

2024-25 School Accountability Report Card

Published January 2026



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. Over 14,000 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.

Board of Education

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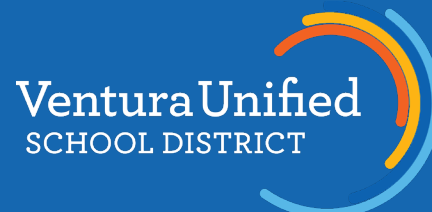
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VENTURA UNIFIED SCHOOL DISTRICT

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Balboa Middle School

Balboa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2024-25 school year, 845 students were enrolled, including 18.8% in special education, 9.3% qualifying for English Language Learner support, 0.1% foster youth, 2.7% homeless youth, and 59.1% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	46.8%
Male	53.1%
Non-Binary	0.1%
American Indian or Alaska Native	0.5%
Asian	3.3%
Black or African-American	1.3%
Filipino	1.2%
Hispanic or Latino	58.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.2%
White	32.0%
English Learners	9.3%
Foster Youth	0.1%
Homeless	2.7%
Migrant Services	0%
Socioeconomically Disadvantaged	59.1%
Students with Disabilities	18.8%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 6	299
Grade 7	256
Grade 8	290
Total Enrollment	845

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

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/cal.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	45.0	46.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	32.0	34.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	845	825	97.63	2.37	45.57
Female	394	387	98.22	1.78	51.30
Male	450	437	97.11	2.89	40.60
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	78.57
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	494	480	97.17	2.83	35.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100	0	66.67
White	267	263	98.50	1.50	57.79
English Learners	71	68	95.77	4.23	4.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	502	488	97.21	2.79	36.01
Students with Disabilities	157	143	91.08	8.92	11.19

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	846	825	97.52	2.48	33.70
Female	395	388	98.23	1.77	32.73
Male	450	436	96.89	3.11	34.63
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100	0	65.52
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	495	481	97.17	2.83	23.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100	0	55.56
White	267	261	97.75	2.25	46.74
English Learners	71	70	98.59	1.41	7.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	503	488	97.02	2.98	21.93
Students with Disabilities	158	143	90.51	9.49	6.99

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	31.03	32.03	33.34	31.52	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	293	283	96.59	3.41	31.91
Female	141	136	96.45	3.55	31.62
Male	151	146	96.69	3.31	32.41
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	159	96.36	3.64	20.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	99	98	98.99	1.01	41.84
English Learners	21	20	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	158	150	94.94	5.06	21.48
Students with Disabilities	50	45	90.00	10.00	15.56

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 grade seven. 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/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99%	99%	99%	99%	99%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 completed the following repairs or improvements during the 2024-25 school year:

- New lighting throughout campus
- New murals
- Installation of new turf

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
Square Footage	105,675
	Quantity
Permanent Classrooms	42
Portable Classrooms	12
Restrooms (Sets)	5
Cafeteria/Multipurpose Room	1
Library/Media Center	1
Computer Labs	2
Staff Lounge	1
Gym	1
Computer Classroom	1
Teacher Workrooms	2

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, updated, and shared with school staff in January 2026.

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.

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.

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 8, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 8, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Classroom 10, Classroom 13 - AC not working at time of inspection
Interior Surfaces			X	Classroom 12 - Laminate is peeling on the east countertop; Classroom 21 - Water damaged ceiling tiles in multiple locations; Admin Interior Corridor , Classroom 44- Water damaged ceiling tiles at west wall; Classroom 31 - Water damaged and falling ceiling tiles at northeast corner; Classroom 33 - Water damaged ceiling tiles; Classroom 41 - Water damaged ceiling tiles at southeast corner; Classroom 50 - Water damaged and falling ceiling tiles at southeast corner, cover base missing at the west wall; Classroom 53 - Excessive peeling paint at the west wall; Building 50 Girls' RR - Ceiling tiles falling and dirty, may be growing mold; Building 50 Boys' RR - Ceiling tiles missing; Room 73, Classroom 80, Classroom 81, Classroom 88 - Water damaged ceiling tiles in multiple locations; Classroom 83 - Damaged VCT time throughout the room, cave base falling off the wall by the teachers desk, wll surface peeling on the north wall; Classroom 86 - Water damaged ceiling tiles at the modular building joint line; Classroom 90 - Water damaged ceiling tiles at the HVAC vent; Classroom 91 - Water damaged ceiling tiles at east wall; Room 94 - Water damaged ceiling tiles in the student restroom
Cleanliness	X			
Electrical	X			Admin - The GFCI in the left student restroom did not function at time of testing; Classroom 10 - North wall electrical outlet missing cover plate, north wall J-box cover plate broken; Classroom 12 - GFCI at the south wall sink did not function when tested; Classroom 16 - The outlet by the teachers workroom sink is not GFCI protected; Classroom 55 - GFCI outlet in the southwest corner did not function when tested; Classroom 56 - Light switch cover plate is missing from switch in Practice Room 56D; Room 70 - Low voltage/TV connection box is falling off the wall; Classroom 84 - West wall electrical outlet is missing the cover plate
Restrooms/Fountains	X			Admin - Drinking fountain is out of order
Safety	X			Building 50 Exterior, Cafeteria Exterior, Gymnasium Exterior, Building 70 Exterior - Excessive peeling paint on the underside of the canopies; Relo J Exterior - Excessive peeling paint at the north eaves; Relo L Exterior - Excessive peeling paint at the east and west eaves of Room 91; Relo M Exterior - Excessive peeling paint at the west eaves
Structural			X	Admin Exterior, Library Building Exterior - Excessive peeling paint on the underside of the canopies; Library Corridor - There is a wall panel loose and falling between room 40 and 41; Room 60 PE - Excessive rust at north door next to the door jam; Relo K Exterior - Excessive rust on the south side facia; Relo 82-833 Exterior - Rain gutter is rusted out on the west side; Relo N Exterior - Excessive rust at north eaves of room 85, excessive peeling paint at the north eaves; Relo J Exterior - Gutter downspout is rusted or missing at rooms 86, 87 and 88 north side, excessive rust damage at room 86 downspout cover; Relocatable Restroom Exterior - North rain gutter is rusted out: Relo M Exterior - Rain gutter are overflowing with pine needles
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Balboa Middle School utilizes the Positive Behavioral Interventions and Supports (PBIS) 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.

