



Glendale Unified School District

Balboa Elementary School

2001-2002 Annual School Report Card

1844 Bel Aire Drive, Glendale, CA 91201
 (818) 241-1801
 Kindergarten through Sixth Grade
www.gusd.net

School Administration

Lou Stewart, Principal
 Mary LaMasa, Assistant Principal
 Carol Poore, Secretary
 Ann Dixon, Clerk
 Velma Wallner, Clerk
 Hasmik Babayan, Health Clerk

2001-02 Board of Education

Chakib Sambar, President
 Pam Ellis, Vice President
 Greg Krikorian, Clerk
 Lina Harper, Member
 Mary Boger, Member

District Administration

James R. Brown
 Superintendent

Alice Petrossian
 Assistant Superintendent
 Hoover Cluster

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Substitute Teachers
- Student Achievement & Testing
- Academic Performance Index
- Textbooks & Instructional Materials
- School Facilities & Safety
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Training & Curriculum Development
- Specialized Instruction
- School Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

Principal's Message

It is my great pleasure to share with you our Annual School Report Card and assist you in providing information about Balboa Elementary School. Meeting the needs of our students with a high-quality instructional program is our top priority. As a year-round school, learning is well under way in all our Balboa classrooms and students are meeting high expectations in a standards-based curriculum at each grade level.

We are all proud of our school, for very obvious reasons. In addition to the fact that our state test scores have been steadily climbing over the last four years, we see improvement and growth in other facets of our school programs as well. Balboa's Character and Ethics Program has been recognized as an exemplary model for our district and community and has yielded very positive results. Our recent client survey revealed a high level of trust and confidence in areas such as safety, school climate, and positive learning environment. Just as impressive, is the fact that Balboa has been recognized with *The Governor's Reading Award* two years in a row. With the emphasis on literacy that we have worked hard to foster, this honor is especially significant to our teachers, our students, and our parents.



This commitment to excellence is the hallmark of our wonderful school and is only achieved through the joint efforts of our students, our staff, our parent support groups, our neighborhood, and our community partnerships. Collaborative participation is a crucial element in our students' successful school experience. Balboa families value their children's education and we are grateful to have their ongoing support in our endeavors. We welcome their involvement and encourage any suggestions and comments that might help us improve our effectiveness.

As you look through the information contained in this document, if you have any questions, please feel free to call me at (818) 241-1801. Our goal is to keep our families, our community, and any interested parties well informed about all aspects of our school, and to share our pride in our accomplishments as we strive to make Balboa the best it can be.

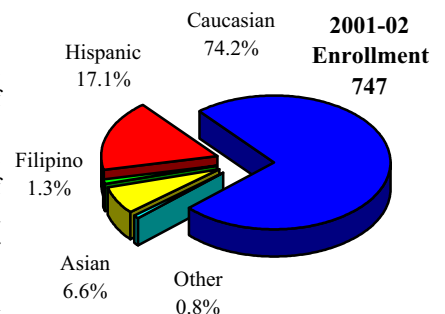
-- Lou Stewart
 Principal

Mission Statement

Balboa Elementary School, a neighborhood learning center with dedicated staff and parents, promotes unity and ensures that children of all backgrounds attain their highest potential through a variety of teaching strategies in order to be goal-oriented, responsible citizens with healthy minds, bodies, and spirits who master empowerment skills and recognize the need of the enjoyment of life-long learning.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools,



commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV, and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, and dramatic towering office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Balboa Elementary School is located in the northeast section of the city of Glendale and serves students in kindergarten through sixth grade. Balboa Elementary School opened during the 1930's in response to the growing demand for more schools. As part of the "Hoover Cluster," Balboa Elementary School students will move on to Toll Middle School and Hoover High School. Students are known as "The Blazers" and their school colors are navy blue and white.

Operating on a year-round calendar system, the educational programs at Balboa Elementary School are tailored to meet the needs of a changing school population. For the 2001-02 school year, the student population of more than 700 included 63 percent English Language Learners and 64 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

Students at Balboa Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Balboa Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent handbooks.

The district annually provides a Student Conduct Code for each of its schools, which is supplemented by a set of behavioral standards developed by Balboa Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community.

The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics project teaches children to consider the consequences of their actions, and encourages them to choose behaviors that benefit themselves and others.

