

Ventura Unified School District

School Plan for

Student

Achievement



Balboa Middle School

56 72652 6060370

Contact Information:

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Fiscal Year 2022-2023

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Claudia Caudill, Principal
Balboa Middle School
247 Hill Road
Ventura, CA 93003
(805) 289-1800
claudia.caudill@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified /Other Staff	Parent or Community Member	Student
Claudia Caudill	X				
Lisa Urwick			X		
Elizabeth Abbey		X			
Michael Cromie		X			
Renee Young		X			
Maddie Hendrych				X	
Olivia Ramirez				X	
Jennifer de Vicente				X	
Denis Winsick				X	
Jolie Guerrier					X
Number of members in each category	1	3	1	4	1

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

- 1) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 2) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee
Leadership Team

Signature of Authorized Representative

Renee A. Young

- 3) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 4) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 5) This SPSA was adopted by the SSC at a public meeting on: 10.31.22

Attested: *Claudia Caudill*

Claudia Caudill, Principal

12.9.22

Date

Olivia Rasmussen

SSC Chairperson

12.9.22

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

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

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 Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

During the 2021-22 school year, Balboa Middle School served 1,141 students in grades 6-8. Student enrollment included 13.4% students with disabilities, 10% English learners, 48.2% socioeconomically disadvantaged, 0.1% migrant, 3.5% homeless youth, and 0.1% foster youth.

Balboa Middle School is one of four middle schools in the Ventura Unified School District. Balboa serves students who live in the East end of Ventura. Educational programs are tailored to meet 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 campus with few behavior problems, distractions and an exemplary rate of attendance.

Enrichment is provided through the Gifted and Talented Education program, electives, and music. A full-time music teacher offers beginning to intermediate level instrumental instruction. Competitive sports including wrestling, volleyball, cross country, field hockey, basketball, and many others. ASB, Chess and Game Club, AVID, Schools for Salone, Drama Club, Comic Book Club, Balboa Social Club, Audio/Visual Recording Club, Anime Club, Followers 24-7 Club, and Battle of the Books are among the many activities and organizations available to students. A comprehensive list of school sports and clubs is available on the school's website.

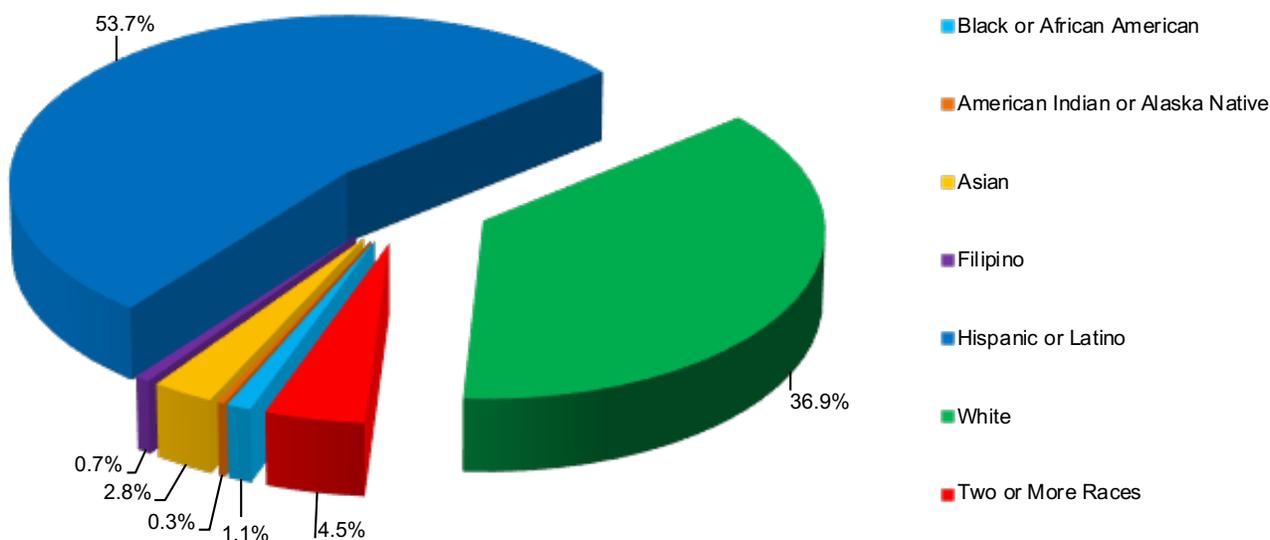
School Vision

At Balboa Middle School all students will receive an exemplary and balanced education fostering a life-long passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

