

2021-22 School Accountability Report Card

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BALBOA MIDDLE SCHOOL
247 HILL ROAD, VENTURA, CA 93003
(805) 289-1800

CLAUDIA CAUDILL, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

The purpose of this School Accountability Report Card (SARC) is to provide parents with information about the school's instructional programs, academic achievement, materials, resources, facilities and the staff of Balboa Middle School. Information about Ventura Unified School District is also provided.

The entire Balboa school community--parents, staff and community partners--plays an important role in the continuous improvement of our school. As members of this school community, we collaborate to develop and monitor a comprehensive educational program that celebrates and promotes respect, diversity, leading by example, self-confidence, study skills and social-emotional well-being. It is the belief of our school community that students excel in an environment that supports diverse needs and provides students with opportunities and pathways to future careers.

Balboa Middle School will educate all students in a safe, nurturing and stimulating learning environment. In partnership with families and our school community, we will build academic skills, foster social-emotional learning, honor the diversity of students, inspire students to achieve their personal best and encourage students to lead healthy and productive lives.

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Balboa Middle School

Balboa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2021-22 school year, 1,141 students were enrolled, including 13.4% in special education, 10% qualifying for English Language Learner support, 0.1% foster youth, 3.5% homeless youth, 0.1% migrant, and 48.2% qualifying for free or reduced price lunch.

Board of Education

SABRENA RODRIGUEZ

DR. JERRY DANNENBERG

AMY (YAMAMOTO) CALLAHAN

JAMES FORSYTHE

CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO

SUPERINTENDENT

DR. GREG BAYLESS

ASSISTANT SUPERINTENDENT

EDUCATIONAL SERVICES

MS. GINA WOLOWICZ

ASSISTANT SUPERINTENDENT

HUMAN RESOURCES

AHSAN MIRZA

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VENTURA UNIFIED SCHOOL DISTRICT

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Ventura Unified
SCHOOL DISTRICT



Student Enrollment by Student Group and Grade Level 2021-22

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.9%	Grade 6	375
Male	50.8%	Grade 7	386
Non-Binary	0.3%	Grade 8	380
American Indian or Alaskan Native	0.3%		
Asian	2.8%		
Black or African American	1.1%		
Filipino	0.7%		
Hispanic or Latino	53.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.5%		
White	36.9%		
English Learners	10.0%		
Foster Youth	0.1%		
Homeless	3.5%		
Migrant	0.1%		
Socioeconomically Disadvantaged	48.2%	Total Enrollment	1,141
Students with Disabilities	13.4%		

Balboa Middle School's programs support the needs of students in their transitional years from the self-contained classroom environment of an elementary school to the departmentalized program of a high school. Balboa Middle School emphasizes a clean, safe, and respectful school environment focused on student learning, resulting in a positive school culture and climate.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, PTO newsletters, monthly online calendars, weekly online bulletins, PTO Facebook page, and ParentSquare. Contact the principal at (805) 289-1800 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Fundraising
- Chaperone Field Trips
- Library Helper
- Office Helper
- 8th Grade Celebration
- Classroom Support

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Organization
- School Counseling Advisory Council

School Activities

- Balboa Expo
- Balboa Showcase
- Student Performances
- Sports Events
- Fifth Grade Orientation
- Field Trips
- Fundraising Events
- Back to School Night (in September)
- New WEB Orientation
- Student Awards Assemblies

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Balboa Middle School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results

2021-22

% of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Seventh	97.0%	91.0%	89.0%	95.0%	96.0%

Note: Due to changes to the 2021-22 Physical Fitness Test 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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Balboa		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	23.55	32.33	30.74	32.31	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2021-22

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	365	300	82.19	17.81	32.33
Female	194	156	80.41	19.59	29.49
Male	170	143	84.12	15.88	35.66
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	161	82.56	17.44	18.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	17	80.95	19.05	35.29
White	135	108	80	20	47.22
English Learners	32	31	96.88	3.12	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	159	142	89.31	10.69	17.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	32	80	20	6.25

