



Balboa Elementary

School Accountability Report Card, 2006–2007
Glendale Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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School Accountability Report Card, 2006–2007 Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1844 Bel Aire Dr.
Glendale, CA 91201
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Phone: (818) 241-1801

How to Contact Our District

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Glendale, CA 91206
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<http://www.gusd.net>



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» Principal's Message

What makes Balboa special? The people – pupils, professionals, and parents! Students take pride in their personal and academic achievements. Parents participate and volunteer in classrooms and at the many events at our school. Many of our staff members have (or had) their own children attend Balboa! Community members are always welcome, and they take part in a variety of programs.

As you look through the information contained in this document, please feel free to call me. 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.

Please come and visit!

Linda Russo Milano, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

831

County Average: 751
State Average: 763

Student enrollment

611

County Average: 637
State Average: 531

Teachers

27

County Average: 32
State Average: 26

Students per teacher

23

County Average: 20
State Average: 20

Students per computer

4

County Average: 4
State Average: 5

Major Achievements

- For the fifth year in a row, Balboa was recognized as a Title 1 Academic Achievement Award School.
- Our Accelerated Reader program is used by all first through sixth graders and has contributed to increased reading comprehension scores at all levels. Accelerated Math is used in fourth, fifth, and sixth grade and targets skills to practice so students can progress at their own pace.
- Students in fifth and sixth grade assisted younger students in using technology and designing individual PowerPoint presentations used for reports and at Open House presentations.
- Students participated in the annual Spelling Bee. Our school's representative placed first at the District Spelling Bee and placed third in the Los Angeles County Spelling Bee.
- Children are encouraged to enter community-sponsored contests where their talents can be showcased for a large audience. Balboa students won accolades and honors in the PTA's Reflections contest. Three students had their artwork selected for the calendar promoting the district and citywide Character and Ethics Project. Three students were honored for their entries in Glendale's "I Love My Neighborhood" poster contest, with the Grand Prize winner coming from our fifth grade!

Focus for Improvement

- An analysis of the testing data showed that 57 percent of our students were proficient on the District Writing Benchmark test in June of 2006. A review of our writing strategies and sharing of best practices increased our emphasis on writing, and there was a nine percent growth on the Writing Benchmark test in June 2007. Writing improvement will continue to be our schoolwide focus.
- An instructional focus continued for our Hispanic students and improvement was shown with an increase in proficiency in English/language arts, from 39 percent on the California Standards Tests in 2006 to 47 percent in June of 2007.
- Emergency preparedness received attention as our schoolwide plan was updated and a mock drill was held by staff to ascertain further needs and/or revisions to the plan. We held training for staff, which provided valuable information to incorporate with our schoolwide plan.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Balboa Elementary’s API was 831 (out of 1000). This is a decline of 3 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 834. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 8 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

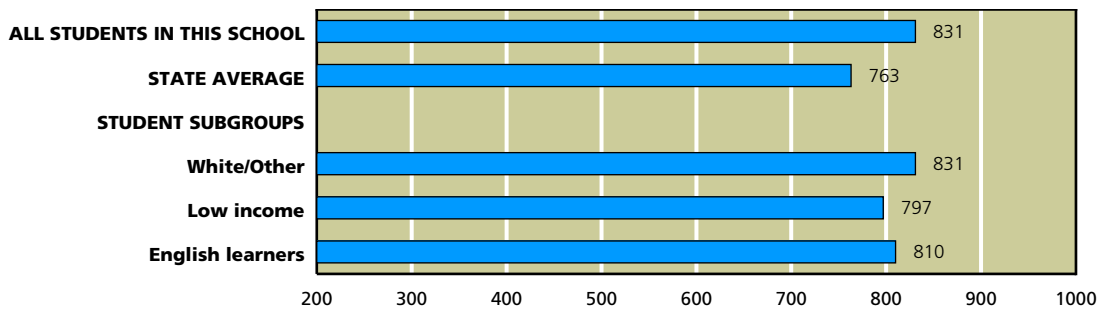
We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	831
Growth attained from prior year	-3
Met subgroup* growth targets	No
Underperforming school	No

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

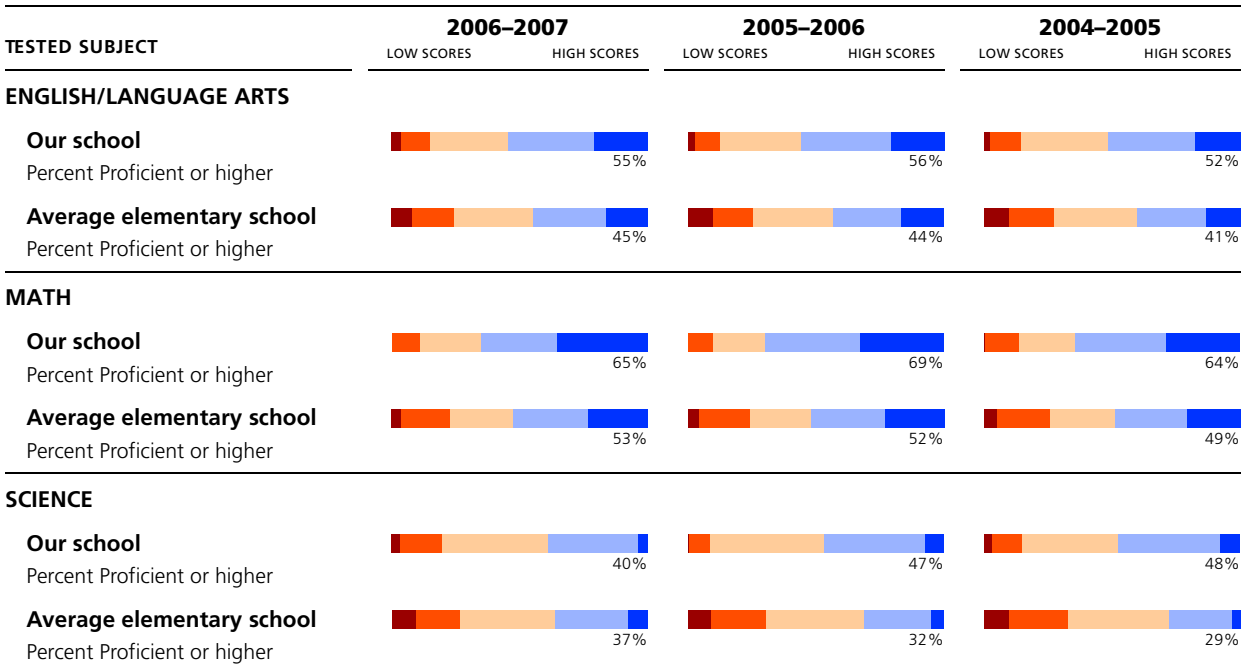
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			55%	100%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

