

# 2018-19 School Accountability Report Card

Published January 2020



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

CARLOS COVARRUBIAS, 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.

At Balboa Middle School, we are committed to providing all students with the highest quality instruction possible. We dedicate ourselves to educating students in a safe, nurturing and stimulating learning environment. We value the partnerships with families and community partners because we understand that they are vital to meeting the educational needs of all students.

## 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.

## Board of Education

SABRENA RODRIGUEZ  
JACKIE MORAN  
MATTHEW ALMARAZ  
DR. JERRY DANNENBERG  
VELMA LOMAX

## District Administration

DR. ROGER RICE  
SUPERINTENDENT

DR. DANIELLE CORTES  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

DR. JEFF DAVIS  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

BETSY GEORGE  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)

Ventura Unified  
SCHOOL DISTRICT



## Balboa Middle School

Balboa Middle School serves students in grades six through eight following a traditional calendar. At the beginning of the 2018-19 school year, 1,103 students were enrolled, including 11.3% in special education, 11.4% qualifying for English Language Learner support, 0.7% foster youth, 2.5% homeless youth, and 50.4% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group and Grade Level 2018-19 |                       |                  |               |
|---|-----------------------|------------------|---------------|
| Student Group   | % of Total Enrollment | Grade Level      | # of Students |
| Black or African American                                   | 1.1%                  | Grade 6          | 350           |
| American Indian or Alaskan Native                           | 0.2%                  | Grade 7          | 375           |
| Asian   | 3.4%                  | Grade 8          | 378           |
| Filipino  | 0.5%                  |                  |               |
| Hawaiian or Pacific Islander                                | 0.3%                  |                  |               |
| Hispanic or Latino  | 51.1%                 |                  |               |
| White   | 39.6%                 |                  |               |
| Two or More Races   | 3.8%                  |                  |               |
| Socioeconomically Disadvantaged                             | 50.4%                 |                  |               |
| English Learners  | 11.4%                 |                  |               |
| Students with Disabilities                                  | 11.3%                 |                  |               |
| Homeless  | 2.5%                  |                  |               |
| Foster Youth  | 0.7%                  |                  |               |
|   |                       | Total Enrollment | 1,103         |

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 following components of this SARC address some of the priorities identified in the District's LCAP:

### State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

### State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

### State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

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

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

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

### State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

### State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

### State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

### State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

## 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 Parent Connect. 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
- Break/Lunch Supervision

### Committees

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

### School Activities

- Balboa Showcase
- Student Performances
- Sports Events
- Family Picnics
- Fifth Grade Orientation
- Field Trips
- Fundraising Events
- Back to School Night (in September)
- New Student 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 seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Physical Fitness Test Results 2018-19

| Grade Level | % of Standards Met: |        |        |
|-------------|---------------------|--------|--------|
|             | 4 of 6              | 5 of 6 | 6 of 6 |
| Seventh     | 17.0%               | 21.4%  | 33.9%  |

Note: 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 (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/](http://www.cde.ca.gov/ta/tg/ca/).

### 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    |       |
|--|-----------------------------|-------|-------|-------|-------|-------|
|  | 17-18                       | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
|  | Science (Grades 5, 8, & 10) | N/A   | N/A   | N/A   | N/A   | N/A   |

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

#### Percentage of Students Meeting or Exceeding the State Standards

|             | Balboa                         |       | VUSD  |       | CA    |       |
|-------------|--------------------------------|-------|-------|-------|-------|-------|
|             | 17-18                          | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
|             | English-Language Arts/Literacy | 56    | 53    | 54    | 55    | 50    |
| Mathematics | 46                             | 44    | 42    | 44    | 38    | 39    |