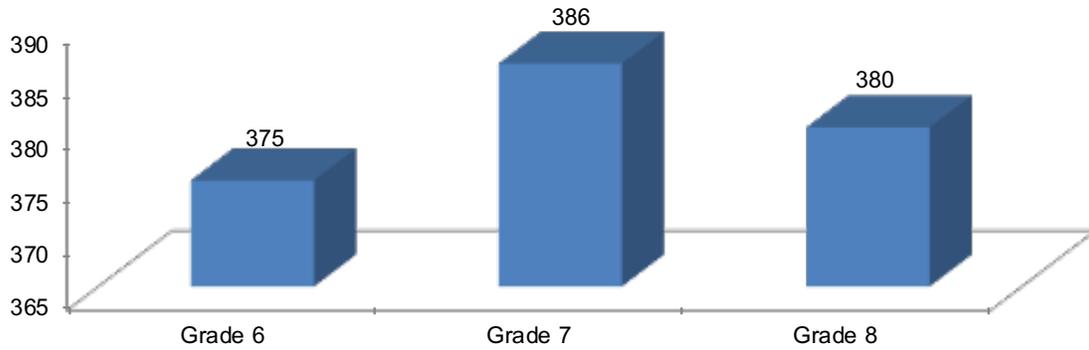
School Mission

Balboa Middle School will educate all students in a clean, safe, and respectful learning environment. In conjunction with parents and community we will build academic skills, foster social skills, honor the uniqueness of all students, inspire all students to achieve their personal best and encourage students to develop healthy lifestyles.

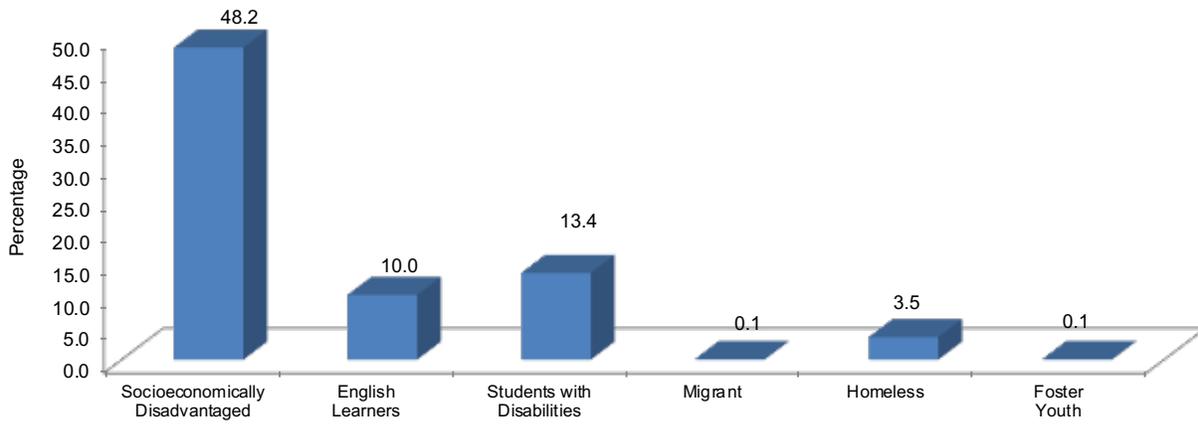
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

Balboa Middle School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff meetings, leadership team meetings, and grade level meetings, administrators and teacher leaders considered the results of the following to identify areas of strength and weakness:

- Analysis of Student Performance Data:
 - ELPAC Reports
 - District Benchmarks
 - Local Assessments
 - Math & ELA Benchmarks

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified 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.

Balboa Middle School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Balboa Middle School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying, suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment.