Balboa Elementary School has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Balboa			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	8	8	9	4,444	3,647	3,425
Suspensions (%)	1.05	1.04	1.20	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Balboa Plus, sponsored by the school's Booster Club, offers after school activities, classes, and athletics, including basketball, volleyball, softball, and soccer. Extracurricular and enrichment activities include:

- Character and Ethics-based Programs
- Student Council
- After-school Chorus
- LINKS
- Orchestra

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Blazer Praisers
- Student of the Month
- Perfect Attendance
- End-of-the-year Achievement & Recognition

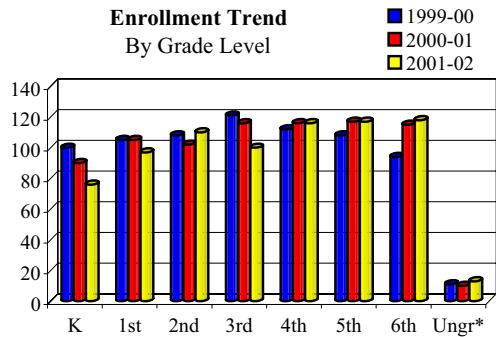
Homework

Balboa Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Balboa Elementary School has decreased by 1.02%. Schoolwide enrollment at the beginning of the 2001-02 school year was 747 students. Balboa Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

Regular attendance at Balboa Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when



*Ungraded includes all students enrolled in an ungraded program. May include special education students.

students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Balboa Elementary School was 96.44%.

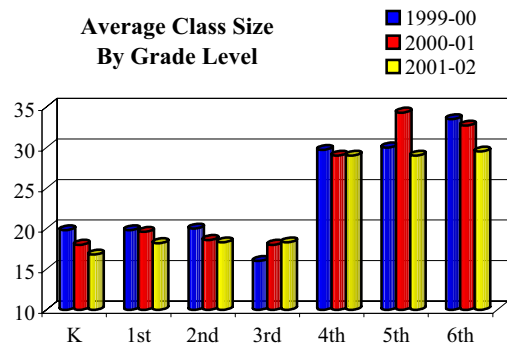
Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Balboa Elementary School maintained a schoolwide average class size of 22 students. The student/teacher ratio for kindergarten through sixth grade was 20:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.

	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	5	5	5	0	0	0	0	0	0
1st	5	5	5	0	0	0	0	0	0
2nd	3	4	5	0	0	0	0	0	0
3rd	3	5	7	0	0	0	0	0	0
4th	0	0	0	0	2	4	1	1	0
5th	0	0	0	0	1	0	1	1	3
6th	0	0	0	2	0	0	1	2	3
K-3	6	3	1	0	0	0	0	0	0
3rd-4th	3	2	0	0	0	0	0	0	0
4th-8th	1	0	1	1	2	0	3	1	1

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2001-02 school year, 100% of all K-3 classrooms participated in this program.



Instructional Time

During the 2001-02 school year, all instructional time offered at Balboa Elementary School either met or exceeded state requirements. All students in grades kindergarten through six receive instruction in art, computer science, and music in addition to the core subjects. Balboa Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

For the 2001-02 school year, Balboa Elementary School offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month is used for the school Leadership Team meeting.

	Required Minutes	Actual Minutes
K		
Tracks A-D	36,000	36,490
1st-3rd		
Track A	50,400	50,824
Tracks B, C	50,400	50,740
Track D	50,400	50,749
4th-6th		
Track A	54,000	54,415
Tracks B, C	54,000	54,310
Track D	54,000	54,340

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Balboa Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergartners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	96	100	65	60
1st	91	77	52	80
2nd	86	79	52	69
3rd	65	87	53	63
4th	50	67	58	58
5th	45	43	64	66
6th	46	65	53	63

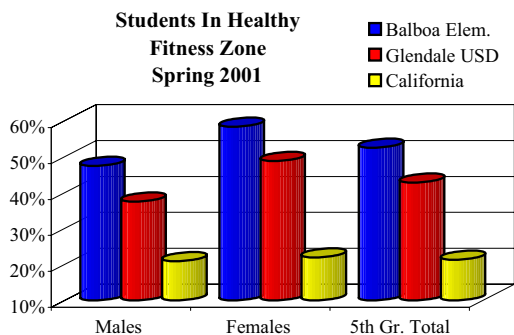
Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
64	59	71	65	68	75

Standardized State Testing

Balboa Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Balboa Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform 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' (HFZ).



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Balboa Elementary	59	56	50	41	43	44	46	40	50	46	47	38	57	47	56
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
	Math														
Balboa Elementary	72	72	60	54	62	72	66	58	67	64	66	66	73	75	81
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
	Language														
Balboa Elementary	63	67	54	45	53	60	60	55	66	62	70	64	69	72	80
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
	Spelling														
Balboa Elementary	58	62	53	41	56	50	50	37	43	45	47	50	46	46	60
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

