (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Delta Vista
College Entrance: This course does not meet A-G requirements

Graduation: Fulfills elective credit.
Prerequisite: None
Description: Individual and Community Development curriculum includes subjects such as career planning, social behavior in the workplace, and math and English skills necessary for work. Students will learn proper workplace etiquette, how to write a cover letter and resume, and various other forms of formal communication and interview skills. They will practice these skills through community related projects, which will lead to the exploration of various careers and employment opportunities.

Industrial Art (Grade 9-12)
Length: 1 semester
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credit.
Prerequisite: None
Lab Fee: $25.00 for the semester plus the cost of materials for personal projects.
Description: This course covers the basics of woodworking and metal working with an emphasis in metal artwork. The students learn the safety procedures for safe use of shop equipment as well as how to design and fabricate projects in wood and steel. We will learn how to safely use all of the power tools available in the industrial arts classroom, also known as, "The Shop." We will not only rock climb regularly but will also build new "challenges" to add to the climbing walls. Safety in the shop and in the climbing gym is mandatory. Students will confidently climb, belay, and zip on the many walls, cables, lines and ropes available to them in the climbing gym. As part of the class, students instruct and belay the K-5th graders from Ventureland, as well as help them build the wooden toy projects they get to make.

Integrated Technology (Grade 9)
Length: 2 semesters
Earn: 10 credits
Academies: Brainworx
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Introduction to Media Arts
Description: This course provides students with an understanding of manufacturing processes and systems. Representative topics include integrated text, graphic, audio, and video enterprises; composition and imaging; desktop publishing; integrated graphic design; digital imaging; communication techniques; integrated graphic media distribution; and integrated graphic media production and storage.

Introduction to Building and Construction Trades (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: None
Description: This course is intended to be an introductory course focusing on the foundational skills needed in the construction trades and is required for enrollment in advanced career and

technical education courses in the Building and Construction Trades Sector. It will include the study of safety, career opportunities, hand and power tools, planning and design, applicable mathematics, blueprint reading, component nomenclature, trade vocabulary, residential and commercial construction standards, construction manufacturing standards, and specialized skills. Competencies related to each standard in the sector are taught.

Introduction to Graphic Arts Technology (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: This course provides students with a foundational understanding of manufacturing processes and systems common to careers in graphic arts and printing technology. Representative topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, reproduction photography, graphic reproduction operations, binding and finishing related to digital imaging, lithography, and screen printing.

Introduction to Manufacturing and Welding Technology (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: This course provided students with a basic understanding of manufacturing processes and systems common to careers in welding and related industries. Representative topics include the introduction to interpretation and layout of welded and assembled-part prints. This introductory Instructional program prepares individuals to use both gas welding and any combination of arc welding processes. Those processes may include shielded metal arc welding (SMAW), gas metal arch welding (GMAW), and gas tungsten arc welding (GTAW to weld metal part. It prepares individual for basic fabrication and assembly of a variety of products and includes instruction in layout. Representative course titles include: Introduction to Welding, Welding Technology I, Metal Fabrication, Welding Combination, Welding Electric, Welding Gas, etc.

Investigative Biology (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: None
Description: The course is aimed at building a solid foundation in the Big Ideas of biological science (cellular processes, genetics, evolution, and interactions), integrating an investigative laboratory component that consists of both classroom labs and outdoor field studies and practical application, and building student competency in science practices and the scientific method.

Latinos in Action (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: All
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: None
Description: Latinos In Action (LIA) offers a unique approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change. The class operates as a year-long elective course taught by a highly-qualified teacher. The end goal of the class is to empower Latino youth to lead and strengthen their communities through college and career readiness. This is accomplished by focusing on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. During Class time, L.I.A. Students engage in 3 core components: College and Career Readiness, Leadership Development, and Literacy Tutoring.

Manufacturing Materials/Processing/Production (Grade 10)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Exploring Manufacturing & Design
Description: This course exposes students to the tools, machines, and processes encountered in manufacturing and stress the analysis, testing and processing of metals, plastics, woods, ceramics, and composite materials. These courses enable students to experience the process of translating an idea into a finished product with instruction in planning, designing, selecting materials, and using tools and machines.

Mechanical Construction I (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Welding Technologies and Fabrication
Description: The course prepares individuals to use submerged arc welding (SAW), flex-core arc welding (FCAW), and plasma arc welding (PAW), laser beam welding (LBW), and other advanced welding processes.

Mechanical Construction II (Grade 11-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Mechanical Construction

Description: This course provides advanced students the opportunity to specialize in a particular area of interest, expand their expertise in a particular specialization, and develop more advanced skill.

Medical Terminology (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective or health credit
Prerequisite: Completion of Exploration of Health Careers
Description: The Medical Science and Terminology course prepares students with a foundation to understand and use medical terminology for a future career in the medical health field. Presentation of the vocabulary terms are organized according to the human body systems. Assignments and labs designed to expose students to the use of the language. The course follows the Health Science and Medical Technology Patient Care Pathway standards.

Mock Trial (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirement
Graduation: Fulfills academic elective credit
Prerequisite: None
Description: Mock Trial is a class where students explore the various aspects of our country's judicial branch. Students implement the following critical thinking standards to analyze the facts of various crime cases: purpose, point of view, assumptions, inference, validity, implications, and consequences. Students also learn through experiential techniques how to present a case in court. Students prepare opening statements, closing arguments, direct examinations, and cross-examinations. Students also learn to analyze and debate the details of historic and current court cases as they pertain to interpreting the constitution and its amendments.

Product Development (Grade 11)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credit
Prerequisite: Manufacturing Materials/Processing/Production
Description: This course provides students with the opportunity to focus on one or more areas of industrial technology, creatively pursuing new knowledge or solving a technological problem, by designing and building prototypes and working models. Students learn and apply appropriate information in order to complete a project.

Residential and Commercial Construction Trades (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students

College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Introduction to Building and Construction Trades
Description: This course provides individuals with the intermediate skills and information specific to the residential and commercial construction industry. It comprises the study of fasteners and hardware, finishes and coatings, materials, installation techniques, new and emerging technologies, mapping and surveying, levels and transits, foundations and floors, walls and partitions, roof systems, electrical wiring, interior and exterior finishes, floor coverings, metal construction, heating and cooling, concrete and brick masonry, insulation, glazing, maintenance, and landscaping.

Sociology (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: IS
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: This course explains the behavior, role and grouping of people in various societies. The scope of study ranges from fundamental principles of sociology to problems of a mass society. Selected topics for analysis include but are not limited to culture, social structure, social institutions, socialization, continuity, and change, and social problems. Students will be exposed to a variety of individual and group projects that examine groups as well as societal conflicts.

Sport Media and Communication (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Excel
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: The Sports Media and Communication Class is designed to provide students with introductory skills in sports reporting through various media. Students will cover Venture Academy sports teams and write/produce game stories, season previews, conduct interviews, recaps, podcasts and highlight packages which will be available through electronic media. The course will have an emphasis on sports journalism and communications, sports broadcasting, and ethical reporting.

STEM Environmental Leadership (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: HDF
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: The STEM Environmental Leadership Course is designed to give students the opportunity to work in partnership with the San Joaquin County Office of Education STEM Programs at Durham Ferry Outdoor Education Center. The STEM Program is committed to

utilizing the Outdoor Education Center to provide students in grades 3 - 5 with experiences in outdoor environmental education. This is done through MEANDER Field Studies (Mentorship in Ecological Awareness through Nature Discovery, Exploration, and Regeneration), field trips in which elementary students in grades 3 -5 engage in activities that allow them to become scientists in their local environment. Students in STEM Environmental Leadership learn science content, teaching strategies and act as mentors during the MEANDER Field Studies to engage these students in scientific processes and environmental activities. At the completion of the course students will earn a certificate in STEM Environmental Leadership.

Study Skills (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Excel, Delta Vista, Foundations
College Entrance: This course does not meet A-G requirements
Graduation: Fulfills elective credits
Prerequisite: none
Description: This course is designed for IEP and 504 students and any other students needing additional resource help. This course focuses on organizational and study skills, skills to transition to college/career, IEP goal completion, and resource help for other academic courses.

Welding Technologies and Fabrication (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirements
Graduation: Fulfills elective credits
Prerequisite: Intro to Manufacturing and Welding Technology
Description: This course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. The instructional program prepares individuals to use both gas welding (OAW) and any combination of arc welding processes (SMAW, GMAW, GTAW) to weld metal parts and plan and lay out materials as specified by diagrams, blueprints, or written specifications. Representative topics include the interpretation and layout of welded and assembled-part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding, and mechanical fastening. It prepares individuals to fabricate and assemble a variety of products and includes instruction in layout; the sequence of design; the construction of templates and fixtures; and the positioning, aligning, fitting, and welding of parts. Representative course titles include: Welding Technology, Metal Fabrication, Welding Combination, Welding Electric, Welding Gas, etc.

Video Productions (Grade 9-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G requirement
Graduation: Fulfills elective credits
Prerequisite: none
Description: This course will combine competencies in film, video, computer, and live production, as well as foundational knowledge in design to introduce students to a variety of jobs

in the multimedia/communications workforce. Instruction will focus on the interaction between media sources in live, recorded, and web-based productions. Students will develop skills in computer design, film and video production, lighting, sound, and production design, and print media design. Students will also explore career options within this rapidly expanding industry sector.

Volt Leadership (Grade 10-12)
Length: 2 semesters
Earn: 10 credits
Academies: Open to all High School Students
College Entrance: Meets A-G Requirement
Graduation: Fulfills elective credits
Prerequisite: Must interview to get in class
Description: The leadership class is designed to give student's hands-on leadership experience. Students will learn leadership skills though the planning and implementation of school and community activities.

APPENDIX IV
CURRICULUM

VAFS Curriculum

VAFS teachers provide a comprehensive course of study through implementation of standards-aligned curriculum. This includes but is not limited to:

Elementary	Grade 1 • Wonders McGraw-Hill: ELA • My Math McGraw-Hill: Math • Inspire Science-McGraw Hill Grade 2 • Wonders McGraw-Hill: ELA • My Math McGraw: Math • California Inspire Science McGraw-Hill for Science • My World Interactive Pearson for Social science Grade 3 • McGraw Hill My Math • McGraw Hill Inspire Science • My World Interactive- Pearson for California History-Social Science • National Geographic Reach for Reading (Language Arts) Grade 4 • McGraw-Hill My Math • National geographic Learning (ELA) • McGraw-Hill Inspire Science • Social Studies Weekly Grade 5 • McGraw-Hill My Math • National geographic Learning (ELA) • McGraw-Hill Inspire Science • Social Studies Weekly Tk-5 • Go Math • Excel Math • SS weekly • LA Nat Geo • Sci Harcourt
Middle School	ELA

	• Morphographs • Scholastic Grammar • Wordly Wise Book 8 • Writing and Grammar • Lit and Lang • Basic English 3rd Division • Words Their Way Spelling • Read 180 • Literature sets • Class Novels: My Brother Sam is Dead (7/8th), Esperanza Rising (6th) Social Studies • TCi • TCi History Alive! The Medieval World and Beyond (7th grade) • TCi History Alive! The United States Through Industrialism (8th Grade) • TCI History Alive! America's Past (5th) • TCI History Alive! Ancient Civilizations (6th) • California Vistas: Ancient Civilizations (6th) Science • Savvas (formally Pearson) Realize, California Elevate Science – Integrated, 6, 7 & 8 grades. • TCI and Studies Weekly • Lawrence Hall of Science • Elevate Science 6th-7th • John Muir Nature Journal Curriculum Math • Math 6 Curriculum and Open Up Resources • Math 7/8 Curriculum Created by All Things Algebra • Go Math • My Math McGrawHill 5th CA Math Levels 1 and 2 (6th-7th)
High School	Science • McGraw Hill – Earth Science • McGraw Hill – Biology • McGraw Hill – Health

	• McGraw Hill – Food, Nutrition & Wellness • Pearson – Environmental Science • Prentice Hall Chemistry • Chemistry The Central Science AP Edition • American Red Cross BLS Certification Manuel • Applied Educational Systems Medical Pathways curriculum • Teen Talk Mathematics • The Practice of Statistics (Starnes, Yates, Moore) • Interactive Mathematics Program (Year 1 & 2) • Interactive Mathematics Program (Year 2 & 3) • Interactive Mathematics Program (Year 3 & 4) • Algebra 2 (Big Ideas Math) • Core Connections Algebra 2 (CPM) • Glencoe California Algebra 2 • Algebra 1 (Big Ideas Math) • Core Connections Algebra 1 (CPM) • Glencoe Algebra • Glencoe California Algebra 1 • Core Connections Courses 2 & 3 • Core Connections Geometry (CPM) • Glencoe Geometry • Glencoe California Geometry • Precalculus (CPM) • Calculus of a Single Variable AP Edition (Brooks/Cole) English • CSU Expository Reading and Curriculum (ERWC) • Understanding Comics (Scott McCloud) • Skills for Independent Living, AGS • Basic English Grammar, AGS • Basic English Composition • Wordly Wise • Blackie ELT – High School English Grammar & Composition • Holt McDougal – Literature Grades 9-12 • The Language of Composition (Shea, Scanlon, Aufses) • Journalism: Who, What, When, Where, Why, And How • The Best American Sports Writing • Many Californias: Literature of the Golden State • Glencoe McGraw Hill World Literature • Selected novels from standards-aligned reading list Social Science • Glencoe American Government

	• AMSCO • Glencoe World History: Modern Times • Government Alive! Power, Politics, and You • US History - History Alive! Pursuing American Ideals • World History - History Alive! World Connections • Next Gen Personal Finance • Let's Cultivate Greatness - Global Studies • American Pageant, Albert IO • Let's Cultivate Greatness - Government & Civics • Next Gen Personal Finance Theater/Performing Arts • Introduction to Theater Arts A 36-week Action Handbook • Introduction to Theater Arts 2 An Action handbook for middle grade and high school students • An Introduction to: The Art of Theater - A Comprehensive text (past, present, and future)

APPENDIX V
CALIFORNIA SCHOOL DASHBOARD

SCHOOL PERFORMANCE OVERVIEW

Venture Academy

Explore the performance of Venture Academy under California's Accountability System.

Chronic Absenteeism  Blue	**Suspension Rate**  Yellow	**English Learner Progress**  No Performance Color	**Graduation Rate**  Green
College/Career  Yellow	**English Language Arts**  Orange	**Mathematics**  Orange	**Basics: Teachers, Instructional Materials, Facilities** STANDARD MET
Implementation of Academic Standards STANDARD MET	**Parent and Family Engagement** STANDARD MET	**Local Climate Survey** STANDARD MET	**Access to a Broad Course of Study** STANDARD MET

School Details

Optional Narrative Summary

Completed By Venture Academy

The mission of Venture Academy Family of Schools is to awaken the imagination, passion, dreams and curiosity of TK-12th grade 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.

NAME	ADDRESS	WEBSITE	GRADES SERVED
Venture Academy	2829 Transworld Drive Stockton, CA 95206-3950	http://www.ventureacad...	K-12

VENTURE ACADEMY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,616	64.4%	10%	0.6%

VENTURE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

34.8 points below standard

Maintained -1.7 Points

EQUITY REPORT

Number of Student Groups in Each Color

2	2	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics



Orange

83.1 points below standard

Declined 3.7 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

3	2	1	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

19%

Level 3 - Moderately Developed

42.9%

Level 2 - Somewhat Developed

23.1%

Level 1 - Beginning Stage

15%

LEARN MORE

College/Career



Yellow

20.7% prepared

Increased 2.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

VENTURE ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Blue

1.6% chronically absent

Declined 0.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	5 Blue	

LEARN MORE

Graduation Rate



Green

88.7% graduated

Increased 3.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	1 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

VENTURE ACADEMY

Conditions & Climate

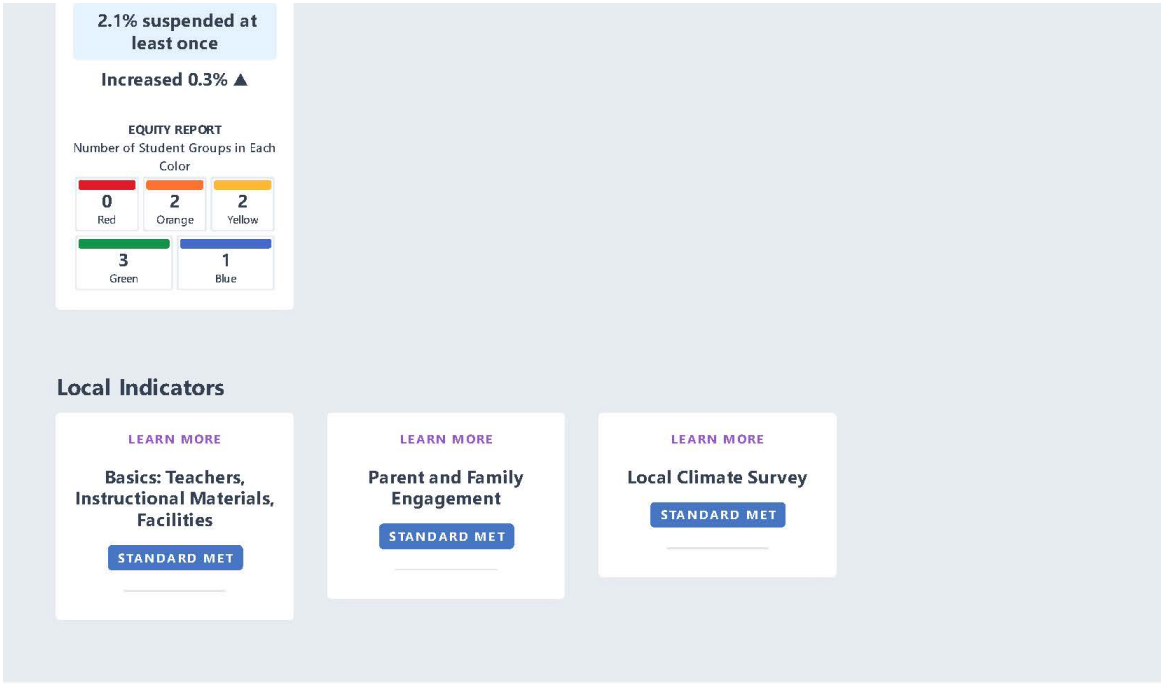
View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Yellow


2.1% suspended at least once
Increased 0.3% ▲
EQUITY REPORT
Number of Student Groups in Each Color
0
Red
2
Orange
2
Yellow
3
Green
1
Blue
Local Indicators
LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
LEARN MORE
Parent and Family Engagement
STANDARD MET
LEARN MORE
Local Climate Survey
STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

34.8 points below standard

Maintained -1.7 Points

Number of Students: 700

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

English Learners

Students with Disabilities



Orange

Socioeconomically Disadvantaged

White



Yellow

African American

Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian

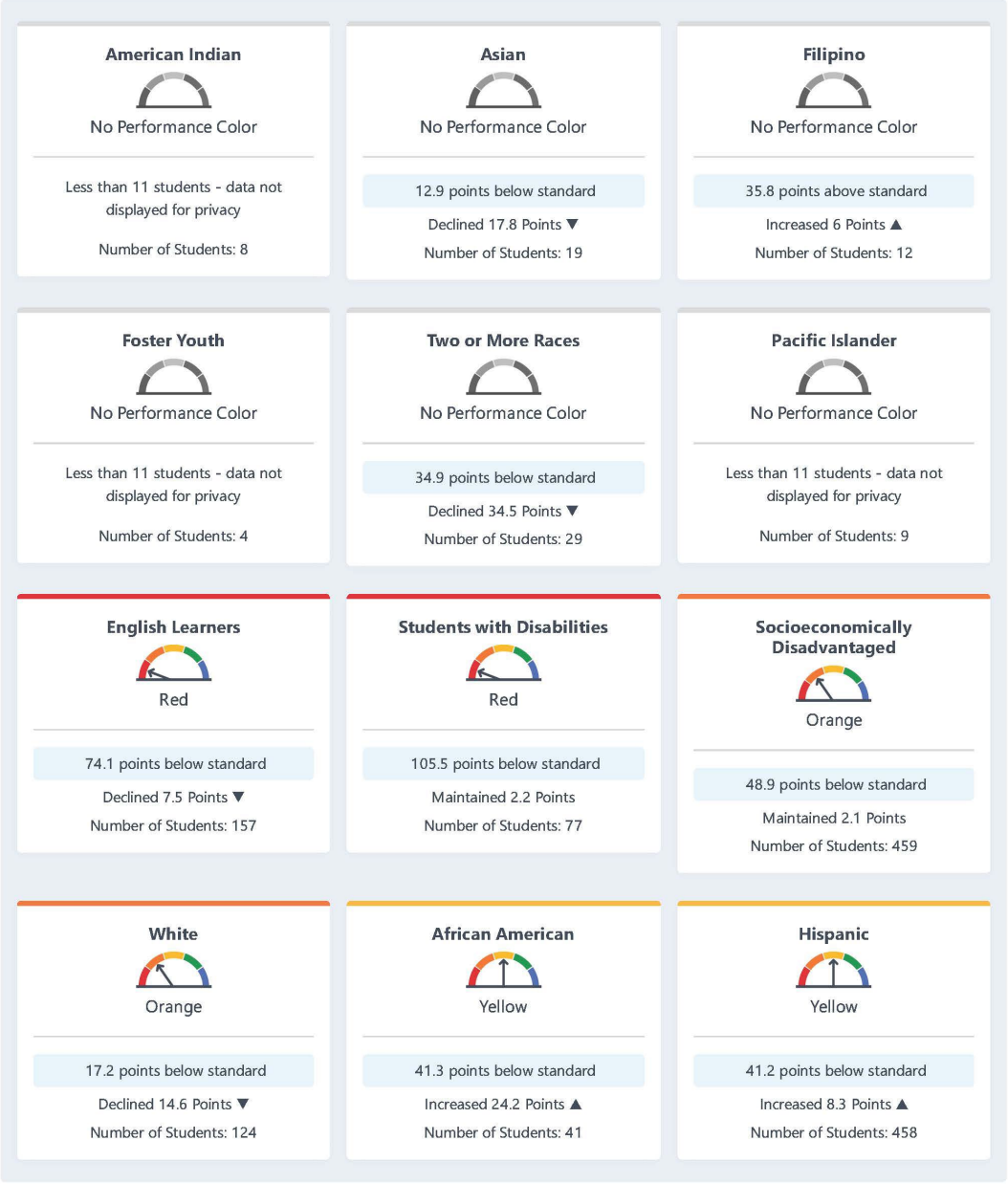
Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander



English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
121.5 points below standard	35 points below standard	30.5 points below standard
Increased 14.2 Points ▲	Maintained -2.2 Points	Maintained -0.9 Points
Number of Students: 71	Number of Students: 86	Number of Students: 446

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

83.1 points below standard

Declined 3.7 Points ▼

Number of Students: 699

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

English Learners

Socioeconomically Disadvantaged

Students with Disabilities



Orange

Hispanic

White



Yellow

African American



Green

No Students



Blue

No Students



No Performance Color

American Indian

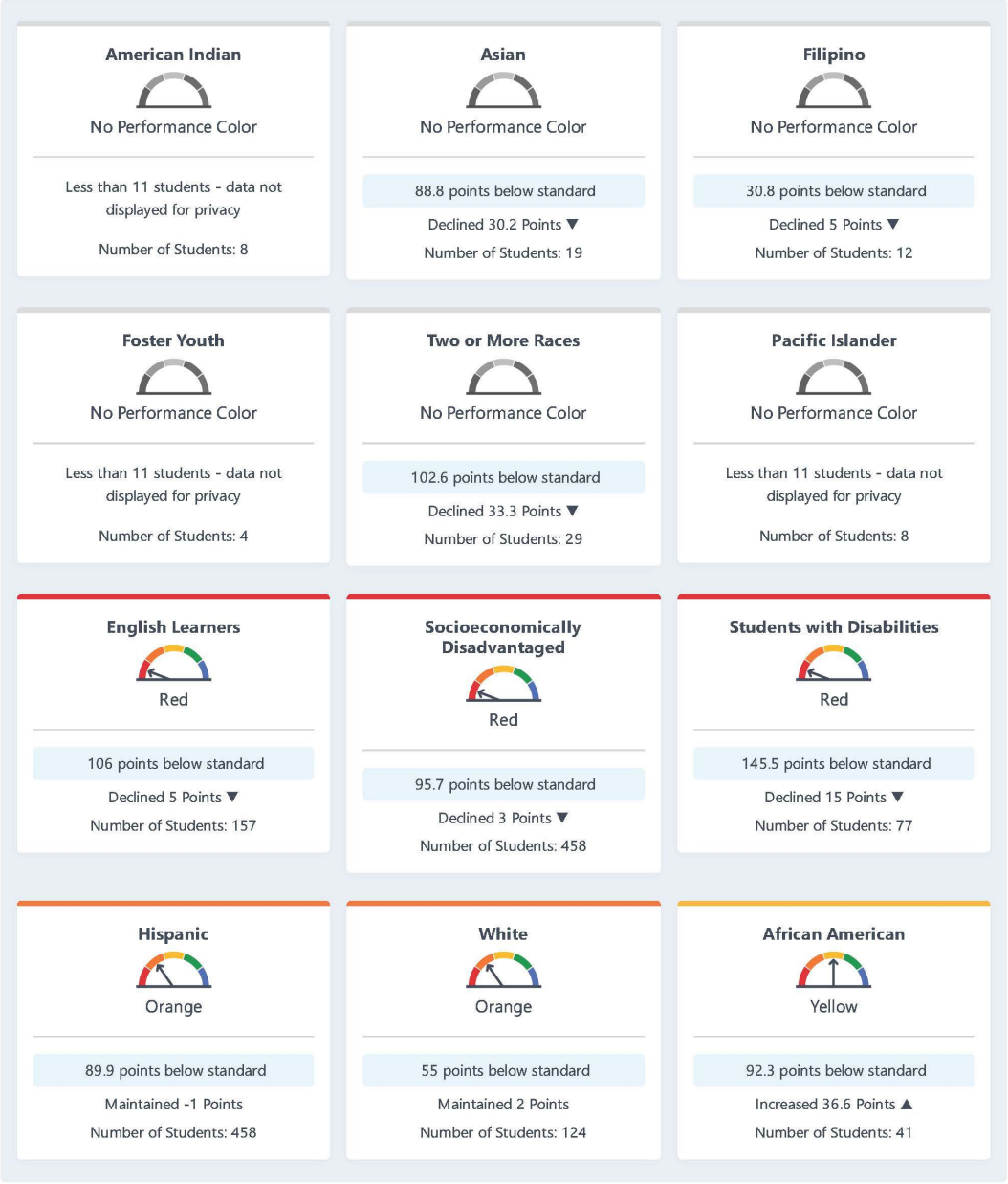
Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

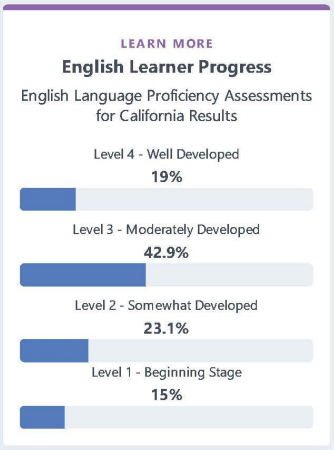


Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
143.8 points below standard	74.8 points below standard	76.9 points below standard
Increased 7.6 Points ▲	Maintained 1.5 Points	Maintained -2.5 Points
Number of Students: 71	Number of Students: 86	Number of Students: 444

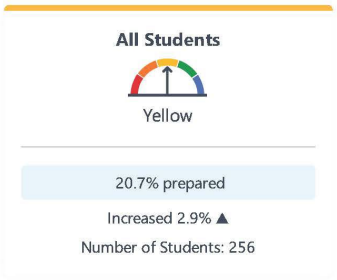
English Learner Progress



College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

White



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

0% prepared

Maintained 0%

Number of Students: 14

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



No Performance Color

7.7% prepared

No Data

Number of Students: 13

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

6.7% prepared

No Data

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

7.7% prepared

No Data

Number of Students: 13

White



Orange

17.5% prepared

Maintained -1.5%

Number of Students: 63

Hispanic



Yellow

22% prepared

Increased 6.6% ▲

Number of Students: 150

Socioeconomically Disadvantaged



Yellow

18.9% prepared

Increased 3.9% ▲

Number of Students: 159

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

3	Initial Implementation

Next Generation Science Standards

3	Initial Implementation

History - Social Science

4	Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

2	Beginning Development

History - Social Science

5	Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

3 Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

5 Full Implementation And Sustainability

World Language

4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

3 Initial Implementation

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Blue

1.6% chronically absent

Declined 0.8% ▼

Number of Students: 683

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Students with Disabilities



Blue

- African American
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- White



No Performance Color

- American Indian
- Asian
- Filipino
- Foster Youth
- Homeless
- Pacific Islander
- Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

7.1% chronically absent

Increased 7.1% ▲

Number of Students: 28

Students with Disabilities



Green

2.6% chronically absent

Declined 0.5% ▼

Number of Students: 76

African American



Blue

0% chronically absent

Declined 14% ▼

Number of Students: 42

English Learners



Blue

1.1% chronically absent

Declined 1.1% ▼

Number of Students: 92

Hispanic



Blue

1.4% chronically absent

Maintained 0%

Number of Students: 441

Socioeconomically Disadvantaged



Blue

2.2% chronically absent

Declined 1.1% ▼

Number of Students: 464

White



Blue

0.8% chronically absent

Declined 2.7% ▼

Number of Students: 128

Graduation Rate

All Students

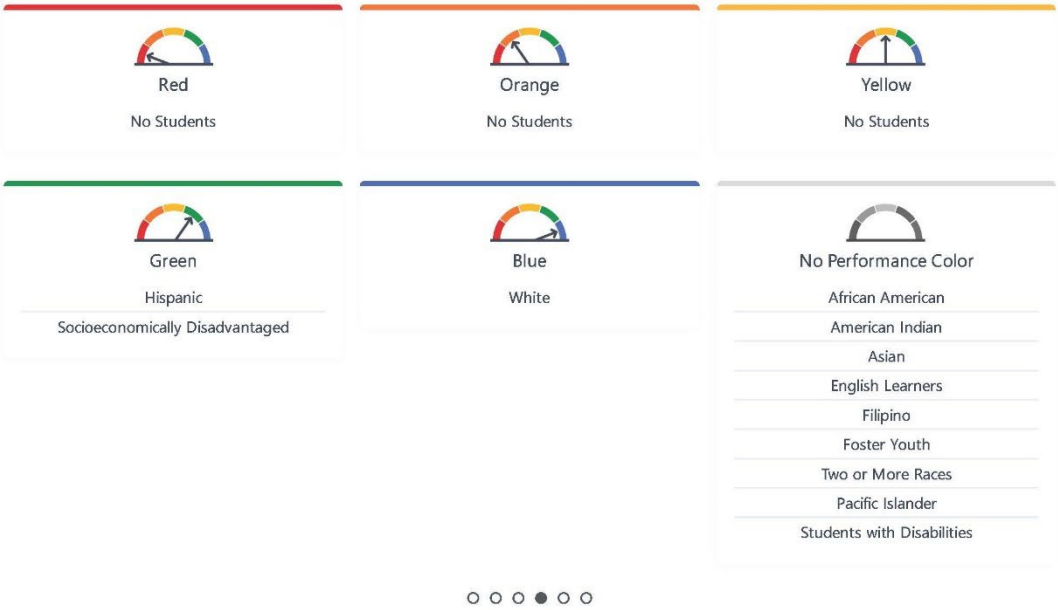
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



African American



No Performance Color

92.9% graduated

Increased 14.3% ▲

Number of Students: 14

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



No Performance Color

76.9% graduated

No Data

Number of Students: 13

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

80% graduated

No Data

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

76.9% graduated

No Data

Number of Students: 13

Hispanic



Green

86.7% graduated

Increased 4.1% ▲

Number of Students: 150

Socioeconomically Disadvantaged



Green

83.6% graduated

Increased 3% ▲

Number of Students: 159

White



Blue

93.7% graduated

Increased 5.7% ▲

Number of Students: 63

This report is not available for districts or county offices of Education.

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Venture Academy tracks students' enrollment through our student information system (School Pathways), as well as Jupiter Ed. Data on the number of students completing courses that meet requirement for admission to California State Universities and University of California (A-G completion) and the number of students completing Career Technical Education Pathways is reviewed for the LCAP development. Information on class enrollment for students who receive Special Education services is included in SEIS and reviewed during IEP meetings.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students have access to curriculum that is aligned to state standards from the most current cycle of adoption. All high school students may enroll in A-G and/or CTE courses. Students in the Independent Study Academy must choose coursework from the Odysseyware site to complete A-G coursework.

3. Identification of any barriers preventing access to a broad course of study for all students.

It is challenging to develop a master schedule that allows all students to complete a CTE Pathway. Students in the Independent Study Program who wish to complete an A-G pathway must have access to technology that supports the on line learning platform.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Venture Academy staff will review the master schedule to assess what changes can be made to maximize students' opportunity to complete an A-G and/or CTE pathway. Venture Academy is implementing a plan to increase student achievement in Mathematics, beginning in the elementary program, to better prepare students for rigorous Math courses at the high school level.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

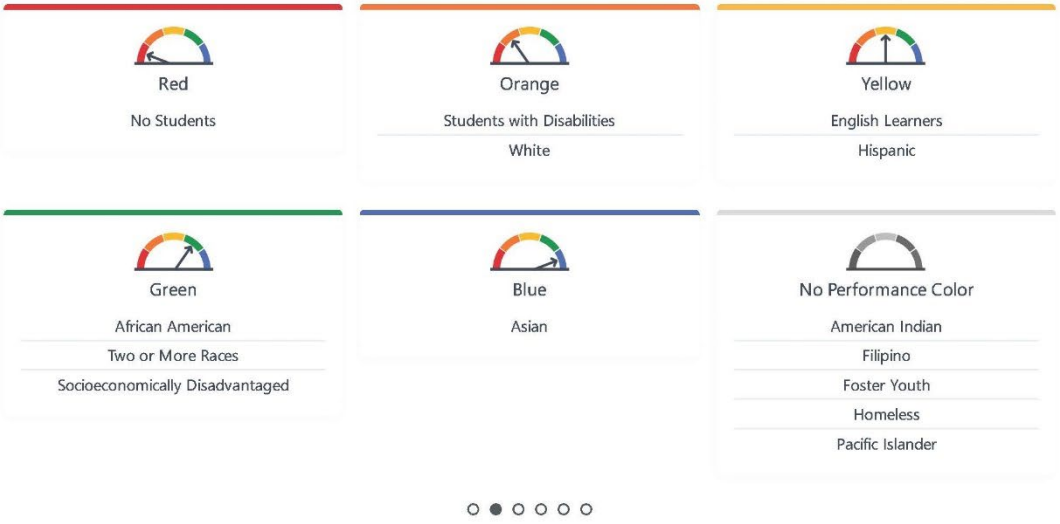
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



American Indian



No Performance Color

6.3% suspended at least once

Increased 6.3% ▲

Number of Students: 16

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 26

Foster Youth



No Performance Color

0% suspended at least once

No Data

Number of Students: 19

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

0% suspended at least once

Declined 7.1% ▼

Number of Students: 15

Students with Disabilities



Orange

6.1% suspended at least once

Increased 2% ▲

Number of Students: 164

White



Orange

3.4% suspended at least once

Increased 1% ▲

Number of Students: 324

English Learners



Yellow

2.3% suspended at least once

Increased 1.1% ▲

Number of Students: 172

Hispanic



Yellow

1.7% suspended at least once

Increased 0.5% ▲

Number of Students: 1,133

African American



Green

3.6% suspended at least once

Declined 0.8% ▼

Number of Students: 110

Two or More Races



Green

2.5% suspended at least once

Declined 1.6% ▼

Number of Students: 79

Socioeconomically Disadvantaged



Green

1.7% suspended at least once

Maintained 0%

Number of Students: 1,167

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 47

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Venture Academy administered a parent survey in both English and Spanish to generate feedback for the 2017-18 LCAP. Parents of children in all grade spans were invited to respond. The survey included questions designed to address priorities in the LCAP and to determine areas of strength and need.
The majority of respondents strongly agreed or agreed that:

VAFS school facilities are maintained in good repair.
Venture Academy provides opportunities for parents to participate in their children's education.
Venture Academy provides opportunities for sports and extracurricular activities.
Their children feel safe at school.
Their children have access to a counselor.
Their children have gained self confidence while enrolled in Venture Academy.
Their children have a healthy balance of schoolwork and play.
Details of responses are contained in the 2018-19 Local Control and Accountability Plan.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Venture Academy administered the California Healthy Kids Survey in the 2017-18 school year. Results of the survey will be available in November 2018.

SCHOOL PERFORMANCE OVERVIEW

Venture Academy

Explore the performance of Venture Academy under California's Accountability System.

