

Venture School (Alternative)

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

Internet Access

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

2022-23 School Contact Information

School Name	Venture School (Alternative)
Street	10540 Albion Rd.
City, State, Zip	San Ramon, CA 94582
Phone Number	(925) 479-1200
Principal	Rose Bright
Email Address	rbright@srvusd.net
School Website	https://www.venture.srvusd.k12.ca.us/
County-District-School (CDS) Code	07618040730218

2022-23 District Contact Information

District Name	San Ramon Valley Unified School District
Phone Number	(925) 552-5500
Superintendent	John Malloy
Email Address	Superintendent@srvusd.net
District Website Address	www.srvusd.net

2022-23 School Overview

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.

During the planning of the 2020-2021 school year, a District Committee was created to plan for the addition of a Virtual Academy option for TK-12th grade students. Bell schedules were created for elementary, middle, and high school levels. Teachers were hired to provide standards-based instruction through a virtual format via Zoom or Google Meet. Virtual Learning Platforms were utilized such as Schoology and Seesaw for TK-2nd grade levels.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	89
Grade 2	91
Grade 3	76
Grade 4	76
Grade 5	92
Grade 6	73
Grade 7	45
Grade 8	42
Grade 9	27
Grade 10	48
Grade 11	50
Grade 12	69
Total Enrollment	864

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.7
Asian	55.8
Black or African American	3.8
Filipino	5.8
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.6
White	16.6
English Learners	9.3
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	9.8
Students with Disabilities	15.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	40.78	1223.70	87.75	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	6.62	17.60	1.27	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	5.35	26.20	1.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.80	45.92	84.40	6.06	12115.80	4.41
Unknown	0.10	1.20	42.30	3.04	18854.30	6.86
Total Teaching Positions	14.90	100.00	1394.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.50	76.62	1245.70	89.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.37	14.30	1.03	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	3.37	32.70	2.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.00	16.66	57.90	4.15	11953.10	4.28
Unknown	1.60	2.97	46.00	3.30	15831.90	5.67
Total Teaching Positions	54.20	100.00	1396.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	1.30
Misassignments	0.50	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.80

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.20
Local Assignment Options	6.80	7.80
Total Out-of-Field Teachers	6.80	9.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.70	4.20

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

November 18, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study - 2015 CKLA Phonics (grades K-2) - 2022	Yes	0
Mathematics	Big Ideas 2017, Big Ideas, Springboard, Math 180 - 2019; 2014; 2016, Eureka Math - 2017	Yes	0
Science	TWIG Science - Adopted 2019 High School Science Pilot - 22-23	Yes	0
History-Social Science	New Material Pilot - 2021 TCM Social Studies (grades K-5) - 2022 Social Studies Pilot for Middle School - 22-23	Yes	0
Foreign Language	Realidades, Discovering French, Chinese Link - 2014, 2007, 2011, Japanese Books for MVHS - Adventures in Japanese 1,2,3 Realidades /SAVVAS 1, 2, 3 - 2014 Discovering French 1, 2, 3 - 2007 Chinese Link 1, 2 - 2011 AP Spanish - 2016 AP French - 2007 Korean - 2017 Voces - 2019	Yes	0
Health	GLENCOE Health - 2006 Positive Prevention Plus - 2018		0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements				
<p>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.</p>				
Year and month of the most recent FIT report			8/13/20	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	74	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	72	N/A	72	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	348	278	79.89	20.11	73.74
Female	184	145	78.80	21.20	78.62
Male	164	133	81.10	18.90	68.42
American Indian or Alaska Native	--	--	--	--	--
Asian	173	157	90.75	9.25	80.89
Black or African American	20	14	70.00	30.00	35.71
Filipino	28	22	78.57	21.43	72.73
Hispanic or Latino	30	17	56.67	43.33	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	18	81.82	18.18	88.89
White	71	47	66.20	33.80	57.45
English Learners	20	13	65.00	35.00	23.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	31	65.96	34.04	51.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	55	24	43.64	56.36	33.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	280	80.69	19.31	72.14
Female	183	147	80.33	19.67	69.39
Male	164	133	81.10	18.90	75.19
American Indian or Alaska Native	--	--	--	--	--
Asian	173	159	91.91	8.09	83.65
Black or African American	20	13	65.00	35.00	23.08
Filipino	28	22	78.57	21.43	63.64
Hispanic or Latino	29	19	65.52	34.48	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	17	77.27	22.73	64.71
White	71	47	66.20	33.80	55.32
English Learners	20	13	65.00	35.00	53.85
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	31	65.96	34.04	48.39
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	55	25	45.45	54.55	36.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	117	78.52	21.48	55.56
Female	72	57	79.17	20.83	56.14
Male	77	60	77.92	22.08	55
American Indian or Alaska Native	0	0	0	0	0
Asian	59	56	94.92	5.08	75
Black or African American	--	--	--	--	--
Filipino	11	8	72.73	27.27	--
Hispanic or Latino	14	9	64.29	35.71	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	63.64
White	41	22	53.66	46.34	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	23	88.46	11.54	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	12	50	50	33.33

