

## Glendale Unified School District

"Excellence is Worth the Effort"

# Balboa Elementary School

## 2004-2005 School Accountability Report Card

1844 Bel Aire Drive, Glendale, CA 91201

(818) 241-1801

Kindergarten through Sixth Grade

[www.gusd.net](http://www.gusd.net)

### School Administration

Linda Russo Milano  
Principal



### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

### District Administration

Dr. Michael F. Escalante  
Superintendent

Alice Petrossian  
Assistant Superintendent  
Educational Services, Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services, Secondary Education



### 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 Elementary School 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 Elementary School'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 Elementary School has been recognized as a Title I Achieving School for three years in a row -- 2002-03, 2003-04, and 2004-05! 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 Elementary School 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 Elementary School the best it can be.

### School 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.

### Community & School Profile

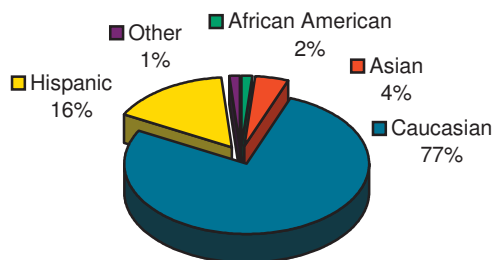
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born 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 nearly 29,000 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 2005 Title I Achieving School, opened in 1930. The school is located in the northeast section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Balboa Elementary School will move on to Toll Middle School and Hoover High School. Balboa Elementary School students are known as “The Blazers” and the school colors are navy blue and white. The educational programs at Balboa Elementary School are tailored to meet the needs of a changing school population. In the 2005-06 school year, the school schedule will change from a year-round calendar to a traditional calendar.

**% of Student Enrollment by Ethnicity**



### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Balboa Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. 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. 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.

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.

The “Suspensions and Expulsions” table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Balboa ES			GUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspension (#)	46	33	94	5489	4903	4882
Suspension (%)	6.52	4.91	15.24	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

### Extracurricular and Enrichment Activities

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

The school’s Booster Club sponsors “Balboa Elementary School 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, End-of-the-Year Achievement & Recognition, Perfect Attendance, Reading Incentive Program, and Student of the Month.

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 617 students. 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 Elementary School has been working diligently to increase the attendance rate of all students. The school has experienced a nine percent drop in enrollment from 2003, with a 13 percent drop in tardies and 0.1 percent drop in absences.

### Class Size

Balboa Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The “Class Size Distribution” table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution													
	Average Class Size			Classrooms Containing:										
	02-03	03-04	04-05	1-20			21-32			33+				
K	20	20	19	4	4	3	0	0	0	0	0	0	0	0
1st	17	19	20	3	4	3	0	0	0	0	0	0	0	0
2nd	19	19	20	5	3	4	0	0	0	0	0	0	0	0
3rd	19	19	19	7	5	4	0	0	0	0	0	0	0	0
4th	32	32	30	0	0	0	2	3	2	1	0	0	0	0
5th	29	34	30	0	0	0	4	0	3	0	2	0	0	0
6th	29	33	34	0	0	0	4	2	0	0	1	3	0	0
K-3	16	17	20	2	1	2	0	0	0	0	0	0	0	0
3rd-4th	0	0	20	0	0	1	0	0	0	0	0	0	0	0
4th-6th	0	32	29	1	1	1	0	2	1	0	0	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past five years, 100% of all K-3 classrooms at Balboa Elementary School participated in CSR.

## Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Balboa Elementary School exceeded state requirements as specified in the California Education Code. The minutes in the "Instructional Minutes" chart shows average minutes for all four school tracks. Each individual track exceeded State requirements.

	Instructional Minutes By Grade Level - Average of All Four Tracks	
	Minutes Required	Actual Minutes
K	36,000	36,115
1st-3rd	50,400	50,622
4th-6th	54,000	54,182

For the 2004-05 school year, Balboa Elementary School 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.

## School Facilities & Safety

Built in 1930, Balboa Elementary School is situated on 3.77 acres. School facilities encompass 38,147 square feet and consist of 26 classrooms, a library, an auditorium, administrative offices, a resource room, and a pre-school classroom. Outdoors the school provides a sheltered lunch area, grassy fields, and a blacktop playground. The Measure K project was completed ahead of schedule. School improvements include: New plumbing fixtures, ADA-required accessibility (elevator and ramps), new windows and fittings, improved lighting in classrooms and hallways, improved office facilities, Internet accessibility throughout the facilities, new roofing, and new air conditioning and heating systems. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

### Safety

Safety of students and staff is a primary concern of Balboa Elementary School. 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. During lunch, recesses, and before and after school, yard supervisors, a safety aide, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus. The school uses a complete security camera system for added safety.

