



Venture School (Alternative)

10540 Albion Rd. • San Ramon, CA 94582 • (925) 479-1200 • Grades K-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Ramon Valley Unified School District

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School Description

Established in 1978, the Venture School is a fully accredited comprehensive school for students in grades K-12, and delivers the curriculum through independent study. Students come to Venture a minimum of once a week and spend about an hour with their teacher. Students receive weekly assignments, and are expected to spend approximately one hour per subject in study each day.

Students attend Venture by choice. Venture helps students to pursue their educational opportunities outside the classroom, yet within the framework of the educational requirements of the San Ramon Valley Unified School District. The nature of the independent study program gives students a flexible educational experience. While attending Venture, many students take courses concurrently at the local community colleges. Students learn and practice the self discipline necessary for future success.

Venture School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Venture is a dynamic institution constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands of the 21st century.

About the SARC

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

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	1
Grade 6	1
Grade 7	5
Grade 8	7
Grade 9	6
Grade 10	24
Grade 11	44
Grade 12	54
Total Enrollment	142

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	18.3
Filipino	2.1
Hispanic or Latino	17.6
White	51.4
Two or More Races	9.9
Socioeconomically Disadvantaged	7.7
English Learners	1.4
Students with Disabilities	5.6
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Venture School	18-19	19-20	20-21
With Full Credential	10	7	13
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Venture School (Alternative)

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. SRVUSD is piloting science materials for grades 6-12. Each time instructional materials are adopted, professional development is offered on units of study and strategies in using the materials. All instructional materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Great Source - Adopted 2000 Holt, Rinehart, and Winston - Adopted 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra 1, Algebra 2, and Geometry Big Ideas Learning/Cengage - Adopted 2016 Accelerated Algebra 2 Algebra and Trigonometry(Larson) Cengage - Adopted 2015 Pre-Calculus Pre-Calculus with Limits - A Graphing Approach(Larson) Cengage - Adopted 2001 Calculus Calculus Single Variable (Larson) Cengage Adopted 2001 Calculus (Stewart) Cengage Adopted 2001 Statistics The Practice of Statistics (5E) - Bedford, Freeman, Worth - Adopted 2016 Statistics and Probability with Applications Bedford, Freeman, Worth - Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe - Adopted 2005 Holt, Rinehart, and Winston - Adopted 2007 Pearson / Prentice Hall - Adopted 2008 McDougal Littell - Adopted 2008 Houghton Mifflin, Access Science - Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Glencoe - Adopted 2005 Holt - Adopted 2005 McDougal Littell - Adopted 2006 Cengage, Gateway to Social Studies -- Adopted 2015 Houghton Mifflin, Access US History/World History - Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Prentice Hall - Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Venture School moved into its new facility located at 10540 Albion Rd. in August of 2006. With input from the staff and community, the new school was designed to accommodate up to 560 students. There are three classrooms designed for small group instruction in any subject, and we have classrooms dedicated for science and art. The facility, nearly 11,000 sq. feet, has 17 cubicles where students meet with teachers a minimum of once each week and an open area where students can study, complete classwork, and take exams. It is a beautiful facility and our staff and students all take good care of it. Our District pays for a 1/2 time custodian to work at the school five days a week.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/13/20

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	66	N/A	81	N/A	50	N/A
Math	43	N/A	78	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	56	N/A	63	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents have been very supportive of Venture School over the years and are encouraged to take an active part in the education of their children. Each year the Venture staff is looking for parent volunteers to serve on our School Site Council, WASC Accreditation team and as volunteers during school activities. Parents or community members who wish to participate in leadership teams, school committees, and school activities sign up during registration or by contacting the school office.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The safety of students at Venture School is our highest priority. We hold regularly scheduled emergency drills and have clear emergency Standard Response Protocols in place. Students are under the direct supervision of a staff member during their weekly appointments and group classes at school. Venture School has a small campus, so students are never far from an adult. There is seating in the front of the school for students to study, take a break or to wait for their ride home. Venture students are cooperative and consistently follow school and district behavior expectations. Overall, Venture provides a very safe and supportive learning environment. Students that attend Venture School generally feel comfortable working in a one-to-one meeting with their teacher(s) and participating in our small group classes. Students have access to a Discovery Center clinician once a week, a psychologist three days a week, and a school counselor daily. We update our school safety plan each school year and last reviewed it at the SSC in 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	0.9	1.4	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00		
Expulsions	0.00		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	142