2021-22 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).

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	103
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	71.63
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	2.04

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83%	83%	83%	83%	83%
Grade 7	70%	70%	70%	68%	70%
Grade 9	57%	57%	57%	53%	57%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.9	5.4		0.7	0.7		8.9	7.8
Graduation Rate		83.6	83.8		97.7	97.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	74	62	83.8
Female	43	36	83.7
Male	31	26	83.9
American Indian or Alaska Native	0	0	0.0
Asian	18	14	77.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	34	28	82.4
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	24	22	91.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	17	12	70.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1093	1001	427	42.7
Female	564	522	222	42.5
Male	529	479	205	42.8
American Indian or Alaska Native	6	6	1	16.7
Asian	573	522	167	32.0
Black or African American	39	36	20	55.6
Filipino	56	54	28	51.9
Hispanic or Latino	100	95	52	54.7
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	94	84	35	41.7
White	220	199	122	61.3
English Learners	92	85	37	43.5
Foster Youth	0	0	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	136	121	72	59.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	196	180	112	62.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.50	1.01	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.10	1.08	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	1	1		
5				
6	1	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1	15	1		
2	7	1		
3	8	1		
4	8	2		
5	12	1		
6	7	10		
Other	4	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	2	
1	17	4	1	
2	14	3	3	
3	14	5		
4	12	4	2	
5	13	5	2	
6	11	34	10	
Other	4	7		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	39		
Mathematics	3	20		
Science	4	15		
Social Science	5	45		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	22	2	
Mathematics	6	17		
Science	13	5	1	
Social Science	6	29	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	36	3	
Mathematics	7	34	1	
Science	7	30	2	
Social Science	7	44	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	432

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,139.88	\$213.65	\$8,926.23	\$89,234.56
District	N/A	N/A	\$6,425.00	\$84,183
Percent Difference - School Site and District	N/A	N/A	32.6	5.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	30.1	4.4

2021-22 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,348	\$51,081
Mid-Range Teacher Salary	\$82,412	\$77,514
Highest Teacher Salary	\$103,180	\$105,764
Average Principal Salary (Elementary)	\$137,127	\$133,421
Average Principal Salary (Middle)	\$148,474	\$138,594
Average Principal Salary (High)	\$160,250	\$153,392
Superintendent Salary	\$310,761	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

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, deep learning and innovation. Our Curriculum and Instruction team consists of an Executive Director, three Directors (equity, elementary and secondary), and five coordinators. Our coordinators lead our efforts on social emotional well-being, deep learning and innovation, college and career readiness, STEM, ELA and educational technology.

Each director/coordinator leads specific initiatives. For example:

Equity: Our Equity director is leading the work of our Equity liaisons. This includes leading professional development for all staff on implicit/explicit bias, microaggressions, and culturally responsive teaching practices.

STEM: Our STEM coordinator has focused on creating a culture of STEM across grades K-12. To this end, she is working on maker spaces at the elementary level as well as high school science curriculum pilots.

ELA: Our ELA coordinator has led our efforts on integrating the Science of Reading into our curriculum including leading a district-wide pilot on elementary phonics. She has also worked hard on creating and implementing high quality supports for our English Language Learners.

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.

The PD in our district is guided by our strategic directions. We created Shared Leadership Teams that meet 6 times a year. They are engaged in PD that they are then expected to take back and do with their staff.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5