Balboa Middle School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Project Alert - Grades 7 and 8** - a digitally delivered classroom-based substance abuse prevention program aimed at preventing and reducing experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips students with the skills and strategies to resist drugs. The program features self-paced lessons, downloadable lesson plans, and supporting videos and posters.
- **Too Good for Drugs - Grade 6** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **Digital Citizenship** - An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Restorative Justice** – a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.
- **SAP & Academic Counselor** – SAP Counselor to provide counseling to students based on recommendation, and Academic Counselors to provide lessons for each grade level (bullying, decision-making, career pathways)

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Balboa Middle School	56726526060370	10-31-22	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Balboa Middle School has created this plan to monitor our school program. The purpose of this plan is to develop systems and structures that will assist us in meeting the needs of our students. Goals, strategies and activities are established to increase student achievement, increase student connections to school and increase parent involvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The focus of Balboa's School Plan for Student Achievement is to increase student achievement, increase student connections to school and increase parent involvement. These three goals and related activities align to our Ventura Unified School District Local Control and Accountability Plan.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	10-19-22 and 10-31-22
Leadership/MTSS Team	10-11-22 and 11-8-22
ELAC	10-20-22

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

Describe resource inequities here.
N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

- Identified Need:

Decrease the performance gap of our Economically Disadvantaged, Hispanic, English Learners and Students with Disabilities student groups.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Assessment Data All Students	45%	50%
ELA CAASPP Assessment Data Economically Disadvantaged Students	Information not available.	TBD
ELA CAASPP Assessment Data Hispanic Students	33%	37%
ELA CAASPP Assessment Data English Learners	4%	10%
ELA CAASPP Assessment Data Special Education Students	11%	18%
Mathematics CAASPP Assessment Data All Students	30%	34%
Mathematics CAASPP Assessment Data Economically Disadvantaged Students	Information not available.	TBD
Mathematics CAASPP Assessment Data Hispanic Students	18%	22%
Mathematics CAASPP Assessment Data English Learners	3%	10%
Mathematics CAASPP Assessment Data Special Education Students	6%	16%

-

- Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Economically Disadvantaged Students, Hispanic Students, English Learners and Students with Disabilities.

Strategy/Activity

- Option of Core +1 ELA/Mathematics Intervention classes
- Opportunities for Tutoring and targeted intervention to prevent Ds and Fs
- Targeted Instruction in all Grade Levels to Address Identified Skill Needs in ELA/Mathematics
- Library technician to support Teacher Librarian in running activities/programs through the library
- Provide School Structures that Include Opportunities for Staff to Review Student Data, Collaborate, and participate in Professional Development (PLCs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring - \$750	Supplemental Funds
Math Tutoring - \$750	Supplemental Funds
Library Technician-\$10,000 (5 hours a day x 5 days a week)	Supplemental Funds
Professional Development - \$3,000	Site Based Funds
Instructional Support Supplies - \$2,000 for all non-CTE elective classes-\$2,000	Site Based Funds
Roving sub for PLC work \$8,313 (5 rovers @ 1/month x 6 months)	Supplemental Funds
Zero Period P.E. Supervision - \$2,317 (Harrison)	Site Based Funds

- Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Economically Disadvantaged Students.

Strategy/Activity

- Option of Core +1 ELA/Mathematics Intervention classes
- Opportunities for Tutoring and targeted intervention to prevent Ds and Fs
- Library technician to support Teacher Librarian in running activities/programs through the library
- Zero period logistics
- Provide School Structures that Include Opportunities for Staff to Review Student Data, Collaborate, and participate in Professional Development

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring - \$1,125	Supplemental Funds
Math Tutoring - \$1,125	Supplemental Funds
Library Technician-\$10,000 (5 hours a day x 5 days a week)	Site Based Funds
High interest, low level Library Books-\$2,500	Supplemental Funds
Instructional Support Supplies - TBD	Site Based Funds
MAP Intervention-\$20,000 (5 hours a week x 4 teachers)	Site Based Funds

• Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic Students.

