

# CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL

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

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL
<b>Street</b>	701 East Bard Road
<b>City, State, Zip</b>	Oxnard, CA 93033
<b>Phone Number</b>	(805) 488-3644
<b>Principal</b>	Felicitas Perez
<b>Email Address</b>	fperez@hueneme.org
<b>School Website</b>	<a href="http://blackstock.hueneme.org/">http://blackstock.hueneme.org/</a>
<b>County-District-School (CDS) Code</b>	56-72462-6055032

## 2022-23 District Contact Information

<b>District Name</b>	HUENEME ELEMENTARY SCHOOL DISTRICT
<b>Phone Number</b>	(805) 488-3588
<b>Superintendent</b>	Dr. Christine Walker
<b>Email Address</b>	cwalker@hueneme.org
<b>District Website Address</b>	<a href="http://www.hueneme.org">www.hueneme.org</a>

## 2022-23 School Overview

Charles F. Blackstock Junior High School was established in 1966 and is located in the city of Oxnard, California. Blackstock is one of eleven schools in the Hueneme Elementary School District. Our school currently serves approximately 1,400 students in grades 6-8 and has over 100 full and part-time employees including teachers, classified, support personnel, and administrators. As a neighborhood school, we are fortunate to have strong community support. We have redesigned many of our traditional educational programs to include a 3-period block schedule, a later starting time and reduced class sizes. As a community of educators, we are actively incorporating the California Common Core Standards into every aspect of the curriculum. Our motivated and dedicated employees work alongside volunteers to maximize the intellectual, physical, social and emotional potential of each and every student.

Working in partnership with other district programs, Blackstock is able to offer after school academic, enrichment and recreational classes to students. In partnership with California State University, Channel Islands, Pepperdine University, California Lutheran University and the University of California at Santa Barbara, we are able to assist in the training of college graduates who wish to enter the field of education as a teacher, counselor or administrator.

At Blackstock, we work hard to provide a positive educational environment characterized by high expectations for the individual success of students and staff alike. Blackstock uses CHAMPS, Safe School Ambassadors, Restorative Practices as well as Community Circles behavioral programs to provide structures and opportunities for all students to thrive in an educational environment that fosters excellence.

At Blackstock Jr. High School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum requiring critical thinking and the use of educational technology. Blackstock is a one to one technology school that allows students access to technology in every classroom environment. As an educational collective, the Blackstock staff believes that one of the most excellent, expedient, and valuable ways in which to support the children and youth of our community is through the power of education.

The Blackstock staff believes students should be actively involved in a respectful, caring, cohesive educational community. Our students also have the opportunity to participate in AVID (Advancement Via Individual Determination) as an elective class, which includes Cornell note-taking, college tutors, and a clear path to college success. Blackstock is currently identified as an AVID School of Distinction.

## 2022-23 School Overview

Blackstock staff members are actively engaged in the perpetual process of building our capacity to communicate and involve all relevant constituents in the decision making process of the school. We ensure that these decisions are made based upon data, research, and relevant information. Continual development of associate administrators and teaching staff is essential for the long term sustainability of programs, and for attaining the highest achievement levels possible.

The children who attend our school will be safe, respected, and protected. Blackstock staff inspires students to explore, dream big, and develop social and civic responsibility through a balanced learning program. Students will thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive environment.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	457
Grade 7	447
Grade 8	409
Total Enrollment	1,313

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.2
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.4
Filipino	3.8
Hispanic or Latino	83.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.1
White	10.7
English Learners	33.1
Foster Youth	0.1
Homeless	6.1
Migrant	1.8
Socioeconomically Disadvantaged	91.4
Students with Disabilities	10.5



A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.40	94.49	321.20	95.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.90	0.29	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.10	0.94	12115.80	4.41
<b>Unknown</b>	2.30	5.51	12.10	3.59	18854.30	6.86
<b>Total Teaching Positions</b>	42.80	100.00	337.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	52.40	91.71	347.70	94.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.54	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.00	1.75	4.00	1.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.00	1.75	3.70	1.02	11953.10	4.28
<b>Unknown</b>	2.70	4.78	11.40	3.11	15831.90	5.67
<b>Total Teaching Positions</b>	57.10	100.00	369.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

## 2021-22 Class Assignments

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

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

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

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

<b>Year and month in which the data were collected</b>	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
<b>Mathematics</b>	K-5 Pearson, enVision MATH Common Core, 2015 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0