SAT-9 Disaggregated Results 2001 & 2002 % At or Above National Average

	Reading						Math							
	2	3	4	5	6		2	3	4	5	6			
	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Gender														
Male	52	49	44	42	33	42	41	31	40	58	73	63	71	69
Female	61	52	43	46	47	58	52	44	52	55	71	55	54	76
Ethnicity														
Asian	*	58	*	73	*	*	83	*	99	*				
Hispanic	57	31	24	25	36	71	50	48	44	50				
Caucasian	55	42	40	48	44	71	60	57	65	76				
Language Fluency														
English Learners (EL)	46	33	28	35	20	27	17	4	6	35	71	51	54	72
Non EL	75	82	79	68	60	93	82	62	81	87	75	77	80	72
Socioeconomic Status														
SED	43	38	33	38	31	41	33	33	29	44	67	52	52	67
Non SED	68	65	56	50	52	64	63	45	72	68	78	69	74	77
Migrant Education	No data reported													

SED = Socioeconomically Disadvantaged

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Ethnic data for 2001-02 currently unavailable

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Balboa Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award Program, receiving a combined total of \$73,268 for schoolwide use.



Textbooks & Instructional Materials

Balboa Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks		
Subject/ Year Adopted Series		Grades
Language Arts		
1998 Harcourt Brace: <i>Signatures</i>		K-6
Mathematics		
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>		K-6
History/Social Studies		
2000 McGraw Hill: <i>Adventures in Time and Place</i>		K-6
Science		
2000 Holt, Rinehart & Winston: <i>Earth Science</i>		6
2001 Harcourt Brace: <i>Harcourt Science</i>		K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with thousands of books that are available for students to check out. The school's library contains a large collection of videos and audio tapes for classroom use that tie

California Standards Test Results																						
% of Students Scoring at Advanced and Proficient Levels																						
2001 & 2002																						
English/Language Arts												Math										
		2		3		4		5		6		2		3		4		5		6		
		01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	
All Students		32	30	27	34	26	36	35	28	37	44	43	43	55	47	63						
Balboa Elementary		38	38	36	42	39	44	35	37	39	42	51	50	50	48	53						
Glendale USD		32	32	30	34	33	36	28	31	31	31	43	38	38	29	32						
California																						
Gender																						
Male		32	31	24	34	21	28	31	19	34	42	47	51	51	47	63						
Female		34	29	30	35	31	45	38	35	40	45	37	33	58	47	62						
Ethnicity																						
Language Fluency		<i>Data unavailable</i>																				
English Learners (EL)		20	17	12	23	9	18	12	2	2	13	27	38	39	16	42						
Non EL		59	56	61	68	43	70	63	46	66	75	72	60	81	70	83						
Socioeconomic Status																						
SED		28	22	19	29	22	27	25	23	22	34	29	31	45	39	56						
Non SED		36	41	36	41	32	52	48	34	60	54	61	59	70	59	70						
Migrant Education		<i>Data unavailable</i>																				
SED = Socioeconomically Disadvantaged																						

API School Results									
Base	Base			Growth	Growth				
	1999	2000	2001		99-00	00-01			
Percent Tested	100	100	100	Percent Tested	100	100			
API Score	638	707	724	API Growth Score	707	724			
Growth Target	8	5	4	Actual Growth	69	17			
Statewide Rank	6	6	6	Eligible for Awards	Yes	Yes			
Similar Schools Rank	6	9	8	Eligible for II/USP	No	No			
API Subgroup Results									
Hispanic or Latino									
Base API Score	536	620	645	API Growth Score	620	635			
Growth Target	6	4	3	Actual Growth	84	15			
Caucasian									
Base API Score	644	707	720	API Growth Score	707	720			
Growth Target	6	4	3	Actual Growth	63	13			
Socioeconomically Disadvantaged									
Base API Score	584	648	671	API Growth Score	648	668			
Growth Target	6	4	3	Actual Growth	64	20			
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>									

into curricular areas of study. Computers in the library are connected to the Internet so students are able to access resources and information on-line.

Computer skills and concepts prepare students for technological growth and opportunities. Students receive instruction via computers on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Computer Resources			
	1999-00	2000-01	2001-02
Computers	92	95	97
Students per computer	8.2	8.1	7.7
Classrooms connected to Internet	26	26	26

School Facilities & Safety

Balboa Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 26 classrooms, a library, an auditorium, a cafeteria, administrative offices, an Resource room, and a pre-school classroom on a 3.77 acre site. Outdoors the school provides a sheltered lunch area, grassy fields and a blacktop playground. School facilities are all up-to-date and provide adequate space for students and staff. A team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

This school year, the Measure K project is making it possible for Balboa Elementary School to improve the facilities of the school. Projects scheduled for the 2002-03 year include:

- New Plumbing fixtures
- New Wood sashes
- Improved office facilities
- ADA Required Accessibility
- Improved lighting in classrooms
- Improved technology access

Balboa Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their visits. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before school and during lunch, school yard supervisors assist students and ensure a safe environment. After school a safety aide oversees children leaving the school. At all of these times, administrators are present and available.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the Spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year.