Strategy/Activity

- Option of Core +1 ELA/Mathematics Intervention classes
- Opportunities for Tutoring
- Targeted Instruction in all Grade Levels to Address Identified Skill Needs in ELA/Mathematics
- Library technician to support Teacher Librarian in running activities/programs through the library
- Zero period logistics
- Provide School Structures that Include Opportunities for Staff to Review Student Data, Collaborate, and participate in Professional Development (PLCs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring - \$1,125	Supplemental Funds
Math Tutoring - \$1,125	Supplemental Funds
Instructional Support Supplies - \$2,000 for all non-CTE elective classes-\$2,000	Site Based Funds
Instructional Support Supplies - TBD	Site Based Funds

• Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity

- Option of Core +1 ELA/Mathematics Intervention classes
- Opportunities for Tutoring
- Targeted Instruction in all Grade Levels to Address Identified Skill Needs in ELA/Mathematics
- Library technician to support Teacher Librarian in running activities/programs through the library
- Zero period logistics
- Provide School Structures that Include Opportunities for Staff to Review Student Data, Collaborate, and participate in Professional Development (PLCs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring - \$375	Supplemental Funds
Math Tutoring - \$375	Supplemental Funds
High interest, low level Library Books-\$2,500	Supplemental Funds
Instructional Support Supplies -TBD	Site Based Funds

- Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities.

Strategy/Activity

- Option of Core +1 ELA/Mathematics Intervention classes
- Opportunities for Tutoring
- Targeted Instruction in all Grade Levels to Address Identified Skill Needs in ELA/Mathematics
- Provide Additional Access to Activities Promoting Literacy/STEM
- Provide School Structures that Include Opportunities for Staff to Review Student Data, Collaborate, and participate in Professional Development (PLCs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Tutoring - \$375	Supplemental Funds
Math Tutoring - \$375	Supplemental Funds
Para 1 to assist with inclusion-\$21,000	Supplemental Funds
Instructional Support Supplies - \$2,000 for all non-CTE elective classes-\$2,000	Site Based Funds
Instructional Support Supplies - TBD	Site Based Funds

Annual Review:

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although the strategies/activities did not yield the anticipated academic achievement, the 2022-2023 Balboa SSC believes that they were worthy and contributed to an overall improvement since students' return to campus post pandemic. We are proposing that we look at cohort data to see how improvement has been achieved with the same group of students, rather than year-to-year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation was achieved, in light of a principal change in February. Mr. Tomas Gaeta continued the plan and ensured that activities/strategies were implemented. The efficacy of these activities is reflected in last year's data, although we did not meet all of the goals. We believe with more time, these things will yield greater results. Also, we will be fine-tuning them so that we can see greater gains. These adjustments can be found under this goal in the 22-23 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, our counselor is being funded by Ventura Unified School District, so those funds will need to be allocated differently. Otherwise, we are maintaining last year's goals, annual outcomes, metrics, and strategies. We believe that another year will allow us to truly see the impact. Additional outcomes, metrics, strategies/activities, etc. can be located in the 22-23 SPSA under this goal.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

- Identified Need:

Increase professional development of Social Emotional Learning for all staff. Continue implementation of Multi-Tiered Systems of Support. Continue school wide implementation of Restorative Justice Practices and WEB (Where Everyone Belongs).

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Needs Assessment Survey	57% students felt connected to BMS (2022)	90% students will feel connected to BMS
Student Participation in Extracurricular Activities	60% of available opportunities filled	75% of available opportunities filled
Monthly Attendance Reports	% ADA	97% ADA
Suspension Summary Report	76 off-campus suspensions	46 off-campus suspensions

- Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Economically Disadvantaged Students, Hispanic Students, English Learners and Students with Disabilities.

Strategy/Activity

- Conduct Student Needs Assessment Survey in the spring of 2022
- Provide Zero Period and lunch supervision
- Provide opportunities for students to participate in school spirit activities
- Provide Zero Period P.E. for student enrolled in ELA/Mathematics intervention courses
- Maintain accurate attendance data
- Provide outreach and support to students with chronic absenteeism
- Incentivize and gamify regular attendance
- Continue school wide implementation of Restorative Justice Practices
- Continue implementation and growth of Where Everyone Belongs program (WEB)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Attendance Incentives- \$2,000	Site Based Funds
Additional Zero Period and Lunch Supervision - \$1,519 (Harrison)	Site Based Funds
WEB Program Supports - \$1,000	District ASB Funds
Walkie Talkies for all 40 classrooms- 35 radios @ \$11,000	Site Based Funds
Morning Supervision-\$3,248 (Malone)	Site Based Funds