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 Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in March 2005. An updated copy of the plan is available to the public at the school and at the District office.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, auditorium, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### 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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

### Deferred Maintenance Projects

For the 2004-05 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

# 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 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.

## No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Balboa Elementary School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. Complete API growth scores were unavailable at the time of publication.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		24.4%	
<b>All Students</b>	Met	Met	Met	Met
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes		Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		26.5%	
<b>All Students</b>	Met	Met	Met	Met
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes		Yes

<sup>^</sup>SED = Socioeconomically Disadvantaged  
**Not a numerically significant subgroup**

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
<b>All Students</b>							
Percent Tested	99	100	100	Percent Tested	99	100	100
API Score	735	766	803	API Growth Score	765	803	817
Growth Target	3	2	*	Actual Growth	30	37	14
Statewide Rank	7	7	8	Eligible for Awards	<i>Not funded</i>		
Similar Schools Rank	9	8	9	Eligible for II/USP			
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	695	736	770	API Growth Score	736	772	
Growth Target	2	2	1	Actual Growth	41	36	
<b>Caucasian</b>							
Base API Score	730	775	809	API Growth Score	773	810	
Growth Target	2	2	*	Actual Growth	43	35	
<b>Hispanic</b>							
Base API Score	693	692		API Growth Score	699	747	
Growth Target	2	2		Actual Growth	6	55	

**\*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.*

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

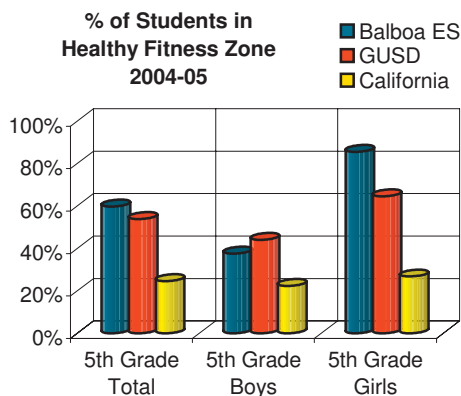
Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

### California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### 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 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).



### Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	Yes	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

### California Standards Test (CST)

2003, 2004, 2005

#### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
<b>Second Grade</b>									
All Students	32	41	49	64	58	68			
Females	34	36	56	65	51	69			
Males	29	48	40	62	65	69			
English Learners	28	39	37	59	58	60			
Non English Learners	54	53	83	92	60	96			
SED^	25	39	51	56	61	74			
Caucasian	33	43	46	66	64	69			
Hispanic or Latino	8	39	60	38	39	73			
<b>Third Grade</b>									
All Students	27	39	37	45	74	60			
Females	33	49	44	46	82	56			
Males	24	29	31	46	65	64			
English Learners	15	26	13	32	62	46			
Non English Learners	53	58	73	75	90	82			
SED^	17	35	35	32	74	58			
Caucasian	29	43	37	52	78	63			
Hispanic or Latino	16	20	40	11	40	40			
<b>Fourth Grade</b>									
All Students	48	57	65	54	64	77			
Females	49	64	77	56	64	83			
Males	47	52	52	53	65	69			
English Learners	40	37	41	50	52	59			
Non English Learners	68	83	89	64	81	93			
SED^	38	42	64	46	46	73			
Caucasian	52	61	64	56	69	83			
Hispanic or Latino	33	35	64	53	29	50			
<b>Fifth Grade</b>									
All Students	41	50	55	66	51	64	28	48	
Females	46	47	65	70	48	58	20	50	
Males	36	53	46	60	54	68	34	45	
English Learners	16	34	24	49	40	42	10	14	
Non English Learners	80	75	83	90	69	83	56	78	
SED^	31	35	44	57	44	56	18	34	
Asian	62			77					
Caucasian	40	54	60	64	53	70	29	52	
Hispanic or Latino	31	40	25	56	36	19	21	19	
<b>Sixth Grade</b>									
All Students	35	44	51	47	59	52			
Females	40	48	58	46	59	49			
Males	32	38	46	48	58	54			
English Learners	11	16	25	21	38	27			
Non English Learners	57	68	75	69	77	75			
SED^	34	40	39	41	49	39			
Special Education	0	9		7	9				
Asian		82		82					
Caucasian	34	40	48	48	56	50			
Hispanic or Latino	30	42	67	35	67	50			