Chronic Absenteeism  Green	**Suspension Rate**  Green	**English Learner Progress**  No Performance Color	**Graduation Rate**  Green
College/Career  Yellow	**English Language Arts**  Yellow	**Mathematics**  Yellow	**Basics: Teachers, Instructional Materials, Facilities** STANDARD MET
Implementation of Academic Standards STANDARD MET	**Parent and Family Engagement** STANDARD MET	**Local Climate Survey** STANDARD MET	**Access to a Broad Course of Study** STANDARD MET

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Venture Academy	2829 Transworld Drive Stockton, CA 95206-3950	http://www.ventureacad...	K-12

VENTURE ACADEMY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,590	61.6%	11.5%	0.8%

VENTURE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

19.8 points below standard

Increased 15 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	1	4
Red	Orange	Yellow
0	1	
Green	Blue	

LEARN MORE

Mathematics



Yellow

74 points below standard

Increased 9.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	1	5
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

45.5% making progress towards English language proficiency

Number of EL Students: 154

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career



Yellow

24.6% prepared

Increased 3.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow
0	0	
Green	Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

VENTURE ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

LEARN MORE

Graduation Rate



Green

2.3% chronically absent

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
4 Green	1 Blue	



Green

89.7% graduated

Maintained 1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

VENTURE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Green

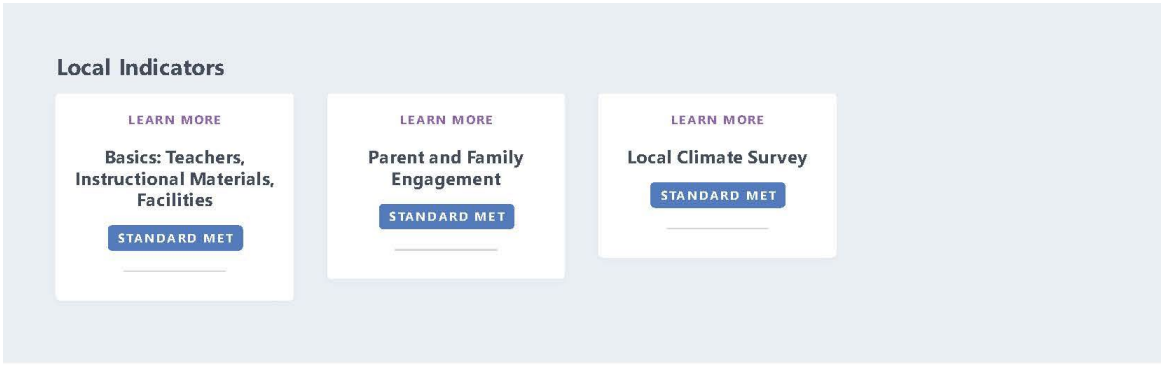
1.3% suspended at least once

Declined 0.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
6 Green	2 Blue	


Local Indicators
LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
LEARN MORE
Parent and Family Engagement
STANDARD MET
LEARN MORE
Local Climate Survey
STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

19.8 points below standard

Increased 15 Points ▲

Number of Students: 678

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

African American



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Green

No Students



Blue

White



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

12.4 points above standard

Increased 25.3 Points ▲

Number of Students: 11

Filipino



No Performance Color

60.7 points above standard

Increased 24.9 Points ▲

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

8.7 points above standard

Increased 43.7 Points ▲

Number of Students: 27

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



Orange

43.2 points below standard

Maintained -2 Points

Number of Students: 38

English Learners



Yellow

68.6 points below standard

Increased 5.2 Points ▲

Number of Students: 154

Hispanic



Yellow

32 points below standard

Increased 9.1 Points ▲

Number of Students: 451

Socioeconomically Disadvantaged



Yellow

30.4 points below standard

Increased 18.5 Points ▲

Number of Students: 436

Students with Disabilities



Yellow

77.4 points below standard

Increased 37.6 Points ▲

Number of Students: 66

White



Blue

15.2 points above standard

Increased 32.5 Points ▲

Number of Students: 129

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
98.2 points below standard	36.6 points below standard	14.5 points below standard
Increased 23.3 Points ▲	Declined 3.1 Points ▼	Increased 16 Points ▲
Number of Students: 80	Number of Students: 74	Number of Students: 411

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

74 points below standard

Increased 9.1 Points ▲

Number of Students: 675

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red	Orange	Yellow
No Students	African American	English Learners
		Hispanic
		Socioeconomically Disadvantaged
		Students with Disabilities
		White

Green	Blue	No Performance Color
No Students	No Students	American Indian


Asian
Filipino
Foster Youth
Homeless
Two or More Races
Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

48.1 points below standard

Increased 40.7 Points ▲

Number of Students: 11

Filipino



No Performance Color

7.3 points below standard

Increased 23.5 Points ▲

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

77.5 points below standard

Increased 25.1 Points ▲

Number of Students: 26

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



Orange

90.6 points below standard

Maintained 1.7 Points

Number of Students: 38

English Learners



Yellow

101.6 points below standard

Increased 3.3 Points ▲

Number of Students: 154

Hispanic



Yellow

82.8 points below standard

Increased 7.1 Points ▲

Number of Students: 450

Socioeconomically Disadvantaged



Yellow

81.7 points below standard

Increased 14 Points ▲

Number of Students: 434

Students with Disabilities



Yellow

130.4 points below standard

Increased 23.6 Points ▲

Number of Students: 65

White



Yellow

46.8 points below standard

Increased 8.2 Points ▲

Number of Students: 128

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
119.1 points below standard	82.7 points below standard	66.9 points below standard
Increased 24.7 Points ▲	Declined 10.7 Points ▼	Increased 10 Points ▲
Number of Students: 80	Number of Students: 74	Number of Students: 408

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

45.5% making progress towards English language proficiency

Number of EL Students: 154

Performance Level

Medium

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Yellow

24.6% prepared

Increased 3.5% ▲

Number of Students: 272

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

- Hispanic
- Socioeconomically Disadvantaged
- White



Green

No Students



Blue

No Students



No Performance Color

- African American
- American Indian
- Asian
- English Learners
- Filipino
- Foster Youth
- Two or More Races
- Students with Disabilities

African American



No Performance Color

12.5% prepared

Increased 12.5% ▲

Number of Students: 16

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



No Performance Color

0% prepared

Declined 7.7% ▼

Number of Students: 17

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

6.7% prepared

Maintained 0%

Number of Students: 15

Students with Disabilities



No Performance Color

0% prepared

Declined 7.7% ▼

Number of Students: 22

Hispanic



Yellow

27.5% prepared

Increased 4.8% ▲

Number of Students: 182

Socioeconomically Disadvantaged



Yellow

25.2% prepared

Increased 6.3% ▲

Number of Students: 163

White



Yellow

21.4% prepared

Increased 4% ▲

Number of Students: 42

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

3	Initial Implementation

Next Generation Science Standards

3	Initial Implementation

History - Social Science

4	Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

3	Initial Implementation

History - Social Science

5	Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

5 Full Implementation And Sustainability

World Language

4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

3 Initial Implementation

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

APPENDIX VI

FOCUS STANDARDS-VERTICAL ALIGNMENT

FOCUS STANDARDS-VERTICAL ALIGNMENT TK-5
DECEMBER 15, 2017

TRANSITIONAL KINDERGARTEN

Math

- Count to 10
- Recognize 1-5

Language Arts

- Recognize many upper and lowercase letters
- Write their name

Social Skills

- Know how to take turns
- Be able to sit for a story
- Know how to use the restroom appropriately
- Know not to climb up slides
- Be able to leave their parents without crying

KINDERGARTEN

Math

Counting & Cardinality

K.C C.3

- Write numbers from 0-20
- Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

K.C C.4

- Understand the relationship between numbers and quantities
- Connect counting to cardinality

Measurement & Data

K.M D.2

- Directly compare two objects with a measurable attribute in common to see which object has “more of/less of” attribute and describe the difference.

Geometry

K.G.2

- Correctly name shapes regardless of their orientations or overall size

Language Arts

Reading Foundational Skills

RF K.1a

- Follow words from left to right, top to bottom, and page by

page RF K.1d

- Recognize and name all upper and lower case

letters RF K.3a

- Demonstrate basic knowledge of one-to-one correspondence by producing the primary sound or many of the most frequent sounds for each consonant

Writing

W.K.3

- Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events
- Tell about the events in order in which they occured and provide a reaction to what happened

Language

L.K.1a

- Print many (prefer all) upper- and lowercase

letters L.K.2c

- Write a letter or letters for most consonant and short-vowel sounds.

(phonemes) L.K.2d

- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Speaking

SL.K.1a

- Follow agreed-upon rules for discussions. (e.g. listening to others and taking turns speaking)

FIRST GRADE

Math

Operations & Algebraic Thinking

1.OA6

- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
- Use strategies (ie:counting on, making 10 and using the relationship between addition and subtraction, etc.)

Number & Operations in Base 10

1.NBT.1

- Count to 120, starting at any number less than 120
- In this range, read and write numerals and represent a number of objects with a written numeral

Measurement and Data

1. MD.3

- Tell and write time in hours and half-hours using analog and digital clocks

Language Arts *Reading:Literature*

RL.1.2

- Retell stories, including key details, and demonstrate understanding of their central message or lesson

Reading: Foundational Skills

RF.1.1a

- Recognize the distinguishing features of a sentence (e.g, first word, capitalization, ending punctuation)

Writing

W.1.2

- Write informative/explanatory texts in which they name a topic, supply some fact about the topic, and provide some sense of closure

Reading:Informational Text

R1.1.1

- Ask and answer key details about a text

Language

L.1.2 b

- Use end punctuation for sentence L.1.2e
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Speaking and Listening

SL.1.4

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SECOND GRADE

Math

2.OA.2

- Add and subtract within 20 2.NBT.5-9
- Use place-value understanding and properties of operations to add and subtract

2.MD.7-8

- Work with time and money

Language Arts

- Fluency when reading a variety of grade-level texts and appropriate levels of prosody depending on text type
- Read and comprehend grade level text with a goal of a lexile measure of 415L or above
- Decoding skills
- Write sentences with correct capitalization and punctuation
- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions
- Create readable documents with legible print

THIRD GRADE

Math

3.OA.7

- “Multiply and Divide within 100 3.OA.5-6
- Understand properties of multiplication and the relationship between multiplication and division

Other

- Understand and apply fact families of basic addition, subtraction, multiplication, and division facts to 12 and the relationship between multiplication and division
- Understand area and perimeter and how those concepts relate to addition and multiplication
- Represent and interpret data (be able to locate information on a table or graph)

Language Arts

- Students will know how to write a 5-7 sentence paragraph with a topic sentence
- RACE strategy (used to answer questions)

Entering 4th grade (See “FOURTH GRADE”)

FOURTH GRADE

(Third grade focus standards)

Math

- Understand and apply fact families of basic addition, subtraction, multiplication, and division facts to 12 and the relationship between multiplication and division.
- Multiply and divide multiples of 10 (ie, multiply and divide by 10, 100, and 1,000).
- Solve problems involving the four operations, and identify and explain patterns in arithmetic. (For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.)
- Use place value understanding and properties of operations to perform multi-digit arithmetic. (For example: know how to subtract with regrouping.)
- Develop understanding of fractions as numbers - be able to place fractions on a number line, and understand that a fraction is a part of a whole.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data - be able to locate information on a table or graph.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
- Reason with shapes and their attributes.

Language Arts

- Fluency when reading a variety of grade-level texts with a goal of 94 words correct per minute (50th percentile 4th grade fall goal) with 95% accuracy, and appropriate levels of prosody depending on text type.
- Read and comprehend grade level text with a goal of a lexile measure of 600 or above.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Students should be able to produce an organized 3 paragraph essay using:
    - Paragraph form: proper indentations, appropriate capitalization and varied sentence structure.
    - A purpose statement (topic sentence) for each paragraph, supported with appropriate details/evidence.

Science

- Read and understand expository text and text structure.
    - Students should be able to determine main ideas and details in content area text.

    - Students should be able to determine cause and effect in content area text.

Social Studies

- Read and understand expository text and text structure.
    - Students should be able to determine main ideas and details in content area text.
    - Students should be able to sequence events when reading content area text.
- Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

FIFTH GRADE

(4th grade focus standards)

Math

- Read and write numbers up to the millions and down to the hundredths
- Multiplication and division facts
- Subtracting with regrouping
- Multiplying two-three digit by one digit
- Dividing one digit to two-three digit
- Understanding the relationship of whole numbers to a decimal/fraction

Language Arts

Reading

- Lexile: 650
- Focusing on punctuation when reading aloud.

Reading Comprehension

- Be able to determine main idea and details from an informational texts
- Pulling evidence from text to support answers (fiction/non fiction)
- Following multiple step instructions (written and verbal)

Writing

- Write a complete sentences with correct end punctuation and capitalization.
- Write a narrative/descriptive 5 paragraph story
- Write an introductory/conclusion paragraph

Science

- Plan and carry out procedures in detail.
- Make detailed observations (use senses)
- Organized data from observations

Social Studies

- Know the difference between primary and secondary sources
- Basic map skills
- Sequence of events
- Understanding where we are compared to the world

APPENDIX VII

VENTURE ACADEMY GOVERNING BOARD BYLAWS

VENTURE ACADEMY GOVERNING BOARD
BYLAWS

ARTICLE I
NAME

Section 1 NAME
The name of this charter school is Venture Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CHARTER SCHOOL

Section 1 THE PRINCIPAL OFFICE OF THE CHARTER SCHOOL
The principal office for the transaction of the activities and affairs ofthis charter school is located at 2829 Transworld Drive, Stockton, California. The Governing Board may approve a change of location of the principal office. The Secretary on these Bylaws must note any such change of location. This section may be amended to state the new location.

Section 2 OTHER OFFICES OF VENTURE ACADEMY
The Governing Board may at any time establish branch offices at any place this charter school is approved to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1 GENERAL AND SPECIFIC PURPOSES
The purpose of this Governing Board is to establish broad educational and operational policies that affect Venture Academy (a California public charter school formed and organized pursuant to Education Code 47600 et seq.) as outlined in the charter school petition renewal approved by the San Joaquin County Board of Education on September 17, 2014 for a five year term beginning on July 1, 2016 and ending on June 30, 2021. Venture Academy adheres to San Joaquin County Superintendent of Schools' policies, procedures and regulations unless a separate policy for Venture Academy is deemed necessary and approved by the Venture Academy GoverningBoard. The Governing Board shall not engage in activities or exercise of power that do not further the established beliefs, mission and goals of the charter school.

ARTICLE IV
GOVERNING BOARD

Section 1 SPECIFIC POWERS
The Governing Board shall approve the charter school budget as required by law.

Section 2 NUMBER AND DETERMINATION OF GOVERNING BOARD MEMBERS
The Governing Board shall consist of five (5) voting members, and a maximum of three (3) non-voting members, unless changed by these Bylaws. A candidate must be at least eighteen (18) years of age to serve as a voting member on the Governing Board.

The Governing Board shall include three (3) voting members selected from San Joaquin County Office of Education Administrative Staff, which shall include an Assistant Superintendent or Deputy Superintendent (Chairman). The remaining voting members shall be one (1) local business/civic representative recommended by the Chairman, and one (1) local business/civic/parent representative recommended by the Director of Venture Academy and confirmed by the Governing Board.

Non-voting members shall include a Venture Academy administrator to serve in the position of Secretary to the Governing Board. The remaining non-voting members shall be one (1) member appointed by the chartering San Joaquin County Board of Education.

The Chairman and/or the Director of Venture Academy shall give written notice of all nominations to the Governing Board at least thirty (30) days prior to the beginning of the next term of office.

Terms of service for those selected or confirmed by the Governing Board are for four (4) years. These Governing Board members may request consideration for continued service beyond the term through written notice presented to the Governing Board at least thirty (30) days prior to the end of said term. There shall be no term limits for service on the Governing Board. Governing Board members who serve by virtue of being a parent of one or more students enrolled in Venture Academy shall be removed from the Governing Board at any time such person no longer has a child enrolled.

Candidates recommended to fill vacancies on the Governing Board shall be confirmed by a majority vote of Governing Board members present at any of the regularly scheduled meetings.

Section 3 RESTRICTION ON INTERESTED PERSONS AS GOVERNING BOARD MEMBERS
No more than 49% of the persons serving on the Governing Board may be "interested persons". An interested person is: (a) any person compensated by Venture Academy for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the charter school.

Section 4 EVENTS CAUSING VACANCIES ON GOVERNING BOARD

A vacancy or vacancies on the Governing Board shall occur in the event of: (a) the death or resignation of any Governing Board member; (b) the declaration by resolution of the Governing Board of a vacancy by a member who has been convicted of a felony or declared of unsound mind by a court order; or (c) the increase of authorized number of Governing Board members.

Section 5 RESIGNATION AND REMOVAL OF GOVERNING BOARD MEMBERS

Any member may resign by giving written notice to the Chairman or Vice-Chairman. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a Governing Board member's resignation is effective at a later time, the Governing Board may elect a successor to take office as of the date the resignation becomes effective.

A Governing Board member may be removed for cause at a board meeting by an affirmative majority vote of the remaining Governing Board members. Members considered for removal shall receive at least two (2) weeks notification of such proposed action and shall have the opportunity to address the Governing Board regarding such action prior to any vote on such removal.

Section 6 VACANCIES FILLED BY GOVERNING BOARD

Vacancies on the Governing Board may be filled by approval of the Governing Board or, if the number of voting members then in office is less than quorum, by: (a) the unanimous vote of Governing Board members then in office; (b) the affirmative vote of a majority of the Governing Board members then in office at a meeting held according to notice or waivers of notice complying with Government Code section 54950 et seq. (the Brown Act); or (c) a sole remaining member.

Section 7 PLACE OF GOVERNING BOARD MEETINGS

Meetings of the Governing Board shall be held at any place within California that has been designated by resolution of the Governing Board or in the public notice of the meeting or, if not so designated, at the principal office of Venture Academy.

Section 8 MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Any meeting of the Governing Board may be held by conference, telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply: (a) each member participating in the meeting can communicate concurrently with all other members; (b) each member is provided the means of participating in all matters before the Governing Board, including the capacity to propose, or to interpose an objection to a specific action to be taken; (c) the Governing Board has adopted and implemented a means of verifying that a person communicating by telephone, video screen or other communications equipment is a member entitled to participate in the Governing Board meeting and that all statements, questions, actions

or votes were made by that member; and (d) the meeting meets all requirements of the Brown Act (Government Code section 54950, et seq.).

Section 9 REGULAR MEETINGS

Regular meetings of the Governing Board shall be held on dates to be determined annually. Notification of meeting dates, times and places shall comply with notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

Section 10 SPECIAL MEETINGS

Special meetings of the Governing Board for any purpose(s) may be called at any time by the Chairman or Vice-Chairman. These meetings may be held only after each voting member has received twenty-four (24) hour notice given personally or by telephone, fax or other means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).

Section 11 EMERGENCY MEETINGS

Emergency meetings may be called for those limited purposes as specified in the Brown Act and notice of any such meeting shall be in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).

Section 12 NOTICE OF MEETINGS

Notice of the time and place of meetings shall be given to each Governing Board member through one of the following means of communication: (a) personal delivery of written notice; (b) first-class mail; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages either directly to the Governing Board member or to a person at the Governing Board member's office who would reasonably be expected to communicate that message to the member; (d) facsimile; or (e) electronic mail. All such notices shall be given or sent to the Governing Board member's address or telephone number as shown on Venture Academy's records.

Notices sent by first-class mail shall be deposited in the United States mail at least five (5) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail shall be delivered in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).

The notice shall state the time of the meeting and the place, if the place is other than Venture Academy. The notice need not specify the purpose of the meeting.

Section 13 QUORUM

A majority of the voting members of the Governing Board shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority vote of the Governing Board members present at a duly held meeting at which a quorum is present shall be an act of the Governing Board. A meeting at which a quorum is initially present may continue to transact business despite the withdrawal of some Governing Board members, if any

action taken or decisions made are approved by at least a majority of the required quorum for that meeting.

Section 14 ADJOURNMENT
A majority of the Governing Board members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 15 PUBLIC NOTICE OF MEETINGS
Notwithstanding any other requirements contained in the Bylaws, all meetings of the Governing Board shall be held in compliance with all applicable requirements of the Brown Act (Government Code section 54950 et seq.).

Section 16 STANDARD OF CARE
A member of the Governing Board shall perform all duties of a member in good faith, in a manner such member believes to be in the best interests of Venture Academy staff, enrolled students, their parents and the community at large, including the duty to make reasonable inquiries regardingthe operation of the school. In performing such duties a Governing Board member may rely on information, opinions, reports or statements including financial statements, other financial data, and student progress data presented by one or more of the school staff or others whom the Governing Board believes to be reliable and competent in the matters presented (i.e. legal counsel, San Joaquin County Office of Education business personnel, curriculum/assessment experts from the education field).

Section 17 REIMBURSEMENT
Members of the Governing Board may receive reimbursement of expenses as the Governing Board may establish by resolution to be just and reasonable in fulfilling the duties of the Governing Board.

ARTICLE V
COMMITTEES

Section 1 CREATION OF POWERS OF COMMITTEES
The Governing Board, by resolution adopted by a majority of the members then in office, may create one or more committees to assist with Governing Board duties. Appointments to committees of the Governing Board shall be by majority vote of Governing Board members.

Section 2 MEETINGS AND ACTION OF COMMITTEES
Meetings and actions of committees of the Governing Board shall be governed by, held and taken under the provisions of these Bylaws concerning meetings, other Governing Board actions and the Brown Act, if applicable. Minutes of each meeting shall be kept and shall be filed with the Governing Board records. The Governing Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board has not adopted rules, the committee may do so.

ARTICLE VI
OFFICERS OF THE GOVERNING BOARD

Section 1 OFFICES HELD
The officers of this Governing Board shall be a Chairman, a Vice-Chairman, and a Secretary (non-voting member).

Section 2 ELECTION OF OFFICERS
The officers of this Governing Board, except any appointed under Article IV of these Bylaws, shall be chosen annually by the Governing Board and shall serve at the pleasure of the Governing Board.

Section 3 APPOINTMENT OF OTHER OFFICERS
The Governing Board may appoint and authorize the Chairman to appoint any other officers that may be required to carry out the duties of the Governing Board. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Governing Board.

Section 4 REMOVAL OF OFFICERS
The Chairman may remove any officer with or without cause.

Section 5 RESIGNATION OF OFFICERS
Any officer may resign at any time by giving written notice to the Governing Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

Section 6 VACANCIES IN OFFICE
A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office.

Section 7 CHAIRMAN
The Chairman shall preside at Governing Board meetings and shall exercise and perform such other powers and duties as the Governing Board may assign.

Section 8 VICE-CHAIRMAN
If the Chairman is absent or disabled, the Vice-Chairman shall perform all duties of the Chairman. The Vice-Chairman shall have all the powers and perform such other duties as the Governing Board or Bylaws may require.

Section 9 SECRETARY (NON-VOTING MEMBER)
The Secretary shall keep or cause to be kept, at Venture Academy's principal office, or such other place as the Governing Board may direct, a book of minutes of all meetings, proceedings, and

actions of the Governing Board, of committees of the Governing Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and if special, how authorized; the notice given; the names of persons present at Governing Board and committee meetings; and the number of members present or represented at members' meetings.

The Secretary, or his/her designee, shall keep or cause to be kept, at the principal office of Venture Academy, a copy of the Bylaws, as amended to date.

The Secretary, or his/her designee, shall give or cause to be given, notice of all meetings of the Governing Board and of the committees of the Governing Board that these Bylaws require to be given. The Secretary shall perform such other duties as the Governing Board or Bylaws may require.

ARTICLE VII
INDEMNIFICATION

Section 1 INDEMNIFICATION
To the fullest extent permitted by law, this Governing Board may indemnify its officers and such individuals formerly occupying any such positions against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any action or proceeding deemed a part of the duties of the Governing Board.

On written request to the Governing Board by any person seeking indemnification, the Governing Board shall promptly decide whether the applicable standard of conduct has been met and, if so, the Governing Board shall authorize indemnification.

ARTICLE VIII
INSURANCE

Section 1 INSURANCE
The Governing Board shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers to cover any liability asserted against or incurred by such officer or agent in such capacity or arising from the officer's or agent's status as such.

ARTICLE IX
MAINTENANCE OF GOVERNING BOARD RECORDS

Section 1 MAINTENANCE OF GOVERNING BOARD RECORDS
This Governing Board shall keep: (a) adequate and correct books and records of account; and (b) written minutes of the proceedings of its members, Governing Board and committees of the Governing Board.

ARTICLE X
OTHER PROVISIONS

Section 1 VALIDITY OF INSTRUMENT
Subject to the provisions of applicable law, any contract, note, mortgage conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between Venture Academy and any other person shall be valid and binding on the school when signed by one of the following authorized designees: County Superintendent of Schools, Deputy Superintendent of Business Services, Division Director of Operations, or Division Director of County Business Services.

Section 2 CONSTRUCTION AND DEFINITIONS
These Bylaws shall be read as masculine or feminine gender, and the singular or plural as the context requires and the word "person" includes both the Governing Board and a natural person. The captions and headings in these Bylaws are for convenience or reference only and are not intended to limit or define the scope or effect of any provision.

Section 3 FISCAL YEAR
The fiscal year of the Governing Board shall be July 1 through June 30.

Section 4 INTERPRETATION OF CHARTER PETITION
In any instance where the provisions of these Bylaws are in conflict with the provisions of the charter petition, the provisions of the charter petition shall control.

Section 5 AMENDMENT OF BYLAWS
These Bylaws will be reviewed at least once every two years and there shall be appropriate documentation of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Governing Board.

ARTICLE XI
REQUIRED REPORTS

Section 1 ANNUAL REPORTS
Venture Academy is audited as part of the sponsoring LEA, San Joaquin County Office of Education. The audit report is sent to the San Joaquin County Board of Education within 215 days after the end of the fiscal year.

ARTICLE XII
RULES OF PARLIAMENTARY PROCEDURE

Section 1 ROBERT'S RULES OF ORDER
The Governing Board shall follow the procedures outlined in Robert's Rules of Order.

Section 2 ADDRESSING THE GOVERNING BOARD

Individual speakers shall be allowed three minutes to address the Governing Board on each item on the agenda. The Governing Board shall limit the total time for public input on each item to 20 minutes.

CERTIFICATE OF THE SECRETARY

I certify that I am the acting Secretary of the Venture Academy Governing Board, a California public charter school, and that these Bylaws, consisting of nine (9) pages, are the Bylaws of this Governing Board as revised and approved by the members of the Governing Board on June 26, 2018.

Executed on June 26, 2018 in Stockton, California.



Kathleen Focacci, Secretary
Venture Academy Governing Board

APPENDIX VIII

VENTURE ACADEMY ADVISORY SCHOOL COUNCIL BYLAWS

Venture Academy
Advisory School Council
By-laws

Article I: Name

The name of this organization shall be the Venture Academy Advisory School Council.

Article II: Objectives

The Advisory School Council (ASC) will be responsible for making recommendations to the Venture Academy Governing Board on issues including, but not necessarily limited to:

- Maintaining our school as Student-Centered
- Operating within our Mission/Vision Statements
- Fiscal management accountability
- Educational program/instructional strategies
- Policies and procedures for operations

This is intended to mean (1) inquiring, (2) informing, (3) suggesting, (4) recommending, and (5) evaluation. Specific objectives would include:

A. Recommending and reviewing with the director, administrators, teachers, other school personnel, parents, pupils, and the Venture Academy Governing Board implementation of the school programs and periodically assessing the effectiveness of the program and curriculum.

B. Annually reviewing the school programs, and if necessary, making modifications to reflect changing needs and priorities.

C. Informing and advising the Venture Academy staff and Governing Board regarding the school community, aspirations, and goals.

D. Assisting in providing support to parents, students, and staff for Venture Academy programs.

E. Fostering communication and understanding between the school, the County Office of Education, parents and community.

Article III: Membership

Section 1. Charter Council

The council shall be composed of the Director, 4 parents, 3 teachers, 4 students, 2 community members, and 1 alternate (the alternate will be appointed by council vote). Each group represented on the council will elect its representative(s) from the pool of nominees by a simple majority vote. Council members will be appointed for the school year. The Program Director shall be a non-voting member.

A. Parent and staff participation shall be encouraged; however, voting privileges shall be reserved for Council members.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council.

Section 3. Termination of Membership

A member shall no longer hold membership who ceases to be a resident of the geographic or academic community. Membership may be terminated for any member who is absent from three consecutive regular Council meetings.

Section 4. Term of Office

Student members will serve a one-year term. Only 2 student board members per academy; if more than 2 students from one academy receive the most votes, the board position will go to the student nominee with the following highest votes from another academy. All other elected members of the Council shall serve for a three-year term. Members may be elected for additional years. The term of appointment shall be November 1st to Ocotber 31st of the next year. The first year some members will be appointed for a one-year term or a two-year term for the purpose of commencing a rotating schedule of member appointments.

Section 5. Resignation

Any member of the Council may voluntarily resign by informing the chairperson in writing.

Section 6. Vacancy

Any vacancy shall be filled by a chairperson appointee for the remainder of the unexpired term.

Article IV: Officers

Section 1: Officers

The officers of the Advisory School Council (ASC) shall be a chairperson, vice-chairperson, treasurer, and recording secretary. The treasurer and recording secretary will be appointed by vote of the ASC, and the vice-chairperson will be appointed by chairperson

Section 2: Election and Term of Office

The Chairperson shall be elected by the following members: All ASC members, ASC Alternate, and Divisional Director. The Chairperson will serve a four-year term.

Section 3: Chairperson

The chairperson shall prepare an agenda for each council meeting and see that notices are duly given in accordance with the provisions of these By-laws. He/she shall preside at all meetings of the ASC and, in addition, shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the ASC from time to time.

Section 4: Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in the event of his/her absence. He/she may be any member of the ASC. He/she will be appointed by the chairperson.

Section 5: Resignation and Termination of Officer

The ASC, by the affirmative vote of two-thirds of all members of the ASC, may dismiss an officer from his/her office for failure to adequately perform the duties of the office. The ASC would then elect a new officer from among the ASC.

Article V. Standing and Special Committees

Section 1. Creation and Abolition of Committees

The ASC may, from time to time, create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from outside the ASC and may include a member from the ASC. No standing or special committees may exercise the authority of the ASC. All standing or special committees must report to the ASC any proposed actions that will impact the operations of the school or the learning environment.

Section 2. Membership

Unless otherwise determined by the ASC in its decision to establish a committee, the chairperson of the ASC shall appoint members and chairpersons for committees with the approval of the ASC.

Section 3. Term of Office

Each member of a committee shall continue for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be sooner terminated or unless such member shall cease to qualify as a member thereof.

Article VI: Meetings of ASC

Section 1: Regular meetings

The ASC shall, if possible, meet three (3) times per year, once during the period September – December, once during January – March, once during April – June. Meetings shall follow in an orderly fashion, as determined by the chairperson and as required by Robert's Rules of Order.

Section 2. Special meetings

Special meetings may be called by the chairperson or by a majority vote of the ASC.

Section 3. Place of meetings

The ASC shall hold its regular meetings and its special meetings in a facility provided by the school or may conduct meetings through electronic means (i.e. email, fax, teleconference, etc.)

Section 4. Notice of Meetings

At the first meeting, a calendar of meetings shall be established and publicized. At least 72 hours prior to each ASC meeting, the agenda will be posted, distributed to council members, and be made available in the school office. Council members will notify the chairperson 24 hours prior to a meeting if unable to attend.

Section 5. Quorum

The presence of a simple majority of the voting members designated in these By-laws shall constitute a Quorum.

Section 6. Recommendation

All recommendations of the ASC shall be made only after an affirmative vote of a majority of its voting members present, provided there is a quorum. Any tie will be broken by the Director casting a deciding vote.

Section 7. Meetings Open to Interested Persons

All regular and special meetings of the ASC and its standing or special committees shall be open at all times to interested persons.

Article VII: Election Procedures

Section 1. Election of Officers

The election of officers shall take place in November.

Section 2. Election Meetings

A. In October of each year, an announcement of openings will be made

to all interested parties in the Venture Academy community. This notification shall be published on the bulletin board and in the Newsletter.
**Members shall be appointed for the first year.

B. Nominations must be submitted by the end of October.
C. An election will be held in November for new members to begin their term of office in November.
**Members shall be appointed for the first year.
D. Voting shall be complete by November.

Article VIII: Amendments

These By-laws may be amended at any time by a two-thirds affirmative vote of all the active members of the ASC provided that the amendment is to further carry out the objectives of the ASC as herein expressed.

APPENDIX IX
SCHOOL SITE SAFETY PLAN

Venture Academy Family of Schools
2021-22 Comprehensive School Safety Plan

Ventureland Elementary (K-5th)/Synergy (TK – 8th)
Excel (9th – 12th) / Kinect (6th-8th)
VISA (6th – 8th) /APEX (6th – 8th)
Delta Vista / Foundations (9th – 12th)
Imagine IT/BrainworX (9th – 12th)
TEACH (9th - 10th)
and
(Addendum) Historical Durham Ferry (6th – 9th)

The Comprehensive School Safety Plan was developed collaboratively with the separate programs operating under the Venture Family Academy of Schools and the San Joaquin County Office of Education. The plan was presented to the Venture Academy Governing Board on March 16th , 2021.

Name	Title	Signature	Date
Janine Kaeslin	Board Chair		March 15th 2022
Joni Hellstrom	Division Director		March 15th 2022

** This document is to be maintained for public inspection in the VAFS front office during regular business hours*

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
Troy A. Brown, Ed.D., County Superintendent of Schools

P.O. Box 213030
Stockton, CA 95213-9030
(209) 468-4800
www.sjcoe.org

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Comprehensive Safety Plan Purpose and Compliance

California education code 32280 – 32289 requires all schools, districts, and counties to develop, revise and update a Comprehensive School Safety Plans (CSSP's). Effective January 1st, 2019, Assembly Bill 1747 established School Safety Plans as law and mandated that the school site council or safety committee consult with first responder entities in addition to required entities. Assembly Bill 1747 also requires the Comprehensive School Safety Plan and any updates made to be shared with local law enforcement agency, the local fire department and other first responder entities.

The following plan for Venture Academy Family of Schools (VAFS) CSSP contains the following elements in order to maintain compliance with Assembly Bill 1747:

- Assessment of school safety on school campuses and school-related functions
- Child Abuse reporting procedures
- Disaster procedures
- Procedures for Tactical Response
- Suspension and Expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe arrival and departure from school campuses
- Policies enacted to maintain a safe and orderly environment
- Hate crime reporting procedures

The Venture Academy Family of School's CSSP will be reviewed and updated by March 1st of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card (SARC).

Venture Academy Family of Schools operates as an independent charter school under the umbrella of San Joaquin County Office of Education. VAFS identifies as its own Local Education Agency (LEA) and has an enrollment of less 2,500 students, which allows VAFS to operate similar to a small district and encompass all the programs within VAFS in a single Comprehensive School Safety Plan. A separate addendum for the Historic Durham Ferry Program will be created in the CSSP, due to its separate location from the main site and a need for different logistics then the programs housed on the main campus at the San Joaquin County Office of Education. Venture Academy does not operate under a school site council and will have the safety plan approved by their governing board and the San Joaquin County Office of Education. The CSSP will be developed and shared with local law enforcement, community leaders, parents, pupils, teachers, administrators and others who may be interested in prevention of campus crime and violence.

The VAFS governing board shall review the CSSP in order to ensure compliance with the state law, VAFS policy and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting and at a minimum discuss both of the following:

1. How the safety plan addresses the needs of each program and students within the VAFS school system.
2. How the School Safety team when writing the plan, considered the "three essential components" described in CA Education Code 35294.21, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and developing each student's resiliency skills.

A copy of the VAFS Comprehensive School Safety Plan shall be available for review in the VAFS main site office.

VAFS Mission Statement

Mission Statement

The mission of VAFS Family of Schools is to awaken the imagination, passion, dreams and curiosity of TK through 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.

We believe

- 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 life long

Safety Plan Vision

To support the mission statement and goals of the Venture Academy Family of Schools, we strive for a safe learning environment where students are empowered to achieve through strong connections to their programs, schools and community. Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that deteriorate our schools' social and physical climate.

Components of the Comprehensive School Safety Plan

Acting as its own LEA, separate of the San Joaquin County Office of Education, Venture Academy Family of Schools acts as a small district (enrollment of 2,500 students or below) the VAFS Comprehensive School Safety Plan encompasses several buildings and the programs held within those buildings on the main campus. Specific site procedures for Historic Durham Ferry that differ from main site, due to geographical locations and logistics, will be placed as an addendum to this document.

VAFS School Safety Team and Partners

This plan was created and implemented during the 2018-19 school year, with revisions made based on input from those listed below. Revisions and updates will be made based on staff, student and community feedback. The following individuals and groups have contributed to the creation and implementation of the plan.