Annual Review:**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

By looking at survey data from the end of last school year, student connectedness to school was 57% as opposed to the proposed 90%. However, there is a sentiment amongst SSC that there is a need to continue these efforts for more than a year to see an improvement. Supervision helped enhance student safety, as well as an overall well-being. Students in intervention that were able to take zero period were able to have an elective, which facilitates more connection to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between how the implementation was intended and how it was executed. It was as-expected. The intended implementation was achieved, in light of a principal change in February. Mr. Tomas Gaeta continued the plan and ensured that activities/strategies were implemented. The efficacy of these activities is reflected in last year's data, although we did not meet all of the goals. We believe with more time, these things will yield greater results. Also, we will be fine-tuning them so that we can see greater gains. These adjustments can be found under this goal in the 22-23 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, our counselor is being funded by Ventura Unified School District, so those funds will need to be allocated differently. Otherwise, we are maintaining last year's goals, annual outcomes, metrics, and strategies. We believe that another year will allow us to truly see the impact. Additional outcomes, metrics, strategies/activities, etc. can be located in the SPSA under this goal.

Goal 3:

Family Involvement - Increase parent and community involvement.

- Identified Need:

Increase in ELAC (English Learners Advisory Committee) parent participation and PTO (Parent-Teacher Organization) membership.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at School Functions and Events	60%	75%
ELAC Participation	9 members	10 members
PTO Membership	275	275

- Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Economically Disadvantaged Students, Hispanic Students, English Learners and Students with Disabilities.

Strategy/Activity

- Provide multiple opportunities for parents to be involved in their children’s education through school functions and events
- Provide volunteer opportunities for parents to be involved in school organizations and committees such as School Site Council, English Language Acquisition Committee, Parent-Teacher Organization
- Participation in Back to School Night; Parent Teacher Conferences; Awards Assemblies; Family Picnics
- Provide ongoing communication through online monthly calendars; quarterly newsletters; school calendar of events; school marquee; ParentSquare; flyers; Q Parent Connect; teacher notes in student agendas; school website; teacher phone calls/emails to parents
- Offer parent educational opportunities and support through programs such as Parent Advisory, Digital Citizenship, PTO, Balboa Showcase and Career Day

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELAC Childcare/Translating - \$1,190	Supplemental Funds
Family campus events (materials, promotion, etc.)-\$2,000	Site Based Funds
Student Recognition Materials - \$1,000	Site Based Funds

Annual Review:**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, data was not maintained with regard to parent participation for the 21-22 school year. However, anecdotally, staff and parents can attest that events were well-attended by families as it was the first time families were invited on campus since the Pandemic. We believe that this upward trend will continue, and this year we will be more intentional about collecting the data to demonstrate this.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between how the implementation was intended and how it was executed. It was as-expected. The intended implementation was achieved, in light of a principal change in February. Mr. Tomas Gaeta continued the plan and ensured that activities/strategies were implemented. The efficacy of these activities is reflected in last year's data, although we did not meet all of the goals. We believe with more time, these things will yield greater results. Also, we will be fine-tuning them so that we can see greater gains. These adjustments can be found under this goal in the 22-23 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, our counselor is being funded by Ventura Unified School District, so those funds will need to be allocated differently. Otherwise, we are maintaining last year's goals, annual outcomes, metrics, and strategies. We believe that another year will allow us to truly see the impact. Additional outcomes, metrics, strategies/activities, etc. can be located in the 22-23 SPSA under this goal.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Balboa Middle School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2021-22 Carryover	\$15,363.00
Site-Based Funds 2022-23 Allocation	\$87,857.00
Supplemental Funds 2021-22 Carryover	\$6,525.00
Supplemental Funds 2022-23 Allocation	\$57,150.00