<b>Science</b>	K-5 Houghton Mifflin, Science, 2007 6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
<b>History-Social Science</b>	K-5 Savvas Learning Company, myWorld Interactive Social Studies, 2019 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0

### School Facility Conditions and Planned Improvements

All classrooms at Blackstock have been modernized including the redesign of classrooms and grounds with the removal and replacement of carpet, electrical systems, natural gas plumbing, furniture, windows, data/telecommunications, plumbing, as well as lighting advances and other improvements throughout common areas (office, library, etc.), and all permanent classrooms. Blackstock campus is in a nearly permanent state of improvement to facilitate the most excellent campus possible. This year we are in the process of installing air conditioning in all classrooms. Blackstock School maintains facilities that provide for a safe, clean learning environment. The front office and entrance have been redesigned to provide a more secure egress and regress for students, staff and community. Our campus contains areas for classrooms, a cafeteria and kitchen, library, and support personnel space. In addition, we have adequate playground areas for all students. Blackstock has recently installed a large shade structure to provide shade and cover for physical education classes as well as students during nutrition and lunch breaks. Blacktop areas will also be resurfaced and repainted in the near future.

Our school site is well maintained. Our classrooms and restrooms are cleaned on a daily basis by our custodial staff. The restrooms are inspected throughout the school day by the head custodian in order to identify items in need of repair and cleanliness. Graffiti is immediately removed when found and the yards and hallways are cleaned and/or swept daily. In addition to our custodial staff, Blackstock maintains a full time groundskeeper who constantly maintains the grass, plants, and yard areas. Daily inspections and staff input serve to identify repair and safety needs around campus. Small issues are resolved immediately and our district maintenance staff corrects larger needs as quickly as possible. Evidence of successful facility maintenance is apparent when visiting our safe and clean campus. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

**Year and month of the most recent FIT report**

08/05/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	24	N/A	24	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	8	N/A	13	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1323	1303	98.49	1.51	23.71
<b>Female</b>	652	640	98.16	1.84	26.88
<b>Male</b>	670	662	98.81	1.19	20.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	50	50	100.00	0.00	60.00
<b>Hispanic or Latino</b>	1101	1085	98.55	1.45	22.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	31.25
<b>White</b>	143	140	97.90	2.10	21.43
<b>English Learners</b>	365	357	97.81	2.19	1.96
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	99	97	97.98	2.02	23.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1201	1182	98.42	1.58	22.67
<b>Students Receiving Migrant Education Services</b>	33	33	100.00	0.00	15.15
<b>Students with Disabilities</b>	144	140	97.22	2.78	6.43

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1323	1309	98.94	1.06	8.11
<b>Female</b>	652	643	98.62	1.38	6.07
<b>Male</b>	670	665	99.25	0.75	10.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	50	50	100.00	0.00	28.00
<b>Hispanic or Latino</b>	1101	1090	99.00	1.00	7.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	31.25
<b>White</b>	143	140	97.90	2.10	3.57
<b>English Learners</b>	365	361	98.90	1.10	0.28
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	99	98	98.99	1.01	10.42
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1201	1188	98.92	1.08	7.34
<b>Students Receiving Migrant Education Services</b>	33	33	100.00	0.00	3.03
<b>Students with Disabilities</b>	144	142	98.61	1.39	1.41

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	12.63	NT	13.86	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	397	388	97.73	2.27	12.63
<b>Female</b>	203	199	98.03	1.97	11.06
<b>Male</b>	194	189	97.42	2.58	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100	0	47.06
<b>Hispanic or Latino</b>	369	360	97.56	2.44	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	100	97	97	3	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	32	32	100	0	21.88
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	357	349	97.76	2.24	12.03
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	46	45	97.83	2.17	4.44

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	98%	98%	98%	98%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