- Warren Sun, Division Director of Operations and Support Services of SJCOE
- Joni Hellstrom, Division Director of VAFS
- Joshua Brigham, Director II of VAFS
- Silvia De Alba, Director I of VAFS
- Erica Nestle and Megan Filice, Coordinator IV of VAFS
- Jenny Rich, Coordinator of Emergency Preparedness of SJCOE
- Members of the VAFS staff (TK – 12th grade)
- Student Survey Responses from VAFS Student Body
- Parent Survey Responses from VAFS Parents
- Parent Info from School Site Council Members
- Campus Supervisors Team
- Stockton Police Department
- San Joaquin County Sheriffs Department
- Stockton Fire Department

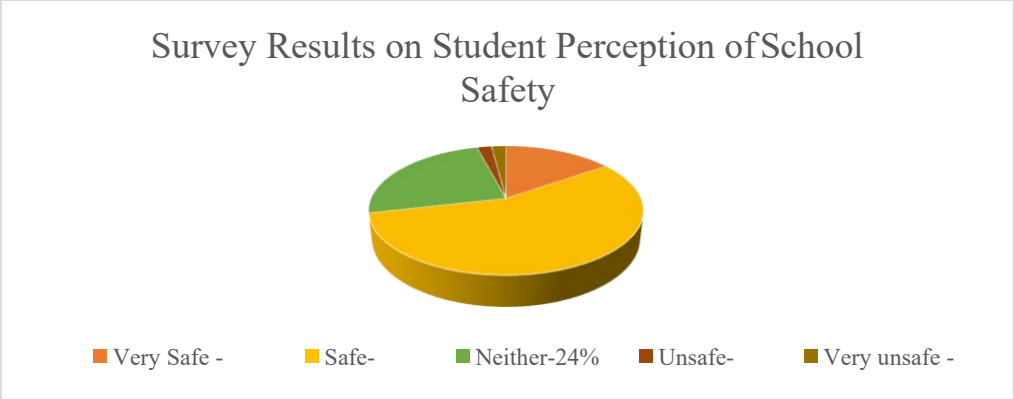
Assessment of School Safety

CA Education Code, Section 32282 (a) 1

VAFS has track record of safe programs and sites in both the social and physical learning environments. As a school that supports students and families who struggle in the traditional learning environments of the school districts, VAFS is well supported by the partners and families who see the school as viable alternative to the schooling option presented to them. VAFS is located Stockton, California, a city noted for high crime, poverty and unemployment that suffers from gang violence and high drug abuse rates. Despite this, VAFS continues to provide a safe haven for students seeking refuge and opportunities not found elsewhere. A review of school suspension and expulsion data (as published by CDE), campus policies and procedures, and safety interviews with school administration and staff showed an overall safe campus climate and a commitment to student safety.

*It should be noted that the Covid-19 Pandemic, prevented updated data from being used for the purpose of this synopsis. Data from 2020-21 School year would be unreflective due to the implementation of distance learning. Data from the 2021-22 School year and results from the California Healthy Kids School Survey from the 2021-22 will be used to replace this existing dated information used below at the time of it's release.

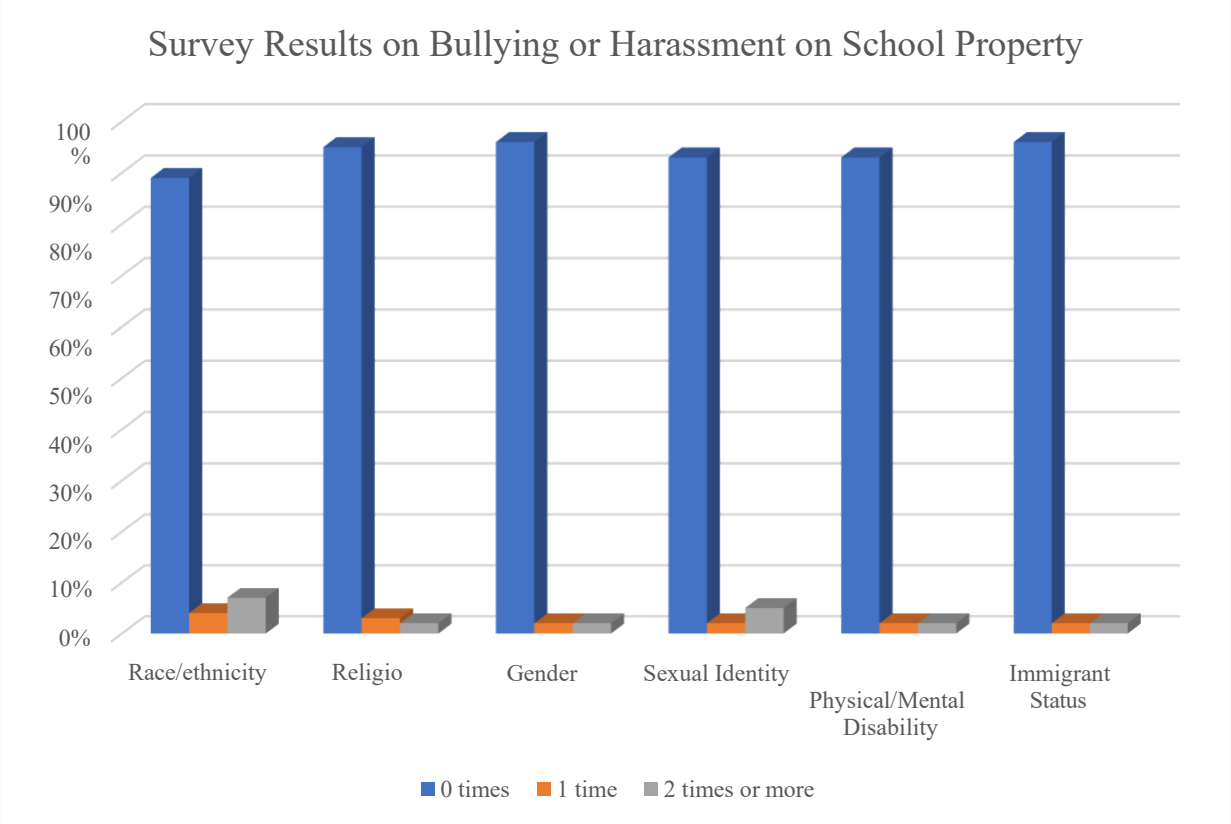
The overall perception amongst students of school safety during the 2019-20 school year, show a high percentage of students feeling Very safe or safe at school. According to the results of the 2019-20 Healthy Kids Survey, 70 percent of the VAFS student body feel "very safe" or "safe", 24% of students were neutral, while only 4 percent of students feel "unsafe" or "very unsafe)(See chart). These numbers remain very similar overall to the results of the 2017-18 Survey.



2019-20Healthy Kids Survey Results

Question: How safe do you feel at school?

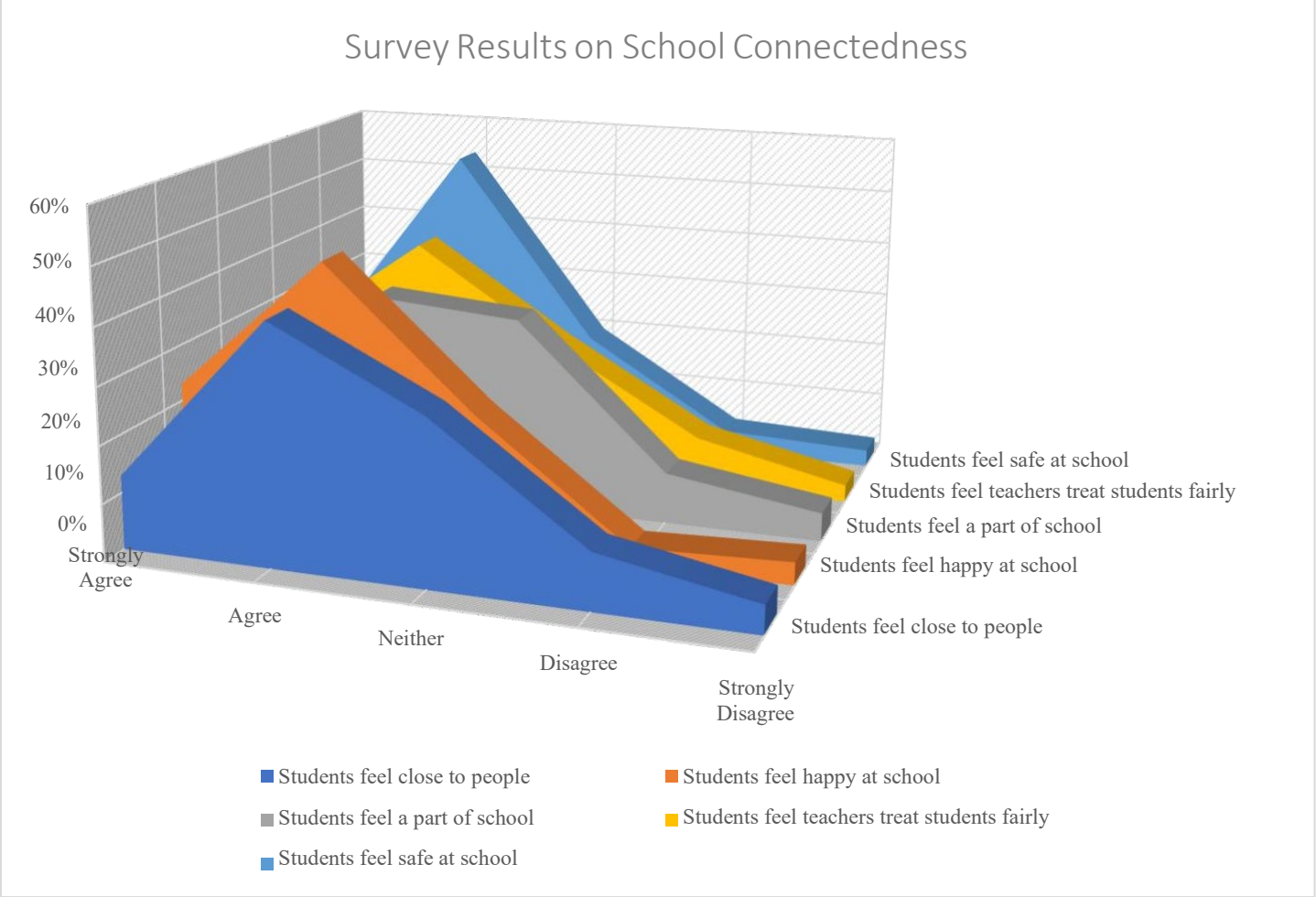
Another key indicator to the overall feeling of a positive school climate among VAFS students is the low percentage of students feeling bullied or harassed. According to the 2019-20 Healthy Kids Survey distributed to students; when it came to factors such as race, gender, ethnicity, religion, sexual identity, physical or mental disability or immigrant status, VAFS students reported on an average of 93.2% that they were harassed or bullied "0 times". An average of 2.85% of students reporting being bullied/harassed "only 1 time". While 3.85% students reported having dealt with bullying/harassment at least 2 times. The overall low percentages of students reporting bullying/harassment demonstrates the positive climate being maintained as these results were similar to those of the 2018-18 Healthy Kids Survey. The goal of VAFS staff



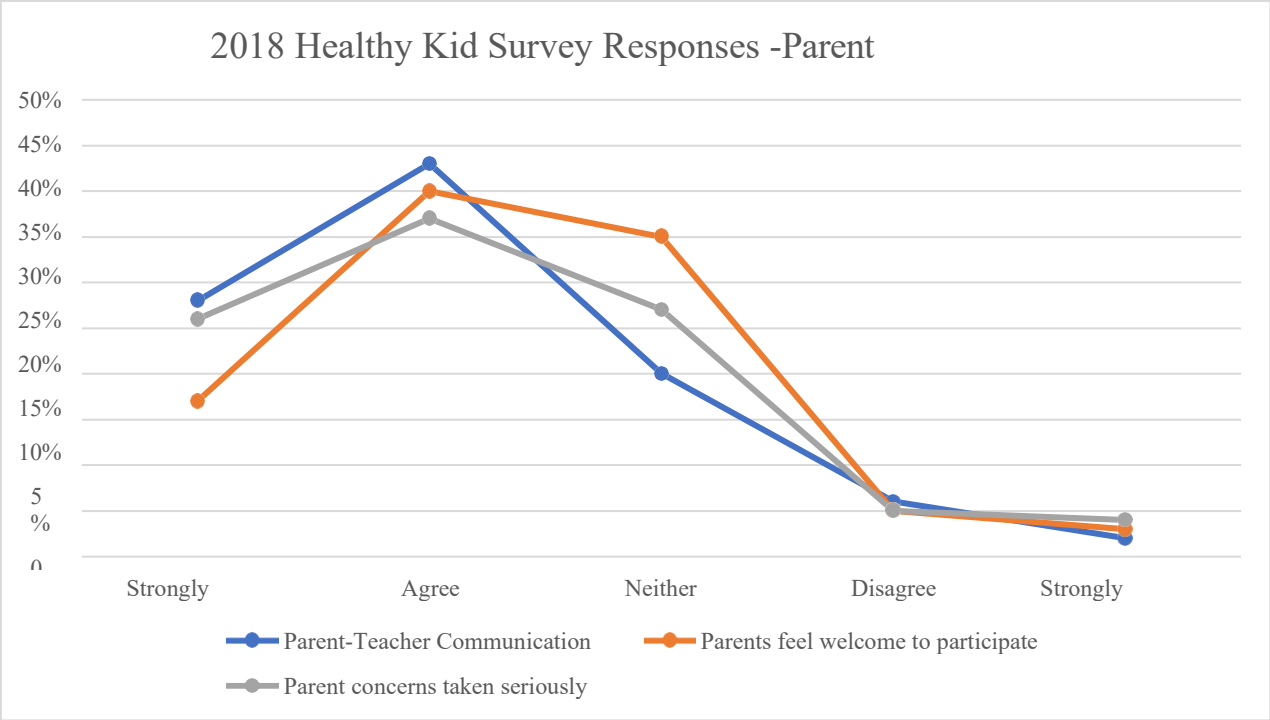
is
to provide a campus where **no** bullying harassment takes place and VAFS will continue to seek out and implement ideas and programs to reduce the percentage of students reporting any bullying or harassment.

Another key indicator of the positive climate among VAFS school programs is the high level of student connectedness being reported in the 2019-20 Healthy Kids Survey results. Roughly 63% student respondents reported that they "strongly agreed or agreed" when it came to statements about their connectedness to VAFS. 21.6% of students answered indifferently to the questions on connectedness and only an average of 15.4% students reported feeling unconnected to the school and its programs (See chart below) These numbers are similar to 2017-18 survey results, but differ in two areas. First, the overall feeling of connectedness did rise by 5%, which is concerning and VAFS will continue to find pathways and options for students to build a connectedness to the school. Second, the overall feeling of safety of

students at the school rose from the 2018-18 to almost 73% of students feeling safe or very safe, with only 7% feeling unsafe/very unsafe.



The final key indicator of a positive school environment at VAFS is the high percentage of positive parent responses in the 2019-20 Healthy Kids Survey to the topic of Parent Involvement. Overall 64% of parents Strongly Agree or Agree with positive statements about parent involvement at VAFS, while only 8.3% of parents responded with Strongly Disagree or Disagree when it came to statements regarding parent involvement (See Chart below for specifics). While VAFS would like to see higher a percentage of parents feeling they have an active role in the school and educational environment, the listed percentages of those who feel involved as parents speaks to the community feel and overall positive environment that continues to be put forth. These results are similar to that of 2017-18 survey. VAFS will continue to provide opportunities for parents to interact with the school and continue to reach out to the specific socio-economic populations of the student body that are being served. A bi-monthly meeting established by the English Language Coordinator for Spanish speaking parents to keep them better informed of school events and opportunities.



Venture Academy Family of Schools main site is located on the campus of the San Joaquin County Office of Education. Due to the public nature of SJCOE, VAFS is not an enclosed campus and is accessible by the public. Therefor vigilance is required to monitor the coming and going of individuals. VAFS is separated into 6 buildings across roughly a square mile with programs encompassing students of varying age groups TK - 12. These building are separated in some cases by the main thoroughfare through the SJCOE site, Transworld Drive (Appendix C.4.2). In order to address the geographical logistics and provide better on-going supervision, VAFS currently staffs 4 full time Campus Supervisors and one full-time Campus Monitor. These monitors, as well as administration are in constant supervision of the campus and it various building, participating morning cross-walk and afternoon pick up duties. VAFS has also purchased and uses an electric powered cart to provide quicker transportation and supervision. In addition to the Campus Supervision, SJCOE contracts with Securitas security company to provide 1 full-time 24-hour security guard. This individual maintains an active presence on the SJCOE campus in which VAFS is housed and provides support when needed.

All VAFS buildings are clearly identified. Signs and campus display such as the Venture Academy Logo and colors are helpful in supporting a positive school climate. Lighting is sufficient throughout the campus as maintenance and operations of the school are kept by SJCOE employees. SJCOE has identified one full time maintenance worker to support VAFS, as well several temporary employees when the need is high. Being in such close proximity to the SJCOE operations facility and being located on the SJCOE site had benefited VAFS in that a higher priority has been placed on maintaining and upkeep of facilities. Check in procedures are in place for all main campus buildings. Campus check in and check out log binders are located in Main Venture site, as well as the CTECH and Excel buildings. Campus Supervisors are placed in

each building to monitor student traffic and any incoming adults. All VAFS staff, as SJCOE employees are required to wear the SJCOE employee badges with picture identification when on campus. Overall VAFS maintains vigilant supervision and individuals who come onto campus are quickly identified and reported if they are not supposed to be present.

On-going trainings have been provided on a yearly basis in preparation for emergency situations. Mandated lock down and fire drills are completed in compliance with CA Education code and the SJCOE policy mandate. These drills are held in partnership with local Fire Department and law enforcement agencies. All VAFS staff have participated in active shooter training through the ALICE program hosted by SJCOE. These training have happened every other year, the most recent training in the fall of 2018. VAFS administration and leadership have also been sent to the RISK Assessment training hosted by SJCOE. A RISK Assessment team was sent in 2018 that included administration and several staff members. VAFS also hired a full- time school Nurse in 2017, which has provided on-going trainings for the VAFS staff for health- related issues and emergencies.

VAFS Campus Safety Strategies and Programs

CA Educational Code 32282 (a) 2 (A)-(J)

The VAFS Governing Board, Advisory Site Council and School Administration all recognize the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The VAFS Division Director and administration shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Code References: Ed Code 35294.2 (a)(2); Penal Code 11166

The San Joaquin County Office of Education and Venture Academy Family of Schools recognizes the school's responsibility to educate students, parents and staff about the dangers of child abuse. VAFS believes all individuals should be able to acquire skills and understanding needed to identify unsafe situations and to react appropriately and promptly to any situation in which suspected abuse might occur.

The SJCOE/VAFS instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum as mandated under CA Education Code. The curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

The VAFS governing board and administration recognize that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. All staff members are to

inform school administration on the day of obtaining knowledge or substantiated suspicion of child abuse. All VAFS staff members are mandated child abuse reporters and required to directly contact the San Joaquin County Human Services Agency via phone (209)-468-1000 and file a report. All VAFS employees are required to fax in a Child Abuse Report (See Appendix B) in connection with the initial phone report. VAFS administration will work in coordination with staff to allow for additional assessment and counseling of the student if necessary.

(B) Emergency Preparedness and Crisis Response Plan

Ca Educational Code 35295-35297; Government Code 8607 and 3100

VAFS recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Division Director or administrative designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters, which shall be included in the overall Comprehensive School Safety Plan. These plans will be developed in compliance with California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The VAFS Crisis Response Plan is included in the appendices, and accomplishes the following:

- Appendix C: VAFS Crisis Response Plan, incorporate strategies of the Incident Command System (ICS), SEMS and NIMS.
    - Provides emergency contact information for district staff in Appendix C.1: VAFS Staff Emergency Contacts – Confidential
    - Provides emergency contact information for school site staff in Appendix C.2: Campus Staff Emergency Contacts – Confidential.
    - Describes the ICS structure for the district crisis response team in Appendix C.3: VAFS Incident Command System
    - Defines specific evacuation procedures for the VAFS and programs developed with considerations for students with physical disabilities in Appendix C.4: VAFS Campus Emergency Evacuation Plans
- Provides guidance for emergency response to a variety of potential hazards and incidents, including procedures during and following earthquake in appendix D: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(i) Earthquake and Multi-hazard Emergency Procedure Systems

SJCOE Regulations describe the policy for establishing an earthquake emergency procedure system and defines several key procedures including alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

(ii) Use of School Buildings for Emergency Shelters

SJCOE and the VAFS governing board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Cooperation with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension and Expulsion Guidelines

CA Education code 48900. 48915 (d) and (c)

Through SJCOE Policy and the VAFS Charter Document, the VAFS administration and governing board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular class interaction. Exception where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

For guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of the school year. Current versions will be available for review alongside this comprehensive safety plan in the main VAFS office.

(D) Procedures to Notify Staff of Dangerous Pupils

The SJCOE Superintendent and VAFS Division Director and other administration shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the VAFS or SJCOE administration, the VAFS and SJCOE administrations shall take steps to ensure that appropriate legal measures are instituted. When employee notifies the SJCOE or VAFS administration of a threat of bodily harm, the district shall take the appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The SJCOE and VAFS administration shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication and crisis resolution.

(E) Procedures for Tactical Response

Ca Ed Code 32282 (a)(2)(i)

The SJCOE provides annual training on law enforcement tactical response to criminal incidents that could occur on our campuses and facilities. Currently we contract with a Subject Matter Expert (SME) to train staff and provide security assessments. We also provide training by local

law enforcement professionals on tactical response for the protection of students and staff, which include;

. Law enforcement initial response is to eliminate the threat and not immediately provide aid to injured.
. Hands up and fingers spread. No objects in your hands.
. Follow orders of law enforcement.
. Provide information of suspect description and location if you have it. Do not engage in unnecessary conversation.
. Do not hug or thank officers while they are responding and do nothing that could be confused as aggressive movement toward them.
. Help others out if safe but get yourself to safety always.

(F) Discrimination, Harassment and Bullying Policies

Additional code reference: Ca Education Code 200-262.4

VAFS follows a comprehensive prohibition of discrimination and harassment set by the SJCOE Board Policy, which includes all VAFS programs. As identified in SJCOE policy 5145.3(a) in compliance and with Ca Education code. SJCOE, VAFS and the VAFS Governing Board are committed to equal opportunity for all individuals in education. VAFS in compliance with SJCOE Board Policy 5145.3 (a) which states programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. VAFS and its governing board shall promote programs that ensure that discriminatory practices are eliminated in all school related activities.

VAFS in compliance with SJCOE Board Policy 5145.3 (a) which states that Gender-Based harassment is any form of harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that is based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity or femininity.

VAFS in compliance with SJCOE Board Policy 5145.3 (a) also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. All complaints alleging retaliation, except those related to sexual harassment, will be processed under the SJCOE 1312.3 Uniform Complaint Procedure. Retaliation related to sexual harassment will be processed under 5145.7 – Sexual Harassment.

Any student who engages in discrimination, harassment, intimidation, bullying, or retaliation in violation of the law, SJCOE policy or VAFS administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. An

employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying or retaliation shall be subject to disciplinary action, up to and including dismissal.

(G) School-wide Dress Code

Additional Code Reference: Education Code 35183

As described the VAFS student handbook, VAFS believes that appropriate dress and grooming contribute to a productive learning environment. VAFS expects students to five proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

> To exhibit any dress, grooming, or appearance that disrupts, or tends to disrupt, the education process, or affects the health or safety of individuals shall be prohibited. E.C. 48900 (k)
>
> The presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes affiliation with any group considered harmful to the school environment is prohibited.
>
> - Students arriving at school dressed inappropriately will be asked to wear a school issued shirt or have a parent/guardian bring a change of clothes.
> - In the case of exceptionally "saggy" pants or revealing clothing, the student will be required to contact a parent for a change of clothes or go home and change. A second offense may result in a suspension.
> - Clothing must cover bra straps, stomach, back and underwear and be the appropriate length. No side cutout shirts will be allowed.
> - Clothing displaying or promoting any type of drug, alcohol, tobacco product, profanity, violence, vulgar or obscene images, or behavior, are prohibited.

(H) Procedures for Safe Ingress and Egress to and from School

VAFS has established procedures to ensure safe pick up and drop off of students, parents, and school employees during school hours. VAFS currently provides Campus Supervision from 7:30am until 4:00pm with Campus Monitors providing Pedestrian Traffic Monitoring (PTM), also known as crosswalk duty, at 5 differing locations on the VAFS Main Campus. These drop off locations are situated where only one-way traffic in a loop setting is possible to allow for simple and quicker ingress and egress.

- One PTM location is behind the Ventureland (K-5th) building at the Pick-up/Drop off Zone. Students are dropped off in the morning under the supervision of a campus monitor and staff. Students are escorted to their cars during pick up with the same supervision in place. A shaded overhang is at this location to help parents identify where specifically the drop off point is in the loop and to keep students dry during rainy days.

- The second PTM is located in front of the VAFS Main site front office. This location is monitored by two campus supervisors during pick up and drop off. One Campus Supervisor controls vehicle flow through the drop off zone and acts as a crossing guard from 7:30 – 8:00 am and from 12:00 to 1:30 pm, and from 2:20 -2:45 pm.

- The third PTM location in front of VISA building (6^{th}-8^{th}) directly in front of the Ventureland2 Playground area.. Due to the smaller size of the program, this drop off and pick-up location is monitored by VISA staff members and Campus Security Technician.

- The fourth PTM location is a loop that pulls in from the Excel (9^{th} – 12^{th}) parking lot and pulls through the back side of the Kinect Program (6^{th} -8^{th}). This PTM is monitored by one Campus Supervisor and VAFS administration.

- The final PTM location is a loop that pulls in from the front of the CTECH building and through the back side of the parking lot exiting on Quantas Lane. This PTM is monitored by Campus Supervision during morning drop off from 7:45 – 8:00 am and afternoon pick up time, 2:20 -2:45 pm.

VAFS will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or similar hazards. A map showing emergency evacuation procedures from each VAFS building and program is included in Appendix E: VAFS Campus Emergency Evacuation Plans.

In addition to the safety of measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in VAFS visitor policy stated in the VAFS student handbook. See below:

VAFS Visitor Policy

As a matter of safety, all visitors to VAFS, including parents and guardians, must sign in and obtain an ID badge. Upon leaving, visitors must sign out.

VAFS parents/guardians are allowed to observe and, when appropriate, participate in on-campus educational programs. For the safety of all students and to ensure minimal disruption of instructional activities, all visitors to VAFS campuses must abide by the following policies:

- All visitors must abide by the school's dress code, including the "no hat" policy.
- All visitors planning a classroom visit must first make an appointment with the teacher. (continued below)
- Visitors may not use any electronic devices in a classroom without staff permission.
- Any actions or behaviors that interrupt instruction or appear to be threatening to any staff or student will result in the individual being asked to leave.

- Any resistance will result in a call to law enforcement and prosecution to the full extent of the law.
- All visitors and students must abide by the parking, traffic, and pick-up/drop-off policies as stated in this handbook.

Student Visitors

Covid-19 Protocols have limited visitors on school campus. When restrictions are lifted, all student visitors must have prior permission from a specific teacher and approval of administration in order to visit any school site or classroom. All student visitors must wear a student ID. **Visitors are to sign in at the following sites:**

Main site & Venture2 Building

- Front entrance at receptionist's window
- Visitors will proceed to the reception area of main site office, sign in the visitor's binder and receive an ID badge.
- Abide by the school's dress code, including the "no hat" policy.
- Make prior arrangements with the teacher.
- Refrain from using electronic devices in a classroom without staff permission.

Ventureland

- Visitors can check into Ventureland front doors and reception area.

ImagineIT & BrainworX

- Front entrance
- Visitors are to check-in with receptionist immediately upon entering the building.

Excel & Kinect

- Southeast entrance of the Excel high school classroom building

(I) **A Safe and Orderly School Environment Conducive to Learning**

Under Education code 32282 (b), VAFS developed an action plan to address on-going issues and help identify areas of concern in helping maintain a safe and orderly school environment that promotes learning. Each goal is supported by objectives, which will be accomplished through defined action steps, using designated resources and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to access the progress in achieving the objectives.

Safe Physical Climate Goal:	**Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.**

Objectives:	Action Steps	Resources	Project Lead	Outcomes
1.) Identify and address/secure critical facility vulnerabilities and hazards	Evaluate areas of concern regarding VAFS buildings public access.	*Teacher response on areas of concerns. *SJCOE Operations and possible outcome	VAFS Site Administrators, Campus Supervisors, Clerical Staff in Building, Teacher in building	Concerns will be reviewed, strategies developed and possible solutions implemented. Ex: Safety Doors able to be closed/locked in BWX.
2.) Identify and address traffic flow and pedestrian safety concerns	*Continue to monitor traffic flow and pedestrian traffic on Transworld Drive. *Continue to monitor and implement changes in procedures based upon construction on VAFS buildings.	*SJCOE Operations on solutions. *Campus Supervision who are engaged with traffic flow. *Parent concerns *Local Law Enforcement when violations occur regularly.	VAFS Site administrators, VAFS Governing Board, Stockton PD, SJCOE Operations, Campus Supervision, Securitas	-Address concerns at VAFS Governing Board. Document on-going discussions regarding traffic safety. Communicate effectively and regularly over traffic violations or concerns. -Pending construction results, address traffic direction and PTMs.
3.) Implement and practice crisis response plans	*Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans. *In coordination with public safety partners, review and update campus crisis response plans and develop emergency response charts for classrooms. *Provide site staff and faculty training on crisis response procedures	*Stockton PD *Stockton Fire Department *SJC Sherriff Department *SJCOE Operations *Online Keenan Safety Trainings	*VAFS Site administration *SJCOE Admin/Operations *Jenny Rich, Coordinator IV, Emergency Preparedness	*Annual Review and update of site plans, to include evacuation maps, ICS facility locations and response teams. * Development and installation of emergency response fire-drills and lock-down exercises will be logged by VAFS site administrators.

Safe Social Climate Goal:	**Our students and staff strive together in an environment of mutual respect, personal accountability and a commitment to achieving the VAFS SLOs.**			
Objectives	**Actions Steps**	**Resources**	**Project lead**	**Outcomes**
1.) Provide students with behavioral support and accountability with multi-tiered system of supports	* Identify leadership teams and participate in trainings to begin implementation of Behavior Intervention Resources. *Leadership team will begin to identify curriculum to support social and emotional learning. *Counseling team will continue to support student mental and emotional needs of students	* Leadership Team Meetings/Trainings *Odysseyware Online Curriculum *Trainings/Conferences	*Division Director, VAFS Administration, Lead Counselors	* Implementation of Behavior Plans and use of Behavior Intervention Resources. Lower suspension rates. * More students receiving Intervention trainings via online program * Counseling will continue to attend conferences annually.
2.) Provide students and parents with skills and resources to prevent bullying and teach digital citizenship	* Establish a Conflict Mediation program with peers/staff mediators. * Provide approved Anti-bullying, Anti-sexual harassment training to Middle School Programs through Counseling team. *Continue offering Support meetings to parents through EL Coordinator Mark Condit, as will ASC.	* Effective Mediation Programs *Counseling Team *Spanish speaking staff members to receive concerns and translate.	* Lead Counselors *Mark Condit, EL Coordinator	* Implementation by 2022-2023 school year. *Yearly training and presentations to middle school and elementary programs. *Larger numbers of Spanish Speaking parents attending meetings and involved in school activities.
3.) Implement and enforce VAFS and SJOCE policies to sustain a safe social climate	* Review VAFS policy and strengthen as needed to sustain a safe social climate. *Strengthen discrimination and harassment policies to specifically prohibit bullying, and train all staff on the prevention of bullying, *Establish procedures for reporting, investigating and responding to complaints of bullying.	* SJOCE Policy/CA ED Code	*VAFS Administration	*Discrimination and Harassment policies kept up to date. * Site Procedures in place. *All staff are trained in bullying prevention

				expectations and procedures

(J) **School Discipline Rules and Consequences**

Education Code 35291 and 35291.5

VAFS believes that all students have the right to be educated in a positive learning environment, free from disruptions and obstacles. Students at VAFS are expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and or VAFS sponsored trips/activities.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students and volunteers.

The VAFS Division Director or administrative designee shall ensure that VAFS Programs develop and maintain standards of conduct and discipline consistent with SJCOE Policy and California Education Code. Students and parents/guardians shall be notified of district and school rules related to conduct via student handbook.

Prohibited student conduct includes but is not limited to:

- Conduct that endangers students, staff or others
- Conduct that disrupts the orderly environment of the classroom
- Harassment of students or staff, including bullying, intimidation, so-called "cyber-bullying", hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
    - Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful texts or images on the internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage the person's reputation or friendships.
- Damage to or theft of property belonging to students, staff or the VAFS.
- Possession or use of laser pointers on school premises, unless used for a valid instructional or other school related purpose, including employment.
    - Prior to bringing a laser pointer on school premises, students shall first obtain permission from the VAFS administration. The VAFS administration shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
- Use of profane, vulgar, or abusive language.
- Plagiarism or dishonesty in school work or on tests.
- Inappropriate attire
- Tardiness or unexcused absence from school.
- Failure to remain on school premises in accordance with school rules.

Students who violate VAFS school policy or California Education Code may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs in accordance with the VAFS Master Agreement. Local Law enforcement agencies may be contact depending upon the severity of offense.

Students may also be subject to discipline in accordance with law, SJCOE and VAFS Policy for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff or district property or disrupts the orderly delivery of the educational program.

For VAFS Program specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside his comprehensive safety plan in the main Venture Academy office.

VAFS desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. VAFS believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from VAFS programs in accordance with the VAFS Master Agreement, the California Education code and SJCOE policy. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in in determining appropriate discipline.

Additional SJCOE and VAFS Policies are listed below which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation.
- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of kind in school buildings, on school grounds or buses, or at school-related or school sponsored activities away from school, or while going to or coming from school.

Safety Plan Review, Evaluation and Amendment Procedures

The Venture Academy Family of Schools Comprehensive Safety Plan will be reviewed, evaluated and amended (if necessary) prior to March 1st each school year.

Pursuant to Education Code 35294.6 (a) the adoption of the annual comprehensive school safety plan will take place a regularly scheduled meeting of the VAFS Governing Board and

adopted/signed by the Board Chair and Division Director of VAFS. Signature page will be located on the cover of the VAFS Comprehensive Safety Plan. An opportunity for public comment will be provided during the meeting, prior to the plan's adoption and approval.

An updated file containing all safety related plans and materials are available for public inspection in the VAFS Main Site Office. Documentation of the board meeting, which may include the meeting agenda, minutes, and copies of the materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the Main Venture Front Office at any time during the regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for the staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under California Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*), the following items will be identified as "Confidential", reviewed only in a closed session of the VAFS Governing Board and withheld from public release of the Comprehensive School Safety Plan:

- Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
- Any appendices prepared to assess VAFS and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in California Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include "tactical responses to criminal incidents." And according to procedures developed by the Department of Homeland Security and defined in DHS Management Directives 11042.1. the following items will be designated "For Official Use Only", will be reviewed only in a closed session of the VAFS Governing Board and released only for official safety assurance or crisis response use:

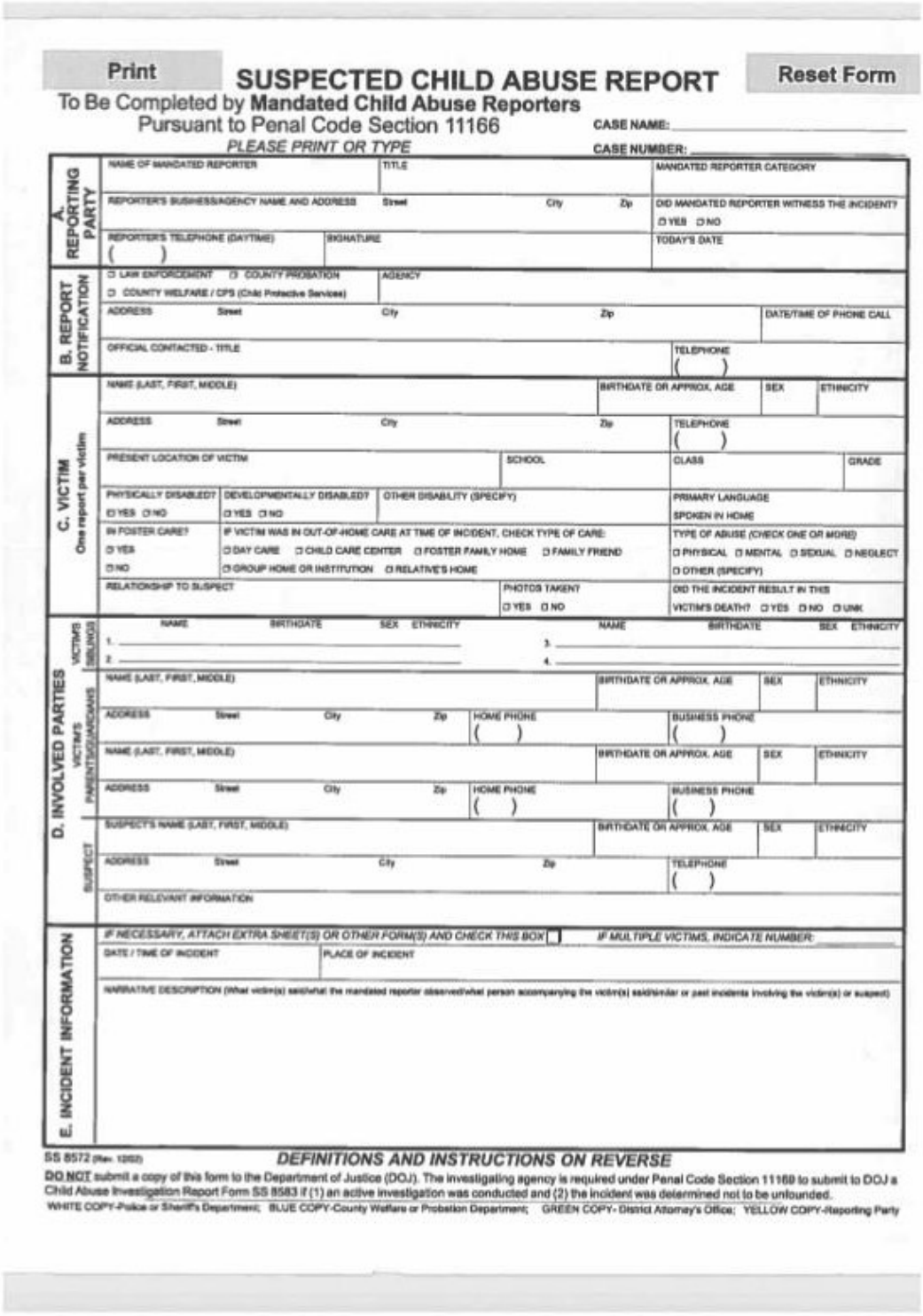
- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing

safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command posts, staging areas, etc…) and supplies storage.