Subtotal of state or local funds included for this school: **\$166,895.00**

Total of federal, state, and/or local funds for this school: **\$166,895.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 6 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	357	336	335	14.33%	28.66%	31.34%	25.67%
Male	181	176	175	8.57%	30.29%	34.86%	26.29%
Female	176	160	160	20.63%	26.88%	27.50%	25.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	4	4	*	*	*	*
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	202	194	193	7.25%	23.32%	34.72%	34.72%
Hawaiian or Pacific Islander							
White (not Hispanic)	127	117	117	21.37%	37.61%	28.21%	12.82%
Two or More Races	15	13	13	23.08%	38.46%	23.08%	15.38%
Socioeconomically Disadvantaged	176	171	170	4.71%	23.53%	32.35%	39.41%
English Learners	38	37	37	0.00%	5.41%	18.92%	75.68%
Students with Disabilities	40	35	35	5.71%	5.71%	14.29%	74.29%
Migrant Education							
Homeless	13	13	13	0.00%	23.08%	23.08%	53.85%

CAASPP – Grade 6 Mathematics 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	356	335	334	13.77%	18.86%	32.34%	35.03%
Male	180	175	174	13.79%	18.39%	33.33%	34.48%
Female	176	160	160	13.75%	19.38%	31.25%	35.63%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	5	5	4	*	*	*	*
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	201	192	192	4.69%	17.19%	32.81%	45.31%
Hawaiian or Pacific Islander							
White (not Hispanic)	127	117	117	23.08%	23.08%	33.33%	20.51%
Two or More Races	15	13	13	38.46%	7.69%	15.38%	38.46%
Socioeconomically Disadvantaged	175	169	169	2.96%	15.98%	31.36%	49.70%
English Learners	37	37	36	0.00%	5.56%	19.44%	75.00%
Students with Disabilities	40	35	35	8.57%	0.00%	2.86%	88.57%
Migrant Education							
Homeless	13	13	13	0.00%	15.38%	38.46%	46.15%

CAASPP – Grade 7 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	370	339	339	17.40%	35.10%	23.30%	24.19%
Male	197	185	185	16.22%	36.76%	18.38%	28.65%
Female	171	152	152	19.08%	32.24%	29.61%	19.08%
African American	6	6	6	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17	17	17	52.94%	29.41%	5.88%	11.76%
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	189	171	171	7.60%	30.41%	29.24%	32.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	139	129	129	23.26%	42.64%	19.38%	14.73%
Two or More Races	15	12	12	25.00%	41.67%	8.33%	25.00%
Socioeconomically Disadvantaged	174	161	161	9.94%	28.57%	24.84%	36.65%
English Learners	25	24	24	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	45	38	38	0.00%	7.89%	23.68%	68.42%
Migrant Education							
Homeless	14	14	14	0.00%	28.57%	28.57%	42.86%

CAASPP – Grade 7 Mathematics 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	370	339	338	14.20%	19.23%	26.33%	40.24%
Male	197	185	184	17.39%	19.02%	26.09%	37.50%
Female	171	152	152	10.53%	18.42%	26.97%	44.08%
African American	6	6	6	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17	17	17	29.41%	41.18%	17.65%	11.76%
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	189	170	169	5.92%	11.83%	27.81%	54.44%
Hawaiian or Pacific Islander							
White (not Hispanic)	139	129	129	22.48%	22.48%	27.13%	27.91%
Two or More Races	15	13	13	15.38%	38.46%	15.38%	30.77%
Socioeconomically Disadvantaged	174	161	161	4.97%	14.29%	28.57%	52.17%
English Learners	25	24	24	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	45	38	38	2.63%	0.00%	13.16%	84.21%
Migrant Education							
Homeless	14	14	14	0.00%	21.43%	28.57%	50.00%

CAASPP – Grade 8 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	364	308	308	18.51%	34.09%	25.32%	22.08%
Male	169	147	147	18.37%	29.93%	23.81%	27.89%
Female	194	160	160	18.75%	37.50%	26.88%	16.88%
African American	5	5	5	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	194	167	167	9.58%	28.14%	30.54%	31.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	135	109	109	27.52%	43.12%	19.27%	10.09%
Two or More Races	21	18	18	22.22%	33.33%	27.78%	16.67%
Socioeconomically Disadvantaged	159	142	142	6.34%	27.46%	33.80%	32.39%
English Learners	32	32	32	0.00%	6.25%	28.13%	65.63%
Students with Disabilities	39	31	31	0.00%	16.13%	29.03%	54.84%
Migrant Education							
Homeless	9	9	9	*	*	*	*