At Blackstock Junior High School, we are committed to obtaining the best community resources for our school. Blackstock has been fortunate to have obtained and established several organizations, opportunities and activities to support active parent participation. Among these are: Parent Teacher Student Association (PTSA), School Site Council (SSC), English Learners Advisory Committee (ELAC), After School Education and Safety (ASES, our after school program), and parent volunteers. In addition, Blackstock also hosts informal meetings once a month called, "Café con Leche." These gatherings have been designed to provide parents the opportunity to communicate with counselors, teachers, administrators, state and local officials. Meetings are held on the first Thursday of each month. Café con Leche is specifically tailored to connect parents and outside agencies that support students, families and the community at large. Groups such as City Impact and MICOP provide counseling and psychological referrals. Also addressed are important community topics such as nutrition classes through Ventura County Public Health, human trafficking information through Ventura County Behavioral Health, and public and private safety as well as local gang information from the Oxnard Police Department. In addition, Blackstock regularly hosts Positive Parent Program (Triple P), Parent Project classes and parent academies, which are designed to encourage positive interactions between parents and students. Parents are also invited to participate in activities to support our band, AVID program, athletics, library, and help to supervise school dances and field trips. Blackstock also hosts twice-weekly adult English Language Development (ELD) classes in the evening.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1376	1353	378	27.9
Female	681	672	187	27.8
Male	694	680	190	27.9
American Indian or Alaska Native	3	3	1	33.3
Asian	3	3	0	0.0
Black or African American	5	5	0	0.0
Filipino	50	50	4	8.0
Hispanic or Latino	1152	1132	334	29.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	17	16	4	25.0
White	144	142	35	24.6
English Learners	511	498	135	27.1
Foster Youth	1	1	1	100.0
Homeless	100	99	24	24.2
Socioeconomically Disadvantaged	1252	1231	344	27.9
Students Receiving Migrant Education Services	34	33	3	9.1
Students with Disabilities	157	155	58	37.4

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.62	0.77	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	4.65	0.00	1.65	0.20	3.17
<b>Expulsions</b>	0.00	0.07	0.00	0.01	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.65	0.07
<b>Female</b>	2.94	0.00
<b>Male</b>	6.34	0.14
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	4.00	0.00
<b>Hispanic or Latino</b>	4.25	0.09
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	11.76	0.00
<b>White</b>	6.25	0.00
<b>English Learners</b>	7.63	0.20
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	9.00	0.00
<b>Socioeconomically Disadvantaged</b>	4.87	0.08
<b>Students Receiving Migrant Education Services</b>	11.76	0.00
<b>Students with Disabilities</b>	5.73	0.00



## 2022-23 School Safety Plan

Date Last Discussed with Staff: November 14, 2022

Date of Review/Update: November 7, 2022

Key elements of our school safety plan are designed for the following:

- To provide a safe learning environment for students and staff
- To provide response guidelines in the event of a disaster or emergency
- To ensure the legal rights of all students/staff to work in a safe and orderly environment
- To review the buildings and plans, identify structural needs, establish safe zones, procedures, and provide training

Blackstock School has developed a comprehensive School Safety Plan that covers all the necessary and required aspects of planning for emergency responses, staff training and support, and student safety. Regular drills and practices are held for various emergency events. Students, staff and parents are informed as to what will be done in the case of natural and/or man-made emergencies. Students at our school receive instruction on acceptance of diverse cultures, positive character traits, personal responsibility, and an understanding of the laws, rules and regulations of our society and school district. Our school has very high behavior and discipline standards.

Blackstock School's Safe School Committee reviews and coordinates emergency response guidelines in concert with the District Disaster Plan and District Safety Committee. The Disaster Plan delineates roles of key personnel and their actions during emergency situations. This document is reviewed and approved by our School Site Council. Our school is a "closed campus," meaning that all outer perimeter gates are locked during school hours and students must have permission to leave. Visitors are required to sign in at the office, where they are given a visitor's badge before entering the campus. The campus is open to students at 8:00 a.m., and offers work places until 6:00 p.m. Our ASES and ELO after school programs serves over 100 students daily for homework club, academic support, sports and enrichment classes. These programs provides a safe environment for students who wish to remain past the regular school dismissal time.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	38	3
Mathematics	28	5	26	5
Science	28	1	30	4
Social Science	26	2	31	3

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	12	
Mathematics	24	3	10	
Science	25	2	10	
Social Science	28		11	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	37	1
Mathematics	24	9	26	1
Science	26	8	25	1
Social Science	23	20	15	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	437.67

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,585.29	4,332.18	10,253.11	90,752
District	N/A	N/A	9,300.42	\$94,557
Percent Difference - School Site and District	N/A	N/A	9.7	-4.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	43.4	3.9

## 2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,421	\$52,641
<b>Mid-Range Teacher Salary</b>	\$86,173	\$83,981
<b>Highest Teacher Salary</b>	\$113,086	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$132,009	\$136,247
<b>Average Principal Salary (Middle)</b>	\$141,175	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$224,216	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- Distance Learning
- English Language Arts / English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered System of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and staff input.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3