Balboa Middle School utilizes the Minga, an easy-to-use digital hall pass system that eliminates hallway chaos, reduces classroom disruptions and increases student accountability. The Minga system also supports our PBIS rewards system by keeping an account of positive behavior points award which students can redeem for prizes.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	6.90	4.45	5.16
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	5.16	0.00
Female	5.43	0.00
Male	4.94	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	9.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	74.9	0.00
Students with Disabilities	5.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	872	859	109	12.7
Female	405	403	59	14.6
Male	466	455	50	11.0
American Indian or Alaska Native	--	--	--	--
Asian	30	29	0	0.0
Black or African American	12	12	2	16.7
Filipino	--	--	--	--
Hispanic or Latino	509	501	82	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	27	1	3.7
White	276	273	21	7.7
English Learners	84	79	15	19.0
Foster Youth	--	--	--	--
Homeless	28	27	10	37.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	521	514	96	18.7
Students with Disabilities	170	170	35	20.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Balboa Middle School for the 2024-25 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."

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				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24	14	4	16
Math	33		6	16
Science	27	7	15	5
Social Science	30	2	11	11
2023-24				
English	25	10	7	11
Math	33	2	4	13
Science	32	3	2	15
Social Science	34	1	3	15
2024-25				
English	23	10	9	6
Math	29	2	8	7
Science	31	3	4	11
Social Science	35	1	5	10

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

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

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Balboa Middle School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:

- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- COGAT Identification Protocols for GATE Identification

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 2024-25 school year, Balboa Middle School's staff development activities concentrated on:

- Behavior Reflection and Discipline Protocol
- Co-Teaching
- Common and Formative Assessments
- Department Collaboration Time
- Multi-Tiered Systems of Supports (MTSS)
- New Teachers (Monthly Topics)
- Positive Behavioral Interventions & Supports (PBIS)
- Professional Learning Communities (PLC)
- Restorative Justice

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.

On September 24, 2024, 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 #24-17 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 2025-26 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: <i>StudySync</i>	Yes	0%
2019	Houghton Mifflin: <i>Read 180</i>	Yes	0%
2017	Houghton Mifflin Harcourt: <i>The Real Book</i>	Yes	0%
History-Social Science			
2022	TCI: <i>History Alive! The Ancient World</i>	Yes	0%
2022	TCI: <i>History Alive! The Medieval World and Beyond</i>	Yes	0%
2022	TCI: <i>History Alive! The United States through Industrialism</i>	Yes	0%
Mathematics			
2016	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 (Volumes 1 & 2)</i>	Yes	0%
2016	CPM: <i>Core Connections, Course 1, 2 & 3</i>	Yes	0%
Science			
2020	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

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.

Teacher Preparation and Credentials

The charts in this report 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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Psychologists	2	1.25
School Resource Officer	1	As Needed
School Nurse	1	0.3
Occupational Therapist	1	As Needed
Health Technician	1	1.0
Speech & Language Pathologists	2	2.0
Librarian	1	1.0
Office Manager	1	1.0
Student Assistant Program Counselor	1	0.2
Wellness Center Counselor	1	1.0
<i>Note: 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.</i>		

Teacher Preparation and Placement Authorization						
	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
2023-24						
School #	24.6	0.0	1.2	7	3.4	36.3
School %	67.72	0.0	3.3	19.48	9.47	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	20.3	0.0	6.2	13.1	2.2	41.8
School %	48.57	0.0	14.82	31.31	5.28	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	26.1	0.0	1.4	7.9	8.1	43.6
School %	59.9	0.0	3.37	18.09	18.57	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	1.4	0.0
Misassignments	1.1	4.7	1.2
Vacant Positions	0.3	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.4	6.2	1.2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	3.4	0.6
Local Assignment Options	7.9	9.7	6.4
Total Out-of-Field Teachers	7.9	13.1	7.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.4	8.7	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries		
2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,730	N/A	N/A	N/A	N/A
Restricted	\$3,164	N/A	N/A	N/A	N/A
Unrestricted	\$4,566	\$6,125	74.5%	\$11,146	41.0%
Avg Teacher Salary	\$95,539	\$92,704	103.1%	\$103,743	92.1%

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

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 November 2025.