Appendix A: Safety Planning Process

Activity Description *(i.e. review steps, meetings conducted, approvals)*	**Date and Time**	**Referenced Documents** *(description and location)*
Review of Covid -19 Guidelines and policies	10/16/2020	*SJCOE Current COVID-19 Guidelines, local health department recommendations.*
Gathering any new Data/Writing Safety Plan -Currently waiting on Healthy Kids Survey Data	November 2021–February 2022	*School Site Safety Plan – Josh Brigham, Director II*
Review and Presentation to Administration	February 2022	*Administration Meeting-Notes*
Present and Review to School Safety Team	March 15th, 2022	*Meeting Agenda*
VAFS School Safety Plan presentation, review, public comment and board discussion	March 16th, 2021	Board Meeting
Submission to SJCOE – Emergency Coordinator, Jenny Rich	March 31st, 2020	*Email verification*

Appendix B: Suspected Child Abuse Report Form



Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLING(S)

NAME BIRTHDATE SEX ETHNICITY | NAME BIRTHDATE SEX ETHNICITY

1. _____ | 3. _____

2. _____ | 4. _____

VICTIM'S PARENT(S)/GUARDIAN(S)

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ | *IF MULTIPLE VICTIMS, INDICATE NUMBER:*

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Individual	Position	Number(s)	Safety/Crisis Response Role
Joni Hellstrom	Division Director of VAFS	Work 209-403-7598 Cell 209-993-0653	Communication with SJCOE Administration. Communication with Staff
Joshua Brigham	Director II of VAFS	Work 209-649-0943 Cell 209-524-4955	Coordinating Temporary HQ for Emergency situations School Safety Plan Coordinator IV Assist emergency services
Silvia De Alba	Director I of VAFS	Work 209-323-0215 Cell 209-471-3679	Communication with Spanish Speaking Parent/Guardians Assist emergency services
Erica Nestle	Coordinator IV of VAFS	Work 209-993-0534 Cell 209-406-9691	Communication with Emergency Services Assist emergency services
Megan Filice	Coordinator IV of VAFS	Work Cell	Communication with staff members. Assist emergency services
Maria Escobar	Office Manager	Work 209-468-5937 Cell 209-938-8260	Communication with administration Communication with emergency services
Jeremy Sinclair	School Counselor	Work 209-229-6986 Cell 209-565-1071	Provide Immediate Crisis response counseling services
Kimberly Scott	School Counselor	Work 209-993-0737 Cell 209-324-6038	Provide Immediate Crisis response counseling services
Daniel Soza	Campus Supervisor	Work 209-640-4158 Cell 209-679-6924	Assist Administration/Staff/Emergency Services in directing students
Joseph Piombo	Campus Supervisor	Work 209-986-5110 Cell 209-662-3969	Assist Administration/Staff/Emergency Services in directing students
David Sok	Campus Supervisor	Work 209-801-5809 Cell 209-471-5769	Assist Administration/Staff/Emergency Services in directing students
Crystal Stotts-Petzold	School Nurse-Coordinator IV	Work 209-640-4158 Cell 209-747-6367	Assist Emergency Services-School Personal – Attend to any medical needs of students during emergency situation
Lynette Graham	Office Clerk	Work 209-227-2290 Cell 209-740-9112	Communication between Excel building and main site

Nancy Millan	Office Clerk	Work Cell	Communication between Ventureland and Main Site

Appendix C.1 VAFS Staff Emergency Contacts (Above)

Appendix C.2 Crisis Response Community Emergency Contacts

For all emergencies call 911!

Public Health and Safety

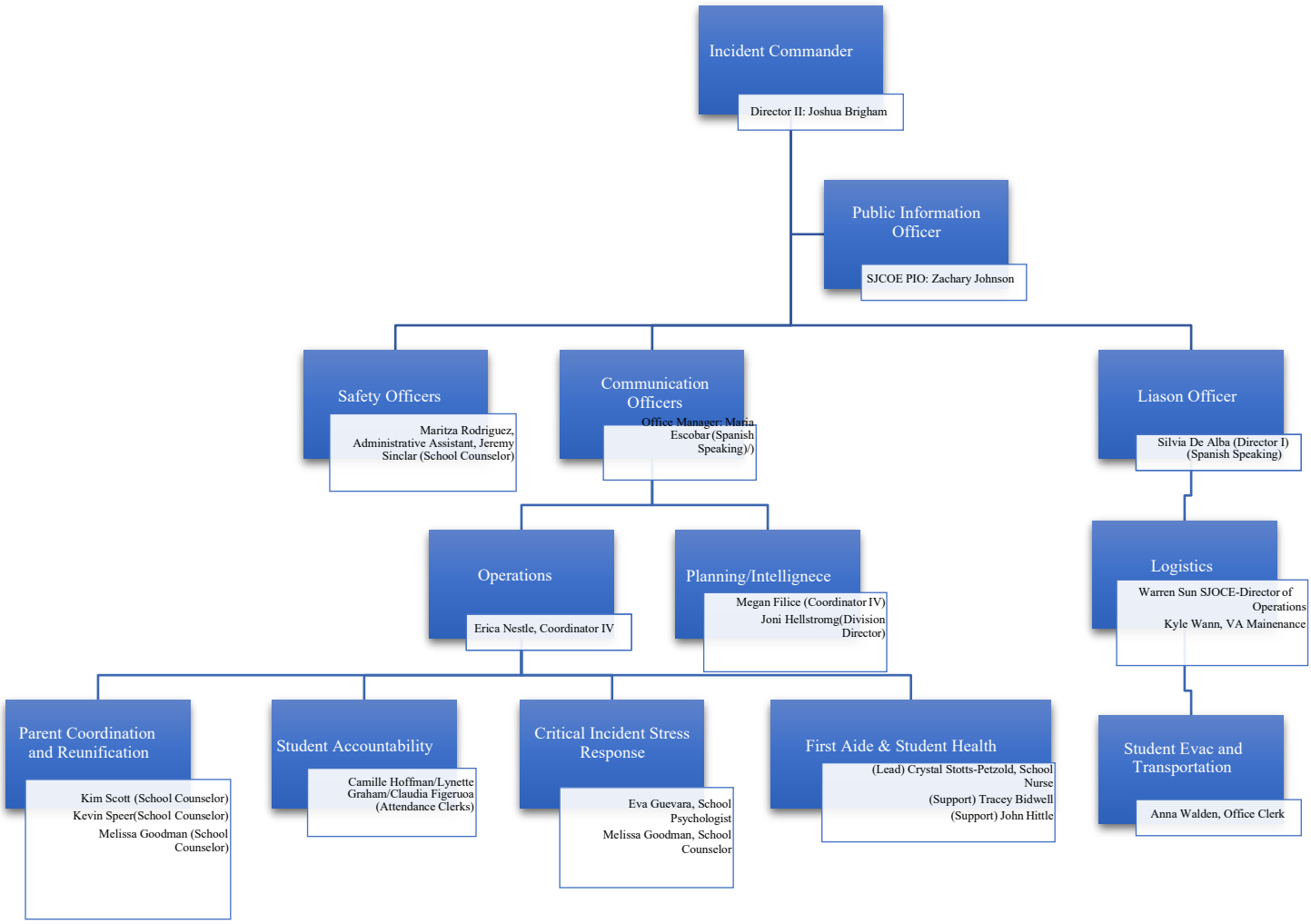
Vendor	Number	Purpose/Subject
Stockton Police Department	209-937-8377	Non Emergency Main Office
San Joaquin County Sheriff	209-468-4400	Non Emergency Main Office
Stockton Fire Department	209-937-8801	Non Emergency Main Office
San Joaquin County Animal Services Division	209-954-6073	Non Emergency Main Office
Child Welfare Services	209 468-1000	Main Office
San Joaquin Valley Air Pollution Control District	209 557- 6400	Main Office

Public Utilities

Vendor	Number	Purpose/Subject
Pacific Gas and Electric	1-800-743-5002	Gas leaks, power loss
Stockton East Water District	1-209-948-0333	Irrigation, Water, Canal issues
San Joaquin County Department of Public Works	1-209-468-3000	Business Hours

Appendix C.3: VAFS Incident Command System

Standardized Emergency Management System/Incident Command System Overview



The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardization terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must constantly assess the situation, and develop and implement appropriate document all response actions, and effectively communicate response strategies to other participating in the response.

Planning and Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

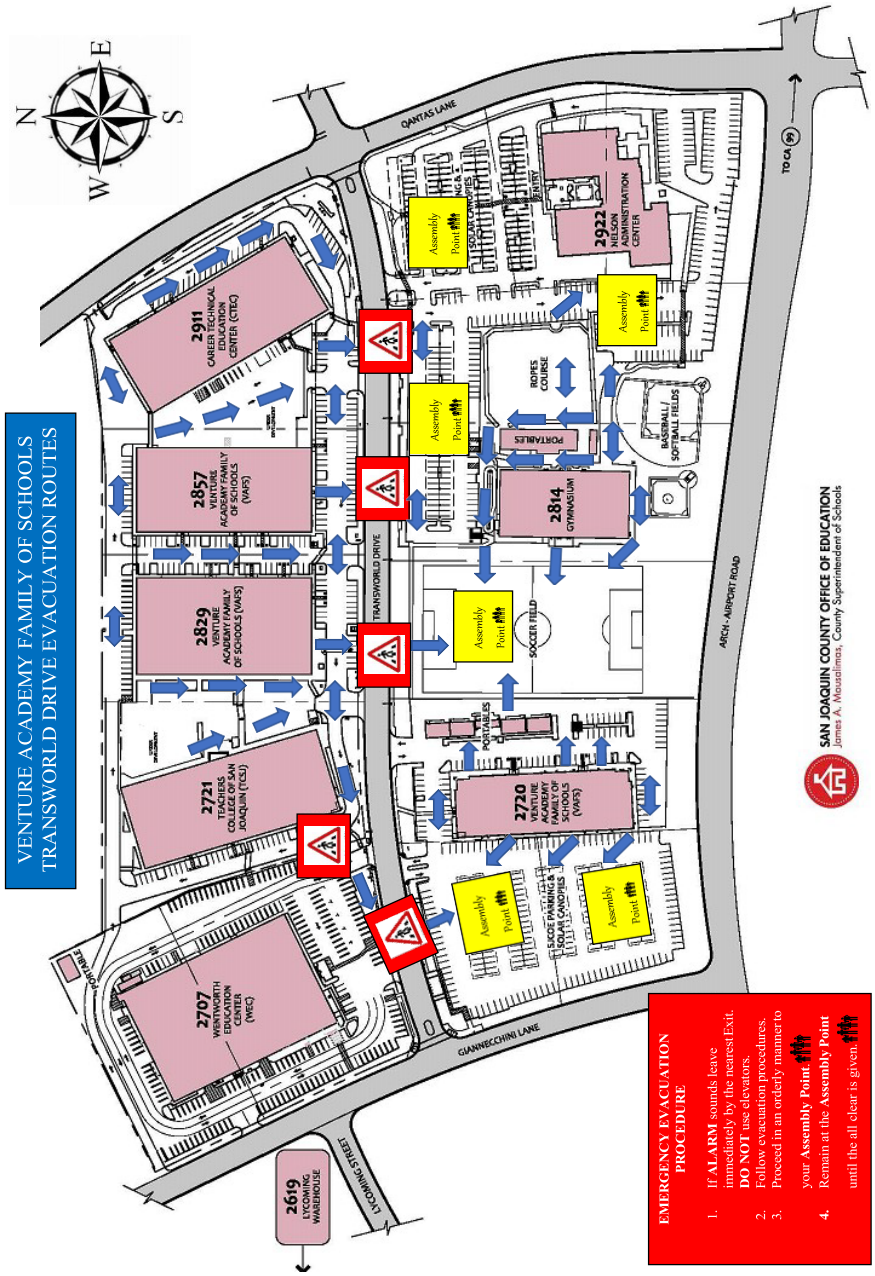
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

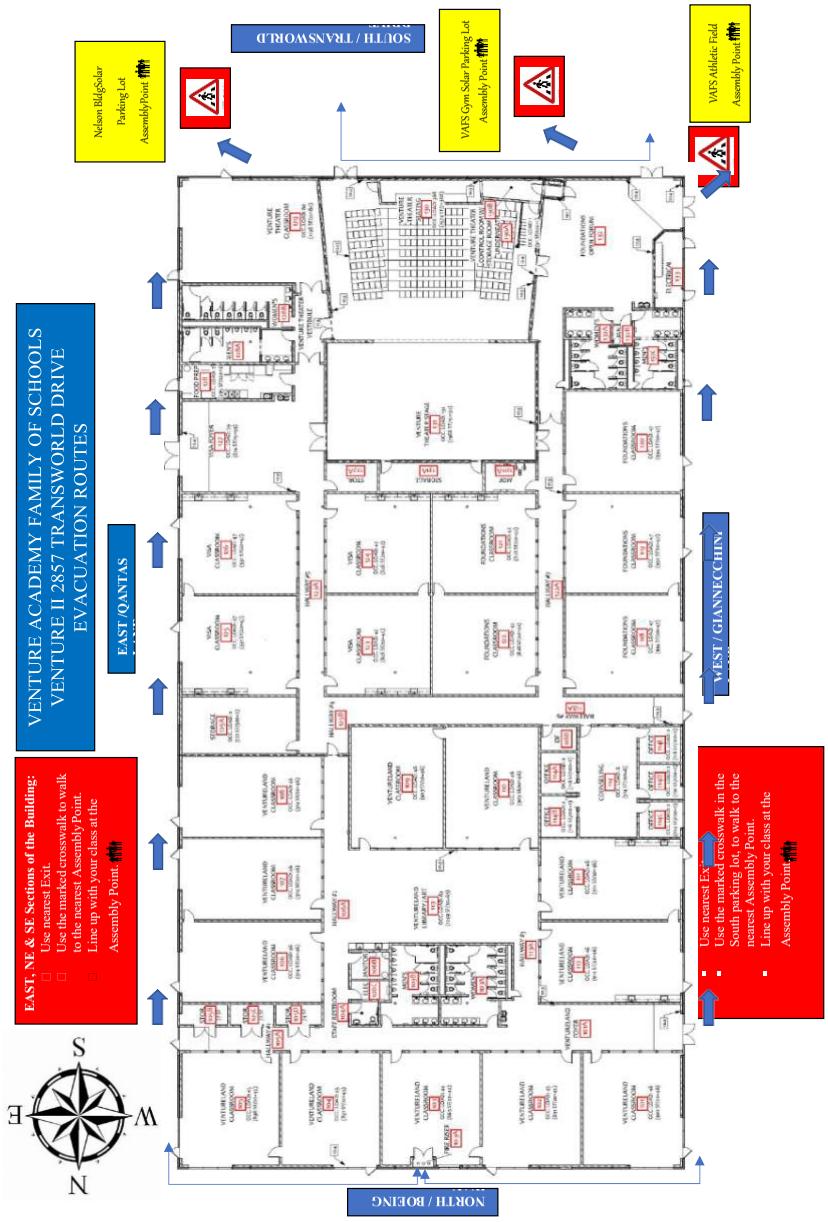
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Appendix C.4: VAFS Main Campus Emergency Evacuation Plans

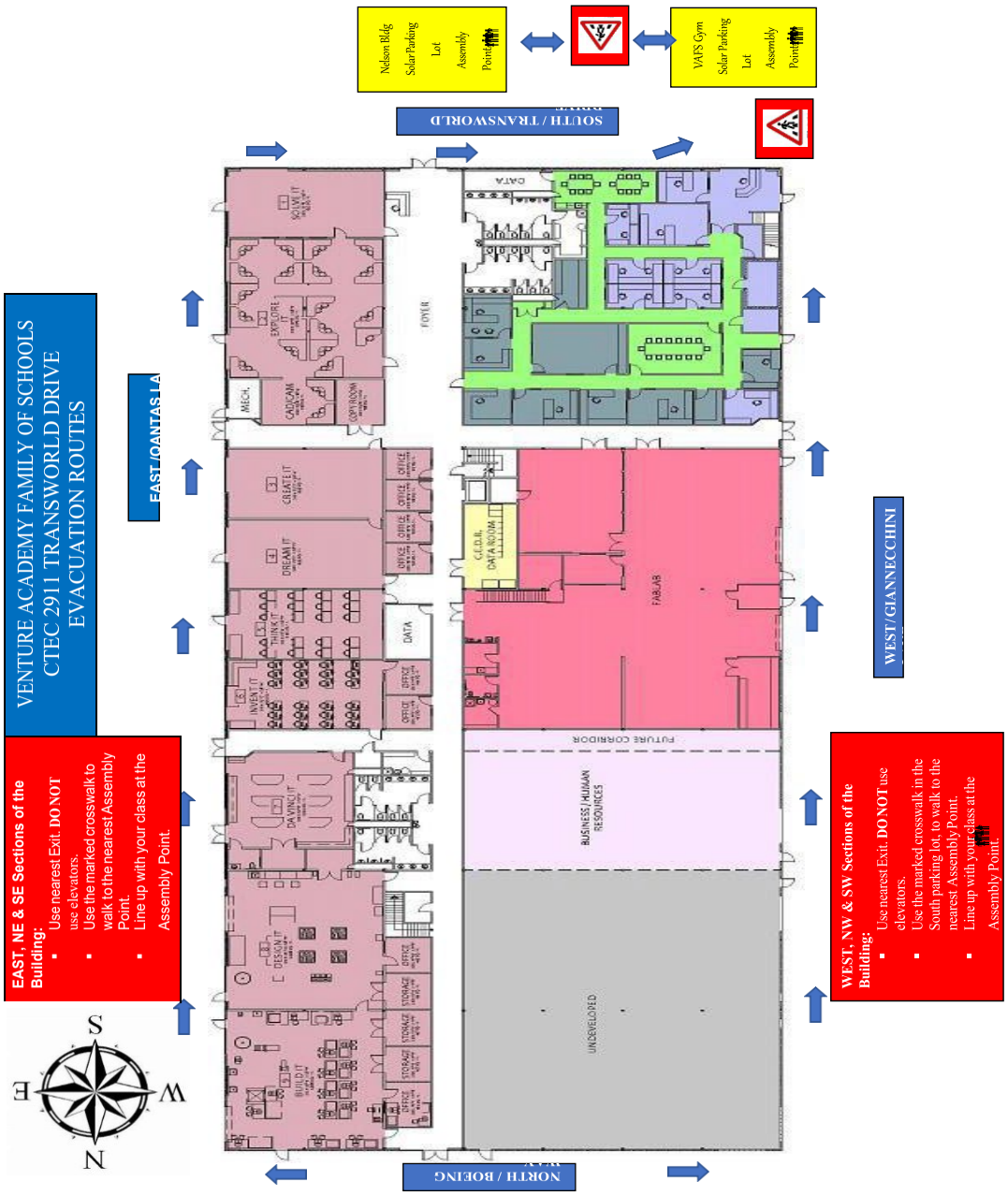
C.4.1 VAFS Transworld Drive Fire Evacuation Map and Instructions (All Main Site Buildings)



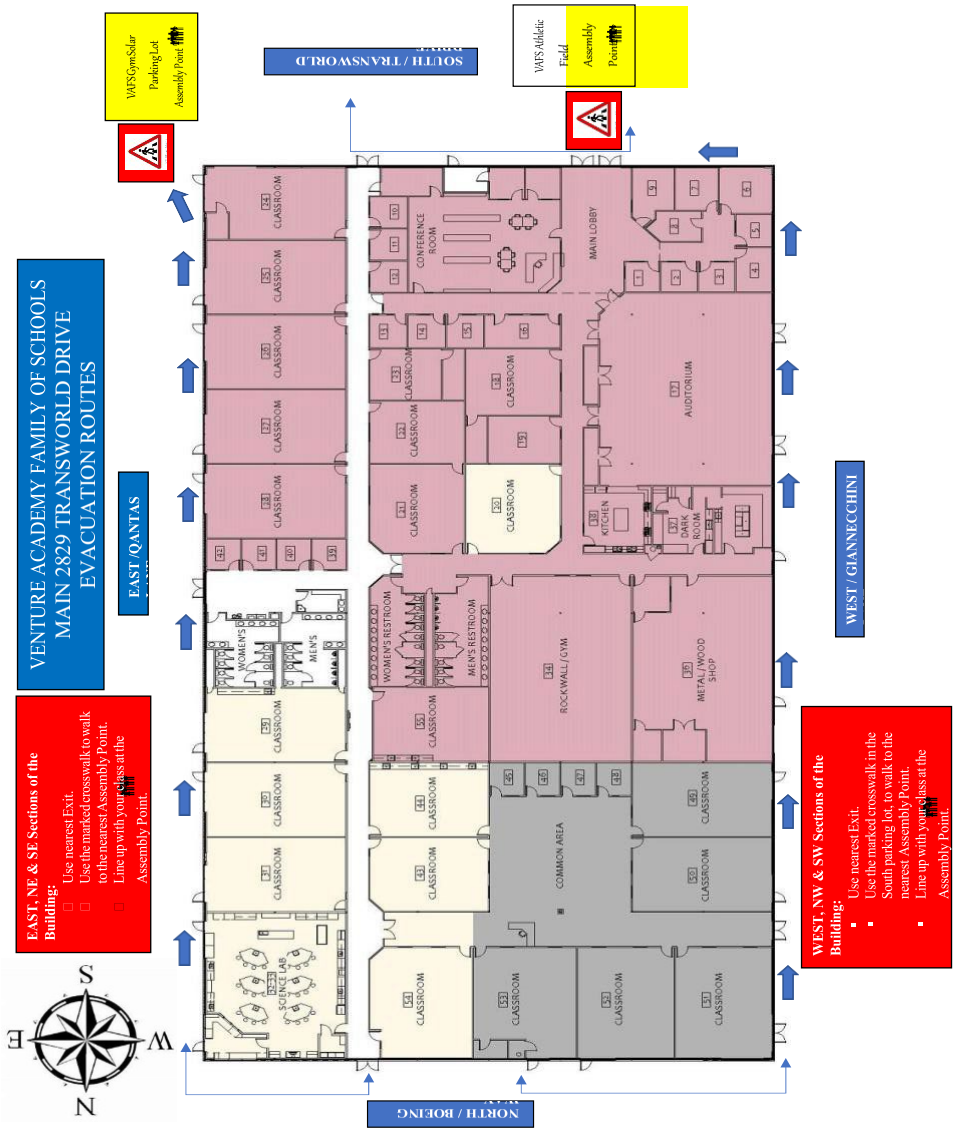
C.4.2 VAFS - Venture II Evacuation Routes



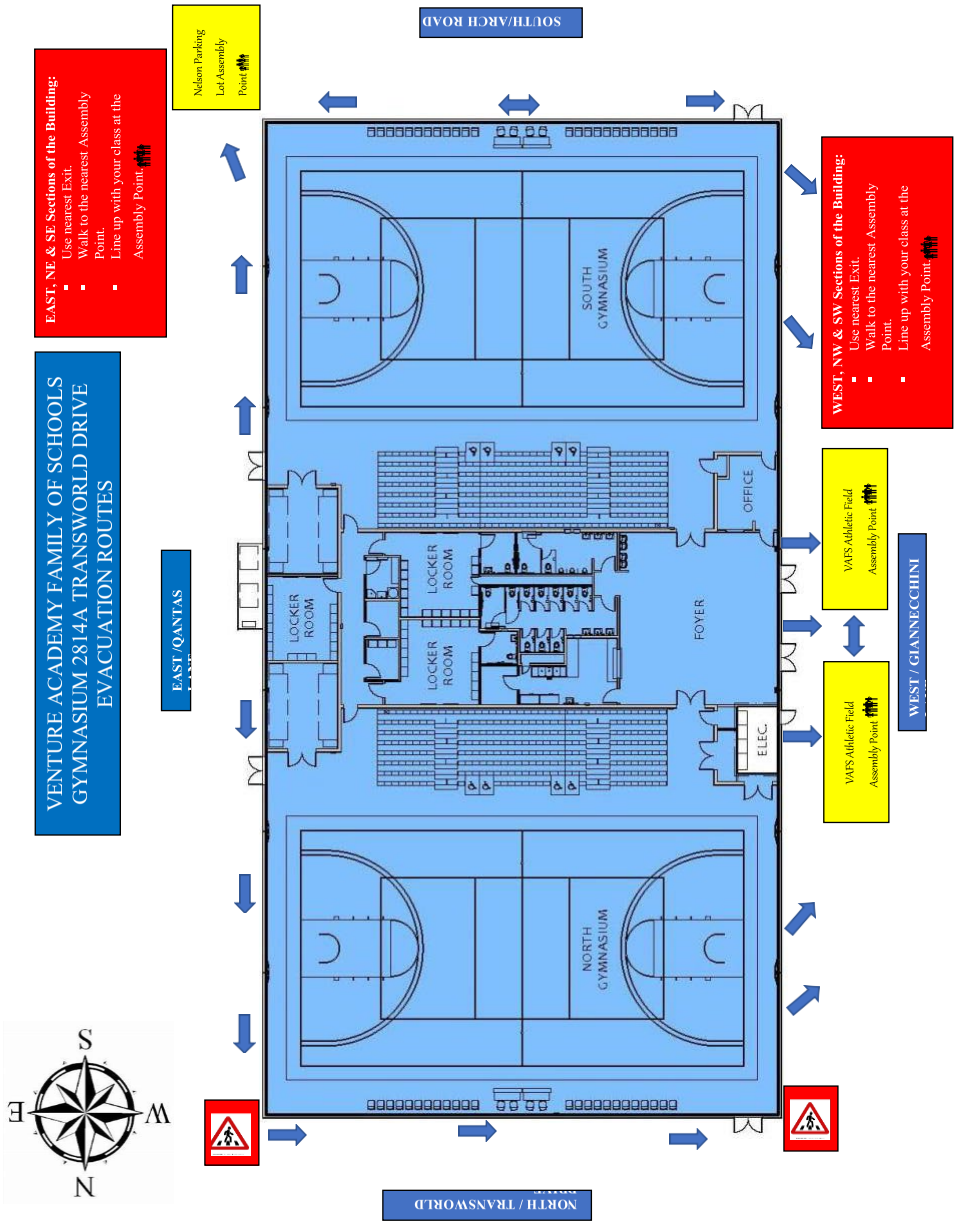
C.4.3 VAFS – CTECH Building Site Map



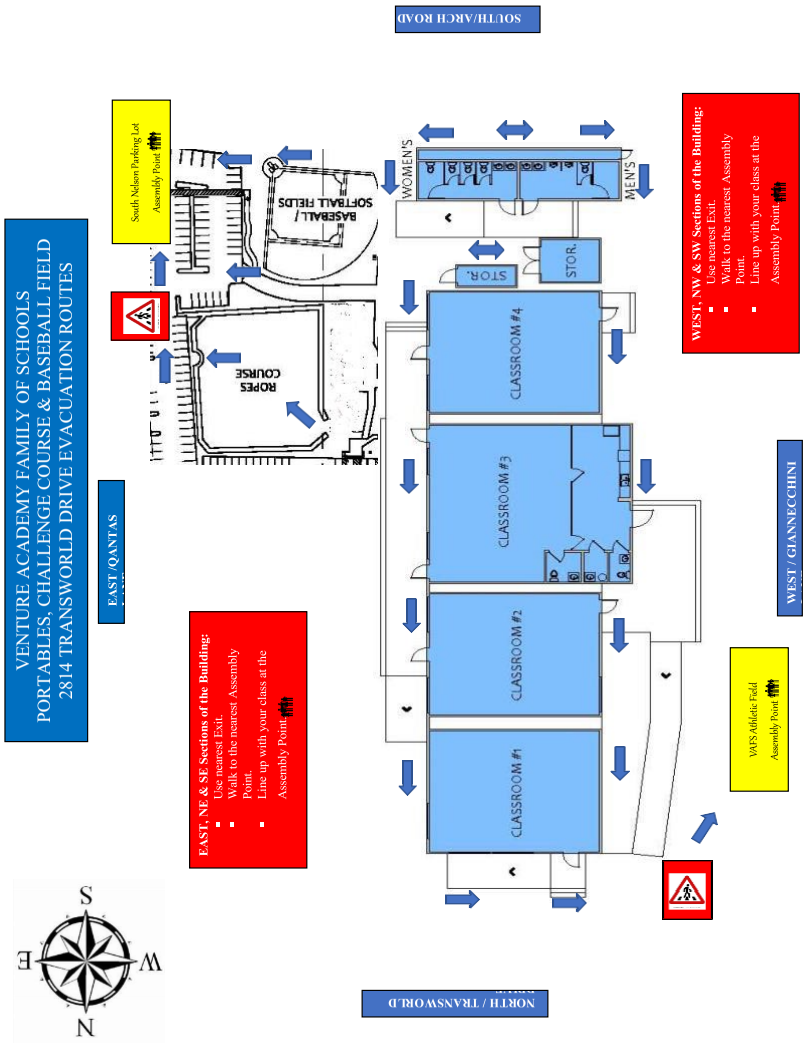
C.4.4 VAFS Main Site Building Map



C.4.5 VAFS 2814 Gymnasium Evacuation Routes



C.4.6 2814 Portables, Challenge Course and Baseball/Softball Field



APPENDIX D: Emergency Response Guidelines

Step One: Identify the Type of emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the level of emergency

The second step in responding to an emergency is to determine the level of emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is three-tiered rating below.

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as fire or a moderate earthquake, or a suspected act of terrorism involving potentially hazardous material, e.g., "unknown white powder"

- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously.

Step Three: Determine the immediate response action

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protected themselves by crouching under a table, desk or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designed locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain on indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

Step Four: Communicate the appropriate response action

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck and Cover:** Immediately use the site's school-wide communication system to instruct and staff to protect themselves by moving into "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action, as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff they are to proceed to the site's outside assembly area. From there, notify staff and students using an amplified device that is has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school wide communication system to notify staff and students that normal school operations should resume as normal.

Appendix E: Types of Emergencies & General Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTRUBANCE

This procedure should be implemented when the presence of a wild or aggressive domestic animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Campus.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause phsycial harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful items. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby plant or refinery. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or have trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to **call 911!** The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist". In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and inquiries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck and Cover, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses situations where a fire is discovered in area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on the students and/or staff, such an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the Office of the Superintendent of San Joaquin County Office of Education and the Emergency Preparedness Coordinator of SJCOE in hopes of obtaining access to resources for support of students and staff. Emergencies likes these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to staff or students, and concentrated attention from the community and news media. As a result of such emergencies, student and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

The procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by SJCOE staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the SJCOE safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while

offsite. The administrator or designee should proceed in good judgement on the basis of police or other legal advice, in taking action to control and resolve the situation.

APPENDIX F Historical Durham Ferry Addendum

Venture Academy Family of Schools (VAFS) Historic Durham Ferry Program is located at separate location from the VAFS main site. Located at **29442 S. Airport Way, Manteca CA,** along the Stanislaus River on what used to be the grounds of Durham Ferry State Park. Due to its separate and unique location from the main site, the information and emergency plans will have some differing requirements and therefore an addendum with that pertinent information was created.

HISTORIC DURHAM FERRY EMERGENCY TELEPHONE NUMBERS

School Name	**Venture Academy Family of Schools (Historic Durham Ferry (HDF)**		
School Address	**29442 S. Airport Way, Manteca CA**		
VAFS Main Office Phone: 209-468-5940	**Crystal Stotts-Petzold, Coordinator IV – School Nurse** Phone: 209-453-3783	**VAFS Division Director** Phone: 209-468-4806 Cell: 209-993-0653	**VAFS Internal Emergency** Phone: 209 -993-3610
School Administration			
Joshua Brigham (Director II)	Phone: 209-468-4972	Cell: 209-406-9691	
Silvia De Alba (Director)	Phone: 209-953-3558	Cell: 209-323-0215	
Erica Nestle (Coordinator IV)	Phone: 209-468-9071	Cell: 408-677-1573	
School Facilitator			
Maria Escobar	Phone: 209-468-5937	Cell:209-323-0215	
Site Counselor		**HDF Staff**	
Kimberly Scott	Phone: 209-229-6986	*Joann Tavaziva*	Phone: 209-923-2287
Maintenance & Facilities		*Janis Fisk Crossland*	Phone: 209-629-0156
Kyle Wann	Phone: 209-649-6106	*Jennifer Tereba*	Phone: (209) 701-0195
Lynette Graham	Phone: 209-227-2290	*Kesha Kingston*	Phone: (209) 292-2654

Non-District Phone Numbers	
Fire and Emergencies	911 (or non emergency local number below)
Poison Control Center	(800)-222-1222
San Joaquin County Public Health	(209)-468-3400
San Joaquin County Environment Health/Hazardous Materials	(209)-468-3420
San Joaquin County Office of Education	(209)-468-4847
San Joaquin County Office of Education Emergency Line	(209)-468-4889

San Joaquin County Office of Education Emergency Services		(209)-468-3962
Pacific Gas and Electric (PG &E) Pacific Gas Electric 24hr Power Outage Info Center		Main Line:(800)-743-5000 Automated: (800)-743-5002
American Red Cross		(209)-466-6971
San Joaquin County Animal Control		(209)-953-6070
First Responders Location/Name		
Local Fire Station	**Manteca Fire Department**	**209-456-8300**
Local Law Enforcement Agency	**Manteca Police Department**	**209-239-8401**
Local Hospital	**Doctors Hospital of Manteca**	**209-823-3111**
Ambulance Services	**Manteca Ambulance Services**	**209-823-1032**
Nearest Medical Clinic	**Main Street Urgent Care**	**209-825-5155**
Sewer Authority	**City of Manteca**	**209-456-8470**
Water Authority	**City of Manteca**	**209-456-8466**

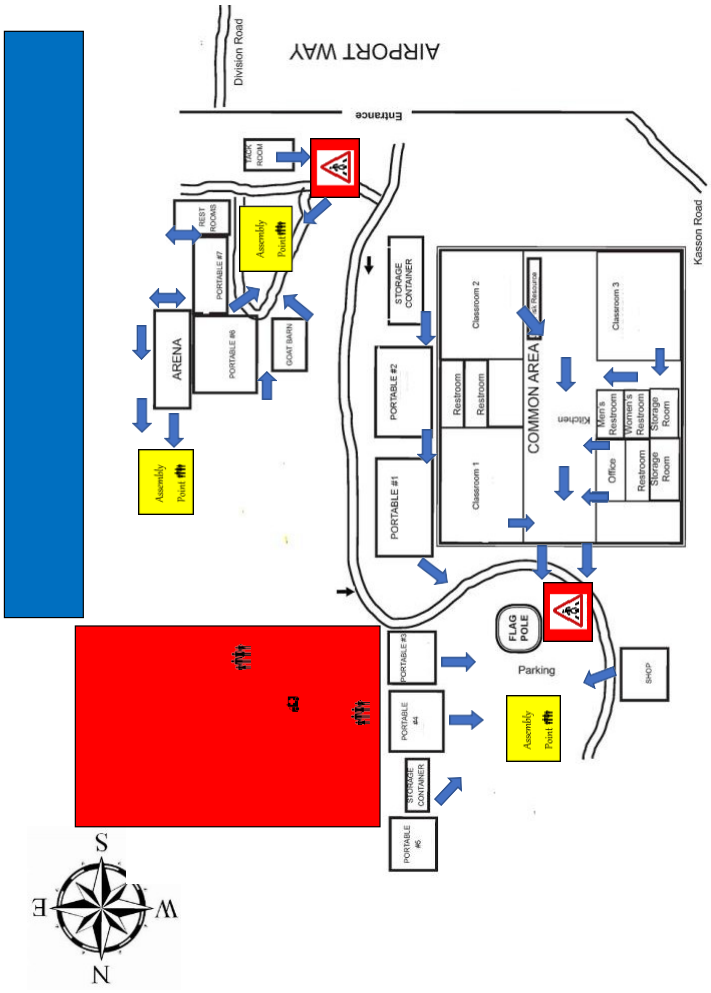
Fire Drill and Emergency Plan

1. Site Director will contact staff to schedule a date for fire drill.
2. Contact **Maria Escobar 209-468-5937/Kim Alffonso 209-468-9230** so she can inform the Fire Alarm monitoring company so no false alarms go off.
3. Maria will need to contact Kyle Wann and put on his calendar to be at the site during these fire drills.
4. The Fire drill procedure will take up to 1 hour.
5. Pull the pull station down and then return it to the normal state. Some of the pull down stations requires an Allen Wrench or a Key. Then unscrew the pull down station box and return it to the normal state.
6. Then go to the main control and silence the alarm. Push in 2 2 2 2 and then hit the reset button. OR Sometimes the main control panel will have a key & then you will need to put the key in the slot and hit RESET.

