



BALBOA ELEMENTARY SCHOOL

1844 Bel Aire Drive, Glendale, CA 91201 • (818) 241-1801 • Kindergarten through Sixth Grade
Linda Russo Milano, Principal • Linda Edmond, Assistant Principal
www.gusd.net

2003-2004 School Accountability Report Card

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 of 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 as a Title I Achieving School for two years in a row -- 2002-03 and 2003-04! We have worked hard and 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.

-- Linda Russo Milano, Principal

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 eight 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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Balboa Elementary School, a 2004 Title I Achieving School, opened in the 1930s and is located in the northeast section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Balboa will move on to Toll Middle School and Hoover High School. Balboa students are known as "The Blazers" and the school colors are navy blue and white. Operating on a year-round calendar system, the educational programs at Balboa are tailored to meet the needs of a changing school population.

Mission Statement

The dedicated staff and parents of Balboa Elementary School promote unity and ensure that children of all background attain their highest potential. To accomplish this, the school uses a variety of teaching strategies. Students are encouraged to be goal-oriented, responsible citizens with healthy minds, bodies, and spirits, to master empowerment skills, and recognize the need for enjoyment in life-long learning.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.9
American Indian	0.1
Asian	5.7
Caucasian	74.3
Filipino	1.2
Hispanic	16.2
Pacific Islander	0.0
Other	1.6

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Balboa are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Balboa's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Suspensions & Expulsions						
	Balboa Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	9	46	33	3425	5489	4903
Suspension (%)	1.23%	6.52%	4.91%	11.59%	18.45%	16.66%
Expulsion (#)	0	0	0	40	46	65
Expulsion (%)	0.00%	0.00%	0.00%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program 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.

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Character and Ethics-Based Programs
- Student Council
- After-School Chorus
- LINKS
- Armenian After-School Program
- Orchestra

The school's Booster Club sponsors "Balboa Plus," which offers after school activities, classes and athletics, including basketball, volleyball, softball and soccer.

To build self-esteem and recognize student achievement, 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 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.

Academic Support

Balboa offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs 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.

School Enrollment and Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school. Balboa has been working diligently to increase the attendance rate of all students. In the 2003-04 school year, there was a 6% decrease in the number of tardies and a 3% decrease in the number of absences.

Class Size

Balboa maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 for the 2003-04 school year. The pupil-to-teacher ratio varies by grade level and subject area.

In 1996, the 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. Balboa has implemented CSR in 100% of all K-3 classrooms for the past three years.

	Class Size Distribution											
	Average			Classrooms Containing:								
	Class Size			1-20			21-32			33+		
	02	03	04	02	03	04	02	03	04	02	03	04
K	17	20	20	4	4	4	0	0	0	0	0	0
1st	18	17	19	5	3	4	0	0	0	0	0	0
2nd	18	19	19	6	5	3	0	0	0	0	0	0
3rd	18	19	19	6	7	5	0	0	0	0	0	0
4th	29	32	32	0	0	0	4	2	3	0	1	0
5th	29	29	34	0	0	0	4	4	0	0	0	2
6th	30	29	33	0	0	0	4	4	2	0	0	1
K-3	15	16	17	1	2	1	0	0	0	0	0	0
3rd-4th	13	0	0	1	0	0	0	0	0	0	0	0
4th-8th	0	0	32	0	0	0	0	0	2	0	0	0

School Facilities and Maintenance

Balboa provides a safe, clean environment for students, staff, and volunteers. School facilities, built in the 1930s, sit on 3.77 acres and include 26 classrooms, a library, an auditorium, administrative offices, a resource room, and a pre-school classroom. Facilities encompass 38,147 square feet of space. Outdoors the school provides a sheltered lunch area, grassy fields, and a blacktop playground.