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes*	# of Classes*	# of Classes*	Average Class Size	# of Classes*	# of Classes*	# of Classes*	Average Class Size	# of Classes*	# of Classes*	# of Classes*
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4									1	1		
6									1	4		
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	4	53			5	40			4	39		
Mathematics	4	19			3	24			3	20		
Science	4	16			4	13			4	15		
Social Science	4	69			5	50			5	45		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development (PD) for all staff. Our high quality professional development program is focused on the District's priorities including equity, social emotional well-being, MTSS, remote learning and school culture. Previous to the 2020-2021 school year we mainly utilized Teachers-on-Special-Assignment (TSAs) to provide professional development for our teachers. We typically have two full District-wide PD days where professional learning sessions were organized according to our District goals. In addition, there were several half days built into the schedule to allow for site-specific PD.

Our PD model shifted away from the TSA model in the 2020-2021 school year when we hired four District-level instructional coordinators to organize curriculum, instruction, and professional development in our District. Each coordinator leads a specific department including equity, STEM, ELA and SEL/College and Career Readiness.

Each coordinator leads specific initiatives. For example:

Equity: Our Equity coordinator has chosen several focal schools to work with this year. She supports the principal in staff at reflecting on and evaluating their practices as they relate to equity.

STEM: Our STEM coordinator has focused on creating a culture of STEM across grades K-12. To this end, she has worked with our elementary schools in implementing inquiry and engineering practices and has continued our work with established organizations such as NSTA and SVMII.

ELA: Our ELA coordinator works with a District-wide Literacy Study Team. The purpose of this team is to examine literacy practices across grades K-8. This study team has continued in the 2020-2021 school year where its focus has been on learning the foundations of Structured Literacy.

SEL/College and Career Readiness: Our SEL/College and Career Readiness coordinator has worked with our school sites to implement social emotional learning opportunities for our students.

At the beginning of the 2020-2021 school year we offered optional professional development for teachers in the area of remote teaching and learning. Our teachers participated in over 8,000 hours of PD in late July/early August alone. We also organized three full mandatory professional development days in mid-August before the start of the school year.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSAs). Our on-going staff development days and release day trainings deeply align with the needs of our individual schools and District priorities and goals.

Under the leadership and guidance of site administrators, we have implemented systems to support MTSS. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,071	\$50,029
Mid-Range Teacher Salary	\$80,402	\$77,680
Highest Teacher Salary	\$100,163	\$102,143
Average Principal Salary (ES)	\$126,193	\$128,526
Average Principal Salary (MS)	\$138,066	\$133,574
Average Principal Salary (HS)	\$149,818	\$147,006
Superintendent Salary	\$332,287	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Gifted and Talented Education (GATE)
 Instructional Materials Realignment
 Teacher Credentialing Block Grant (BTSA)
 Professional Development Block Grant
 School and Library Improvement Program Block Grant (SIP)
 Supplemental Hourly Program
 NCLB: Title II Teacher Quality & Principal Training
 Title III-Immigrant Education
 Title III-Limited English
 Lottery Instructional Materials
 Special Education IDEA Grants and Preschool Grants
 Special Education IDEA Pre K Staff Development
 VEA (Secondary Vocational Ed.)
 Personnel Staff Development
 Special Education and Special Education Infant
 Transportation Home/School
 Transportation Special Education (if required)

State Priority: Pupil Engagement

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

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

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

Rate for Venture School (Alternative)	2016-17	2017-18	2018-19
Dropout Rate	1.2	4.9	4.8
Graduation Rate	68.3	65.9	76.2

Rate for San Ramon Valley Unified	2016-17	2017-18	2018-19
Dropout Rate	0.5	0.4	0.6
Graduation Rate	97.4	97	97.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10747	20	10727	92295.57
District	N/A	N/A	5948	\$80,847
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	57.3	17.4
School Site/ State	42.7	11.3

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	74
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	72.35
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	7.46

Career Technical Education Programs

A variety of career technical education (CTE) programs are offered at the four comprehensive high schools in the San Ramon Valley Unified School District. Venture students have access to CTE programs either through their home school site (concurrent enrollment) or through the local community college programs. SRVUSD schools address the career preparation needs of all students through the efforts of the school counselor. At Venture School students have multiple opportunities to access career interest surveys (Naviance and Virtual Job Shadow).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.