Counseling & Other Support Services

It is the goal of Balboa Elementary School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates the counseling and support services.

Counseling and Support Services Staff

Balboa Support Staff	Number of Staff		Availability
	Staff	FTE	Days Per Week
Speech/Language Specialist	1	0.6	3
Psychologist	1	0.4	2
Nurse	1	0.4	2
Special Day Class Teacher	1	1	5
Resource Specialist	1	1	5

FTE = Full-time equivalent

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Balboa Elementary School had 35 fully credentialed teachers.

Teacher Credential Status

	1999-00	2000-01	2001-02
Fully Credentialed	33	33	35
Emergency Permits	4	5	3
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	1	0
Working Outside Subject	0	0	0
Total Teachers	37	39	38
Average Years Teaching	11.9	11.9	10.1
Average Years in District	10.6	10.5	8.8

Balboa Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 40 employees: 37.5 percent with 30+ additional units beyond their bachelor's degree and 45 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Physical Education Teacher
- Reading Teacher
- Teacher Specialist
- Technology Teacher Specialist (One per "cluster")

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted. The Glendale Unified School District adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Balboa Elementary School teachers meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Balboa Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on analysis of assessment data and grade-level curriculum mapping, as well as developing methods for improving student achievement in reading comprehension.

Balboa Elementary School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Balboa Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.

- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- The Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

Specialized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Balboa Elementary School provides after school activities for GATE students.

Balboa Elementary School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards. The school uses research-based programs to provide targeted assistance to students falling below grade level. The Balboa Academy is available to at-risk students in grades kindergarten through three. The academy offers intersession intervention programs to enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Balboa Elementary School is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, representing teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

- School Site Council
- Parents Teacher Association
- Balboa Leadership Team
- Balboa Booster Club
- English Language Advisory Committee (ELAC)

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Balboa Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

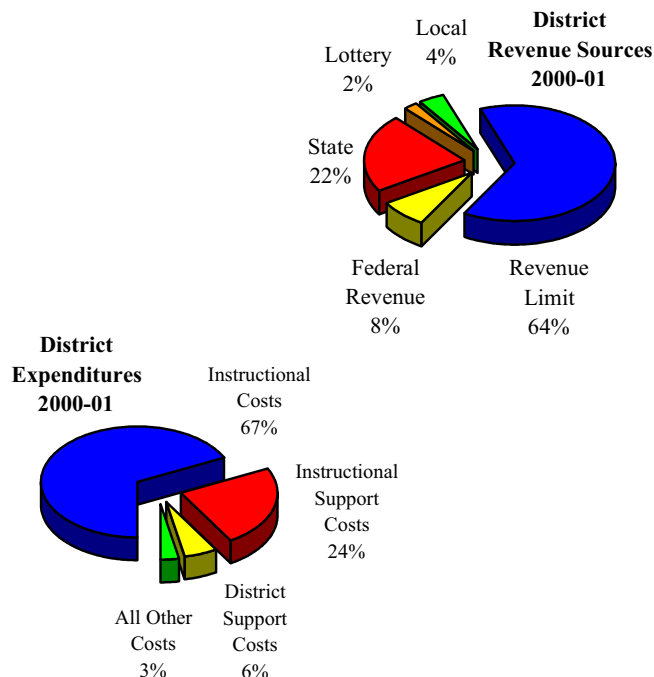
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
Glendale USD	Statewide Average	
	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

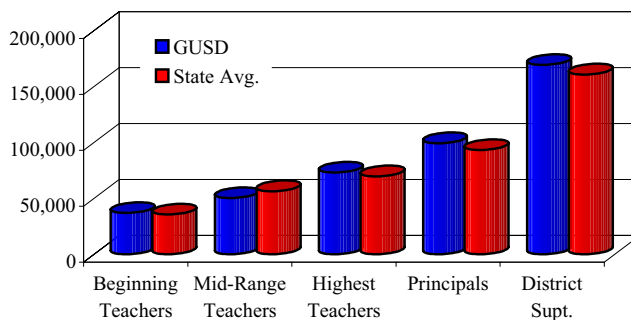
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



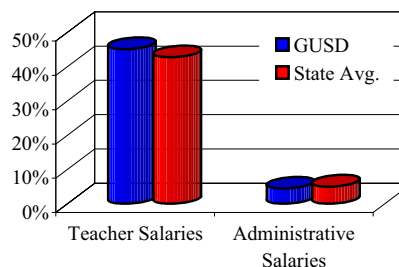
Salary & Budget Comparison

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 greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

Parents who wish to participate in Balboa Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Lou Stewart or Assistant Principal Mary La Masa at (818) 241-1801.