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	Balboa		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	48	N/A	47	N/A	47
Mathematics	N/A	31	N/A	35	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 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 & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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 CAA's divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1115	1004	90.04	9.96	48.55	1116	995	89.16	10.84	31.12
Female	550	481	87.45	12.55	51.35	551	477	86.57	13.43	29.56
Male	562	520	92.53	7.47	45.66	562	515	91.64	8.36	32.36
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	32	31	96.88	3.12	80.65	32	32	100	0	64.52
Black or African American	13	13	100	0	53.85	13	13	100	0	23.08
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	598	543	90.8	9.2	34.87	599	534	89.15	10.85	18.95
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	51	43	84.31	15.69	60.47	51	43	84.31	15.69	41.86
White	410	363	88.54	11.46	63.91	410	362	88.29	11.71	43.65
English Learners	95	93	97.89	2.11	4.3	94	93	98.94	1.06	3.26
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	534	496	92.88	7.12	32.73	534	493	92.32	7.68	17.89
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	152	129	84.87	15.13	10.08	152	128	84.21	15.79	4.69

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

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.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Balboa Middle School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Balboa Middle School has plans to upgrade the school garden during the 2022-23 school year.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the principal, assistant principals, and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and four evening custodians (three full-time and one part-time) are assigned to Balboa Middle School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Library
- School Office
- Restrooms
- Routine Maintenance

The principal communicates with the day custodian daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1961
Acreage	19.1
Bldg. Square Footage	105675
	Quantity
# of Permanent Classrooms	42
# of Portable Classrooms	12
# of Restrooms (student use)	5 sets
Cafeteria/Multipurpose Room	1
Computer Labs	2
Gym	1
Library/Media Center	1
Staff Lounge	1
Teacher Work Room	2
Computer Classroom	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Balboa Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2022, and shared with school staff in December 2022.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Balboa Middle School on an annual basis in accordance with Education Code §17592.72(c) (1). Balboa Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 6, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. From 7:30 a.m. to 8:30 a.m. in the cafeteria, and to the start of class in other areas, campus safety assistants and teachers monitor students within the parameters of the cafeteria, campus entrance areas, and designated common areas. Administrators, teachers on duty, and campus safety assistants monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, all administrators, two certificated staff members and campus safety assistants monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Balboa Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 6, 2022	Good	Fair	Poor	
Systems	✓			Classroom 17 - HVAC unit not working; Relo N Exterior - Deficiency noted
Interior Surfaces		✓		Classroom 11 - Sink cabinet is missing door handle; Classroom 13 - Ceiling tiles falling at south door and east side of room; Classroom 15 - Ceiling tiles falling at south side of room; Classroom 16 - Cove base is missing along the south wall, water damaged ceiling tiles north side of room; Counseling Room 22 - Ceiling tiles falling out of the T-bar along the east and south wall; Library - Ceiling tiles falling out of T-bar along the west wall; Classroom 54, Room 73 - Ceiling tiles falling in multiple locations; Classroom 57 - Ceiling tiles falling at the north door; Classroom 80 - Water damaged ceiling tiles at west wall; Classroom 81 - Water damaged ceiling tiles at southwest corner; Classroom 84 - The VCT tile is damaged next to the sink cabinet
Cleanliness	✓			Classroom 20 - Numerous beetles found in the room
Electrical	✓			
Restrooms/Fountains	✓			Building 50 Boy's RR - Right sink is out of order
Safety	✓			Classroom 52 - Fire extinguisher is out of service date at the north door (6/24/21)
Structural	✓			Cafeteria Handicapped RR - East restroom center mullion between the doors bottom plate has become loose from the foundation and is loose; Relo 82-83 Exterior - Rain gutter is rusted out on the west side; Relo N Exterior - Excessive rust at north eaves of room 85; Relo J Exterior - Gutter downspout is rusted or missing at rooms 86, 87, and 88 north side; Room 93 - Excessive peeling paint at the west eaves of room 91
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1195	1173	249	21.2
Female	590	576	123	21.4
Male	602	594	126	21.2
American Indian or Alaska Native	3	3	1	33.3
Asian	33	33	4	12.1
Black or African American	14	13	1	7.7
Filipino	8	8	0	0
Hispanic or Latino	643	632	152	24.1
Native Hawaiian or Pacific Islander				
Two or More Races	53	52	8	15.4
White	441	432	83	19.2
English Learners	124	123	22	17.9
Foster Youth	2	1	0	0
Homeless	46	42	12	28.6
Socioeconomically Disadvantaged	588	573	172	30
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	172	169	60	35.5