*The pull down station has to be back to the normal state or when you try to reset the main control panel it will not work properly; the alarm will keep going off.

**It is very important to contact Maria/Kim immediately so that the fire department does not respond to a false alarm. The Fire department charges a fine of $200 or more for a false alarm.

Durham Ferry Site Map



Loss of Water Emergency Plan

Toilets: Please contact San Joaquin County Environmental Health, (209) 468-3420, for specific guidance.

*If a bathroom is unavailable; use solar blankets and curtain off corner of room. Provide plastic lined trash can and tissues for toileting.

Drinking Water:

*Drinking water is available in "Grab and Go" back packs. Ration water until SJCOE can supply school with bottled water.

Food Service:

*Food is supplied by SJCOE Food Service and can be distributed at the appropriate time in the event of an emergency. Students with special needs have food and supplies in a separate disaster box.

Fire Suppression System

*Portable extinguishers are available at all school sites and buildings. Refer to site map. Suppressions systems (sprinkles) are in place at the majority of buildings within HDF site.

PROCEDURES FOR POWER OUTAGES

The following are guidelines to be used during a power outage at your school site.

Only the Venture Academy Family of Schools Division Director or the Assistant Superintendent are authorized to issue an order to release students early or close school.

The decision on whether or not to release students or close school shall be made based on student safety, time of day, building interior temperature, and/or PG & E estimates as to when power will be restored.

Please do the following immediately:

- Assess for safety and structural damage — Call 911 if necessary
- Call Venture Academy Family of Schools Emergency number — 209-993-3610
- Take Roll — by using site Lunch Roster
- Gather *Student Consent* forms
- Call PG&E 24-hour Power Outage Information Center at 800-743-

5002, Acct#3701257729-4

Remain at the school site until further direction is given.

LOSS OF PHONE SERVICE PLAN

*Staff should attempt to use their personal cell phones or student cell phones, if school landlines or school staff cell phones are no longer working.

*Red, Green and Yellow Cards to be placed in classroom window during lockdown to be viewed by emergency personnel.

SURVEY OF NEIGHBOORHOOD RESOURCES

Manteca Fire Department
Address: 1154 S Union Rd, Manteca, CA 95337 Phone: (209) 456-8300

Kaiser Permanente Manteca Medical Center
Address: 1777 W Yosemite Ave, Manteca, CA 95337 Phone: (209) 825-3700

Raley's
Address: 1280 W Lathrop Rd, Manteca, CA 95336
Phone: (209) 825-0242

Northgate Community Church
650 Northgate Dr, Manteca · (209) 823-6843

Church of the Nazarene-Manteca
444 Argonaut St, Manteca · (209) 823-7133

Calvary Community Church
815 W Lathrop Rd, Manteca · (209) 239-1345

First Christian Church
1125 N Union Rd, Manteca · (209) 624-3671

Church of Christ
141 N Powers Ave, Manteca · (209) 823-0728

EMERGENCY FLOOD PLAN AND PROCEDURES

Due to Historic Durham Ferry's geographic location adjacent to the San Joaquin River, flooding and seepage into the terrain is constant concern during the early spring season. Levee breaks in 1997 allowed for major flooding and evacuations because of high risk of flooding during subsequent years led to the development of an Emergency Flood Plan specifically for Historic Durham Ferry.

The purpose of this document is to outline procedures in place and to provide a general concept of operations for before, during, and after a flood emergency at Durham Ferry. Due to

the location of the campus and its proximity to the river/levee, flooding is the biggest threat to the Durham Ferry campus.

Situational Awareness:

When conditions that contribute to the potential for flooding persist, Durham Ferry staff will maintain situational awareness through monitoring websites listed below that provide river and reservoir information as well as communicating with the RD and engineer regarding possible threats or observed issues on the campus.

Monitor Station at Vernalis (VNS) http://cdec.water.ca.gov/dynamicapp/QueryF?s=VNS
Monitor Station at Tuolumne (MOD) http://cdec.water.ca.gov/dynamicapp/QueryF?s=MOD
For 5 day river forecasts use https://cnrfc.noaa.gov/
Don Pedro Reservoir Levels

MCR Engineering (209) 239 6229 Dan
Eavenson
J.B. Wilson - Elected Reclamation District Official

Evacuation Measures

Phase 1 - Cancel student programs due to safety concern (Pull wifi and computer equipment)

If the San Joaquin river at Vernalis monitor station reaches "Monitor Stage" (24.5 ft), then close SJCOE student programs.

If at any time, Durham Ferry STAFF/Stakeholders have concern for student safety due to rising water, seepage, or levee integrity issues, then evacuation can be initiated and all student programs can be cancelled.

Phase 2 - Evacuate all people, animals, and items including furniture, equipment, etc.

Indicators: water flowing over the road and water is above monitor level and below danger level

This action may be initiated by Durham Ferry Staff/Stakeholders at any time if, the campus becomes unsafe or unusable due to wet/flooded conditions or the threat of a flood becomes imminent.

Phase 3 - Immediate Evacuation

If County Sheriff calls for evacuation, then initiate evacuation. Levee Break or

Reclamation District/Engineer advise evacuation.

APPENDIX X

SUSPENSION AND EXPULSION PROCEDURES

STUDENTS

Suspension and Expulsion/Due Process

Students in Venture Academy

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

1. Reassignment to another education program or class at the same school/program where the student will receive continuing instruction for the length of the day prescribed by the Venture Academy Governing Board (Board) for students of the same grade level.

2. Referral to a certificated employee designated by the program administrator to advise students.

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the program administrator or designee as provided in Education Code Section 48910.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel.

Notice of Regulations

At the beginning of each school year, the program administrator of each school/program shall ensure that all students and parents/guardians are notified in writing of all school/program rules related to discipline, including suspension and expulsion.

Grounds for Suspension and Expulsion: Grades K - 12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12: and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school/program property or private property.

12. Possessed an imitation firearm: Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in, hazing: Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

17. Engaged in an act of bullying: Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to themselves or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

    Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code Sections 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

    Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

    Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to:

    a. A message, text, sound, video, or image.

    b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including but not limited to a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their disability.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code Section 31.

19. Made terrorist threats against school officials and/or school property: A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code Section 212.5: Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimating, hostile, or offensive educational environment.

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233: Hate violence means any act punishable under Penal Code Sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

3. Intentionally engaged in harassment, threats, or intimidation against school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the other acts specified in Education Code Section 48900 and listed as items # 1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level including K-8.

When suspending a student from class, the teacher shall immediately report this action to the program administrator or designee and send the student to the program administrator or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which they have been suspended.

As soon as possible after the teacher suspends the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a program administrator shall attend if either the parent/guardian or teacher so requests.

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the program administrator or designee.

A student removed from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal.

Suspension by Program Administrator or Program Administrator's Designee

To implement disciplinary procedures at a school site, the program administrator may, in writing, designate as a designee another administrator or, if the program administrator is the only administrator at the school site, a certificated employee. As necessary, the program administrator may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the program administrator and the program administrator's primary designee are absent from the school site.

The program administrator or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the BP 5144.1 under "Authority to Expel" and for which they are required to recommend expulsion.

The program administrator or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons.

For all other offenses, a student may be suspended only when the program administrator or designee has determined that other means of correction have failed to bring about proper conduct.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the program administrator or designee shall document the other means of correction used and retain the documentation in the student's record.

Length of Suspension

The program administrator or designee may suspend a student from a school for not more than five (5) consecutive school days.

A student may be suspended from school/program for not more than twenty (20) school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, they student may be suspended for not more than thirty (30) school days in a school year. Venture Academy may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion.

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. *Informal Conference* – Suspension shall be preceded by an informal conference conducted by the program administrator or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the program administrator or designee. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code Section 48900.5, and the evidence against the student. The student shall be given the opportunity to present their version and evidence in support of their defense.

This conference may be omitted if the program administrator or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference and the conference shall be held within two (2) school days, unless the student waives their right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school.

2. *Administrative Actions* – All requests for student suspension are to be processed by the program administrator or designee. A school/program employee shall report the suspension, including the name of the student and the cause for the suspension, to the program administrator or designee.

3. *Notice to Parents/Guardians* – At the time of the suspension, a school/program employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school.

4. *Parent/Guardian Conference* – Whenever a student is suspended, school/program officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school/program policy involved, and any other pertinent matter.

   If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference.

5. *Extension of Suspension* – If the Board is considering the expulsion of a suspended student from any school/program, the program administrator or designee may, in writing, extend the suspension until such time as the Board has made a decision provided the following requirements are followed:

   a. Any extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

   b. The program administrator or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's

presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

c. If the student involved is a foster youth, the program administrator or designee shall notify the school liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.

d. If the student involved is a homeless child or youth, the program administrator or designee shall notify the school liaison for homeless students.

In lieu of or in addition to suspending a student, the program administrator or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the student's behavior and keep the student in school.

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply:

1. The on-campus suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting their teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the program administrator or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing.

Program Administrator's Authority to Recommend Expulsion

Unless the program administrator or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the program administrator or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife or other dangerous object of no reasonable use to the student.

3. Unlawful possession of any controlled substance as listed in Health and Safety Code Sections 11053 - 11058, except for:

   a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, and/or

   b. The student's possession of over-the-counter medication for their use or other medication prescribed for them by a physician.

4. Robbery or extortion.

5. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school/program employee.

In determining whether or not to recommend the expulsion of a student, the program administrator or designee shall act as quickly as possible to ensure that the student does not lose instructional time.

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the program administrator or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than thirty (30) calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable during the regular school year to comply with these time requirements for conducting an expulsion hearing, the program administrator or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed twenty (20) school days, as defined in Education Code Section 48925.

Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than twenty (20) calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the program administrator or designee shall offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student, or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code Section 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the program administrator or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the program administrator or designee shall give the complaining witness a copy of the school's/program's suspension and expulsion policy and administrative regulation and shall advise the witness of their right to:

1. Receive five (5) days-notice of the scheduled testimony at the hearing.

2. Have up to two adult support persons of the complaining witness's choosing present in the hearing at the time they testify.

3. Have a closed hearing during the time the complaining witness testifies.

Whenever any allegation of sexual assault or sexual battery is made, the program administrator or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of Venture Academy disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code Section 48915.1, to provide information about the student's status at Venture Academy to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code Section 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the program administrator or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate county child welfare agency at least ten (10) calendar days prior to the hearing.

If the student facing expulsion is a homeless student, the program administrator or designee shall also send notice of the hearing to the school liaison for homeless students at least ten (10) calendar days prior to the hearing.

Any notice for these purposes may be provided by the most cost-effective method possible, which may include, but is not limited to, email or a telephone call.

Conduct of Expulsion Hearing

1. *Closed Session:* Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated.

   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session.

   If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have their testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm including but not limited to a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. *Record of Hearing:* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

3. *Subpoenas:* Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the program administrator or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure Sections 1985-1985.2 and enforced in accordance with Government Code Section 11455.20.

   Any objection raised by the student or the program administrator or designee to the issuance of subpoenas may be considered by the Board in closed session or in open session if requested by the student before the meeting. The Board's decision in response to such an objection shall be final and binding.

   If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance

of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below.

4. *Presentation of Evidence:* Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code Section 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above.

   Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

   In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. *Testimony by Complaining Witnesses:* The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student:

   a. Any complaining witness shall be given five (5) days-notice before being called to testify.

   b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during their testimony.

   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

   d. The person presiding over the hearing may remove a support person whom they find is disrupting the hearing.

   e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code Section 868.5.

   f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the

admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, Venture Academy shall provide a nonthreatening environment.

1. Venture Academy shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

2. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which they may leave the hearing room.

3. The person conducting the hearing may:

a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

b. Limit the time for taking the testimony of a complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.

c. Permit one of the support persons to accompany the complaining witness to the witness stand.

6. *Decision:* The Board's decision whether to expel a student shall be made within forty (40) school days after the student is removed from their school of attendance, unless the student requests in writing that the decision be postponed.

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public.

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within Venture Academy. For a student expelled for any "mandatory

recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review, as well as assessment at the time of review, for readmission.

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

Written Notice to Expel

The program administrator or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12."

2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian.

3. Notice of the right to appeal the expulsion to the County Board of Education.

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion.

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code Section 48915.1.

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior.

2. The seriousness of the misconduct.

3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education.

   However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the school's rules and regulations governing student conduct.

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a Venture Academy program. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

6. The program administrator or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or

parent/guardian's obligation to inform any new district in which the student seeks to enroll of their status with the expelling school, pursuant to Education Code Section 48915.1(b).

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within thirty (30) days of the decision to expel, even if the expulsion action is suspended and the student is placed on probation.

If the student submits a written request for a copy of the written transcripts and supporting documents from Venture Academy simultaneously with the filing of the notice of appeal with the County Board of Education, Venture Academy shall provide the student with these documents within ten (10) school days following the student's written request.

Notice to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code Section 245.

The program administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code Sections 626.9 and 626.10.

Within one (1) school day after a student's suspension or expulsion, the program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code Section 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind.

Placement During Expulsion

The Board shall refer expelled students to a program of study that is:

1. Appropriately prepared to accommodate students who exhibit discipline problems.

2. Not provided at a comprehensive middle, junior, or senior high school, or at any elementary school, unless the program is offered at a community day school established at such a site.

3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the county superintendent of schools so certifies, students expelled for acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12.

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The program administrator or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed, and the program administrator or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed, and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The program administrator or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the program administrator or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other school students or employees.

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system.

Maintenance of Records

Venture Academy shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school.

The program administrator or designee shall, within five (5) working days, honor any other district's request for information about an expulsion from Venture Academy.

STUDENTS

Suspension and Expulsion/Due Process

The Venture Academy Governing Board (Board) desires to provide Venture Academy students with access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of Venture Academy students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any Venture Academy school or another school district, regardless of when it occurs, including, but not limited to, the following:

1. While on school grounds.

2. While going to or coming from school.

3. During the lunch period, whether on or off the school campus.

4. During, going to, or coming from a school-sponsored activity.

Venture Academy staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with San Joaquin County Office of Education's (SJCOE) nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code Section 48900(a) - (e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when a student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or solely on the bases of willful defiance, except by a program administrator or designee pursuant to Education Code Section 48910.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code Sections 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the program administrator or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Authority to Expel

A student may be expelled only by the Board.

As required by law, the program administrator or designee shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds:

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.

2. Selling or otherwise furnishing a firearm.

3. Brandishing a knife at another person.

4. Unlawfully selling a controlled substance listed in Health and Safety Code Sections 11053 - 11058.

5. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code Section 243.4.

6. Possessing an explosive as defined in 18 USC 921.

For all other violations listed in the accompanying administrative regulation the program administrator or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation.

No student shall be expelled for disruption or willful defiance.

Due Process

The Board and program administrators shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The program administrators or designees shall comply with procedures for notices and appeals as specified in law and administrative regulation.

Maintenance and Monitoring of Outcome Data

The program administrator or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code Sections 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the program administrator or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including but not limited to ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how Venture Academy is meeting its goals for improving school climate as specified in its local control and accountability plan.
Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

CIVIL CODE
47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production

GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE
230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE
729.6 Counseling

UNITED STATES CODE, TITLE 18
921 Definitions, firearm

UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools

UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths

APPENDIX XI

FINANCIAL DOCUMENTS AND ASSUMPTIONS

2022-23 1st
Interim Venture
Academy
Charter Schools Special Revenue
Fund Multiyear Projection

Summary Description	Object Codes	2022-23 1st Interim (A)	% Change (B)	2023-24 Projections (C)	% Change (D)	2024-25 Projections (E)
ADA		**1880.87**	-0.41%	**1873.25**	1.49%	**1901.09**
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	23,973,598.00	5.80%	25,365,042.00	5.56%	26,775,921.00
2) Federal Sources	8100-8299	2,446,038.00	-73.30%	653,022.00	-46.18%	351,448.00
3) Other State Sources	8300-8599	560,936.00	-3.88%	539,177.00	2.71%	553,779.00
4) Other Local Sources	8600-8799	121,021.00	-21.21%	95,354.00	0.00%	95,354.00
5) Other Financing Sources	8910-8999	175,060.00	-13.14%	152,060.00	0.00%	152,060.00
6) TOTAL (Sum lines A1 thru A5)		**27,276,653.00**	-1.73%	**26,804,655.00**	4.19%	**27,928,562.00**
B. EXPENDITURES AND OTHER FINANCING USES						
1) Certificated Salaries						
a) Base Salaries				8,605,136.00		8,292,895.00
b) Step & Column Adjustment				149,008.00		157,185.00
c) Cost-of-Living Adjustment				-		-
d) Other Adjustments				(461,249.00)		509.00
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,605,136.00	-3.63%	8,292,895.00	1.90%	8,450,589.00
2) Classified Salaries				-		-
a) Base Salaries				2,094,069.00		1,819,815.00
b) Step & Column Adjustment				26,851.00		27,388.00
c) Cost-of-Living Adjustment				-		-
d) Other Adjustments				(301,105.00)		69,675.00
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,094,069.00	-13.10%	1,819,815.00	5.33%	1,916,878.00
3) Employee Benefits	3000-3999	4,264,692.00	-0.77%	4,232,033.00	1.54%	4,297,132.00
4) Books and Supplies	4000-4999	941,783.00	-32.23%	638,207.00	0.90%	643,957.00
5) Services, Other Operating Exps	5000-5999	8,770,107.00	-4.94%	8,336,997.00	2.85%	8,574,413.00
6) Capital Outlay	6000-6599	320,432.00	-100.00%	-	0.00%	-
7) Other Outgo	7100-7299/7400-7499	21,408.00	0.00%	21,408.00	0.00%	21,408.00
8) Direct Support/Indirect Costs	7300-7399	243,840.00	-69.93%	73,321.00	-24.44%	55,398.00
9) Other Financing Uses	7610-7699	-	0.00%	-	0.00%	-
10) TOTAL EXPENDITURES		**25,261,467.00**	-7.31%	**23,414,676.00**	2.33%	**23,959,775.00**
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		**2,015,186.00**		**3,389,979.00**		**3,968,787.00**
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		5,554,929.03		7,570,115.03		10,960,094.03
2) Ending Fund Balance (Sum lines C and D1)		**7,570,115.03**		**10,960,094.03**		**14,928,881.03**
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740	779,246.41		681,124.41		459,417.41
c) Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d) Assigned						
1. Assigned for Economic Uncertainties	9780	**505,229.00**		**468,294.00**		**479,196.00**
2. Assigned for Concentration Grant Increase	9780	**29,018.00**		**60,815.00**		**102,389.00**
3. Assigned for Fund Balance Designations	9780	**6,256,621.62**		**9,749,860.62**		**13,887,878.62**
e) Total Components of Ending Fund Balance (Line D3e must agree with Line D2)		**7,570,115.03**		**10,960,094.03**		**14,928,881.03**
		-		-		-
E. RECOMMENDED RESERVES						
1. Total Expenditures, Transfers Out, and Other Uses (Line B10)		25,261,467.00		23,414,676.00		23,959,775.00
2. Recommended Minimum Reserve Percentage		2.00%		2.00%		2.00%
3. Recommended Minimum Reserve - by Percent (Line E1 times E2)		505,229.00		468,294.00		479,196.00
4. Recommended Minimum Reserve- By Amount		50,000.00		50,000.00		50,000.00
5. Reserve Standard (Greater of Line E3 or E4)		505,229.00		468,294.00		479,196.00
6. Available Reserves (Line D3d1) Meet the Reserve Standard (Line E5)		YES		YES		YES

2022-23 1st Interim
Venture Academy
Charter Schools Special Revenue Fund
Multiyear Projection

Unrestricted Description	Object Codes	2022-23 1st Interim (A)	% Change (B)	2023-24 Projections (C)	% Change (D)	2024-25 Projections (E)
ADA: Grade TK/K-3 Funded via LCFF (non-Type		261.08	-0.41%	260.02	1.49%	263.89
C) ADA: Grade 4-6 Funded via LCFF (non-Type		240.02	-0.40%	239.05	1.49%	242.60
C) ADA: Grade 7-8 Funded via LCFF (non-Type		242.21	-0.40%	241.23	1.48%	244.81
C) ADA: Grade 9-12 Funded via LCFF (non-Type		1137.56	-0.41%	1132.95	1.49%	1149.79
C) ADA: Type C Fund via COE LCFF		0.00	0.00%	0.00	0.00%	0.00
Total ADA		**1880.87**	-0.41%	**1873.25**	1.49%	**1901.09**
Lottery Rate Unrestricted		**$170.00**		**$170.00**		**$170.00**
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	23,973,598.00	5.80%	25,365,042.00	5.56%	26,775,921.00
2) Federal Sources	8100-8299	-	0.00%	-	0.00%	-
3) Other State Sources	8300-8599	400,922.00	1.79%	408,089.00	1.88%	415,743.00
4) Other Local Sources	8600-8799	95,354.00	0.00%	95,354.00	0.00%	95,354.00
5) Other Financing Sources	8910-8999	175,060.00	-13.14%	152,060.00	0.00%	152,060.00
6) TOTAL (Sum lines A1 thru A5)		**24,644,934.00**	5.58%	**26,020,545.00**	5.45%	**27,439,078.00**
B. EXPENDITURES AND OTHER FINANCING USES						
1) **Certificated Salaries**						
a) Base Salaries				7,592,767.00		7,632,900.00
b) Step & Column Adjustment			2.00%	139,683.00	2.00%	146,130.00
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(99,550.00)		-
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,592,767.00	0.53%	7,632,900.00	1.91%	7,779,030.00
2) **Classified Salaries**						
a) Base Salaries				1,756,785.00		1,694,815.00
b) Step & Column Adjustment			2.00%	26,851.00	2.00%	27,388.00
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(88,821.00)		194,675.00
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,756,785.00	-3.53%	1,694,815.00	13.10%	1,916,878.00
3) **Employee Benefits**	3000-3999	3,796,274.00	3.34%	3,923,101.00	3.31%	4,053,063.00
4) **Books and Supplies**	4000-4999	633,790.00	-4.58%	604,790.00	0.00%	604,790.00
5) **Services, Other Operating Exps**	5000-5999	8,378,691.00	3.30%	8,655,430.00	2.52%	8,873,415.00
6) **Capital Outlay**	6000-6599	320,432.00	-100.00%	-	0.00%	-
7) **Other Outgo**	7100-7299/7400-7499	21,408.00	0.00%	21,408.00	0.00%	21,408.00
8) **Direct Support/Indirect Costs**	7300-7399	-	0.00%	-	0.00%	-
9) **Other Financing Uses**	7610-7699	-	0.00%	-	0.00%	-
10) TOTAL EXPENDITURES		**22,500,147.00**	0.14%	**22,532,444.00**	3.18%	**23,248,584.00**
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		**2,144,787.00**		**3,488,101.00**		**4,190,494.00**
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		4,646,081.62		6,790,868.62		10,278,969.62
2) Ending Fund Balance (Sum lines C and D1)		**6,790,868.62**		**10,278,969.62**		**14,469,463.62**
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740					
c) Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d) Assigned						
1. Assigned for Economic Uncertainties	9780	505,229.00		468,294.00		479,196.00
2. Assigned for Concentration Grant Increase	9780	29,018.00		60,815.00		102,389.00
3. Assigned for Other Designations	9780	6,256,621.62		9,749,860.62		13,887,878.62
e) Total Components of Ending Fund Balance		**6,790,868.62**		**10,278,969.62**		**14,469,463.62**
(Line D3e must agree with Line D2)		-		-		-

2022-23 1st
Interim Venture
Academy
Charter Schools Special Revenue
Fund Multiyear Projection

Restricted Description	Object Codes	2022-23 1st Interim (A)	% Change (B)	2023-24 Projections (C)	% Change (D)	2024-25 Projections (E)
Lottery Restricted		**$67.00**		**$67.00**		**$67.00**
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	-	0.00%	-	0.00%	-
2) Federal Sources	8100-8299	2,446,038.00	-73.30%	653,022.00	-46.18%	351,448.00
3) Other State Sources	8300-8599	160,014.00	-18.08%	131,088.00	5.30%	138,036.00
4) Other Local Sources	8600-8799	25,667.00	-100.00%	-	0.00%	-
5) Other Financing Sources	8910-8999	-	0.00%	-	0.00%	-
6) TOTAL (Sum lines A1 thru A5)		**2,631,719.00**	-70.21%	**784,110.00**	-37.57%	**489,484.00**
B. EXPENDITURES AND OTHER FINANCING USES						
1) Certificated Salaries						
a) Base Salaries				1,012,369.00		659,995.00
b) Step & Column Adjustment			2.00%	9,325.00	2.00%	11,055.00
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(361,699.00)		509.00
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,012,369.00	-34.81%	659,995.00	1.75%	671,559.00
2) Classified Salaries				337,284.00		125,000.00
a) Base Salaries			2.00%	-	2.00%	-
b) Step & Column Adjustment			0.00%	-	0.00%	-
c) Cost-of-Living Adjustment				(212,284.00)		(125,000.00)
d) Other Adjustments		337,284.00	-62.94%	125,000.00	-100.00%	-
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	468,418.00	-34.05%	308,932.00	-21.00%	244,069.00
3) **Employee Benefits**	3000-3999	307,993.00	-89.15%	33,417.00	17.21%	39,167.00
4) **Books and Supplies**	4000-4999	391,416.00	-181.35%	(318,433.00)	-6.10%	(299,002.00)
5) **Services, Other Operating Exps**	5000-5999	-	0.00%	-	0.00%	-
6) **Capital Outlay**	6000-6599	-	0.00%	-	0.00%	-
7) **Other Outgo**	7100-7299/7400-7499	243,840.00	-69.93%	73,321.00	-24.44%	55,398.00
8) **Direct Support/Indirect Costs**	7300-7399	-	0.00%	-	0.00%	-
9) **Other Financing Uses**	7610-7699	**2,761,320.00**	-68.05%	**882,232.00**	-19.39%	**711,191.00**
10) TOTAL EXPENDITURES						
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		**(129,601.00)**		**(98,122.00)**		**(221,707.00)**
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		908,847.41		779,246.41		681,124.41
2) Ending Fund Balance (Sum lines C and D1)		**779,246.41**		**681,124.41**		**459,417.41**
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740	779,246.41		681,124.41		459,417.41
c) Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d) Assigned	9780					
e) Total Components of Ending Fund Balance (Line D3e must agree with Line D2)		**779,246.41** -		**681,124.41** -		**459,417.41** -

VENTURE

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
VENTURE ACADEMY ANALYSIS
2022-2023 1st Interim

Revised: 11/22/22

Col. A	Col. B	Col. C	Col. D	Col. E	Col. F	Col. G	Col. H	Col. I	Col. J	Col. K	Col. L	
Line #	Description / Program	Res. Codes	Mgmt Codes	FTE	Rep. LCFF ADA	Type C LCFF ADA	Unaudited Beginning Balance 7-1-22	Revised Budgeted Revenues	Total Resources Col. H + I	Revised Budgeted Expenditures	Estimated Ending Balance 6-30-23 Col. J - K	
Fund 09												
1	Sports Complex - Gym Operations (BB)	0000	3548				$ -	$ -	$ -	$ 341,192.00	$ (341,192.00)	9780
2	Venture Academy (BB)	0000	3800	65.18	1,880.87	0.00	$ 4,405,872.73	$ 18,474,254.00	$ 22,880,126.73	$ 15,871,041.00	$ 7,009,085.73	9780
3	Team-Up Adventure (BB)	0000	3802				$ -	$ 17,500.00	$ 17,500.00	$ 78,219.00	$ (60,719.00)	9780
4	Durham Ferry - Outdoor Ed (BB)	0000	3803				$ -	$ -	$ -	$ 208,912.00	$ (208,912.00)	9780
5	Fundraising Activities (BB)	0000	3804				$ -	$ 175,060.00	$ 175,060.00	$ 175,060.00	$ -	9780
6	MAA	0000	7906				$ 31,926.36	$ -	$ 31,926.36	$ 3,728.00	$ 28,198.36	9780
7	State Lottery - Unrestricted	1100	3846				$ 208,282.53	$ 333,964.00	$ 542,246.53	$ 177,839.00	$ 364,407.53	9780
8	Venture - EPA	1400	3800	40.70			$ -	$ 5,644,156.00	$ 5,644,156.00	$ 5,644,156.00	$ -	9780
9	**Sub-total Unrestricted**			105.88	1,880.87	0.00	$ 4,646,081.62	$ 24,644,934.00	$ 29,291,015.62	$ 22,500,147.00	$ 6,790,868.62	
10	Title 1 Part A	3010	3868	2.10			$ -	$ 351,448.00	$ 351,448.00	$ 351,448.00	$ -	9740
11	Elem.& Secondary School Relief - ESSER III	3213	3872	3.62			$ -	$ 1,464,729.00	$ 1,464,729.00	$ 1,464,729.00	$ -	9740
12	ESSER III - Learning Loss	3214	3873				$ -	$ 189,365.00	$ 189,365.00	$ 189,365.00	$ -	9740
13	ELO ESSER II	3216	3874				$ -	$ 53,668.00	$ 53,668.00	$ 53,668.00	$ -	9740
14	ELO GEER II	3217	3875				$ -	$ 44,277.00	$ 44,277.00	$ 44,277.00	$ -	9740
15	ELO ESSER III	3218	3876				$ -	$ 125,761.00	$ 125,761.00	$ 125,761.00	$ -	9740
16	ELO ESSER III - State Reserve	3219	3877				$ -	$ 216,790.00	$ 216,790.00	$ 216,790.00	$ -	9740
17	Educator Effectiveness	6266	3858				$ 297,312.00	$ -	$ 297,312.00	$ -	$ 297,312.00	9740
18	State Lottery - Restricted	6300	3847				$ 195,475.97	$ 131,621.00	$ 327,096.97	$ 86,202.00	$ 240,894.97	9740
19	A-G Access/Success	7412	3879				$ 159,363.00	$ -	$ 159,363.00	$ 2,216.00	$ 157,147.00	9740
20	A-G Learning Loss Mitigation	7413	3880				$ 75,000.00	$ -	$ 75,000.00	$ 10,242.00	$ 64,758.00	9740
21	ELO Paraprofessionals	7426	3869	2.63			$ 130,124.00	$ -	$ 130,124.00	$ 130,124.00	$ -	9740
22	Every 15 Minutes	7810	3819				$ -	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ -	9740
23	Ethnic Studies	7810	3857				$ -	$ 23,393.00	$ 23,393.00	$ 23,393.00	$ -	9740
24	PG&E New Energy Academy	9010	3842				$ 9,172.57	$ -	$ 9,172.57	$ 9,172.00	$ 0.57	9740
25	Venture Bus	9010	3844				$ 42,399.87	$ -	$ 42,399.87	$ 23,266.00	$ 19,133.87	9740
26	Early College High School	9010	3865	2.97			$ -	$ -	$ -	$ -	$ -	9740
27	CA Apprenticeship Initiative	9010	3878				$ -	$ 25,667.00	$ 25,667.00	$ 25,667.00	$ -	9740
28	**Sub-total Restricted**			11.32	0.00	0.00	$ 908,847.41	$ 2,631,719.00	$ 3,540,566.41	$ 2,761,320.00	$ 779,246.41	
29	**TOTAL FUND 09**			**117.20**	**1,880.87**	**0.00**	**$ 5,554,929.03**	**$ 27,276,653.00**	**$ 32,831,582.03**	**$ 25,261,467.00**	**$ 7,570,115.03**	
Fund 01												
30	Special Ed ARP IDEA	3305	3218				$ -	$ -	$ -	$ -	$ -	
31	Venture - Sp Ed PL94-142 IDEA	3310	3860	1.37			$ -	$ 219,307.00	$ 219,307.00	$ 219,307.00	$ -	
32	Special Education - Venture Academy	6500	3202	10.62			$ 3,622,157.77	$ 1,488,721.00	$ 5,110,878.77	$ 1,485,439.00	$ 3,625,439.77	
33	Special Ed Learning Recovery Support	6537	3217	0.38			$ 95,999.00	$ -	$ 95,999.00	$ 95,999.00	$ -	
34	Venture - Mental Health Services	6546	3216	0.84			$ 61,799.82	$ 65,926.00	$ 127,725.82	$ 65,888.00	$ 61,837.82	
35	Fundraising Activities (BB)	9010	3804				$ 141,454.56	$ 87,000.00	$ 228,454.56	$ 175,060.00	$ 53,394.56	
36	**TOTAL FUND 01**			**19.21**	**0.00**	**0.00**	**$ 3,921,411.15**	**$ 1,860,954.00**	**$ 5,782,365.15**	**$ 2,041,689.00**	**$ 3,740,672.15**	
37	**GRAND TOTAL**			**130.40**	**1,880.87**	**0.00**	**$ 9,476,340.18**	**$ 29,137,607.00**	**$ 38,613,947.18**	**$ 27,303,156.00**	**$ 11,310,787.18**	

VENTURE FUND 09 YR 0 ONLY		
9740 - Legally Restricted	$	779,246.41
9760 - Assigned for Other Designations	$	6,285,639.62
9780 - Assigned for Economic Uncertainties	$	505,229.00
9780 - TOTAL	$	6,790,868.62
Should Match SACS Form 09 F.2. Ending Balance	$	7,570,115.03

Difference Check $ -

Fund 09 - Unrestricted & Restricted		
Beg. Balance 9791	$	5,554,929.03
Ending Balance	$	7,570,115.03

Fund 09 - Unrestricted		
Beg. Balance 9791	$	4,646,081.62
Ending Balance 9780	$	6,790,868.62

Fund 09 - Restricted		
Beg. Balance 9791	$	908,847.41
Ending Balance 9740	$	779,246.41

CC: File
Terrell, Sean, Joni, Amy - Final

CHARTER SCHOOL FIRST INTERIM REPORT
July 1, 2020 to June 30, 2021

CHARTER SCHOOL CERTIFICATION

Charter School Name: Venture Academy
CDS #: 39-10397-3930476
Charter Approving Entity: San Joaquin County Office of Education
County: San Joaquin
Charter #: 423

To the entity that approved the charter school:

(X) 2020-21 CHARTER SCHOOL FIRST INTERIM REPORT - This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: December 15, 2020
Charter School Official
(Original signature required)

Printed Name: Kathleen F. Focacci Title: D rector, Venture Academy

To the County Superintendent of Schools:

(X) 2020-21 CHARTER SCHOOL FIRST INTERIM REPORT - This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: Decembe r 12020
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: Terrell Martinez Title: Director, County Office Business Services

(X) 2020-21 CHARTER SCHOOL FIRST INTERIM REPORT - This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(2).