Continuing this school year, the Measure K project is making it possible for Balboa to improve the facilities of the school. Projects that have been either started or completed over the past year include:

- New plumbing fixtures
- ADA-required accessibility
- New wood sashes
- Improved lighting in classrooms
- Improved office facilities

- Improved technology access

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. On a daily basis, Balboa has three custodians on duty to ensure school facilities remain clean and safe. As of April, 2005, 100% of the bathrooms were in working condition.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-04 school year, all instructional minutes and days offered at Balboa exceeded state requirements as specified in the California Education Code. For the 2003-04 school year, Balboa offered 177 days of instruction comprised of 170 regular days and 7 minimum days for tracks A and D, and 169 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's Leadership Team meeting.

Annual instructional Minutes for the 2003-04 school year are as follows:

Kindergarten (36,000 minimum requirement):

Tracks A, C = 36,110

Tracks B, D = 36,639

Grades 1-3 (50,400 minimum requirement):

Track A = 50,530

Tracks B, C = 50,514

Track D = 50,610

Grades 4-6 (54,000 minimum requirement):

Track A = 54,100

Tracks B, C = 54,063

Track D = 54,180

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2003
6	Science	Holt, Rinehart & Winston	2000
K-5	Language Arts	Houghton Mifflin	2003
K-5	Science	Harcourt Brace	2001
K-6	History/Social Studies	McGraw-Hill	2000
K-6	Mathematics	Everyday Learning Corporation	2001

Library & Computer Resources

The school's library, staffed by a library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish and Armenian in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	97	78	74
Students per computer	7.7	9.1	9.1
Classrooms connected to Internet	26	26	29

Each classroom at Balboa contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency. Software programs used schoolwide include Accelerated Reader, Accelerated Math, and STAR Reading.

Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Balboa. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed Kindergarten inventory, report card grades
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

CAT/6

The CAT/6 is a norm referenced test that assesses student ability in the areas of Reading/Language Arts, Spelling, and Mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at an average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Balboa Elementary School qualified to participate in the 2000, 2001, 2002, 2003, and 2004 Governor's Performance Award. API results are available at the end of this report.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. In 2003 and 2004, Balboa was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards.

In California, AYP is determined by: California Standards Tests (CST) for grades two through eight, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Balboa achieved Adequate Yearly Progress for 2004. AYP results are available at the end of this report.

Physical Fitness

In the spring of each year, Balboa 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 are provided several options to perform tasks in each area. 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).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
Balboa Elementary	
School Overall	22.1%
School (Boys)	15.8%
School (Girls)	29.8%
GUSD	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Balboa had 30 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	35	32	30
Emergency Credentials	3	2	1
Interns	0	1	0
Waivers	0	0	0
Total Teachers	38	35	31
Average Years Teaching	10.1	9.9	12.6
Average Years in District	8.8	8.7	11.5
Working Outside Subject	0	0	0
Vacant Teacher Positions	n/a	n/a	0
Misassignments of Teachers	n/a	n/a	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Counseling & Support Staff

It is the goal of Balboa Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

The district offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Guidance Counselor	1	0.4
Nurse	1	0.4
Psychologist	1	0.4
Resource Specialist	1	1.0
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	0.6

School Leadership

Leadership at Balboa is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of 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
- Parent Teacher Association
- Balboa Leadership Team
- Balboa Booster Club
- English Language Advisory Committee (ELAC)

Community Involvement

Parents and the community are very supportive of the educational program at Balboa. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Armenian Parents Group
- United Way
- Desimone Scholarship (6th Grade)
- Fire Station 27 Partnership
- Local Businesses

Contact Information

Parents who wish to participate in Balboa's leadership teams, school committees, school activities, or become volunteers may contact Principal Linda Russo Milano at (818) 241-1801.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

As a school receiving Title I federal funding, Balboa Elementary School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Balboa Elementary School has met all AYP criteria, and therefore has never been identified for Program Improvement. In 2003 and 2004, Balboa was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	No	Yes	Yes
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 69% of core academic classes at Balboa Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 89.3% of core academic classes at Balboa Elementary School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Balboa Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	48.4%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	38.7%	41.5%
Bachelor's Degree	12.9%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

***Indicates additional hours above and beyond degree.**

Individualized Instruction

Glendale Unified School District’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district’s goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Balboa is able to offer programs to meet the individual needs of its students.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility.