CAASPP – Grade 8 Mathematics 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	366	301	301	13.95%	14.95%	28.24%	42.86%
Male	170	144	144	13.19%	16.67%	25.69%	44.44%
Female	195	156	156	14.74%	13.46%	30.77%	41.03%
African American	5	5	5	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	9	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	196	162	162	7.41%	10.49%	25.31%	56.79%
Hawaiian or Pacific Islander							
White (not Hispanic)	135	108	108	22.22%	20.37%	30.56%	26.85%
Two or More Races	21	17	17	5.88%	23.53%	35.29%	35.29%
Socioeconomically Disadvantaged	160	142	142	5.63%	9.15%	23.94%	61.27%
English Learners	32	32	32	0.00%	3.13%	9.38%	87.50%
Students with Disabilities	39	31	31	6.45%	0.00%	9.68%	83.87%
Migrant Education							
Homeless	9	9	9	*	*	*	*

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site: Balboa Middle School

Program: Supplemental

2021-22 Carryover	\$	6,525.00
2022-23 Allocation	\$	57,150.00
Total Available Funding:	\$	63,675.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
Teachers, Extra hours (AM tutoring)	\$	6,090.00
Teachers, Sub (est. 30 days)	\$	6,750.00
Other	\$	-
2000s - Classified Salaries		
Translation & Child Care	\$	811.00
Library Technician	\$	7,373.00
Para 1	\$	15,483.00
3000s - Employee Benefits		
23.16% for Certificated	\$	2,974.00
35.63% for Classified	\$	8,433.00
4000s - Books and Supplies		
Books Other Than Textbooks	\$	5,000.00
Materials and Supplies	\$	5,761.00
Equipment not Capitalized	\$	-
5000s - Services & Other Operating Expenses		
Conferences/Travel	\$	5,000.00
Rentals and Repairs	\$	-
Operating Lease	\$	-
Graphics	\$	-
Contracted Services	\$	-
Internet Publications/Software	\$	-
6000s - Capital Outlay		
Capital Equipment >\$5,000 ea.	\$	-
Total	\$	63,675.00
Budget Balance	\$	-

MK 12/18

Principals Signature: <i>Cambrey Farrell</i>
Date: 12.5.22
School Site Council Approval: (Chair) <i>Olivia Ramo</i>
Date: 12.7.22
English Learner Advisory Committee Review: <i>[Signature]</i>
Date: 12-8-22
Director, Special Projects Approval: <i>[Signature]</i>
Date: 1/3/23

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

Balboa Middle School

Program:

Site Based Fund

2021-22 Carryover	\$	15,363.00
2022-23 Allocation	\$	87,857.00
Total Available Funding:	\$	103,220.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours (Intervention, morning supervision, PD)	\$ 20,758.00
	Teachers, Sub (est. 10 days)	\$ 2,250.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Library Technician	\$ 7,373.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 5,329.00
	35.63% for Classified	\$ 2,627.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 41,883.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 5,000.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 10,000.00
	Contracted Services	\$ 3,000.00
	Internet Publications/Software	\$ -
	Communications	\$ 5,000.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 103,220.00
Budget Balance		\$ -

MK 12/8

Principals Signature: <i>Candace Handley</i>
Date: 12.5.22
School Site Council Approval: (Chair) <i>Olivia Ruiz</i>
Date: 12.7.22
Director, Special Projects Approval: <i>CP</i>
Date: 12/12/22

Professional Development Plan

Balboa Middle School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2022-23 school year, teachers at Balboa Middle School will participate in the following trainings:

- Multi-Tiered System of Supports (MTSS)
- Universal Design for Learning (UDL)
- Restorative Justice
- Integration of Technology

2021-22 School Accountability Report Card

Published January 2023



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
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org

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 appropriated 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					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
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 CAAs 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	53.95	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
	Good	Fair	Poor	
Inspection Date: September 6, 2022				
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 (8/24/21)
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

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	6.64%	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.