Signed: _____ Date: December 152020
County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Approving Entity:	For Charter School:
Terrell Martinez	Kathleen F. Focacci
Name	Name
Director, County Office Business Services	Director, Venture Academy
Title	Title
(209) 468-4824	(209) 468-4806
Telephone	Telephone
tmartinez@sjcoe.net	kfocacci@sjcoe.net
E-mail address	E-mail address

2020-21 1st Interim
Venture Academy
Charter Schools Special Revenue Fund
Multiyear Projection

Summary Description	Object Codes	2020-21 1st Interim (A)	% Change (B)	2021-22 Projections (C)	% Change (D)	2022-23 Projections (E)
ADA		1800.37	-1.96%	1765.13	0.00%	1765.13
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	18,821,966.00	-1.10%	18,614,191.00	0.00%	18,614,191.00
2) Federal Sources	8100-8299	130,595.00	-100.00%	-	0.00%	-
3) Other State Sources	8300-8599	550,407.00	-22.11%	428,729.00	0.79%	432,113.00
4) Other Local Sources	8600-8799	75,867.00	-1.15%	74,991.00	0.00%	74,991.00
5) Other Financing Sources	8910-8999	162,000.00	0.00%	162,000.00	0.00%	162,000.00
6) TOTAL (Sum lines A1 thru A5)		19,740,835.00	-2.33%	19,279,911.00	0.02%	19,283,295.00
B. EXPENDITURES AND OTHER FINANCING USES						
1) Certificated Salaries						
a) Base Salaries				7,159,863.00		7,030,898.00
b) Step & Column Adjustment				133,302.00		135,968.00
c) Cost-of-Living Adjustment				-		-
d) Other Adjustments				(262,267.00)		-
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,159,863.00	-1.80%	7,030,898.00	1.93%	7,166,866.00
2) Classified Salaries				-		-
a) Base Salaries				1,571,718.00		1,535,656.00
b) Step & Column Adjustment				26,197.00		26,721.00
c) Cost-of-Living Adjustment				-		-
d) Other Adjustments				(62,259.00)		-
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,571,718.00	-2.29%	1,535,656.00	1.74%	1,562,377.00
3) Employee Benefits	3000-3999	3,268,760.00	1.25%	3,309,600.00	7.91%	3,571,519.00
4) Books and Supplies	4000-4999	876,250.00	-20.92%	692,955.00	0.07%	693,455.00
5) Services, Other Operating Exps	5000-5999	6,786,631.00	-2.30%	6,630,334.00	0.46%	6,660,576.00
6) Capital Outlay	6000-6599	20,000.00	-100.00%	-	0.00%	-
7) Other Outgo	7100-7299/7400-7499	17,306.00	0.00%	17,306.00	0.00%	17,306.00
8) Direct Support/Indirect Costs	7300-7399	28,933.00	-93.80%	1,794.00	-56.47%	781.00
9) Other Financing Uses	7610-7699	-	0.00%	-	0.00%	-
10) TOTAL EXPENDITURES		19,729,461.00	-2.59%	19,218,543.00	2.36%	19,672,880.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		11,374.00		61,368.00		(389,585.00)
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		5,047,986.03		5,059,360.03		5,120,728.03
2) Ending Fund Balance (Sum lines C and D1)		5,059,360.03		5,120,728.03		4,731,143.03
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740	109,340.43		89,269.43		80,582.43
c) Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d) Assigned						
1. Assigned for Economic Uncertainties	9780	394,589.00		384,371.00		393,458.00
2. Assigned for Fund Balance Designations	9780	4,555,430.60		4,647,087.60		4,257,102.60
e) Total Components of Ending Fund Balance (Line D3e must agree with Line D2)		5,059,360.03		5,120,728.03		4,731,143.03
E. RECOMMENDED RESERVES						
1. Total Expenditures, Transfers Out, and Other Uses (Line B10)		19,729,461.00		19,218,543.00		19,672,880.00
2. Recommended Minimum Reserve Percentage		2.00%		2.00%		2.00%
3. Recommended Minimum Reserve - by Percent (Line E1 times E2)		394,589.00		384,371.00		393,458.00
4. Recommended Minimum Reserve- By Amount		50,000.00		50,000.00		50,000.00
5. Reserve Standard (Greater of Line E3 or E4)		394,589.00		384,371.00		393,458.00
6. Available Reserves (Line D3d1) Meet the Reserve Standard (Line E5)		YES		YES		YES

2020-21 1st Interim
Venture Academy
Charter Schools Special Revenue Fund
Multiyear Projection

Unrestricted Description	Object Codes	2020-21 1st Interim (A)	% Change (B)	2021-22 Projections (C)	% Change (D)	2022-23 Projections (E)
ADA: Grade TK/K-3 Funded via LCFF (non-Type C)		226.72	-7.51%	209.70	0.00%	209.70
ADA: Grade 4-6 Funded via LCFF (non-Type C)		223.10	1.51%	226.47	0.00%	226.47
ADA: Grade 7-8 Funded via LCFF (non-Type C)		300.98	-6.93%	280.13	0.00%	280.13
ADA: Grade 9-12 Funded via LCFF (non-Type C)		1049.57	-0.07%	1048.83	0.00%	1048.83
ADA: Type C Fund via COE LCFF		0.00	0.00%	0.00	0.00%	0.00
Total ADA		1800.37	-1.96%	1765.13	0.00%	1765.13
Lottery Rate Unrestricted		$150.00		$150.00		$150.00
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	18,821,966.00	-1.10%	18,614,191.00	0.00%	18,614,191.00
2) Federal Sources	8100-8299	-	0.00%	-	0.00%	-
3) Other State Sources	8300-8599	309,272.00	9.42%	338,393.00	-0.18%	337,777.00
4) Other Local Sources	8600-8799	74,991.00	0.00%	74,991.00	0.00%	74,991.00
5) Other Financing Sources	8910-8999	162,000.00	0.00%	162,000.00	0.00%	162,000.00
6) TOTAL (Sum lines A1 thru A5)		19,368,229.00	-0.92%	19,189,575.00	0.00%	19,188,959.00
B. EXPENDITURES AND OTHER FINANCING USES						
1) Certificated Salaries						
a) Base Salaries				7,159,863.00		7,030,898.00
b) Step & Column Adjustment			2.00%	133,302.00	2.00%	135,968.00
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(262,267.00)		-
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,159,863.00	-1.80%	7,030,898.00	1.95%	7,166,866.00
2) Classified Salaries						
a) Base Salaries				1,558,118.00		1,532,056.00
b) Step & Column Adjustment			2.00%	26,197.00	2.00%	26,721.00
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(52,259.00)		-
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,558,118.00	-1.67%	1,532,056.00	1.74%	1,558,777.00
3) Employee Benefits	3000-3999	3,267,067.00	1.27%	3,308,587.00	7.91%	3,570,407.00
4) Books and Supplies	4000-4999	689,528.00	0.00%	689,528.00	0.00%	689,528.00
5) Services, Other Operating Exps	5000-5999	6,518,162.00	0.18%	6,529,761.00	0.57%	6,566,973.00
6) Capital Outlay	6000-6599	20,000.00	-100.00%	-	0.00%	-
7) Other Outgo	7100-7299/7400-7499	17,306.00	0.00%	17,306.00	0.00%	17,306.00
8) Direct Support/Indirect Costs	7300-7399	-	0.00%	-	0.00%	-
9) Other Financing Uses	7610-7699	-	0.00%	-	0.00%	-
10) TOTAL EXPENDITURES		19,230,044.00	-0.63%	19,108,136.00	2.42%	19,569,857.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		138,185.00		81,439.00		(380,898.00)
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		4,811,834.60		4,950,019.60		5,031,458.60
2) Ending Fund Balance (Sum lines C and D1)		4,950,019.60		5,031,458.60		4,650,560.60
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740					
c) Committed						
1 Stabilization Arrangements	9750					
2 Other Commitments	9760					
d) Assigned						
1. Assigned for Economic Uncertainties	9780	394,589.00		384,371.00		393,458.00
2. Assigned for Other Designations	9789	4,555,430.60		4,647,087.60		4,257,102.60
e) Total Components of Ending Fund Balance (Line D3e must agree with Line D2)		4,950,019.60		5,031,458.60		4,650,560.60

2020-21 1st Interim
Venture Academy
Charter Schools Special Revenue Fund
Multiyear Projection

Restricted Description	Object Codes	2020-21 1st Interim (A)	% Change (B)	2021-22 Projections (C)	% Change (D)	2022-23 Projections (E)
Lottery Restricted		$49.00		$49.00		$49.00
A. REVENUES AND OTHER FINANCING SOURCES						
1) LCFF Sources	8010-8099	-	0.00%	-	0.00%	-
2) Federal Sources	8100-8299	130,595.00	-100.00%	-	0.00%	-
3) Other State Sources	8300-8599	241,135.00	-62.54%	90,336.00	4.43%	94,336.00
4) Other Local Sources	8600-8799	876.00	-100.00%	-	0.00%	-
5) Other Financing Sources	8910-8999	-	0.00%	-	0.00%	-
6) TOTAL (Sum lines A1 thru A5)		372,606.00	-75.76%	90,336.00	4.43%	94,336.00
B. EXPENDITURES AND OTHER FINANCING USES						
1) Certificated Salaries						
a) Base Salaries				-		-
b) Step & Column Adjustment			2.00%	-	2.00%	-
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				-		-
e) Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	-	0.00%	-	0.00%	-
2) Classified Salaries						
a) Base Salaries				13,600.00		3,600.00
b) Step & Column Adjustment			2.00%	-	2.00%	-
c) Cost-of-Living Adjustment			0.00%	-	0.00%	-
d) Other Adjustments				(10,000.00)		-
e) Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	13,600.00	-73.53%	3,600.00	0.00%	3,600.00
3) Employee Benefits	3000-3999	1,693.00	-40.17%	1,013.00	9.77%	1,112.00
4) Books and Supplies	4000-4999	186,722.00	-98.16%	3,427.00	14.59%	3,927.00
5) Services, Other Operating Exps	5000-5999	268,469.00	-62.54%	100,573.00	-6.95%	93,603.00
6) Capital Outlay	6000-6599	-	0.00%	-	0.00%	-
7) Other Outgo	7100-7299/7400-7499	-	0.00%	-	0.00%	-
8) Direct Support/Indirect Costs	7300-7399	28,933.00	-93.80%	1,794.00	-56.47%	781.00
9) Other Financing Uses	7610-7699	-	0.00%	-	0.00%	-
10) TOTAL EXPENDITURES		499,417.00	-77.89%	110,407.00	-6.69%	103,023.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Lines A6 minus line B10)		(126,811.00)		(20,071.00)		(8,687.00)
D. FUND BALANCE						
1) Net Beginning Balance (Form 09, line F1e)		236,151.43		109,340.43		89,269.43
2) Ending Fund Balance (Sum lines C and D1)		109,340.43		89,269.43		80,582.43
3) Components of Ending Fund Balance						
a) Nonspendable	9710-9719					
b) Restricted	9740	109,340.43		89,269.43		80,582.43
c) Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d) Assigned	9780					
e) Total Components of Ending Fund Balance (Line D3e must agree with Line D2)		109,340.43		89,269.43		80,582.43

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	28,530,891.00	29,111,302.00	6,205,577.00	29,111,302.00	0.00	0.0%
2) Federal Revenue		8100-8299	170,123.00	381,144.00	227,197.00	381,144.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,519,293.00	1,685,869.00	226,886.00	1,685,869.00	0.00	0.0%
4) Other Local Revenue		8600-8799	74,991.00	75,667.00	16,836.41	75,667.00	0.00	0.0%
5) TOTAL, REVENUES			30,295,298.00	31,233,982.00	6,676,296.41	31,233,982.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	11,370,337.00	11,145,784.00	3,447,986.83	11,145,784.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,801,308.00	3,351,662.00	1,074,158.18	3,351,662.00	0.00	0.0%
3) Employee Benefits		3000-3999	6,818,424.00	6,297,919.00	1,626,283.09	6,297,919.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,451,373.00	1,383,397.00	138,823.88	1,383,397.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	9,212,820.00	9,385,178.00	941,954.38	9,385,178.00	0.00	0.0%
6) Capital Outlay		6000-6999	24,994.00	24,994.00	0.00	24,994.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	18,345.00	22,773.00	6,917.18	22,773.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	29,594.00	52,726.00	2,495.87	52,726.00	0.00	0.0%
9) TOTAL, EXPENDITURES			32,525,193.00	31,664,431.00	7,240,419.35	31,664,431.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,229,895.00)	(430,449.00)	(564,122.94)	(430,449.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers a) Transfers In		8900-8929	182,000.00	182,000.00	0.00	182,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			182,000.00	182,000.00	0.00	182,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,067,895.00)	(268,449.00)	(564,122.94)	(268,449.00)		
FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	8,372,848.00	7,177,869.00		7,177,869.56	0.56	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,372,848.00	7,177,869.00		7,177,869.56		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,372,848.00	7,177,869.00		7,177,869.56		
2) Ending Balance, June 30 (E + F1e)			4,304,953.00	6,909,420.00		6,909,420.56		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	24,798.00	114,365.00		114,365.79		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	4,280,155.00	6,795,055.00		6,795,054.77		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	18,396,705.00	18,454,499.00	4,897,778.00	18,454,499.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	4,552,823.00	4,343,758.00	1,298,878.00	4,343,758.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	1,858,473.00	2,517,171.00	0.00	2,517,171.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,724,890.00	3,795,874.00	9,121.00	3,795,874.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			28,530,891.00	29,111,302.00	6,205,577.00	29,111,302.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	170,123.00	196,478.00	42,531.00	196,478.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	184,668.00	184,666.00	184,668.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			170,123.00	381,144.00	227,197.00	381,144.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	100,382.00	100,382.00	0.00	100,382.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	602,558.00	526,248.00	0.00	526,248.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

escription	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	616,353.00	1,039,039.00	226,686.00	1,039,039.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,519,283.00	1,885,969.00	226,686.00	1,885,969.00	0.00	0.0%
THER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	51,991.00	51,991.00	16,961.00	51,991.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	23,000.00	23,878.00	875.41	23,878.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			74,991.00	75,869.00	16,836.41	75,869.00	0.00	0.0%
OTAL, REVENUES			30,295,298.00	31,233,982.00	6,879,298.41	31,233,982.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	9,946,440.00	9,818,743.00	2,971,036.15	9,818,743.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	229,897.00	223,982.00	76,553.74	223,982.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,194,030.00	1,103,059.00	400,396.94	1,103,059.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			11,370,337.00	11,145,784.00	3,447,986.83	11,145,784.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	118,804.00	107,562.00	36,040.59	107,562.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	569,083.00	536,438.00	192,820.56	536,438.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,736,125.00	1,679,329.00	569,949.11	1,679,329.00	0.00	0.0%
Other Classified Salaries		2900	1,177,294.00	1,028,333.00	275,347.88	1,028,333.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,801,306.00	3,351,662.00	1,074,158.16	3,351,662.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,760,032.00	2,494,834.00	495,769.34	2,494,834.00	0.00	0.0%
PERS		3201-3202	643,887.00	712,121.00	218,357.20	712,121.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	449,323.00	423,689.00	133,910.37	423,689.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,184,218.00	2,108,649.00	615,107.05	2,108,649.00	0.00	0.0%
Unemployment Insurance		3501-3502	7,504.00	7,260.00	2,266.63	7,260.00	0.00	0.0%
Workers' Compensation		3601-3602	266,371.00	259,874.00	81,059.07	259,874.00	0.00	0.0%
OPEB, Allocated		3701-3702	73,926.00	72,500.00	22,611.04	72,500.00	0.00	0.0%
OPEB, Active Employees		3751-3752	229,363.00	220,972.00	61,202.39	220,972.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,615,424.00	6,297,919.00	1,628,283.09	6,297,919.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	123,316.00	36,777.00	0.00	36,777.00	0.00	0.0%
Books and Other Reference Materials		4200	200,500.00	200,813.00	973.48	200,813.00	0.00	0.0%
Materials and Supplies		4300	808,918.00	856,827.00	116,609.56	856,827.00	0.00	0.0%
Noncapitalized Equipment		4400	318,637.00	288,980.00	21,040.84	288,980.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,451,373.00	1,383,397.00	138,623.88	1,383,397.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	92,900.00	92,900.00	(8,522.72)	92,900.00	0.00	0.0%
Travel and Conferences		5200	108,528.00	27,795.00	290.58	27,795.00	0.00	0.0%
Dues and Memberships		5300	23,036.00	23,259.00	4,929.16	23,259.00	0.00	0.0%
Insurance		5400-5450	163,172.00	169,967.00	350.00	169,967.00	0.00	0.0%
Operations and Housekeeping Services		5500	655,963.00	655,963.00	223,380.43	655,963.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,774,285.00	2,865,308.00	302,083.88	2,865,308.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(25,013.00)	(19,013.00)	270.04	(19,013.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,320,066.00	5,466,094.00	398,873.79	5,466,094.00	0.00	0.0%
Communications		5900	99,903.00	102,903.00	18,499.22	102,903.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,212,820.00	9,385,176.00	941,954.36	9,385,176.00	0.00	0.0%

escription	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
APITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	20,000.00	20,000.00	0.00	20,000.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	4,994.00	4,994.00	0.00	4,994.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			24,994.00	24,994.00	0.00	24,994.00	0.00	0.0%
THER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	2,089.00	2,600.00	759.25	2,600.00	0.00	0.0%
Other Debt Service - Principal		7439	16,256.00	20,173.00	6,157.93	20,173.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			18,345.00	22,773.00	6,917.18	22,773.00	0.00	0.0%
THER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	29,594.00	52,726.00	2,495.87	52,726.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			29,594.00	52,726.00	2,495.87	52,726.00	0.00	0.0%
TOTAL, EXPENDITURES			32,525,193.00	31,864,431.00	7,240,419.35	31,864,431.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	162,000.00	162,000.00	0.00	162,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			162,000.00	162,000.00	0.00	162,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			162,000.00	162,000.00	0.00	162,000.00		

Cells in BLUE require data entry
District: SJCOE
Charter: Venture Academy

1st YEAR CALC	1st Interim 2020-21		2nd YEAR CALC	2021-22		3rd YEAR CALC	2022-23
PY Base Grant Per ADA			**PY Base Grant Per ADA**			**PY Base Grant Per ADA**	
Grades K-3 Base Grant per ADA	7,702		Grades K-3 Base Grant per ADA	7,702		Grades K-3 Base Grant per ADA	7,702
Grades 4-6 Base Grant per ADA	7,818		Grades 4-6 Base Grant per ADA	7,818		Grades 4-6 Base Grant per ADA	7,818
Grades 7-8 Base Grant per ADA	8,050		Grades 7-8 Base Grant per ADA	8,050		Grades 7-8 Base Grant per ADA	8,050
Grades 9-12 Base Grant per ADA	9,329		Grades 9-12 Base Grant per ADA	9,329		Grades 9-12 Base Grant per ADA	9,329
Adjustments			**Adjustments**			**Adjustments**	
COLA	1.0000		COLA	1.0000		COLA	1.0000
Grades K-3 Adjustment	1.104		Grades K-3 Adjustment	1.104		Grades K-3 Adjustment	1.104
Grades 9-12 Adjustment	1.026		Grades 9-12 Adjustment	1.026		Grades 9-12 Adjustment	1.026
State Deficit Factor (funding COLA is applied to)	1.0000000000			1.0000000000			1.0000000000
State Deficit Factor (funding COLA NOT applied to)	1.0000000000			1.0000000000			1.0000000000
		EPA $					
Education Protection Account Entitlement %	0.3647280930		Amount determined at Budget by staff, at 1st Interim run calculation thru, that amount will be fixed until year end. May require adjustment at EA depending on ADA fluctuation.	0.1900000000			0.1900000000
CURRENT YEAR ADA			**CURRENT YEAR ADA**			**CURRENT YEAR ADA**	
P-2 ADA for Regular ADA or A/B/D ADA (County only)	Funded on 19-20		**P-2 ADA for Regular ADA or A/B/D ADA (County only)**			**P-2 ADA for Regular ADA or A/B/D ADA (County only)**	
Grades TK/K-3	226.72		Grades TK/K-3	209.70	0.12	Grades TK/K-3	209.70
Grades 4-6	223.10		Grades 4-6	226.47	0.13	Grades 4-6	226.47
Grades 7-8	300.98		Grades 7-8	280.13	0.16	Grades 7-8	280.13
Grades 9-12	1,049.57		Grades 9-12	1,048.83	0.59	Grades 9-12	1,048.83
					1.00		
ADDITIONAL LCFF ADA			**ADDITIONAL LCFF ADA**			**ADDITIONAL LCFF ADA**	
Annual ADA for Type C (County Only)	0.00		Annual ADA for Type C (County Only)	0.00		Annual ADA for Type C (County Only)	0.00
Total Charter ADA	1,800.37		**Total Charter ADA**	1,765.13		**Total Charter ADA**	1,765.13
ENROLLMENT	Second Prior Year	Prior Year	Current Year	Current Year			Current Year
CALPADS Enrollment	1,589	1,540	1,540	1,540			1,540
CALPADS Enrollment included in Line A-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	-	-	-	-			-
Audit Adjustment to CALPADS Enrollment	-	-	-	-			-
UNDUPLICATED PUPIL COUNT							
CALPADS Unduplicated Pupil Count	964	989	989	989			989
CALPADS Unduplicated Pupil Count included in Line B-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	-	-	-	-			-
Audit Adjustment to CALPADS Unduplicated Pupil Count	-	-	-	-			-
Determinative School District for Concentration Cap							
District Name	Stockton Unified			Stockton Unified			Stockton Unified
District County and District Code	39 68676			39 68676			39 68676
District Unduplicated Pupil Percentage	0.8205			0.8205			0.8205
2012-13 Charter School Base Rate for General Purpose Funding (For EPA)	5,766.23						
COE Charter Local Revenue (In-lieu of Property Taxes) [EC 47635]							
In Lieu Tax %	0.15						
MANUALLY UPDATE - % FROM PY UNTIL P-2 CERT							
(In lieu tax amount Line F-7/Transition Entitlement Line F-1)							
COE Charter Type C funding amounts from County LCFF calc							
Total Type C Supp/Conct. funding from County LCFF	0			0			0
Total Type C Base funding from County LCFF	0			0			0

Charter LCFF Summary
2020-21
1st Interim

District: SJCOE
Charter: Venture Academy

		1,800.37	1,800.37	-	1,765.13	35.24
CHARTER SUMMARY			**19-20 Ann Acc**	**Diff**	**20-21 Budget based on May Revise**	**Diff**
LCFF Entitlement		18,821,966	18,810,667	11,299	17,015,262	1,806,704
In Lieu Taxes (object 8096)	2,799,021					
LCFF Gross State Aid		16,022,945	15,897,375		14,484,917	
Less Education Protection Account Entitlement (object 8012)	3,786,369					
LCFF Net State Aid (object 8011)		12,236,576	14,227,329		11,157,153	
Minimum State Aid		4,954,913	6,956,965		4,911,711	
Total State Aid provided through LCFF (objects 8011/8012)						
(Greater of LCFF Net State Aid or Minimum State Aid) plus EPA		16,022,945	15,897,375		14,484,917	

NOTE: AT ANNUAL ACCRUAL BUDGET EPA FOR AMOUNT SHOWN ON EPA TAB LINE C-3

Additional Information (County charters ONLY)

Total Type C Supp/Concl. funding from County LCFF (Object 8091)		-
Total Type C Base funding from County LCFF (Object 8091)		-
	Total Type C Funding	-
MOU		
Total Revenue		18,821,966
0.1		1,882,197
0.01		188,220
Total MOU		**2,070,417**

Total Base (incldS GSA, EPA & Taxes)	**16,141,369**
Total Supp./Concl.	**2,680,597**

Charter School LCFF Calculation

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

DEFICITED

BASE GRANT RATE PER ADA			
Prior Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Prior Year Base Grant per ADA	A-1	$ 7,702	
Grades 4-6 Prior Year Base Grant per ADA	A-2	$ 7,818	
Grades 7-8 Prior Year Base Grant per ADA	A-3	$ 8,050	
Grades 9-12 Prior Year Base Grant per ADA	A-4	$ 9,329	
COLA Factor			
COLA [EC 42238.02(d)(2)]	A-5	1.0000	
Current Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Current Year Base Grant per ADA (A-1 * A-5)	A-6	$ 7,702	7,702
Grades 4-6 Current Year Base Grant per ADA (A-2 * A-5)	A-7	$ 7,818	7,818
Grades 7-8 Current Year Base Grant per ADA (A-3 * A-5)	A-8	$ 8,050	8,050
Grades 9-12 Current Year Base Grant per ADA (A-4 * A-5)	A-9	$ 9,329	9,329
Grade Span Adjustments			
Grades TK/K-3 Adjustment [EC 42238.02(d)(3)(A)]	A-10	1.104	
Grades 9-12 Adjustment [EC 42238.02(d)(4)]	A-11	1.026	
Current Year Adjusted Base Grant per ADA			
Grades TK/K-3 Current Year Adjusted Base Grant per ADA (A-6 * A-10)	A-12	$ 8,503	8,503
Grades 9-12 Current Year Adjusted Base Grant per ADA (A-9 * A-11)	A-13	$ 9,572	9,572
AVERAGE DAILY ATTENDANCE (ADA) [EC 42238.05]			
Base, Supplemental, and Concentration Grant Funded ADA [EC 42238.05(f)]			
Grades TK/K-3 Funded ADA	B-1	226.72	226.72
Grades 4-6 Funded ADA	B-2	223.10	223.10
Grades 7-8 Funded ADA	B-3	300.98	300.98
Grades 9-12 Funded ADA	B-4	1049.57	1049.57
Total Funded ADA (Sum of B-1 through B-4)	B-5	1800.37	1800.37
BASE GRANT [EC 42238.02(i)(1)]			
Grades TK/K-3 Base Grant (A-12 * B-1)	C-1	$ 1,927,800	1,927,800
Grades 4-6 Base Grant (A-7 * B-2)	C-2	$ 1,744,196	1,744,196

Charter School LCFF Calculation

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

			DEFICITED
Grades 7-8 Base Grant (A-8 * B-3)	C-3	$ 2,422,889	2,422,889
Grades 9-12 Base Grant (A-13 * B-4)	C-4	$ 10,046,484	10,046,484
Total Base Grant (Sum of C-1 through C-4)	C-5	$ 16,141,369	16,141,369
SUPPLEMENTAL GRANT [EC 42238.02(e)]			
Unduplicated Pupil Percentage [EC 42238.02(b)(5)]	D-1	0.6301	0.6301
Supplemental Grant Factor	D-2	0.2	0.2
Grades TK/K-3 Supplemental Grant (C-1 * D-1 * D-2)	D-3	$ 242,941	242,941
Grades 4-6 Supplemental Grant (C-2 * D-1 * D-2)	D-4	$ 219,804	219,804
Grades 7-8 Supplemental Grant (C-3 * D-1 * D-2)	D-5	$ 305,332	305,332
Grades 9-12 Supplemental Grant (C-4 * D-1 * D-2)	D-6	$ 1,266,058	1,266,058
Total Supplemental Grant (Sum of D-3 through D-6)	D-7	$ 2,034,135	2,034,135
CONCENTRATION GRANT [EC 42238.02(f)]			
Unduplicated Pupil Percentage for Concentration Cap [EC 42238.02(f)(2)]	E-1	0.6301	0.6301
Percentage used to calculate Concentration Grant (amount by which E-1 exceeds 55 percent) [If E-1 is less than or equal to 0.55, 0; else (E-1 - 0.55)]	E-2	0.0801	0.0801
Concentration Grant Factor	E-3	0.5	0.5
Grades TK/K-3 Concentration Grant (C-1 * E-2 * E-3)	E-4	$ 77,208	77,208
Grades 4-6 Concentration Grant (C-2 * E-2 * E-3)	E-5	$ 69,855	69,855
Grades 7-8 Concentration Grant (C-3 * E-2 * E-3)	E-6	$ 97,037	97,037
Grades 9-12 Concentration Grant (C-4 * E-2 * E-3)	E-7	$ 402,362	402,362
Total Concentration Grant (Sum of E-4 through E-7)	E-8	$ 646,462	646,462
Total Base, Supplemental and Concentration Grant (C-5 + D-7 + E-8)	F-1	$ 18,821,966	18,821,966
Economic Recovery Target Add-on [EC 42238.025(d)]	G-1	$ -	0
LCFF Entitlement before Adjustments (F-1 + G-1)	H-1	$ 18,821,966	18,821,966
Miscellaneous Adjustments	H-2	$ 0	0
Total LCFF Entitlement (H-1 + H-2)	H-3	$ 18,821,966	18,821,966
LCFF FUNDING [EC 42238.02(j)]			
Local Revenue (In-lieu of Property Taxes) [EC 47632 & 47635]			

Charter School LCFF Calculation

2020-21

1st Interim

District: SJCOE

Charter: Venture Academy

For Countywide charter schools [EC 47605.6], County Program charter schools [EC 47605.5], or State Board of Education authorized charter schools [EC 47605(j)], skip I-1 through I-3; I-4 is from the Local Revenue Detail by District of Residence (LRDDR) exhibit. If Statewide Benefit charter school, skip I-1 through I-4.

			DEFICITED
Tax per ADA Rate	I-1 $	-	-
Current Year Funded ADA (Equals B-5)	I-2	1800.37	1800.37
Base Grant (Equals C-5)	I-3 $	16,141,369	16,141,369
Total In-lieu of Property Taxes (Lesser of (I-1 * I-2) or I-3 or equals G-1 from LRDDR for COE charters)	I-4 $	2,799,021	2,799,021
Gross State Aid (H-3 - I-4; if less than 0, I-5 = 0)	I-5 $	16,022,945	16,022,945
Education Protection Account Entitlement	I-6 $	3,786,369	3,786,369
Net State Aid (I-5 - I-6; if less than 0, I-7 = 0)	I-7 $	12,236,576	12,236,576
MINIMUM STATE AID [EC 42238.03(e)]			
2012-13 General Purpose Funding Rate per ADA	J-1 $	5,766.23	5,766.23
Current Year Funded ADA (Equals B-5)	J-2	1800.37	1800.37
Adjusted General Purpose Funding (J-1 * J-2)	J-3 $	10,381,348	10,381,348
Minimum State Aid Adjustments	J-4 $	0	0
Local Revenue (In-lieu of Property Taxes) (Equals I-4)	J-5 $	2,799,021	2,799,021
Education Protection Account Entitlement (Equals I-6)	J-6 $	3,786,369	3,786,369
General Purpose Funding Minimum State Aid (J-3 + J-4 - J-5 - J-6; if less than 0, J-7 = 0)	J-7 $	3,795,958	3,795,958
2012-13 Categorical Program Entitlements excluding EC 42606 and 47634.1 (If J-2 = 0, J-8 = 0)	J-8 $	58,749	58,749
Charter School Categorical Program Entitlement Rate per ADA for EC 42606 and 47634.1	J-9 $	611.10	611.10
Charter School Categorical Program Funding for EC 42606 and 47634.1 adjusted for Current Year Funded ADA (J-2 * J-9)	J-10 $	1,100,206	1,100,206
Categorical Minimum State Aid (J-8 + J-10)	J-11 $	1,158,955	1,158,955
Minimum State Aid Guarantee (J-7 + J-11)	J-12 $	4,954,913	4,954,913
LCFF STATE AID [EC 42238.03 (c) & (e)]			
EC 47635(a)(4) Offset (I-4 + J-12 - F-1; if less than 0, K-1 = 0)	K-1 $	0	0
Additional State Aid to Meet the Minimum Guarantee Adjusted for EC 47635(a)(4) (J-12 - K-1 - I-7; if less than 0, K-2 = 0)	K-2 $	0	0
LCFF State Aid, Adjusted for Minimum State Aid Guarantee and EC 47635(a)(4) Offset (I-7 + K-2)	K-3 $	12,236,576	12,236,576

Charter School LCFF Calculation

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

DEFICITED

INFORMATIONAL DATA

Sponsoring School District Information

The sponsoring school district is the school district responsible for transferring in-lieu of property taxes to the charter school as defined by EC 47632.
For COE charters, charter school reports ADA by district of residence, refer to the LRDDR exhibit for sponsoring school district information.
If Statewide Benefit charter school, skip L-1 through L-3.

Sponsoring School District's County-District Code	L-1	39 68676	
Sponsoring School District	L-2	Stockton Unified	
In-lieu of Property Taxes Transfer Rate per ADA (I-4/B-5)	L-3	$ -	

LCFF Rate per ADA

Disclaimer: The rates provided below are for informational purposes only and may not represent total funding per unit of ADA.