As a Schoolwide Title I school, Balboa uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

English Language Learners

Because Balboa has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. English Language Development is taught in the regular classroom setting.

Gifted and Talented Education (GATE)

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Balboa provides additional after school activities for GATE students.

Special Education

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP).

The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or enrollment in the school's Special Day Class for students in grades four through six. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Professional Development

The 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. The district schedules three staff development days annually.

Balboa 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 2003-04 school year, staff development continued to focus on “Write...from the Beginning” and “Strategies That Work.” “Write...from the Beginning” is a developmental writing program that is implemented schoolwide to focus on training students for successful writing beyond the elementary grades. “Strategies That Work” uses research-supported methodology to help students construct meaning and build understanding.

Balboa 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 further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

School Safety

Safety of students and staff is a primary concern of Balboa. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Yard supervisors, a safety aide, and administrators monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor’s pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Balboa reviews the plan annually; the plan was last updated and reviewed with school staff in January 2004. An updated copy of the plan is available to the public at the school and at the district office.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
GUSD	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading								Math																															
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05										
All Students																																								
Balboa Elementary	50	57		28	34		33	46	44	48		44	60		53	57		55	79	58	61		66	59		72	84													
GUSD	52	54		39	40		44	45	45	50		57	59		62	66		64	63	62	59		62	67		72	72													
California	46	47		34	35		35	36	40	41		45	46		57	59		52	54	48	49		49	50		51	53													
Subgroups																																								
Gender																																								
Females	59	59		28	35		37	53	49	50		52	63		53	44		50	82	63	49		63	57		75	86													
Males	40	55		28	33		29	40	38	45		35	57		54	70		59	76	55	71		71	61		68	81													
Socioeconomic Status																																								
Non SED	57	64		42	31		43	60	62	59		48	70		59	61		69	89	63	77		82	67		69	93													
SED^	45	52		18	35		23	33	32	36		41	51		50	54		45	73	54	47		56	50		73	76													
Language Fluency																																								
English Learners	47	53		18	16		23	27	22	31		20	31		51	56		44	67	54	48		48	49		55	65													
Non English Learners	69	73		50	60		57	70	78	74		64	85		69	60		81	95	68	79		94	74		85	100													
Special Programs																																								
ESEA Title 1 Targeted																																								
Indian Education																																								
Migrant Education																																								
Special Education	*	*		*	*		*	*	*	*		0	27		*	*		*	*	*	*		*	*		21	36													
Title 1	50	57		28	34		33	46	44	48		44	60		53	57		55	79	58	61		66	59		72	84													
Ethnicity																																								
African American		*		*	*		*	*	*			*			*	*	*	*	*	*	*		*			*														
American Indian																																								
Asian	*	*		*	*		*	*	54	*		*	91		*	*		*	*	*	*		77	*		*	91													
Caucasian	55	54		30	35		33	46	43	50		41	57		53	63		63	80	55	66		64	59		74	82													
Filipino	*	*		*			*	*	*	*		*	*		*	*		*	*	*	*		*	*		*	*													
Hispanic or Latino	23	56		5	33		33	35	31	43		43	50		46	33		26	60	60	24		63	50		57	83													
Pacific Islander									*														*																	