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

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19

|                                     | 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                 | 1108                           | 1066          | 96.21%         | 3.79%              | 52.81%                  | 1107             | 1064          | 96.12%         | 3.88%              | 43.61%                  |
| Male                                | 572                            | 548           | 95.80%         | 4.20%              | 42.88%                  | 572              | 549           | 95.98%         | 4.02%              | 39.89%                  |
| Female                              | 536                            | 518           | 96.64%         | 3.36%              | 63.32%                  | 535              | 515           | 96.26%         | 3.74%              | 47.57%                  |
| African American                    | 12                             | 11            | 91.67%         | 8.33%              | 2727.00%                | 12               | 11            | 91.67%         | 8.33%              | 2727.00%                |
| American Indian or Alaskan Native   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Asian                               | 36                             | 35            | 97.22%         | 2.78%              | 80.00%                  | 36               | 35            | 97.22%         | 2.78%              | 85.71%                  |
| Filipino                            | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 564                            | 546           | 96.81%         | 3.19%              | 39.19%                  | 564              | 546           | 96.81%         | 3.19%              | 29.12%                  |
| Hawaiian or Pacific Islander        | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| White                               | 441                            | 420           | 95.24%         | 4.76%              | 67.14%                  | 440              | 418           | 95.00%         | 5.00%              | 58.13%                  |
| Two or More Races                   | 43                             | 43            | 100.00%        | 0.00%              | 65.12%                  | 43               | 43            | 100.00%        | 0.00%              | 51.13%                  |
| Socioeconomically Disadvantaged     | 570                            | 549           | 96.32%         | 3.68%              | 39.89%                  | 570              | 549           | 96.32%         | 3.68%              | 28.78%                  |
| English Learners                    | 185                            | 180           | 97.30%         | 2.70%              | 28.89%                  | 185              | 182           | 98.38%         | 1.62%              | 20.88%                  |
| Students with Disabilities          | 138                            | 124           | 89.86%         | 10.14%             | 9.68%                   | 138              | 123           | 89.13%         | 10.87%             | 7.32%                   |
| Students Receiving Migrant Services | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Foster Youth                        | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |

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

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

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

# 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. Seven teachers have a 2:1 ratio of Chromebooks/iPads per students, which is PTO funded.

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. Campus repair and/or improvement projects for 2018-19 and 2019-20 include the following:

2018-19 Completed Projects:

- Addition of five Chromebook carts
- Addition of notebooks to go 1:1 student to notebook ratio

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 by December 2019; the safety plan is shared with school staff at faculty meetings held throughout the school year.

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

| Item Inspected   | School Facility Good Repair Status |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------------------------|-------------|-------------|---|
|  | Good                               | Fair        | Poor        |   |
| Inspection Date:<br>September 6, 2019                        |                                    |             |             |   |
| Systems  | ✓                                  |             |             |   |
| Interior Surfaces  | ✓                                  |             |             | Counseling Room 22 - Ceiling tiles falling out of the T-bar along the east wall; Admin Interior Corridor - Ceiling tiles falling at the west entrance; Library - Ceiling tiles falling out of T-bar along the west wall; Classroom 49 - Ceiling tiles falling out of the T-bar; Classroom 54 - Ceiling tiles falling in multiple locations; Classroom 57 - Ceiling tiles falling at the north door; Classroom 84 - The VCT tile is damaged next to the sink cabinet   |
| Cleanliness  | ✓                                  |             |             |   |
| Electrical   | ✓                                  |             |             | Classroom 13 - Electrical outlet coverplate missing at east wall wiremold; Classroom 23 - Coverplate missing from wiremold electrical outlet at the east wall; Library - Light fixture is not functioning in the south east corner of the room; Library Boy's RR - Light lense is missing from the fixture; Main Gymnasium - Two light fixtures not functioning; Room 70 - Light lense is falling from fixture; Classroom 90 - Powerstrip is plugged into powerstrip, electrical hazard   |
| Restrooms/Fountains  | ✓                                  |             |             | Building 70 Girl's RR - Left sink faucet does not function  |
| Safety   | ✓                                  |             |             | Main Gymnasium - The fire extinguisher at the southwest door is out of service date (9/7/18)  |
| Structural   | ✓                                  |             |             | Relo K Exterior - The condensate from room 81 AC is leaking from the room onto the parking area and rusting the building fascia; Classroom 85 - Ceiling tiles are water damaged at the building modular line (possible roof leak); Relo N Exterior - Rotted building siding at the east side; Classroom 88 - Water damaged ceiling tile at the north door (possible roof leak); Relo J Exterior - Gutter downspout is rusted and leaking at room 86 north side; Relo L Exterior - Excessive peeling paint at room 90 west roof eave |
| External   | ✓                                  |             |             |   |
| <b>Overall Summary of School Facility Good Repair Status</b> |                                    |             |             |   |
|  | <b>Exemplary</b>                   | <b>Good</b> | <b>Fair</b> | <b>Poor</b>   |
| 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.



unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 6, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

## CURRICULUM & INSTRUCTION

### 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 supervisors and teachers monitor students within the parameters of the cafeteria, campus entrance areas, and designated common areas. Administrators and teachers on duty monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, all administrators and two certificated staff members 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.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Balboa Middle School follows behavior reflection and discipline procedures which outline positive behavior expectations, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Balboa Middle School's pledge is posted in every classroom and included in the student handbook. The student handbook is available on the school website. The principal visits with each physical education class to reinforce the importance of following school rules and making responsible, respectful choices in behavior. 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.

| Suspensions and Expulsions |        |       |       |       |       |       |       |       |       |
|----------------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
|                            | Balboa |       |       | VUSD  |       |       | CA    |       |       |
|                            | 16-17  | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspensions (%)            | 9.00%  | 4.20% | 3.30% | 5.00% | 3.00% | 2.70% | 3.60% | 3.50% | 3.60% |
| Expulsions (%)             | 0.08%  | 0.84% | 0.00% | 0.02% | 0.15% | 0.05% | 0.09% | 0.08% | 0.09% |

### 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  | Average Class Size | 2016-17            |       |     |
|  |                    | Number of Classes* |       |     |
|  |                    | 1-22               | 23-32 | 33+ |
| English  | 23                 | 14                 | 10    | 12  |
| Math   | 29                 | 4                  | 13    | 10  |
| Science  | 31                 | 1                  | 12    | 12  |
| Social Science                                 | 30                 | 3                  | 5     | 17  |
| 2017-18  |                    |                    |       |     |
| English  | 24                 | 14                 | 6     | 16  |
| Math   | 31                 | 3                  | 8     | 14  |
| Science  | 32                 | 1                  | 6     | 17  |
| Social Science                                 | 32                 | 1                  | 4     | 18  |
| 2018-19  |                    |                    |       |     |
| English  | 21                 | 17                 | 14    | 8   |
| Math   | 28                 | 5                  | 15    | 7   |
| Science  | 31                 | 2                  | 9     | 13  |
| Social Science                                 | 30                 | 3                  | 8     | 14  |

\*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.

### 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 2017-18, 2018-19 and 2019-20 school years, Balboa Middle School had the opportunity to participate in districtwide staff development training focused on:

- College & Career Readiness
- CPM Adoption Training
- History-Social Science Pilot Training
- MVP Math 3 Training
- Next Generation Science Standards Pilot/ Adoption Training
- School Safety
- Special Education
- SSAFE Secondary Math Grant – Cohort 1
- SSAFE Secondary Math Grant – Cohort 2
- STEMScopes
- StudySync
- Technology Training
- Universal Design for Learning

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 2018-19 school year, Balboa Middle School's staff development activities concentrated on:

- Behavior Reflection and Discipline Protocol
- Common and Formative Assessments
- Common Sense Media
- CPM Training
- Integration of Technology
- Multi-Tiered Systems of Support (MTSS)
- Professional Learning Communities (PLC)
- Restorative Justice
- 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.

| Professional Development Days<br>Three-Year Trend |         |         |
|---|---------|---------|
| 2017-18   | 2018-19 | 2019-20 |
| 2   | 2       | 2       |

### 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 new Science textbooks and anticipates adopting new curriculum by the 2020-21 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 8, 2019, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which

| 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 |                                  |  |  |
| 2017                  | Yes                              | McGraw Hill Education: <i>Studysync</i>  | 0%   |
| 2017                  | Yes                              | Houghton Mifflin: <i>Read 180</i>  | 0%   |
| Math                  |                                  |  |  |
| 2016                  | Yes                              | McGraw Hill Education: <i>California Math, Course 1, 2 &amp; 3 - Volumes 1 &amp; 2</i> | 0%   |
| 2016                  | Yes                              | CPM: <i>Core Connections, Course 1, 2 &amp; 3</i>                                      | 0%   |
| Science               |                                  |  |  |
| 2008                  | No                               | Holt: <i>Earth Science</i>   | 0%   |
| 2008                  | No                               | Holt: <i>Life Science</i>  | 0%   |
| 2008                  | No                               | Holt: <i>Physical Science</i>  | 0%   |
| Social Science        |                                  |  |  |
| 2007                  | No                               | Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>                 | 0%   |
| 2007                  | No                               | Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>      | 0%   |
| 2007                  | No                               | Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWI</i>          | 0%   |

textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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.