Grades TK/K-3 [A-12 + (A-12 * D-1 * D-2) + (A-12 * E-2 * E-3)]	M-1	$ 9,915.09	9,915.09
Grades 4-6 [A-7 + (A-7 * D-1 * D-2) + (A-7 * E-2 * E-3)]	M-2	$ 9,116.34	9,116.34
Grades 7-8 [A-8 + (A-8 * D-1 * D-2) + (A-8 * E-2 * E-3)]	M-3	$ 9,386.86	9,386.86
Grades 9-12 [A-13 + (A-13 * D-1 * D-2) + (A-13 * E-2 * E-3)]	M-4	$ 11,161.62	11,161.62

Education Protection Account Calculation

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT

Total ADA for EPA Minimum	A-1	1,800.37
Minimum Funding per ADA	A-2 $	200
EPA Minimum Funding (A-1 * A-2)	A-3 $	360,074

EPA PROPORTIONATE SHARE CAP

2012-13 Charter School Base Rate for General Purpose Funding	B-1 $	5,766.23
Charter School Current Year Funded ADA	B-2	1,800.37
Adjusted Charter School General Purpose Funding for EPA (B-1 * B-2)	B-3 $	10,381,348
2012-13 Deficited Base Revenue Limit per ADA (Rate 1)	B-4 $	0.00
School District Current Year Funded ADA, excluding NSS	B-5	0.00
Adjusted Total Deficited Base Revenue Limit (B-4 * B-5)	B-6 $	0
2012-13 Other Revenue Limit per ADA (Rate 2)	B-7 $	0
School District Current Year Funded ADA, including NSS	B-8	0.00
Adjusted Total Other Revenue Limit (B-7 * B-8)	B-9 $	0
Adjusted Necessary Small Schools Allowance (Deficited)	B-10 $	0
County Revenue Limit	B-11 $	0
Total Adjusted Revenue Limit/Adjusted General Purpose Funding (B-3 + B-6 + B-9 + B-10 + B-11)	B-12 $	10,381,348
Local Revenue/In-lieu of Property Taxes	B-13 $	2,799,021
EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	B-14 $	7,582,327

EPA PROPORTIONATE SHARE

Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA (B-12)	C-1 $	10,381,348
Statewide EPA Proportionate Share Ratio	C-2	0.3647280930
EPA Proportionate Share (C-1 * C-2)	C-3 $	3,786,369

EPA ENTITLEMENT [Article XIII California Constitution Section 36(e)(3)(B)]

EPA Entitlement (if C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, A-3)	D-1 $	3,786,369
Miscellaneous Adjustments	D-2 $	0
Adjusted EPA Entitlement (D-1 + D-2)	D-3 $	3,786,369

Charter School ADA

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

ATTENDANCE CHARTER SCHOOL		
Grades TK/K-3		
Total Reported ADA	A-1	226.72
Total Reported Classroom based ADA	A-2	0.00
Total Nonclassroom based ADA	A-3	226.72
Total Adjusted Nonclassroom based ADA	A-4	226.72
Total Adjusted ADA before Days of Operation Adjustment	A-5	226.72
Total Funded ADA	A-6	226.72
Grades 4-6		
Total Reported ADA	B-1	223.10
Total Reported Classroom based ADA	B-2	0.00
Total Nonclassroom based ADA	B-3	223.10
Total Adjusted Nonclassroom based ADA	B-4	223.10
Total Adjusted ADA before Days of Operation Adjustment	B-5	223.10
Total Funded ADA	B-6	223.10
Grades 7-8		
Total Reported ADA	C-1	300.98
Total Reported Classroom based ADA	C-2	0.00
Total Nonclassroom based ADA	C-3	300.98
Total Adjusted Nonclassroom based ADA	C-4	300.98
Total Adjusted ADA before Days of Operation Adjustment	C-5	300.98
Total Funded ADA	C-6	300.98
Grades 9-12		
Total Reported ADA	D-1	1049.57
Total Reported Classroom based ADA	D-2	0.00
Total Nonclassroom based ADA	D-3	1049.57

Charter School ADA

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

Total Adjusted Nonclassroom based ADA	D-4	1049.57
Total Adjusted ADA before Days of Operation Adjustment	D-5	1049.57
Total Funded ADA	D-6	1049.57
Attendance Charter School - Funded ADA		
Grades TK/K-3 (Line A-6)	E-1	226.72
Grades 4-6 (Line B-6)	E-2	223.10
Grades 7-8 (Line C-6)	E-3	300.98
Grades 9-12 (Line D-6)	E-4	1049.57
Total Funded ADA (Sum of E-1 to E-4)	E-5	1800.37

ATTENDANCE COE CHARTER SCHOOL

Probation Referred, On Probation or Parole, Expelled pursuant to EC Section 48915(a) or (c) [EC Section 2574(c)(4)(A)] (Use divisor 70/135/175)		
Total Reported ADA	M-1	0.00
Total Reported Classroom based ADA	M-2	0.00
Total Nonclassroom based ADA	M-3	0.00
Total Adjusted Nonclassroom based ADA	M-4	0.00
Total Adjusted ADA before Days of Operation Adjustment	M-5	0.00
Total Funded ADA	M-6	0.00
Attendance COE Charter School - Funded ADA		
County Group Home and Institution; Juvenile Halls, Homes and Camps (Line L-6 + Line M-6)	N-1	0.00
Probation Referred, On Probation or Parole, Expelled Pursuant to EC Section 48915(a) (Line N-6)	N-2	0.00
Total Funded ADA (Sum of O-1 to O-3)	N-3	0.00

Charter School Unduplicated Pupil Percentage

2020-21
1st Interim
District: SJCOE
Charter: Venture Academy

ENROLLMENT [EC 42238.02(b)]		Second Prior Year	Prior Year	Current Year	Total
CALPADS Enrollment	A-1	1,589	1,540	1,540	4,669
CALPADS Enrollment included in Line A-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	A-2	0	0	0	0
Audit Adjustment to CALPADS Enrollment, Line A-1 (Annual only)	A-3	0	0	0	0
Adjusted Enrollment (A-1 - A-2 + A-3)	A-4				4,669
UNDUPLICATED PUPIL COUNT [EC 42238.02(b)]					
CALPADS Unduplicated Pupil Count	B-1	964	989	989	2942
CALPADS Unduplicated Pupil Count included in Line B-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	B-2	0	0	0	0
Audit Adjustment to CALPADS Unduplicated Pupil Count, Line B-1 (Annual only)	B-3	0	0	0	0
Adjusted Unduplicated Pupil Count (B-1 - B-2 + B-3)	B-4				2,942
CHARTER SCHOOL UNDUPLICATED PUPIL PERCENTAGE [EC 42238.02(b)(5)] (B-4 / A-4)	C-1				0.6301
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP [EC 42238.02(f)(2)]					
Determinative School District for Concentration Cap					
Name	D-1				Stockton Unified
County and District Code	D-2				39 68676
School District Unduplicated Pupil Percentage	D-3				0.8205
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP (If D-3 is less than C-1, D-3; else C-1)	D-4				0.6301

Charter LCFF Summary

2020-21

1st Interim ~ 2021-22

District: SJCOE
Charter: Venture Academy

CHARTER SUMMARY		
LCFF Entitlement		18,614,191
In Lieu Taxes (object 8096)	2,768,123	
LCFF Gross State Aid		15,846,068
Less Education Protection Account Entitlement (object 8012)	1,933,848	
LCFF Net State Aid (object 8011)		13,912,220
Minimum State Aid		6,613,595
Total State Aid provided through LCFF (objects 8011/8012)		
(Greater of LCFF Net State Aid or Minimum State Aid) plus EPA		15,846,068

NOTE: AT ANNUAL ACCRUAL BUDGET EPA FOR AMOUNT SHOWN ON EPA TAB LINE C-3

Additional Information (County charters ONLY)

Total Type C Supp/Conct. funding from County LCFF (Object 8091)		-
Total Type C Base funding from County LCFF (Object 8091)		-
	Total Type C Funding	-
MOU		
Total Revenue		18,614,191
0.1		1,861,419
0.01		186,142
Total MOU		**2,047,561**

Total Base (incldS GSA, EPA & Taxes)	**15,848,069**
Total Supp./Conct.	**2,766,122**

Charter School LCFF Calculation

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

			DEFICITED
BASE GRANT RATE PER ADA			
Prior Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Prior Year Base Grant per ADA	A-1	$ 7,702	
Grades 4-6 Prior Year Base Grant per ADA	A-2	$ 7,818	
Grades 7-8 Prior Year Base Grant per ADA	A-3	$ 8,050	
Grades 9-12 Prior Year Base Grant per ADA	A-4	$ 9,329	
COLA Factor			
COLA [EC 42238.02(d)(2)]	A-5	1.0000	
Current Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Current Year Base Grant per ADA (A-1 * A-5)	A-6	$ 7,702	7,702
Grades 4-6 Current Year Base Grant per ADA (A-2 * A-5)	A-7	$ 7,818	7,818
Grades 7-8 Current Year Base Grant per ADA (A-3 * A-5)	A-8	$ 8,050	8,050
Grades 9-12 Current Year Base Grant per ADA (A-4 * A-5)	A-9	$ 9,329	9,329
Grade Span Adjustments			
Grades TK/K-3 Adjustment [EC 42238.02(d)(3)(A)]	A-10	1.104	
Grades 9-12 Adjustment [EC 42238.02(d)(4)]	A-11	1.026	
Current Year Adjusted Base Grant per ADA			
Grades TK/K-3 Current Year Adjusted Base Grant per ADA (A-6 * A-10)	A-12	$ 8,503	8,503
Grades 9-12 Current Year Adjusted Base Grant per ADA (A-9 * A-11)	A-13	$ 9,572	9,572
AVERAGE DAILY ATTENDANCE (ADA) [EC 42238.05]			
Base, Supplemental, and Concentration Grant Funded ADA [EC 42238.05(f)]			
Grades TK/K-3 Funded ADA	B-1	209.70	209.70
Grades 4-6 Funded ADA	B-2	226.47	226.47
Grades 7-8 Funded ADA	B-3	280.13	280.13
Grades 9-12 Funded ADA	B-4	1048.83	1048.83
Total Funded ADA (Sum of B-1 through B-4)	B-5	1765.13	1765.13
BASE GRANT [EC 42238.02(i)(1)]			
Grades TK/K-3 Base Grant (A-12 * B-1)	C-1	$ 1,783,079	1,783,079

Charter School LCFF Calculation

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

			DEFICITED
Grades 4-6 Base Grant (A-7 * B-2)	C-2 $	1,770,542	1,770,542
Grades 7-8 Base Grant (A-8 * B-3)	C-3 $	2,255,047	2,255,047
Grades 9-12 Base Grant (A-13 * B-4)	C-4 $	10,039,401	10,039,401
Total Base Grant (Sum of C-1 through C-4)	C-5 $	15,848,069	15,848,069
SUPPLEMENTAL GRANT [EC 42238.02(e)]			
Unduplicated Pupil Percentage [EC 42238.02(b)(5)]	D-1	0.6422	0.6422
Supplemental Grant Factor	D-2	0.2	0.2
Grades TK/K-3 Supplemental Grant (C-1 * D-1 * D-2)	D-3 $	229,019	229,019
Grades 4-6 Supplemental Grant (C-2 * D-1 * D-2)	D-4 $	227,408	227,408
Grades 7-8 Supplemental Grant (C-3 * D-1 * D-2)	D-5 $	289,638	289,638
Grades 9-12 Supplemental Grant (C-4 * D-1 * D-2)	D-6 $	1,289,461	1,289,461
Total Supplemental Grant (Sum of D-3 through D-6)	D-7 $	2,035,526	2,035,526
CONCENTRATION GRANT [EC 42238.02(f)]			
Unduplicated Pupil Percentage for Concentration Cap [EC 42238.02(f)(2)]	E-1	0.6422	0.6422
Percentage used to calculate Concentration Grant (amount by which E-1 exceeds 55 percent) [If E-1 is less than or equal to 0.55, 0; else (E-1 - 0.55)]	E-2	0.0922	0.0922
Concentration Grant Factor	E-3	0.5	0.5
Grades TK/K-3 Concentration Grant (C-1 * E-2 * E-3)	E-4 $	82,200	82,200
Grades 4-6 Concentration Grant (C-2 * E-2 * E-3)	E-5 $	81,622	81,622
Grades 7-8 Concentration Grant (C-3 * E-2 * E-3)	E-6 $	103,958	103,958
Grades 9-12 Concentration Grant (C-4 * E-2 * E-3)	E-7 $	462,816	462,816
Total Concentration Grant (Sum of E-4 through E-7)	E-8 $	730,596	730,596
Total Base, Supplemental and Concentration Grant (C-5 + D-7 + E-8)	F-1 $	18,614,191	18,614,191
Economic Recovery Target Add-on [EC 42238.025(d)]	G-1 $	0	0
LCFF Entitlement before Adjustments (F-1 + G-1)	H-1 $	18,614,191	18,614,191
Miscellaneous Adjustments	H-2 $	0	0
Total LCFF Entitlement (H-1 + H-2)	H-3 $	18,614,191	18,614,191
LCFF FUNDING [EC 42238.02(j)]			
Local Revenue (In-lieu of Property Taxes) [EC 47632 & 47635]			

Charter School LCFF Calculation

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

For Countywide charter schools [EC 47605.6], County Program charter schools [EC 47605.5], or State Board of Education authorized charter schools [EC 47605(j)], skip I-1 through I-3; I-4 is from the Local Revenue Detail by District of Residence (LRDDR) exhibit. If Statewide Benefit charter school, skip I-1 through I-4.

			DEFICITED
Tax per ADA Rate	I-1 $	-	-
Current Year Funded ADA (Equals B-5)	I-2	1765.13	1765.13
Base Grant (Equals C-5)	I-3 $	15,848,069	15,848,069
Total In-lieu of Property Taxes (Lesser of (I-1 * I-2) or I-3 or equals G-1 from LRDDR for COE charters)	I-4 $	2,768,123	2,768,123
Gross State Aid (H-3 - I-4; if less than 0, I-5 = 0)	I-5 $	15,846,068	15,846,068
Education Protection Account Entitlement	I-6 $	1,933,848	1,933,848
Net State Aid (I-5 - I-6; if less than 0, I-7 = 0)	I-7 $	13,912,220	13,912,220
MINIMUM STATE AID [EC 42238.03(e)]			
2012-13 General Purpose Funding Rate per ADA	J-1 $	5,766.23	5,766.23
Current Year Funded ADA (Equals B-5)	J-2	1765.13	1765.13
Adjusted General Purpose Funding (J-1 * J-2)	J-3 $	10,178,146	10,178,146
Minimum State Aid Adjustments	J-4 $	0	0
Local Revenue (In-lieu of Property Taxes) (Equals I-4)	J-5 $	2,768,123	2,768,123
Education Protection Account Entitlement (Equals I-6)	J-6 $	1,933,848	1,933,848
General Purpose Funding Minimum State Aid (J-3 + J-4 - J-5 - J-6; if less than 0, J-7 = 0)	J-7 $	5,476,175	5,476,175
2012-13 Categorical Program Entitlements excluding EC 42606 and 47634.1 (If J-2 = 0, J-8 = 0)	J-8 $	58,749	58,749
Charter School Categorical Program Entitlement Rate per ADA for EC 42606 and 47634.1	J-9 $	611.10	611.10
Charter School Categorical Program Funding for EC 42606 and 47634.1 adjusted for Current Year Funded ADA (J-2 * J-9)	J-10 $	1,078,671	1,078,671
Categorical Minimum State Aid (J-8 + J-10)	J-11 $	1,137,420	1,137,420
Minimum State Aid Guarantee (J-7 + J-11)	J-12 $	6,613,595	6,613,595
LCFF STATE AID [EC 42238.03 (c) & (e)]			
EC 47635(a)(4) Offset (I-4 + J-12 - F-1; if less than 0, K-1 = 0)	K-1 $	0	0
Additional State Aid to Meet the Minimum Guarantee Adjusted for EC 47635(a)(4) (J-12 - K-1 - I-7; if less than 0, K-2 = 0)	K-2 $	0	0

Charter School LCFF Calculation

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

			DEFICITED
LCFF State Aid, Adjusted for Minimum State Aid Guarantee and EC 47635(a)(4) Offset (I-7 + K-2)	K-3	$ 13,912,220	13,912,220

INFORMATIONAL DATA

Sponsoring School District Information

The sponsoring school district is the school district responsible for transferring in-lieu of property taxes to the charter school as defined by EC 47632.
For COE charters, charter school reports ADA by district of residence, refer to the LRDDR exhibit for sponsoring school district information.
If Statewide Benefit charter school, skip L-1 through L-3.

Sponsoring School District's County-District Code	L-1	39 68676
Sponsoring School District	L-2	Stockton Unified
In-lieu of Property Taxes Transfer Rate per ADA (I-4/B-5)	L-3	$ -

LCFF Rate per ADA

Disclaimer: The rates provided below are for informational purposes only and may not represent total funding per unit of ADA.

Grades TK/K-3 [A-12 + (A-12 * D-1 * D-2) + (A-12 * E-2 * E-3)]	M-1	$ 9,987.11	9,987.11
Grades 4-6 [A-7 + (A-7 * D-1 * D-2) + (A-7 * E-2 * E-3)]	M-2	$ 9,182.55	9,182.55
Grades 7-8 [A-8 + (A-8 * D-1 * D-2) + (A-8 * E-2 * E-3)]	M-3	$ 9,455.05	9,455.05
Grades 9-12 [A-13 + (A-13 * D-1 * D-2) + (A-13 * E-2 * E-3)]	M-4	$ 11,242.70	11,242.70

Education Protection Account Calculation

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT

Total ADA for EPA Minimum	A-1	1,765.13
Minimum Funding per ADA	A-2 $	200
EPA Minimum Funding (A-1 * A-2)	A-3 $	353,026

EPA PROPORTIONATE SHARE CAP

2012-13 Charter School Base Rate for General Purpose Funding	B-1 $	5,766.23
Charter School Current Year Funded ADA	B-2	1,765.13
Adjusted Charter School General Purpose Funding for EPA (B-1 * B-2)	B-3 $	10,178,146
2012-13 Deficited Base Revenue Limit per ADA (Rate 1)	B-4 $	0.00
School District Current Year Funded ADA, excluding NSS	B-5	0.00
Adjusted Total Deficited Base Revenue Limit (B-4 * B-5)	B-6 $	0
2012-13 Other Revenue Limit per ADA (Rate 2)	B-7 $	0
School District Current Year Funded ADA, including NSS	B-8	0.00
Adjusted Total Other Revenue Limit (B-7 * B-8)	B-9 $	0
Adjusted Necessary Small Schools Allowance (Deficited)	B-10 $	0
County Revenue Limit	B-11 $	0
Total Adjusted Revenue Limit/Adjusted General Purpose Funding (B-3 + B-6 + B-9 + B-10 + B-11)	B-12 $	10,178,146
Local Revenue/In-lieu of Property Taxes	B-13 $	2,768,123
EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	B-14 $	7,410,023

EPA PROPORTIONATE SHARE

Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA (B-12)	C-1 $	10,178,146
Statewide EPA Proportionate Share Ratio	C-2	0.1900000000
EPA Proportionate Share (C-1 * C-2)	C-3 $	1,933,848

EPA ENTITLEMENT [Article XIII California Constitution Section 36(e)(3)(B)]

EPA Entitlement (if C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, A-3)	D-1 $	1,933,848
Miscellaneous Adjustments	D-2 $	0
Adjusted EPA Entitlement (D-1 + D-2)	D-3 $	1,933,848

Charter School ADA

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

ATTENDANCE CHARTER SCHOOL		
Grades TK/K-3		
Total Reported ADA	A-1	209.70
Total Reported Classroom based ADA	A-2	0.00
Total Nonclassroom based ADA	A-3	209.70
Total Adjusted Nonclassroom based ADA	A-4	209.70
Total Adjusted ADA before Days of Operation Adjustment	A-5	209.70
Total Funded ADA	A-6	209.70
Grades 4-6		
Total Reported ADA	B-1	226.47
Total Reported Classroom based ADA	B-2	0.00
Total Nonclassroom based ADA	B-3	226.47
Total Adjusted Nonclassroom based ADA	B-4	226.47
Total Adjusted ADA before Days of Operation Adjustment	B-5	226.47
Total Funded ADA	B-6	226.47
Grades 7-8		
Total Reported ADA	C-1	280.13
Total Reported Classroom based ADA	C-2	0.00
Total Nonclassroom based ADA	C-3	280.13
Total Adjusted Nonclassroom based ADA	C-4	280.13
Total Adjusted ADA before Days of Operation Adjustment	C-5	280.13
Total Funded ADA	C-6	280.13
Grades 9-12		
Total Reported ADA	D-1	1048.83
Total Reported Classroom based ADA	D-2	0.00
Total Nonclassroom based ADA	D-3	1048.83

Charter School ADA

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

Total Adjusted Nonclassroom based ADA	D-4	1048.83
Total Adjusted ADA before Days of Operation Adjustment	D-5	1048.83
Total Funded ADA	D-6	1048.83
Attendance Charter School - Funded ADA		
Grades TK/K-3 (Line A-6)	E-1	209.70
Grades 4-6 (Line B-6)	E-2	226.47
Grades 7-8 (Line C-6)	E-3	280.13
Grades 9-12 (Line D-6)	E-4	1048.83
Total Funded ADA (Sum of E-1 to E-4)	E-5	1765.13

ATTENDANCE COE CHARTER SCHOOL

Probation Referred, On Probation or Parole, Expelled pursuant to EC Section 48915(a) or (c) [EC Section 2574(c)(4)(A)] (Use divisor 70/135/175)		
Total Reported ADA	M-1	0.00
Total Reported Classroom based ADA	M-2	0.00
Total Nonclassroom based ADA	M-3	0.00
Total Adjusted Nonclassroom based ADA	M-4	0.00
Total Adjusted ADA before Days of Operation Adjustment	M-5	0.00
Total Funded ADA	M-6	0.00
Attendance COE Charter School - Funded ADA		
County Group Home and Institution; Juvenile Halls, Homes and Camps (Line L-6 + Line M-6)	N-1	0.00
Probation Referred, On Probation or Parole, Expelled Pursuant to EC Section 48915(a) (Line N-6)	N-2	0.00
Total Funded ADA (Sum of O-1 to O-3)	N-3	0.00

Charter School Unduplicated Pupil Percentage

2020-21
1st Interim ~ 2021-22
District: SJCOE
Charter: Venture Academy

ENROLLMENT [EC 42238.02(b)]		Second Prior Year	Prior Year	Current Year	Total
CALPADS Enrollment	A-1	1,540	1,540	1,540	4,620
CALPADS Enrollment included in Line A-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	A-2	0	0	0	0
Audit Adjustment to CALPADS Enrollment, Line A-1 (Annual only)	A-3	0	0	0	0
Adjusted Enrollment (A-1 - A-2 + A-3)	A-4				4,620
UNDUPLICATED PUPIL COUNT [EC 42238.02(b)]					
CALPADS Unduplicated Pupil Count	B-1	989	989	989	2967
CALPADS Unduplicated Pupil Count included in Line B-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	B-2	0	0	0	0
Audit Adjustment to CALPADS Unduplicated Pupil Count, Line B-1 (Annual only)	B-3	0	0	0	0
Adjusted Unduplicated Pupil Count (B-1 - B-2 + B-3)	B-4				2,967
CHARTER SCHOOL UNDUPLICATED PUPIL PERCENTAGE [EC 42238.02(b)(5)] (B-4 / A-4)	C-1				0.6422
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP [EC 42238.02(f)(2)]					
Determinative School District for Concentration Cap					
Name	D-1				Stockton Unified
County and District Code	D-2				39 68676
School District Unduplicated Pupil Percentage	D-3				0.8205
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP (If D-3 is less than C-1, D-3; else C-1)	D-4				0.6422

Charter LCFF Summary

2020-21

1st Interim ~ 2022-23

District: SJCOE
Charter: Venture Academy

CHARTER SUMMARY		
LCFF Entitlement		18,614,191
In Lieu Taxes (object 8096)	2,768,123	
LCFF Gross State Aid		15,846,068
Less Education Protection Account Entitlement (object 8012)	1,933,848	
LCFF Net State Aid (object 8011)		13,912,220
Minimum State Aid		6,613,595
Total State Aid provided through LCFF (objects 8011/8012)		
(Greater of LCFF Net State Aid or Minimum State Aid) plus EPA		15,846,068

NOTE: AT ANNUAL ACCRUAL BUDGET EPA FOR AMOUNT SHOWN ON EPA TAB LINE C-3

Additional Information (County charters ONLY)

Total Type C Supp/Conct. funding from County LCFF (Object 8091)		-
Total Type C Base funding from County LCFF (Object 8091)		-
	Total Type C Funding	-
MOU		
Total Revenue		18,614,191
0.1		1,861,419
0.01		186,142
Total MOU		**2,047,561**

Total Base (incldS GSA, EPA & Taxes)	**15,848,069**
Total Supp./Conct.	**2,766,122**

Charter School LCFF Calculation

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

DEFICITED

BASE GRANT RATE PER ADA			
Prior Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Prior Year Base Grant per ADA	A-1	$ 7,702	
Grades 4-6 Prior Year Base Grant per ADA	A-2	$ 7,818	
Grades 7-8 Prior Year Base Grant per ADA	A-3	$ 8,050	
Grades 9-12 Prior Year Base Grant per ADA	A-4	$ 9,329	
COLA Factor			
COLA [EC 42238.02(d)(2)]	A-5	1.0000	
Current Year Base Grant Per ADA [EC 42238.02(d)]			
Grades TK/K-3 Current Year Base Grant per ADA (A-1 * A-5)	A-6	$ 7,702	7,702
Grades 4-6 Current Year Base Grant per ADA (A-2 * A-5)	A-7	$ 7,818	7,818
Grades 7-8 Current Year Base Grant per ADA (A-3 * A-5)	A-8	$ 8,050	8,050
Grades 9-12 Current Year Base Grant per ADA (A-4 * A-5)	A-9	$ 9,329	9,329
Grade Span Adjustments			
Grades TK/K-3 Adjustment [EC 42238.02(d)(3)(A)]	A-10	1.104	
Grades 9-12 Adjustment [EC 42238.02(d)(4)]	A-11	1.026	
Current Year Adjusted Base Grant per ADA			
Grades TK/K-3 Current Year Adjusted Base Grant per ADA (A-6 * A-10)	A-12	$ 8,503	8,503
Grades 9-12 Current Year Adjusted Base Grant per ADA (A-9 * A-11)	A-13	$ 9,572	9,572
AVERAGE DAILY ATTENDANCE (ADA) [EC 42238.05]			
Base, Supplemental, and Concentration Grant Funded ADA [EC 42238.05(f)]			
Grades TK/K-3 Funded ADA	B-1	209.70	209.70
Grades 4-6 Funded ADA	B-2	226.47	226.47
Grades 7-8 Funded ADA	B-3	280.13	280.13
Grades 9-12 Funded ADA	B-4	1048.83	1048.83
Total Funded ADA (Sum of B-1 through B-4)	B-5	1765.13	1765.13
BASE GRANT [EC 42238.02(i)(1)]			
Grades TK/K-3 Base Grant (A-12 * B-1)	C-1	$ 1,783,079	1,783,079

Charter School LCFF Calculation

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

			DEFICITED
Grades 4-6 Base Grant (A-7 * B-2)	C-2	$ 1,770,542	1,770,542
Grades 7-8 Base Grant (A-8 * B-3)	C-3	$ 2,255,047	2,255,047
Grades 9-12 Base Grant (A-13 * B-4)	C-4	$ 10,039,401	10,039,401
Total Base Grant (Sum of C-1 through C-4)	C-5	$ 15,848,069	15,848,069
SUPPLEMENTAL GRANT [EC 42238.02(e)]			
Unduplicated Pupil Percentage [EC 42238.02(b)(5)]	D-1	0.6422	0.6422
Supplemental Grant Factor	D-2	0.2	0.2
Grades TK/K-3 Supplemental Grant (C-1 * D-1 * D-2)	D-3	$ 229,019	229,019
Grades 4-6 Supplemental Grant (C-2 * D-1 * D-2)	D-4	$ 227,408	227,408
Grades 7-8 Supplemental Grant (C-3 * D-1 * D-2)	D-5	$ 289,638	289,638
Grades 9-12 Supplemental Grant (C-4 * D-1 * D-2)	D-6	$ 1,289,461	1,289,461
Total Supplemental Grant (Sum of D-3 through D-6)	D-7	$ 2,035,526	2,035,526
CONCENTRATION GRANT [EC 42238.02(f)]			
Unduplicated Pupil Percentage for Concentration Cap [EC 42238.02(f)(2)]	E-1	0.6422	0.6422
Percentage used to calculate Concentration Grant (amount by which E-1 exceeds 55 percent) [If E-1 is less than or equal to 0.55, 0; else (E-1 - 0.55)]	E-2	0.0922	0.0922
Concentration Grant Factor	E-3	0.5	0.5
Grades TK/K-3 Concentration Grant (C-1 * E-2 * E-3)	E-4	$ 82,200	82,200
Grades 4-6 Concentration Grant (C-2 * E-2 * E-3)	E-5	$ 81,622	81,622
Grades 7-8 Concentration Grant (C-3 * E-2 * E-3)	E-6	$ 103,958	103,958
Grades 9-12 Concentration Grant (C-4 * E-2 * E-3)	E-7	$ 462,816	462,816
Total Concentration Grant (Sum of E-4 through E-7)	E-8	$ 730,596	730,596
Total Base, Supplemental and Concentration Grant (C-5 + D-7 + E-8)	F-1	$ 18,614,191	18,614,191
Economic Recovery Target Add-on [EC 42238.025(d)]	G-1	$ 0	0
LCFF Entitlement before Adjustments (F-1 + G-1)	H-1	$ 18,614,191	18,614,191
Miscellaneous Adjustments	H-2	$ 0	0
Total LCFF Entitlement (H-1 + H-2)	H-3	$ 18,614,191	18,614,191
LCFF FUNDING [EC 42238.02(j)]			
Local Revenue (In-lieu of Property Taxes) [EC 47632 & 47635]			

Charter School LCFF Calculation

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy
For Countywide charter schools [EC 47605.6], County Program charter schools [EC 47605.5], or State Board of Education authorized charter schools [EC 47605(j)], skip I-1 through I-3; I-4 is from the Local Revenue Detail by District of Residence (LRDDR) exhibit. If Statewide Benefit charter school, skip I-1 through I-4.

DEFICITED

Tax per ADA Rate	I-1 $	-	-
Current Year Funded ADA (Equals B-5)	I-2	1765.13	1765.13
Base Grant (Equals C-5)	I-3 $	15,848,069	15,848,069
Total In-lieu of Property Taxes (Lesser of (I-1 * I-2) or I-3 or equals G-1 from LRDDR for COE charters)	I-4 $	2,768,123	2,768,123
Gross State Aid (H-3 - I-4; if less than 0, I-5 = 0)	I-5 $	15,846,068	15,846,068
Education Protection Account Entitlement	I-6 $	1,933,848	1,933,848
Net State Aid (I-5 - I-6; if less than 0, I-7 = 0)	I-7 $	13,912,220	13,912,220
MINIMUM STATE AID [EC 42238.03(e)]			
2012-13 General Purpose Funding Rate per ADA	J-1 $	5,766.23	5,766.23
Current Year Funded ADA (Equals B-5)	J-2	1765.13	1765.13
Adjusted General Purpose Funding (J-1 * J-2)	J-3 $	10,178,146	10,178,146
Minimum State Aid Adjustments	J-4 $	0	0
Local Revenue (In-lieu of Property Taxes) (Equals I-4)	J-5 $	2,768,123	2,768,123
Education Protection Account Entitlement (Equals I-6)	J-6 $	1,933,848	1,933,848
General Purpose Funding Minimum State Aid (J-3 + J-4 - J-5 - J-6; if less than 0, J-7 = 0)	J-7 $	5,476,175	5,476,175
2012-13 Categorical Program Entitlements excluding EC 42606 and 47634.1 (If J-2 = 0, J-8 = 0)	J-8 $	58,749	58,749
Charter School Categorical Program Entitlement Rate per ADA for EC 42606 and 47634.1	J-9 $	611.10	611.10
Charter School Categorical Program Funding for EC 42606 and 47634.1 adjusted for Current Year Funded ADA (J-2 * J-9)	J-10 $	1,078,671	1,078,671
Categorical Minimum State Aid (J-8 + J-10)	J-11 $	1,137,420	1,137,420
Minimum State Aid Guarantee (J-7 + J-11)	J-12 $	6,613,595	6,613,595
LCFF STATE AID [EC 42238.03 (c) & (e)]			
EC 47635(a)(4) Offset (I-4 + J-12 - F-1; if less than 0, K-1 = 0)	K-1 $	0	0
Additional State Aid to Meet the Minimum Guarantee Adjusted for EC 47635(a)(4) (J-12 - K-1 - I-7; if less than 0, K-2 = 0)	K-2 $	0	0

Charter School LCFF Calculation

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

			DEFICITED
LCFF State Aid, Adjusted for Minimum State Aid Guarantee and EC 47635(a)(4) Offset (I-7 + K-2)	K-3	$ 13,912,220	13,912,220

INFORMATIONAL DATA

Sponsoring School District Information

The sponsoring school district is the school district responsible for transferring in-lieu of property taxes to the charter school as defined by EC 47632.
For COE charters, charter school reports ADA by district of residence, refer to the LRDDR exhibit for sponsoring school district information.
If Statewide Benefit charter school, skip L-1 through L-3.

Sponsoring School District's County-District Code	L-1	39 68676
Sponsoring School District	L-2	Stockton Unified
In-lieu of Property Taxes Transfer Rate per ADA (I-4/B-5)	L-3	$ -

LCFF Rate per ADA

Disclaimer: The rates provided below are for informational purposes only and may not represent total funding per unit of ADA.

Grades TK/K-3 [A-12 + (A-12 * D-1 * D-2) + (A-12 * E-2 * E-3)]	M-1	$ 9,987.11	9,987.11
Grades 4-6 [A-7 + (A-7 * D-1 * D-2) + (A-7 * E-2 * E-3)]	M-2	$ 9,182.55	9,182.55
Grades 7-8 [A-8 + (A-8 * D-1 * D-2) + (A-8 * E-2 * E-3)]	M-3	$ 9,455.05	9,455.05
Grades 9-12 [A-13 + (A-13 * D-1 * D-2) + (A-13 * E-2 * E-3)]	M-4	$ 11,242.70	11,242.70

Education Protection Account Calculation

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT

Total ADA for EPA Minimum	A-1	1,765.13
Minimum Funding per ADA	A-2 $	200
EPA Minimum Funding (A-1 * A-2)	A-3 $	353,026

EPA PROPORTIONATE SHARE CAP

2012-13 Charter School Base Rate for General Purpose Funding	B-1 $	5,766.23
Charter School Current Year Funded ADA	B-2	1,765.13
Adjusted Charter School General Purpose Funding for EPA (B-1 * B-2)	B-3 $	10,178,146
2012-13 Deficited Base Revenue Limit per ADA (Rate 1)	B-4 $	0.00
School District Current Year Funded ADA, excluding NSS	B-5	0.00
Adjusted Total Deficited Base Revenue Limit (B-4 * B-5)	B-6 $	0
2012-13 Other Revenue Limit per ADA (Rate 2)	B-7 $	0
School District Current Year Funded ADA, including NSS	B-8	0.00
Adjusted Total Other Revenue Limit (B-7 * B-8)	B-9 $	0
Adjusted Necessary Small Schools Allowance (Deficited)	B-10 $	0
County Revenue Limit	B-11 $	0
Total Adjusted Revenue Limit/Adjusted General Purpose Funding (B-3 + B-6 + B-9 + B-10 + B-11)	B-12 $	10,178,146
Local Revenue/In-lieu of Property Taxes	B-13 $	2,768,123
EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	B-14 $	7,410,023

EPA PROPORTIONATE SHARE

Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA (B-12)	C-1 $	10,178,146
Statewide EPA Proportionate Share Ratio	C-2	0.1900000000
EPA Proportionate Share (C-1 * C-2)	C-3 $	1,933,848

EPA ENTITLEMENT [Article XIII California Constitution Section 36(e)(3)(B)]

EPA Entitlement (if C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, A-3)	D-1 $	1,933,848
Miscellaneous Adjustments	D-2 $	0
Adjusted EPA Entitlement (D-1 + D-2)	D-3 $	1,933,848

Charter School ADA

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

ATTENDANCE CHARTER SCHOOL		
Grades TK/K-3		
Total Reported ADA	A-1	209.70
Total Reported Classroom based ADA	A-2	0.00
Total Nonclassroom based ADA	A-3	209.70
Total Adjusted Nonclassroom based ADA	A-4	209.70
Total Adjusted ADA before Days of Operation Adjustment	A-5	209.70
Total Funded ADA	A-6	209.70
Grades 4-6		
Total Reported ADA	B-1	226.47
Total Reported Classroom based ADA	B-2	0.00
Total Nonclassroom based ADA	B-3	226.47
Total Adjusted Nonclassroom based ADA	B-4	226.47
Total Adjusted ADA before Days of Operation Adjustment	B-5	226.47
Total Funded ADA	B-6	226.47
Grades 7-8		
Total Reported ADA	C-1	280.13
Total Reported Classroom based ADA	C-2	0.00
Total Nonclassroom based ADA	C-3	280.13
Total Adjusted Nonclassroom based ADA	C-4	280.13
Total Adjusted ADA before Days of Operation Adjustment	C-5	280.13
Total Funded ADA	C-6	280.13
Grades 9-12		
Total Reported ADA	D-1	1048.83
Total Reported Classroom based ADA	D-2	0.00
Total Nonclassroom based ADA	D-3	1048.83

Charter School ADA

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

Total Adjusted Nonclassroom based ADA	D-4	1048.83
Total Adjusted ADA before Days of Operation Adjustment	D-5	1048.83
Total Funded ADA	D-6	1048.83
Attendance Charter School - Funded ADA		
Grades TK/K-3 (Line A-6)	E-1	209.70
Grades 4-6 (Line B-6)	E-2	226.47
Grades 7-8 (Line C-6)	E-3	280.13
Grades 9-12 (Line D-6)	E-4	1048.83
Total Funded ADA (Sum of E-1 to E-4)	E-5	1765.13

ATTENDANCE COE CHARTER SCHOOL

Probation Referred, On Probation or Parole, Expelled pursuant to EC Section 48915(a) or (c) [EC Section 2574(c)(4)(A)] (Use divisor 70/135/175)		
Total Reported ADA	M-1	0.00
Total Reported Classroom based ADA	M-2	0.00
Total Nonclassroom based ADA	M-3	0.00
Total Adjusted Nonclassroom based ADA	M-4	0.00
Total Adjusted ADA before Days of Operation Adjustment	M-5	0.00
Total Funded ADA	M-6	0.00
Attendance COE Charter School - Funded ADA		
County Group Home and Institution; Juvenile Halls, Homes and Camps (Line L-6 + Line M-6)	N-1	0.00
Probation Referred, On Probation or Parole, Expelled Pursuant to EC Section 48915(a) (Line N-6)	N-2	0.00
Total Funded ADA (Sum of O-1 to O-3)	N-3	0.00

Charter School Unduplicated Pupil Percentage

2020-21
1st Interim ~ 2022-23
District: SJCOE
Charter: Venture Academy

ENROLLMENT [EC 42238.02(b)]		Second Prior Year	Prior Year	Current Year	Total
CALPADS Enrollment	A-1	1,540	1,540	1,540	4,620
CALPADS Enrollment included in Line A-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	A-2	0	0	0	0
Audit Adjustment to CALPADS Enrollment, Line A-1 (Annual only)	A-3	0	0	0	0
Adjusted Enrollment (A-1 - A-2 + A-3)	A-4				4,620
UNDUPLICATED PUPIL COUNT [EC 42238.02(b)]					
CALPADS Unduplicated Pupil Count	B-1	989	989	989	2967
CALPADS Unduplicated Pupil Count included in Line B-1 for County Funded Non-Juvenile Court Students (meet EC 2574(c)(4)(A))	B-2	0	0	0	0
Audit Adjustment to CALPADS Unduplicated Pupil Count, Line B-1 (Annual only)	B-3	0	0	0	0
Adjusted Unduplicated Pupil Count (B-1 - B-2 + B-3)	B-4				2,967
CHARTER SCHOOL UNDUPLICATED PUPIL PERCENTAGE [EC 42238.02(b)(5)] (B-4 / A-4)	C-1				0.6422
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP [EC 42238.02(f)(2)]					
Determinative School District for Concentration Cap					
Name	D-1				Stockton Unified
County and District Code	D-2				39 68676
School District Unduplicated Pupil Percentage	D-3				0.8205
UNDUPLICATED PUPIL PERCENTAGE FOR CONCENTRATION CAP (If D-3 is less than C-1, D-3; else C-1)	D-4				0.6422

2012-13 Categorical Program Entitlements Subsumed into LCFF

2020-21

1st Interim

District: SJCOE

Charter: Venture Academy

Categorical Program Entitlements (Excluding EC 42606 and 47634.1) [EC 2574(e), 2575(a), 2575(h), 42238.02(g), 42238.02(h), 42238.025(a), 42238.03(a), and 42238.03(e)]		Deficited	Undeficited (If applicable)
6110-104-0001(1) Remedial Program (Supplemental Instruction)	A-1	$ 5,100	$ 6,361
6110-104-0001(2) Retained and Recommended for Retention (Supplemental Instruction)	A-2	$ 0	$
6110-104-0001(3) Low STAR Score and At Risk of Retention (Supplemental Instruction)	A-3	$ 450	$ 562
6110-104-0001(4) Core Academic Program (Supplemental Instruction)	A-4	$ 0	$ 0
6110-105-0001(1) Regional Occupational Centers/Programs	A-5	$ 0	$ 0
6110-107-0001(1) County Offices of Education Fiscal Oversight	A-6	$ 0	$ 0
6110-108-0001 Middle and High School Counseling	A-7	$ 29,644	$ 36,979
6110-111-0001(1) Pupil Transportation Home-to-School and Severely Disabled/Orthopedically Impaired	A-8	$ 0	$ 0
6110-111-0001(2) Small District/County Office of Education Bus Replacement	A-9	$ 0	$ 0
6110-124-0001 Gifted and Talented Education	A-10	$ 0	$ 0
6110-128-0001 Economic Impact Aid	A-11	$ 0	$ 0
6110-137-0001 (Prov 1) Math and Reading Professional Development	A-12	$ 0	$ 0
6110-137-0001 (Prov 3) Math and Reading Professional Development English Learners	A-13	$ 0	$ 0
6110-144-0001 Administrator Training Program	A-14	$ 0	$ 0
6110-156-0001(1) Adult Education	A-15	$ 0	$ 0
6110-181-0001 Education Technology California Technology Assistance Project	A-16	$ 0	$ 0
6110-181-0001 Education Technology Statewide Education Technology Services	A-17	$ 0	$ 0
6110-188-0001 Deferred Maintenance	A-18	$ 0	$ 0