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	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	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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Balboa Middle School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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 SARC's 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>

Teacher Preparation and Placement / Authorization/Assignment	School Year 2020-21					
	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

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	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	88,368	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.

School Site Council Bylaws

*Balboa Middle School
School Site Council
Bylaws*

**Article I*****Name of the Council***

The name of this council is established as the Balboa Middle School, School Site Council.

Article II***Role of the Council***

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The School Site Council has responsibility of these duties:

- *Analyzing and evaluating the academic achievement of all students in the school*
- *Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the School Plan for Student Achievement*
- *Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations*
- *Recommending the school plan including related budget expenditures to the local governing board*
- *Providing ongoing monitoring of the implementation of the plan and budgets/expenditures*
- *Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed*
- *Participating in all local, state, and federal reviews of the school's program for compliance and quality*
- *Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students*
- *Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council*
- *Carrying out all other duties assigned to the council by the district governing board and by state or federal law*

Article III - Members***Section 1: Size and Composition***

The council will be composed of a minimum of 10 members. Half of the representation on the council shall be from the school staff including:

- *classroom teachers*
- *other school staff member*
- *Principal*

The remaining half on the council shall be:

- *Parents or community members, selected by parents at the school*
- *Students enrolled at Balboa Middle School, selected by students attending the school.*

Section 2: Term of Office

All members of the council shall serve for a term of 2 years. However, in order to achieve staggered membership, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

Section 3: Selection/Election of Members

Elections of council members shall be held each year in September. Annually, the School Site Council will establish an Election Committee composed of a teacher, other school personnel, parent, and student, if appropriate, to oversee the election of council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees based on the nominating procedure, to unseal and count the ballots, and to declare elected representatives based on the election procedure.

Section 4: Voting Rights

Each member of the council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.

An alternative representative may not cast a vote in the absence of the selected member. The role of an alternative is for information collection only.

Section 5: Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which she/he was selected.

Membership shall automatically terminate for any member who is absent from three regular School Site Council meetings during the school year.

The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.*

- *An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)*
- *Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.*

ARTICLE IV- OFFICERS

Section 1: Officers

The officers of the Council shall include a chairperson, vice-chairperson, secretary, and any other officers the Council shall deem as desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term.

A vacancy in any office shall be filled by a special election of the Council.

This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- *Preside at all meetings of the Council*
- *Sign all letters, reports, and other communications of the Council*
- *Provide all notices in accordance with the provisions of these bylaws*
- *Perform all duties assigned to the office of the chairperson.*

The vice-chairperson shall:

- *Represent the chairperson or council in assigned duties.*
- *Substitute for the chairperson in his or her absence*

The secretary shall:

- *Keep minutes of all regular and special meetings of the Council*
- *Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings*
- *Serve as custodian of the School Site Council records*

- *Perform all duties assigned to the office of secretary*
- *Perform such duties that are assigned by the chairperson or the council*

Article V- Committees

Section 1: Standing and Special Committees

The School Site Council may establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- *Gather and analyze data*
- *Examine materials, staffing, or funding possibilities*
- *Propose to the Council strategies for improving the instructional practices.*

Section 2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

Article VI- Meetings of the School Site Council

Section 1: Meetings

The Council shall hold its regular meetings, a minimum of 6 times during the school year. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. The school principal and Council chairperson shall determine alternative meeting sites jointly.

Section 3: Notice of Meetings

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda, or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 5 days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings schedules through:

- *Inclusion in school communications (e.g., bulletins, newsletters)*
- *Posted (office window, cafeteria entrance, school entryways)*

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaption thereof approved by the Council.

Section 6: Meetings Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

Section 7: Decisions of the School Site Council

The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available to the public.

Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 [Commencing with Section 6250] of Division 7 of Title 1).

Section 8: Communication with the Local Board Of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related budget found in the School Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.

Section 9: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

Article VII- Bylaw Amendments

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

**The foregoing bylaws were adopted by the Balboa Middle School,
School Site Council on _____ in Ventura, CA.**

School Site Council Chairperson: _____

School Site Council Vice-Chairperson: _____

School Site Council Secretary: _____