Average Class Size and Class Size Distribution				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22.0	16	6	14
Math	31.0	3	6	14
Science	32.0	1	1	21
Social Science	31.0	3	6	15
2020-21				
English	24.0	14	8	12
Math	32.0	2	7	14
Science	34.0		7	14
Social Science	33.0	2	2	18
2021-22				
English	22.0	17	13	8
Math	32.0	3	7	15
Science	34.0		9	13
Social Science	31.0	2	4	17

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

Suspensions and Expulsions									
	Balboa			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	2.12%	0.00%	6.11%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 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.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.11%	0.00%
Female	3.39%	0.00%
Male	8.64%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	3.03%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.55%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.89%	0.00%
White	3.63%	0.00%
English Learners	12.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	13.04%	0.00%
Socioeconomically Disadvantaged	9.69%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.56%	0.00%

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Balboa Middle School utilizes the Restorative Justice Approach based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred. This approach includes behavior reflections and discipline procedures, which outline positive behavior expectations, promotes responsibility, respect and minimizes classroom disruptions. Balboa Middle School's pledge is posted in every classroom and included in the student handbook. The administration visits classrooms to reinforce the importance of following our pledge and making responsible, respectful choices at school. The student handbook is distributed to families at the beginning of the school year and is available on the school website.

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Balboa Middle School had the opportunity to participate in districtwide staff development training focused on:

- 2020-21 Trainings:
 - Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Canvas Course Management 101 – By Site-Based Canvas Leads
 - Distance Learning Plans

- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Inspire Science
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- CA History Framework
- Inspire Science
- Intro CPM
- Intro CA Math
- Canvas
- ALEKS Online Math
- Teacher's Curriculum Institute and National Geographic History-Social Science Curriculum
- Science Common Assessment Training
- Implicit Bias
- Illuminate/DnA Student Assessment System
- SPED and EL ELA Course Placement Criteria

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Co-Teaching Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Dual Language Retreat
- Ellevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-Tiered Systems of Support
- Nonviolent Crisis Intervention
- Planning Inquiry Lessons in History
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- SPARK Training
- Study Sync Refresher
- Supporting Multilingual Learners Across Content
- TCI Curriculum Training
- Trauma Informed Practices
- Suicide Prevention

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Balboa Middle School's staff development activities concentrated on:

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	Yes	McGraw Hill Education: <i>StudySync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 & 3</i>	0%
Science			
2020	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i>	0%

- Behavior Reflection and Discipline Protocol
- Common and Formative Assessments
- Inspire Science Training
- Professional Learning Communities (PLC)
- Restorative Justice
- TCI Training
- Where Everybody Belongs (WEB) Training

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and

subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same

course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	1.5	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	1.5	

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	0.6	
Local Assignment Options	6.9	
Total Out-of-Field Teachers	7.6	

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)	2.6	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.2	69.51	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	1	2.46	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1.5	3.69	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.6	18.76	65.1	10.03	12115.8	4.41
Unknown	2.2	5.56	29.7	4.57	18854.3	6.86
Total Teaching Positions	40.6	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Counseling & Support Staff

Balboa Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Balboa Middle School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	3	2.7
Health Technician	1	1.0
Librarian	1	1.0
Occupational Therapist	As needed	
Office Manager	1	1.0
Psychologist	2	1.25
School Nurse	1	0.30
School Resource Officer	As needed	
Speech & Language Pathologist	3	1.8
Library Media Technician	1	1.0
Student Assistant Program Counselor	1	0.2

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

Teacher Preparation and Credentials

The charts below identify the number of teachers at Balboa Middle School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Balboa Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Balboa	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	110	N/A	N/A	N/A	N/A
Restricted (Supplemental)	35	N/A	N/A	N/A	N/A
Unrestricted (Basic)	76	157	48.4%	6,593	2.4%
Average Teacher Salary	76,836	77,987	N/A	88,358	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Balboa Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.