2012-13 Categorical Program Entitlements Subsumed into LCFF

2020-21

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Charter: Venture Academy

6110-189-0001 Instructional Materials Fund Realignment Program	A-19	$ 0	$ 0
6110-190-0001 Community Day School Additional Funding	A-20	$ 0	$ 0
6110-193-0001(1) Bilingual Teacher Training	A-21	$ 0	$ 0
6110-193-0001(2) Peer Assistance and Review	A-22	$ 0	$ 0
6110-193-0001(3) Reader Services for Blind Teachers	A-23	$ 0	$ 0
6110-195-0001 National Board Certification for Teachers	A-24	$ 0	$ 0
6110-198-0001(1),(2),(3) California School Age Families Education (Cal-SAFE)	A-25	$ 0	$ 0
6110-204-0001 California High School Exit Exam Intensive Instruction	A-26	$ 13,001	$ 16,218
6110-209-0001 Teacher Dismissal Apportionments	A-27	$ 0	$ 0
6110-227-0001 Community-Based English Tutoring	A-28	$ 0	$ 0
6110-228-0001 School Safety and Violence Prevention	A-29	$ 0	$ 0
6110-232-0001 Class Size Reduction Grade 9	A-30	$ 0	$ 0
6110-240-0001(1) International Baccalaureate Diploma Program	A-31	$ 0	$ 0
6110-240-0001(2) Advance Placement Fee Reimbursement	A-32	$ 0	$ 0
6110-243-0001 Pupil Retention Block Grant	A-33	$ 0	$ 0
6110-244-0001 Teacher Credentialing Block Grant	A-34	$ 0	$ 0
6110-244-0001 (Prov 1) Teacher Credentialing Block Grant Regional Support	A-35	$ 0	$ 0
6110-245-0001 Professional Development Block Grant	A-36	$ 54	$ 67
6110-246-0001 Targeted Instructional Improvement Block Grant	A-37	$ 0	$ 0
6110-247-0001 School and Library Improvement Block Grant	A-38	$ 0	$ 0
6110-248-0001 School Safety Competitive Block Grant	A-39	$ 0	$ 0
6110-248-0001 (Prov 1) School Safety Competitive Block Grant	A-40	$ 0	$ 0
6110-260-0001 Physical Education Teacher Incentive Program	A-41	$ 0	$ 0

2012-13 Categorical Program Entitlements Subsumed into LCFF

2020-21

1st Interim

District: SJCOE

Charter: Venture Academy

6110-265-0001 Arts and Music Block Grant	A-42	$ 10,500	$ 13,098
6110-266-0001 Williams County Oversight	A-43	$ 0	$ 0
6110-266-0001 (Prov 1) Valenzuela County Oversight	A-44	$ 0	$ 0
6110-267-0001 Certificated Staff Mentoring	A-45	$ 0	$ 0
6110-268-0001 Child Oral Health Assessments	A-46	$ 0	$ 0
6360-101-0001 Standards for Preparation and Licensing of Teachers	A-47	$ 0	$ 0
EC 48915(c) Community Day School Additional Funding for Mandatory Expelled Pupils	A-48	$ 0	$ 0
SB 1016; Sec 91 (Ch 38, 2012) Class Size Reduction Grades K-3	A-49	$ 0	$ 0
Basic Aid Reduction pursuant to EC 42238.03(e)(2)(A) (As of 2012-13 P-2)	A-50	$ 0	
Total 2012-13 Entitlements, Deficited (Excluding EC 42606 and 47634.1, Net of Basic Aid Reductions)	A-51	$ 58,749	
(Sum of A-1 through A-49 - A-50; If A-51 is less than 0, 0)			
Charter School Categorical Program Entitlements for EC 42606 and 47634.1 [EC 42238.03(a)(2) and (3)]			
6110-211-0001(1) Charter School Categorical Block Grant	A-52	$ 565,835	$ 687,795
6110-211-0001(2) Charter School In-Lieu of Economic Impact Aid	A-53	$ 274,794	$ 274,794
6110-212-0001 New Charter Supplemental Categorical Block Grant	A-54	$ -	$ -
Total Charter School Categorical Program Entitlements for EC 42606 and 47634.1 (Sum A-52 through A-54)	A-55	$ 840,629	
Total 2012-13 Entitlements, Undeficited (If applicable) (Sum of A-1 through A-54)	A-56		$ 1,035,874
Charter School Categorical Program Entitlement Per ADA Rate			
2012-13 Funded ADA	A-57	1,375.59	

2012-13 Categorical Program Entitlements Subsumed into LCFF

2020-21

1st Interim

District: SJCOE

Charter: Venture Academy

Charter School Categorical Program Entitlement Rate Per ADA for EC 42606 and 47634.1 (A-55/A-57; If A-55 = 0, then 0)	A-58 $	611.10

APPENDIX XII

MEMORANDUM OF UNDERSTANDING BETWEEN SJCOE AND VENTURE ACADEMY

Memorandum of Understanding
Between the San Joaquin County Office of Education
and Venture Academy
2015 - 2016

I. Recitals

The Venture Academy (hereinafter "Venture") charter agreement calls for the development of a Memorandum of Understanding (hereinafter "MOU") to define the oversight and operational arrangements between Venture and the San Joaquin County Office of Education (hereinafter "SJCOE") and to define and resolve other matters of mutual interest.

The San Joaquin County Board of Education (County Board) is the granting agency of Venture and renewed the charter for a term of five (5) years, commencing July 1, 2016 and terminating on June 30, 2021. This agreement shall continue concurrently with the term of the charter unless otherwise amended. This MOU shall remain in effect under subsequent re-approvals of the charter.

As a charter school that is deemed to be a public school of the Local Educational Agency (LEA) that granted the charter, Venture shall participate in state and federal funding in the same manner as other public schools of the granting agency.

II. Purpose of this Memorandum

This MOU outlines the specific support services and operational arrangements to be purchased by Venture from SJCOE and defines supervisorial oversight as referenced in Education Code § 47604.32.

The total cost of such support services shall be ten percent (10%) of the revenue directly derived from the actual average daily attendance (ADA) of Venture.

SJCOE will charge Venture one percent (1%) of the revenue directly derived from the ADA of Venture for fiscal oversight.

III. Supervisorial Oversight Defined

Venture and SJCOE agree that supervisorial oversight shall include the following services:

A. All activities related to the charter revocation and renewal process, as described in Education Code § 47607.

B. Activities relating to monitoring the performance of Venture with respect to the terms of its charter petition, related agreements, and all applicable laws.

C. Participating in the dispute resolution process as described in Section XV of this agreement.

IV. SJCOE Financial Services

A. Accounting: establishing a list of accounts, account code structure, financial ledgers, maintenance and posting of all financial transactions to the ledgers, and preparation of necessary financial reports.

B. Payroll: preparation of pay warrants, distribution of payroll checks and direct deposit, calculation and forwarding of all taxes, benefits, retirement, and other withholdings, and, preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities.

C. Accounts Receivable and Payable: processing all purchase orders and check requests in a timely fashion and posting all relevant information to appropriate ledgers.

D. Year-end Activities: posting final entries submitted to SJCOE, as required by Venture, and preparation of a final closing financial report.

E. Budget Development and Fiscal Planning: assisting the Venture Director in preparing and revising budgets, including multi-year projections, accurately identifying the revenues, and comparing estimated revenues with end of year actuals.

F. Audit: providing and monitoring the services of an external auditor to prepare an annual financial audit of Venture pursuant to the terms specified in the charter petition.

V. Human Resources Services

A. Initial processing procedures for employees, advertising for open positions, facilitating interviews, fingerprinting, if necessary, and other pre-employment services to include, but not limited to, new employee hire orientation and notification of job offerings to potential employees.

B. Assistance in preparation of Human Resources Authorizations.

C. Human Resources staff will verify and track credential information including federal and state compliance pertaining to teachers.

D. Sexual Harassment training, FRISK training, and paraprofessional training.

VI. Information and Technology

Support for level three issues as determined by **one**.Resource Technology including support for both Apple and Windows platforms.

VII. Operations Department

The Operations Department will provide the following services and resources:

A. Onsite school maintenance.

B. Process purchase orders.

C. Communication support.

D. Bids and vendors.

E. Construction and remodel planning services.

VIII. Custodial Services

Venture will be responsible for all custodial services.

IX. Administration Services

Services from the Public Information Office and the Research and Grant Development Department will be provided as time allows and as agreed upon by the County Superintendent of Schools or designee.

X. Special Education / SELPA

For the purpose of Special Education services and funding, the San Joaquin Special Education Plan Area (SELPA) recognizes Venture as part of "other programs" with the County Operated Schools and Programs, as a school within the SELPA. As such, Venture will receive special education revenue based on previous year ADA as calculated by SELPA and consistent with other like programs within SELPA. In the event the SELPA allocation ever results in an expense per ADA allocation, Venture will pay its per ADA cost.

A. Recitals

1. Venture acknowledges that SJCOE has assigned Venture to SELPA. Venture shall utilize SELPA services forms for purposes of special education.

2. Venture shall not deny admission to any pupil on the basis of disability or the nature of or extent of a disability.

3. Venture shall ensure that all students with exceptional needs who attend Venture are provided with a free and appropriate public education (FAPE) in compliance with the Individuals with Disabilities Education Act: 20 U.S.C. § 1400 et seq. (IDEA).

4. Venture agrees to assume responsibility for ensuring that a child with disabilities who is attending the school will receive special education services, designated instruction, and related services consistent with their individualized education program (IEP) and in compliance with IDEA and implementing regulations.
5. Venture shall ensure that staff members employed to provide special education services are appropriately credentialed based on California Commission on Teacher Credentialing standards and are appropriately licensed.

6. This agreement may be enforced through revocation proceedings pursuant to Education Code § 47607 (c).

B. Assurances for Compliance with Special Education and Laws: Venture agrees to comply with all applicable laws, including but not limited to California Education Code supporting state regulations, IDEA supporting federal regulations, the SELPA Local Plan, and supporting policies including, but not limited to, the following:

- Free and appropriate public education
- Full educational opportunity
- Child Find
- Individual Education Plan
- Least Restrictive Environment
- Attendance Accounting
- Procedural Safeguards
- Annual/Triennial reassessment
- Confidentiality-records management
- Compliance assurances
- Governance
- Comprehensive systems of personnel development
- Personnel qualifications
- Performance goals and indicators
- Participation in state and/or charter assessments
- Public participation
- Suspension and expulsion restrictions and reporting rates
- Management information system/data
- Maintenance of Effort
- Interagency
- Supplementation of state/federal funds
- Access to instructional materials
- Over-identification and disproportionality
- Prohibition on mandatory medicine
- Reading literacy

C. SJCOE agrees to provide Venture with all SELPA policies, procedures, and requirements that apply to Venture as a public school within a LEA and Venture agrees to comply accordingly.

D. Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act: It is agreed that this agreement is intended to address the responsibilities of the parties with respect to the provisions and financing of special education services under IDEA and does not cover services or accommodations required under Section 504 nor under the Americans with Disabilities Act. Absent agreement of the parties to the contrary, Venture shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act with respects to eligible students and shall ensure its own compliance with all applicable provisions therein.

E. Services from a Nonpublic School: If a pupil with a disability requires nonpublic school or nonpublic agency services, it will be the responsibility of Venture to contract with and pay the appropriate state certified nonpublic school or agency to provide such services. Venture shall ensure that contracts shall be written to conform to California Education Code requirements.

F. Parental Rights and Procedural Safeguards for Special Education: Venture shall ensure that parents receive and understand the Parental Rights and Procedural Safeguards for Special Education at least annually and upon initial referral for evaluation of their child for special education service, each notification of an IEP meeting, registration of a complaint or a request for a mediation or due process hearing, notification of disciplinary action, and upon parent request.

G. Confidentiality of Records: Venture shall comply with laws and regulations pertaining to the confidentiality of records. Venture shall not permit access to or release any child's records without written parental permission except as allowable under related laws and regulations, shall ensure that parents have access to and can inspect and review within five (5) business days after receiving a written request for all education records maintained by Venture that are related to their child with respect to the identification, assessment, and educational placement of the child, and the provision of a free and appropriate public education.

H. Interim Placement for New Students: For students who enroll in Venture with a current IEP, a 30 calendar day interim placement shall be provided for the child within the first five (5) days of enrollment to continue the existing IEP to the extent possible, unless the parent agrees otherwise. Prior to the end of the 30 calendar days, the IEP team shall review the interim placement and hold an IEP to develop a plan with appropriate goals and benchmarks for the student. The IEP team shall request information, records, and reports from the student's prior placement to inform their decisions.

I. Identification, Referral, and IDEA Process of Venture Students to Special Education:

1. Venture shall continue to utilize its Student Study Team (SST) plan and process. Venture shall obtain parent consent, and if consent is granted, shall conduct a SST to determine if alternative interventions are appropriate and/or whether a referral to special education is indicated. Venture will invite parents to participate and/or provide input to the SST. The SST shall meet regularly to design and implement support strategies for students with academic and/or social needs with the intention of exhausting all school and community resources before making a referral to special education.

2. If a referral to special education is indicated, Venture shall be responsible for initiating the process and conducting assessments and the IEP meetings for the purpose of developing the IEP for each child with a disability. The IEP shall document the child's eligibility for special education services and parents will be invited to the IEP meetings and will receive a copy of each IEP for their child.
   The meetings shall be conducted by the IEP team. IEP team membership and the specific responsibilities of the IEP team and the ongoing IEP process shall follow all related laws and regulations.

3. Assessment of Students: Venture will determine what assessments, if any, are necessary and arrange for such assessments for all referred students, for annual assessments, for tri-annual assessments and independent educational evaluation in accordance with the IDEA and applicable state law. A qualified assessor (i.e., school psychologist or senior program specialist) will complete required assessments for pupils referred for special education services or for ongoing pupils with disabilities.

4. Individualized Education Program Team: Venture shall be responsible for arranging the necessary IEP meetings, including ensuring IDEA compliant team membership, which shall include, *but not limited to,* the parent or responsible adult who holds educational rights for the student pursuant to court order, the designated representative of Venture, and representatives who are knowledgeable about the regular educational program at Venture. Further, Venture responsibilities shall include documentation of the IEP meeting and the provision of parent rights.

5. Eligibility and Placement: Decisions regarding eligibility, goals/objectives, program placement, and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with federal law and shall include the designated representative of Venture in accordance with the IEP, which shall be compliant with IDEA and all related laws and regulations.

6. Educational Services and Programs: To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than Venture staff, Venture shall provide such services through a contract with a third party special education provider(s) according to, but not limited to, Education Code § 56365 including appropriately licensed service providers or other public entities. All services required by the IEP will be provided by Venture and its contractor(s) and paid for by Venture. Venture shall fulfill its obligation to provide a free and appropriate public education to all students attending the charter school.

J. Participation in General Assessments: Venture shall comply with the requirement that children with disabilities be included in state-mandated assessments with accommodations as specified in their IEP's.

K. Disciplinary Action for Special Education Students: Venture agrees to comply with all laws and regulations governing the discipline of special education students. Venture's student discipline policy shall include a section devoted to the discipline of special education students.

L. Facilities: Venture will comply with applicable federal and state law with regards to accessibility and will continue to accommodate the needs of students, staff, and the public.

M. Ongoing Oversight of Special Education at Venture:

1. Venture shall be responsible for ensuring that all special education services are being implemented in accordance with each student's IEP and that annual and triennial IEP's, as well as all related assessments, are conducted in a timely manner and in compliance with all related laws and regulations.
   Venture shall also comply with specific parent requests for IEP meetings and/or re-evaluation in accordance with applicable laws and regulations.

2. Venture will notify SJCOE within **twenty-four (24) hours** if Venture becomes aware of any issue(s) with regard to the provisions of services and/or referral to another placement that may prevent assurance that all students enrolled at Venture are afforded a free and appropriate public education in the least restrictive environment.

3. Venture acknowledges that the school is incorporated within the quality assurance process in the same manner as other public schools and will be included within the reviews of SJCOE as the chartering entity. Venture agrees to cooperate fully with this process and will provide all related data to SJCOE on a timely basis.

N. Special Education Complaints: Venture shall make every responsible effort to work with parents to resolve any special education concerns through local intervention to find solutions that meet the interest of both parties of the dispute. However, if necessary, Venture shall seek alternative dispute resolution, mediation, pre-hearing mediation conference, or due process. Venture shall ensure that all related laws and regulations are complied with when addressing special education complaints. Venture shall notify SELPA Office within twenty-four (24) hours of any complaints related to special education issues. Venture shall be responsible for addressing and resolving all complaints and due process hearings filed against Venture, including costs incurred in the resolution of the complaint and any related services, compensatory education, and/or placement required.

O. Qualifications for Service Providers: All required IEP assessments and services shall be provided either by qualified special education staff and/or by Venture entering into a contract(s) for services from a provider, professional organization, or outside agency with the requisite qualifications, credentials, and/or licenses appropriate to the services being provided and in compliance with related laws and regulations.

P. Staff Development: Venture shall continually assess the staff development needs of its faculty and staff with regard to the delivery of special education services and related laws and regulations and will provide training as appropriate. Venture will also participate in special education training and/or technical assistance offered to other public schools by SJCOE and/or SELPA.

Q. Maintenance of Effort:

1. Venture agrees to provide any documents and information that SJCOE may require to support their maintenance of effort obligations.

2. Venture shall budget sufficient resources to educate special education students in full compliance with applicable laws.
3. Venture and SJCOE recognize the funds received for special education purposes from federal and state resources are currently inadequate and that additional funds are required. Venture's financial responsibility is not limited by revenue "generated by" or "allocated to" it by the local SELPA Plan, i.e. beyond the state and federal money given. Accordingly, Venture understands and agrees that Venture's "local" contribution must come from its own general fund**.**

XI. Right to Records

Venture agrees that SJCOE shall have access to and the right to examine, audit, excerpt, copy, or transcribe any pertinent records pertaining to this MOU. All records shall be kept and maintained by Venture and made available to SJCOE during the entire term of this MOU and for a period not less than five (5) years thereafter.

XII. Modification

This MOU shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the MOU, such deletions or changes shall only be effective if the initials of all parties appear beside such deletion or change.

XIII. Severability / Waiver

A. If any provision of MOU is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this MOU.

B. No waiver of any provision of this MOU shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

XIV. Integration

This MOU, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties, and obligations with respect to the transaction and commitments, whether oral or written. This MOU shall not be amended in any way except in writing expressly purporting to be such an amendment; signed and acknowledge by all parties hereto. In the event of any conflict of terms in this MOU and the charter agreement, or any other agreements, this MOU supersedes those agreements.

XV. Attorney's Fees

Should either party be required to file legal action or claim to enforce any provision of this MOU, or resolve any dispute arising under or connected to this MOU, each party shall bear its own attorney's fees. Venture and SJCOE agree that following mediation; any unresolved disputes will be submitted to binding arbitration prior to either party pursuing any other remedy available under the law.

XVI. Indemnification

Venture retains the sole and exclusive responsibility for all liability and debts incurred by Venture. Venture agrees to defend, indemnify, save, and hold harmless SJCOE, its governing body and individuals thereof, and all officers, agents, employees, representatives, and volunteers from all loss, cost, and expense (including but not limited to attorney's fees and other related costs arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Venture's performance or failure to perform services under this MOU).

Venture further agrees to waive all rights of subrogation against SJCOE and shall pay for any and all injury, damage, or loss to SJCOE. SJCOE assumes no responsibility whatsoever for any property placed on the premises. The provisions of this indemnification clause shall not be limited to the availability or collectability of insurance coverage nor do these provisions apply to any injury, damage, or loss caused solely by the negligence of SJCOE.

XVII. Alcohol and Drug Free Workplace

Venture certifies under penalty of perjury and under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1988 (Government Code § 8350 et seq.), and SJCOE's Alcohol and Drug-Free Workplace Policy #4020.

XVIII. Term of Agreement

The term of this agreement begins at the time of signing by all parties and continues until such time as all parties agree to amendments or the charter is terminated.

XIX. Notifications

Any notices to be given pursuant to this contract shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or facsimile, and by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addressed to the party for who intended as follows:

Venture Academy

Kathleen Focacci, Division Director
P.O. Box 213030
Stockton, CA 95213-9030

Janine Kaeslin, Assistant Superintendent
P.O. Box 213030
Stockton, California 95213-9030

San Joaquin County Office of Education

James A. Mousalimas, County Superintendent of Schools
P.O. Box 213030
Stockton, California 95213-9030

Kathleen Focacci, Division Director
Venture Academy

7/8/16
Date

Kathleen Skeels, Governing Board President
Venture Academy

7/8/16
Date

Janine Kaeslin, Assistant Superintendent
San Joaquin County Office of Education

07/08/2016
Date

James A. Mousalimas, County Superintendent of Schools
San Joaquin County Office of Education

7/11/16
Date

APPENDIX XIII

INDEPENDENT STUDY BOARD POLICY

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
Troy A. Brown, Ed.D., County Superintendent of Schools

VENTURE ACADEMY MASTER AGREEMENT FOR INDEPENDENT STUDY

Objectives, Methods of Study, Methods of Evaluation, Resources, & Reporting

The student is to complete the subjects/courses listed herein. Subject/course objectives reflect board-adopted curriculum and are consistent with the school's mission and vision. Specific objectives, methods of study, methods of evaluation, resources for each assignment covered by this agreement, and a schedule for required reporting to the student's teacher will be described on the Assignment Work Record, which is a part of this agreement. Any subsidiary agreement(s) are also part of this Master Agreement for Independent Study (IS).

Satisfactory Educational Progress & Assignments

Students must make satisfactory educational progress and meet minimum assignment completion requirements to remain in IS. Satisfactory educational progress shall be determined based on a) achievement and engagement; b) completion of assignments or assessments; c) learning required concepts; and d) progress toward successful completion of the course of study or individual course. The maximum length of time, for grades K-12, that may elapse between the time an assignment is made and the date by which the student must complete the assigned work is four weeks unless a written request with justification for an extension of up to an additional four weeks has been approved by the school administrator. If a student is not making satisfactory educational progress in one or more courses, has exceeded the maximum length of time elapsed for assignments, and/or has missed 15 assignments, a certificated employee will notify the student and, if the student is less than 18 years of age, the student's parent/legal guardian/caregiver, and conduct an evaluation to determine whether it is in the best interest of the student to remain in IS or whether the student should be referred to an in-person instruction placement.

Voluntary Statement

IS is an optional educational alternative in which no student may be required to participate. All students who choose IS have the option of returning to an in-person instruction placement, at any time, by request.

Equitable Provision of Resources & Services

Content of the IS option is aligned to grade-level standards that is substantially equivalent to in-person instruction. This includes access to all courses offered by the school for high school graduation and approved by the University of California or California State University as creditable under A-G admissions criteria. The school will provide access to students to connectivity and devices adequate to participate in IS and complete assigned work. Students who choose to engage in IS have equality of rights and privileges with students in in-person instruction placement.

Academic & Other Supports Statement

The school provides a multi-tiered system of supports that addresses academic, social/emotional, and behavior/attendance student needs, such as reading/math interventions; academic tutoring; homework help; designated/integrated English Language Development support for English Learners; parent-teacher conferences; health services; mental health clinicians; academic counseling; Positive Behavior Interventions and Supports; Student Success Team meetings; foster/homeless youth services and resources; re-engagement strategies; truancy prevention/intervention services; and family engagement and support services.

I have read, understand, and agree to the terms of this Master agreement for IS and all the provisions set forth.

Student Signature	Date
Parent/Legal Guardian/Caregiver Signature	Date
Supervising Teacher Signature	Date
Other Teacher Signature	Date
Other Teacher Signature	Date
Other Assisting Person Signature	Date

The use of electronic signatures shall have the same force and effect as manual signatures if digital signature requirements and their acceptable technology are satisfied (Government Code §16.5; 2 CCR §22000-22005).

VENTURE ACADEMY FAMILY OF SCHOOLS STUDENT INFORMATION*

*School enrollment forms contain student's complete address.

Last Name	First Name
Student ID#:	**Date of Birth:**

County of Residence:

Grade: ☐ **English Learner:** ☐

DURATION OF AGREEMENT

This educational program is valid for one school year.

Effective Date: **Expiration Date:**

High School (Grades 9-12)

Subjects / Courses Enrolled**	Credits
English	
World History	
U.S. History	
American Government	
Economics	
Physical Education	
Life Science	
Physical Science	
Algebra I/Integrated Math I	
Other Math:	
Foreign Language	
Visual and Performing Arts	
Health	
Electives	

**Certificated teachers may add/drop courses, for the duration of this agreement, based on student progress and need.

Elementary (Grades K-8)

The major objective of elementary students is to keep current with grade level students in English/Language Arts, ELD, Math, P.E, Social Studies, Science, Art/Music, and Health.

V 1.0

INDEPENDENT STUDY

Educational Opportunities

For the 2021 – 2022 school year, Venture Academy shall offer independent study to meet the educational needs of students as specified in Education Code Section 51745.

Educational opportunities offered through independent study may include, but are not limited to:

1. Special assignments extending the content of regular courses of instruction.

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.

3. Continuing and special study during travel.

4. Volunteer community service activities and leadership opportunities that support and strengthen student achievement.

5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in person instruction due to quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study.

Equivalency

The Venture Academy's independent study option shall be substantially equivalent to in-person instruction to enable participating students to complete Venture Academy's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges.

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work.

Venture Academy shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and Venture Academy-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code Section 51747, or to participate in an independent study course, as authorized by Education Code Section 51749.5, shall not be considered funds or other things of value.

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a school operated by the Venture Academy.

For the 2022 – 2023 school year and thereafter, the Superintendent or designee, may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in- person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code Section 48204.

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study if the student's individualized education program specifically provides for such participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant paragraph (5) of the Educational Opportunities section above, the student's individualized education program team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student's inability to work independently, the student's need for adult support, or the student's need for special education or related services shall not preclude the individualized education program team from determining that the student can receive a free appropriate education in an independent study placement.

A temporarily disabled student shall not receive individual instruction pursuant to Education Code Section 48206.3 by means of independent study.

Students aged 21 or older, and students aged 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code Section 51225.3 or the Governing Board.

Beginning July 1, 2021, with the exception of students participating in independent study programs due to an emergency, as described in Education Code Sections 41522 and 46392, not more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study.

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian.

2. A meeting between the student and the teacher and/or counselor.

3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate.

4. An increase in the amount of time the student works under direct supervision.

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation.

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Assist with determination of placement in independent study.

2. Facilitate the completion of written independent study agreements.

3. Ensure a smooth transition for students into and out of the independent study mode of instruction.

4. Complete or coordinate the preparation of all records and reports required by law, superintendent policy, or administrative regulation.

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a Venture Academy's employee who possesses a valid certification document pursuant to Education Code Section 44865 or emergency credential pursuant to Education Code Section 44300, registered as required by law, and who consents to the assignment.

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Complete designated portions of the written independent study agreement and sign the agreement.

2. Supervise and approve coursework and assignments.

3. Maintain records of student assignments showing the date the assignment is given and the date the assignment is due.

4. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy.

5. Provide direct instruction and counsel as necessary for individual student success

6. Regularly meeting with the student to discuss the student's progress.

7. Determine the time value of assigned work or work products completed and submitted by the student.

8. Assess student work and assign grades or other approved measures of achievement.

9. Document each student's participation in live interaction and/or synchronous instruction pursuant to Education Code Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program.

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication.

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code Section 51747 or the written learning agreement pursuant to Education Code Section 51749.6.

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher or teachers of record for that student pursuant to Education Code Section 51747.5.

INSTRUCTION

Independent Study Programs

Independent study is an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time or part-time basis and in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Except for students who, during the 2021 – 2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary.

Independent study for each student shall be under the general supervision of a Venture Academy employee who possesses a valid certification document pursuant to Education Code Section 44865 or an emergency credential pursuant to Education Code Section 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation.

With the exception of students who, during the 2021 – 2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021 – 2022 school year, the Venture Academy shall offer independent study, as specified in Education Code Section 51745, to meet the educational needs of students.

For the 2022 – 2023 school year and thereafter, the Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the Venture Academy's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study

assignments shall be completed no more than four weeks after assigned for all grade levels and types of program. When necessary, based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses fifteen assignments. Satisfactory educational progress shall be determined based on all of the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code Section 52060.

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.

3. Learning of required concepts, as determined by the supervising teacher.

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the Venture Academy for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year:

1. For students in grades transitional kindergarten, kindergarten, and grades 1-3, opportunities for daily synchronous instruction.

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction.

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who:

1. Are not generating attendance for 10 percent of required minimum instructional time over four continuous weeks of the Venture Academy's approved instructional calendar.

2. Are found to be not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span.

3. Are in violation of their written agreement.

Tiered reengagement strategies procedures used in the Venture Academy's independent study programs shall include, but are not necessarily limited to, all of the following:

1. Verification of current contact information for each enrolled student.

2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation.

3. A plan for outreach from the school to determine student needs, including connection with health and social services, as necessary.

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more.

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law.

The Venture Academy shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021 – 2022 school year. This notice shall be posted on the Venture Academy's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study.

Before signing a written agreement as described below in the section "Master Agreement," the parent/guardian of a student may request that the Venture Academy conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, their advocate may ask questions about the

educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study.

Tiered reengagement strategies, daily synchronous instruction, and expeditious transition to in-person instruction requirements shall not apply to students that participate in an independent study program for fewer than 15 school days in a school year and students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study pursuant to this subdivision.

Master Agreement

For a student participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the student, the student's parent/guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. Beginning in the 2022 – 2023 school year, for a student participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the student's enrollment in independent study, by the student, the student's parent/guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days.

However, for the 2021 – 2022 school year only, the Venture Academy shall obtain a signed written agreement for an independent study program of any length of time from the student, or the students parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following:

1. The frequency, time, place, and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress.

2. The objectives and methods of study for the student's work and the methods used to evaluate that work.

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work.

4. A statement of the superintendent policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

8. A statement that independent study is an optional educational alternative in which no student may be required to participate.

   For the 2021 – 2022 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.

9. (A) For a student participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed by the student, before the commencement of independent study, by the student, the student’s parent/legal guardian, or caregiver if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study

and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. Beginning in the 2022 – 2023 school year, for a student participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the student's enrollment in independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

(B) Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file.

(C) For purposes of this section, an electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format (PDF), JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

(D) Either an original document or an electronic file of the original document is allowable documentation for auditing purposes.

(E) Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the department, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

(F) Notwithstanding subparagraph (A) under paragraph 9, for the 2021 – 2022 school year only, the Venture Academy shall obtain a signed written agreement for an independent study program of any length of time from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student the certificated employee designated as having responsibility for the special education programming of the student, as applicable, no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

The agreement shall state the parent/guardian's signature confers their permission for the student's independent study as specified in the agreement.

The curriculum and methods of study specified in the written agreement shall be consistent with the Superintendent's policies, administrative regulations, and procedures for curriculum and instruction.

Fifteen missed assignments will be allowed before an evaluation is conducted to determine whether it is in the best interests of the student to remain in independent study and whether the student should return to the regular school program.

10. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code Sections 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

11. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian, or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

    However, for the 2021 – 2022 school year, Venture Academy shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE).

The parent/guardian's signature on the written agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study.

Records for Audit Purpose

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to:

1. A copy of the superintendent policy, administrative regulation, and other procedures related to independent study.

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12.

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code Sections 51745.6 and 51749.5.

6. Appropriate documentation of compliance with the requirements pursuant to Education Code Section 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a Venture Academy employee who possesses a valid certification document pursuant to Education Code Section 44865 or an emergency credential pursuant to Education Code Section 44300.

Venture Academy shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day.

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically.

APPENDIX XIV
TEACHER FTE INFORMATION

Teacher FTE

Title	Grade Level	FTE	Amount (Salary)
TCHVAFS	1	1	$109,301.20
TCHVAFS	1	1	$61,465.28
TCHVAFS	2	1	$63,994.93
TCHVAFS	2	1	$98,966.75
TCHVAFS	3	1	$63,994.93
TCHVAFS	3	1	$83,528.48
TCHVAFS	4	1	$61,465.28
TCHVAFS	4	1	$63,626.01
TCHVAFS	5	1	$101,542.61
TCHVAFS	5	1	$109,301.20
TCHVAFS	6 to 12	1	$56,532.61
TCHVAFS	6 to 12	1	$88,698.13
TCHVAFS	6 to 8	1	$103,991.40
TCHVAFS	6 to 8	1	$88,455.96
TCHVAFS	6 to 8	1	$86,355.95
TCHVAFS	6 to 8	1	$93,802.60
TCHVAFS	6 to 8	1	$56,532.61
TCHVAFS	6 to 8	1	$109,301.20
TCHVAFS	6 to 8	1	$78,350.73
TCHVAFS	6 to 8	1	$55,976.76
TCHVAFS	6 to 8	1	$78,843.28
TCHVAFS	7 to 8	1	$101,666.55
TCHVAFS	7 to 8	1	$83,421.67
TCHVAFS	7 to 8	1	$80,886.72
TCHVAFS	9 to 12	1	$98,924.92
TCHROP	9 to 12	1	Vacant
TCHVAFS	9 to 12	1	$64,111.19
TCHVAFS	9 to 12	1	$73,913.73
TCHVAFS	9 to 12	1	$109,301.20
TCHVAFS	9 to 12	1	$103,642.62
TCHVAFS	9 to 12	1	$61,588.91
TCHVAFS	9 to 12	1	$101,338.12
TCHVAFS	9 to 12	1	$98,680.57
TCHVAFS	9 to 12	1	$106,649.99
TCHVAFS	9 to 12	1	$111,980.76
TCHVAFS	9 to 12	1	$106,649.99

TCHVAFS	9 to 12	1	$64,065.10
TCHVAFS	9 to 12	1	$98,924.92
TCHVAFS	9 to 12	0.503	$47,042.54
TCHVAFS	9 to 12	1	$98,621.65
TCHVAFS	9 to 12	1	$111,980.76
TCHVAFS	9 to 12	1	$88,766.23
TCHVAFS	9 to 12	1	$106,684.75
TCHVAFS	9 to 12	1	$83,528.48
TCHVAFS	9 to 12	1	$76,127.92
TCHROP	9 to 12	1	$54,112.88
TCHROP	9 to 12	1	$98,680.57
TCHVAFS	9 to 12	1	$78,785.67
TCHVAFS	9 to 12	1	$106,649.99
TCHROP	9 to 12	1	$83,707.85
TCHVAFS	9 to 12	1	$81,243.07
TCHVAFS	9 to 12	1	$68,857.42
TCHVAFS	9 to 12	1	$80,886.72
TCHVAFS	9 to 12	1	$62,088.92
TCHVAFS	9 to 12	1	$61,588.91
TCHROP	9 to 12	1	$91,474.02
TCHVAFS	9 to 12	1	$74,027.91
TCHVAFS	9 to 12	1	$98,924.93
TCHROP	9 to 12	1	$58,603.10
TCHVAFS	9 to 12	1	$91,224.78
TCHVAFS	9 to 12	1	$73,854.04
TCHROP	9 to 12	1	$71,179.78
TCHVAFS	9 to 12	1	$71,456.32
TCHVAFS	9 to 12	1	$98,447.01
TCHVAFS	9 to 12	1	$106,179.64
TCHVAFS	9 to 12	1	$101,338.12
TCHVAFS	9 to 12	1	$104,079.63
TCHVAFS	9 to 12	1	$56,532.61
TCHVAFS	9 to 12	1	$78,785.67
TCHVAFS	9 to 12	1	$66,455.56
TCHVAFS	9 to 12	1	$95,902.61
TCHVAFS	9 to 12	1	Vacant
TCHVAFS	9 to 12	1	$111,980.76
TCHRSPVAFS	9 to 12	1	$59,532.64
TCHRSPVAFS	9 to 12	1	$79,264.35

TCHRSPVAFS	9 to 12	1	$94,048.55
TCHVAFS	K	1	$88,698.13
TCHVAFS	K	1	$78,904.01
TCHVAFS	K to 5	1	$68,920.34
TCHVAFS	K to 5	1	$93,574.03
TCHRSPVAFS	K to 8	1	$91,455.99
TCHVAFS	TK to 8	1	Vacant
TCHVAFS	TK to 8	1	$101,338.12
TCHVAFS	K to 8	1	$91,224.78
TCHRSPVAFS		1	Vacant