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Balboa Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	30	32	41	43	64	58			
Females	30	34	36	36	65	51			
Males	31	29	48	47	62	65			
English Learners	17	28	39	27	59	58			
Non English Learners	56	54	53	72	92	60			
R-FEP†	82		*	100		*			
SED^	22	25	39	29	56	61			
Non SED	41	43	45	61	76	55			
Title 1		31	42		63	58			
Special Education		*	*		*	*			
African American	**		*	**		*			
Asian	**	*	*	**	*	*			
Caucasian	34	33	43	43	66	64			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	11	8	39	26	38	39			
Third Grade									
All Students	34	27	39	44	45	74			
Females	35	33	49	32	46	82			
Males	34	24	29	51	46	65			
English Learners	23	15	26	38	32	62			
Non English Learners	68	53	58	60	75	90			
R-FEP†	**	*	60	**	*	92			
SED^	29	17	35	31	32	74			
Non SED	41	42	44	59	65	72			
Title 1		27	39		46	73			
Special Education		*	*		*	*			
African American	**	*	*	**	*	*			
Asian	**	*	*	**	*	*			
Caucasian	32	29	43	43	52	78			
Filipino	**		*	**		*			
Hispanic or Latino	40	16	20	40	11	40			
Fourth Grade									
All Students	37	48	57	55	54	64			
Females	44	49	64	58	56	64			
Males	29	47	52	51	53	65			
English Learners	18	40	37	39	50	52			
Non English Learners	70	68	83	81	64	81			
R-FEP†	79	*	89	84	*	100			
SED^	27	38	42	45	46	46			
Non SED	52	59	73	70	63	85			
Title 1		48	57		54	64			
Special Education		*	*		*	*			
African American		*	*		*	*			
Asian	46	*	*	77	*	*			
Caucasian	36	52	61	53	56	69			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	25	33	35	47	53	29			

Fifth Grade							
All Students	28	41	50	47	66	51	28
Females	35	46	47	48	70	48	20
Males	19	36	53	47	60	54	34
English Learners	2	16	34	16	49	40	10
Non English Learners	46	80	75	70	90	69	56
R-FEP†	45	92	75	77	96	75	70
SED^	23	31	35	39	57	44	18
Non SED	34	58	65	59	78	58	37
Title 1		42	50		66	51	27
Special Education		*	*		*	*	*
African American			*			*	*
Asian	**	62	*	**	77	*	*
Caucasian	24	40	54	46	64	53	29
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	28	31	40	39	56	36	21
Pacific Islander		*			*		

Sixth Grade							
All Students	44	35	44	63	47	59	
Females	45	40	48	62	46	59	
Males	42	32	38	64	48	58	
English Learners	13	11	16	42	21	38	
Non English Learners	75	57	68	83	69	77	
R-FEP†	74	65	70	90	77	79	
SED^	34	34	40	56	41	49	
Non SED	54	38	48	70	56	70	
Title 1		36	44		47	59	
Special Education		0	9		7	9	
American Indian			*			*	
Asian	50	*	82	92	*	82	
Caucasian	42	34	40	64	48	56	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	44	30	42	33	35	67	
Pacific Islander	**			**			

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

	Base			Growth			
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	98	99	100	Percent Tested	100	99	100
API Score	724	735	766	API Growth Score	738	765	803
Growth Target	4	3	2	Actual Growth	14	30	37
Statewide Rank	6	7	7	Eligible for Awards	Yes	Yes	Yes
Similar Schools Rank	8	9	8	Eligible for II/USP	No	No	No

Subgroups

Socioeconomically Disadvantaged							
Base API Score	671	695	736	API Growth Score	699	736	772
Growth Target	3	2	2	Actual Growth	28	41	36
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	720	730	775	API Growth Score	728	773	810
Growth Target	3	2	2	Actual Growth	8	43	35
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	645	693	692	API Growth Score		699	747
Growth Target	3	2	2	Actual Growth		6	55
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

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.

Adequate Yearly Progress

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Balboa Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	37.3	Yes	47.1	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	99	Yes	32.3	Yes	38.9	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	100	Yes	28.9	Yes	39.5	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	56.6			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	5.5	*	12.9	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	98	*	100	*	58.3	*	56.6	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	99	Yes	37.9	Yes	49.1	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	100	Yes	25.6	*	35.7	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

Year Ending Target	Balboa Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	100	Yes	55.8	Yes	62.0	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	51.7	Yes	58.0	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	100	Yes	47.5	Yes	55.2	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	90.0			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	16.6	*	12.9	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	98	*	100	*	72.2	*	90.0	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	57.6	Yes	64.4	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	100	Yes	39.0	*	42.8	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

Target	Balboa Elementary				GUSD			
	03		04		03		04	
	Minimum score of 560 or 1 point increase							
	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	765	Yes	803	Yes	767	Yes	779

^SED = Socioeconomically Disadvantaged
***Only numerically significant subgroups are required to be reported**