|  | Balboa |       |       | VUSD  |       |       |
|--|--------|-------|-------|-------|-------|-------|
|  | 17-18  | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Total Teachers                                       | 43     | 42    | 41    | 753   | 721   | 713   |
| Teachers with Full Credential                        | 43     | 39    | 40    | 753   | 690   | 678   |
| Teachers without Full Credential                     | 0      | 3     | 0     | 0     | 31    | 0     |
| Teaching Outside Subject Area (with full credential) | 20     | 16    | 13    | 111   | 105   | 89    |
| Misassignments of Teachers of English Learners       | 0      | 0     | 0     | 1     | 0     | 1     |
| Total Teacher Misassignments*                        | 0      | 0     | 0     | 1     | 1     | 2     |
| Teacher Vacancies                                    | 0      | 0     | 0     | 4     | 3     | 4     |

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

## PROFESSIONAL STAFF

### Teacher Assignment

During the 2018-19 school year, Balboa Middle School had 39 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### 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 2018-19

|   | 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                                      | 1            | 0.9   |
| School Nurse                                      | 1            | 0.3   |
| School Resource Officer                           | As needed    |       |
| Speech & Language Pathologist                     | 2            | 1.2   |
| Library Media Technician                          | 1            | 1.0   |
| Average Number of Students per Academic Counselor |              | 413.1 |

\*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.

## 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.)

#### Teacher and Administrative Salaries 2017-18

|                             | VUSD    | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary    | 46,841  | 51,374                                      |
| Mid-Range Teacher Salary    | 67,452  | 80,151                                      |
| Highest Teacher Salary      | 93,427  | 100,143                                     |
| Average Principal Salaries: |         |   |
| Elementary School           | 114,918 | 126,896                                     |
| Middle School               | 120,595 | 133,668                                     |
| High School                 | 136,796 | 143,746                                     |
| Superintendent Salary       | 222,000 | 245,810                                     |
| Percentage of Budget For:   |         |   |
| Teacher Salaries            | 33      | 35  |
| Administrative Salaries     | 5       | 5   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

#### Expenditures Per Pupil and School Site Teachers Salaries 2017-18

| Expenditures Per Pupil            | Dollars Spent Per Student |        |                                    |   |                                 |
|-----------------------------------|---------------------------|--------|------------------------------------|---|---------------------------------|
|                                   | Balboa                    | VUSD   | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 6,467                     | N/A    | N/A                                | N/A   | N/A                             |
| Restricted (Supplemental)         | 1,195                     | N/A    | N/A                                | N/A   | N/A                             |
| Unrestricted (Basic)              | 5,273                     | 6,253  | 84.3%                              | 7,507   | 70.2%                           |
| Average Teacher Salary            | 75,308                    | 76,589 | 98.3%                              | 82,031  | 91.8%                           |

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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

# SARC DATA & INTERNET ACCESS

## DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Balboa Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

## Public Internet Access Location

Parents may access Balboa Middle School's SARC and access the internet in the school library or at any of the county's public libraries. The closest public library to Balboa Middle School is the E. P. Foster Library, a branch of Ventura County Library.

### E. P. Foster Library

Address: 651 East Main Street, Ventura

Phone Number: (805) 648-2715

Web Site: [www.vencolibrary.org](http://www.vencolibrary.org)

Number of Computers Available: 34

### Balboa Middle School Library

Hours: 8:30 a.m. - 3:30 p.m.

Visitors must check in at the school office upon arrival

Number of Computers Available: 25

Printer Available: Yes

## 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 section was acquired in November 2019 and the school facilities sections was acquired in December 2019.