^SED - Socioeconomically Disadvantaged

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

## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																														
Subject Area Grade Level Year Ending	Reading										Math																			
	2			3			4			5			6			2			3			4			5			6		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
<b>All Students</b>																														
Balboa Elementary	50	57		28	34	38	33	46		44	48		44	60		53	57		55	79	70	58	61		66	59		72	84	
GUSD	52	54		39	40	40	44	45		45	50		57	59		62	66		64	63	66	62	59		62	67		72	72	
California	46	47		34	35	36	35	36		40	41		45	46		57	59		52	54	55	48	49		49	50		51	53	
<b>Subgroups</b>																														
Females	59	59		28	35	41	37	53		49	50		52	63		53	44		50	82	69	63	49		63	57		75	86	
Males	40	55		28	33	36	29	40		38	45		35	57		54	70		59	76	71	55	71		71	61		68	81	
SED <sup>^</sup>	45	52		18	35	36	23	33		32	36		41	51		50	54		45	73	67	54	47		56	50		73	76	
English Learners	47	53		18	16	19	23	27		22	31		20	31		51	56		44	67	57	54	48		48	49		55	65	
Non English Learners	69	73		50	60	67	57	70		78	74		64	85		69	60		81	95	88	68	79		94	74		85	100	
Special Education													0	27														21	36	
Asian							54						91									77						91		
Caucasian	55	54		30	35	41	33	46		43	50		41	57		53	63		63	80	76	55	66		64	59		74	82	
Hispanic or Latino	23	56		5	33	20	33	35		31	43		43	50		46	33		26	60	40	60	24		63	50		57	83	

<sup>^</sup>SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Balboa Elementary School had 29 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	32	30	29
Emergency Credentials	2	1	0
Interns	1	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>35</b>	<b>31</b>	<b>29</b>
Average Years Teaching	9.9	12.6	12.6
Average Years in District	8.7	11.5	11.8

*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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	1	*
Vacant Teacher Positions	0	0	*

*\*2005-06 data was not available at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 89.3% of core academic classes at Balboa Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Balboa ES
Doctorate	0.0%
Master's Degree +30*	55.2%
Master's Degree	0.0%
Bachelor's Degree +30*	34.5%
Bachelor's Degree	10.3%
Less Than Bachelor's	0.0%
None Reported	0.0%

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

## 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, and 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.

### 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 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 2004-05 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.

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. The AB75 Principal Training Program is available to site administrators.

### Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

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

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.

Each classroom at Balboa Elementary School contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. Two portable computer labs are available for use by entire classrooms. 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.

Computer Resources			
	02-03	03-04	04-05
Computers	78	74	117
Students per computer	9.1	9.1	5.3
Classrooms connected to Internet	26	29	29

### Counseling & Other Support Services

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Guidance Counselor	1	0.4
Nurse	1	0.4
Psychologist	1	0.3
Resource Specialist	1	1.0
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	0.6

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 the Pacific Avenue Center, 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.

Balboa Elementary School 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. 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.

Because Balboa Elementary School has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. Students receive core instruction in all content areas, including English Language Development (ELD). ELD is taught in the regular classroom setting. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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 Elementary School provides additional after-school activities for GATE students, including "Project Harmony," where students correspond through the Internet with a sister school in Armenia.

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. 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.

### School Leadership

Leadership at Balboa Elementary School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Linda Russo Milano has led the school for four years, backed by more than 30 years of educational experience. 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, and English Language Advisory Committee (ELAC).

### Community Involvement

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

following organizations: Parent Teacher Association (PTA), Armenian Parents Group, United Way, Desimone Scholarship (6th Grade), Fire Station 27 Partnership, State Farm Youth Service Program, and other local businesses.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Statewide Average		
All Unified School		
GUSD	Districts	All Districts
\$6,639	\$6,987	\$6,919

*\*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 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: Applied Technology Education Act, Class Size Reduction, Economic Impact Aid, Educational Technology Assistance Grants, Gifted and Talented Pupils, Home-to-School Transportation, Instructional Materials, Peer Assistance and Review Program, Safe and Drug Free Schools Program, School Improvement Program, Special Education, Tenth Grade Counseling, Title I Program, and Year-round School Incentive.

### 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 more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

### Contact Information

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