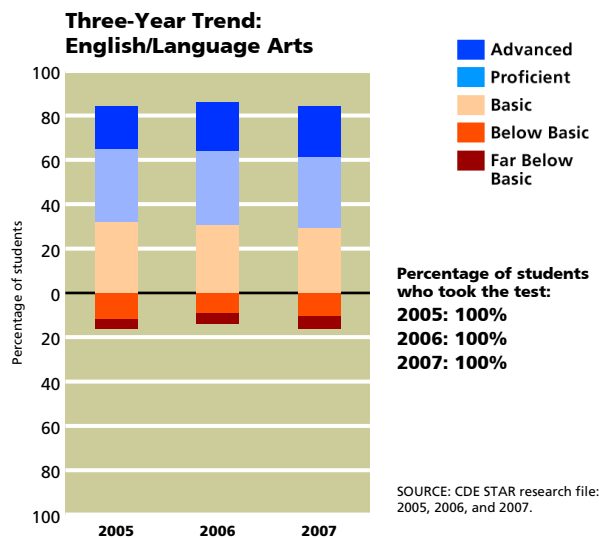
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	239	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			57%	217	
English proficient			73%	227	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			37%	229	
Low income			47%	248	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			63%	208	
Learning disabled	NO DATA AVAILABLE		N/A	28	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			57%	428	
Hispanic/Latino			48%	60	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			55%	365	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			65%	100%	SCHOOLWIDE AVERAGE: About 12 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

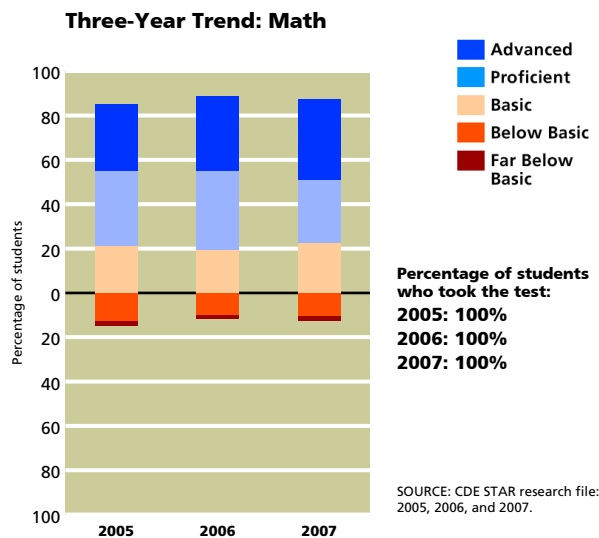
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			65%	239	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			65%	217	
English proficient			80%	227	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			50%	229	
Low income			58%	248	INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			73%	208	
Learning disabled	NO DATA AVAILABLE		N/A	28	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			68%	428	
Hispanic/Latino			41%	60	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			67%	365	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			40%	99%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			34%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

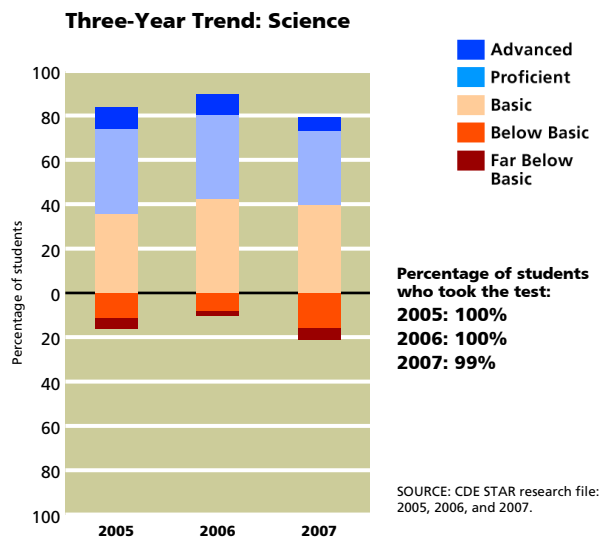
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	52	GENDER: About 25 percent more boys than girls at our school scored Proficient or Advanced.
Girls			27%	49	
English proficient			63%	57	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			9%	44	
Low income			31%	59	INCOME: About 21 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			52%	42	
Learning disabled	NO DATA AVAILABLE		N/A	8	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			42%	93	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	18	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			43%	77	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	10%	12%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	48%	33%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	31%	17%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	62%	42%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	42%	28%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	77%	53%	56%

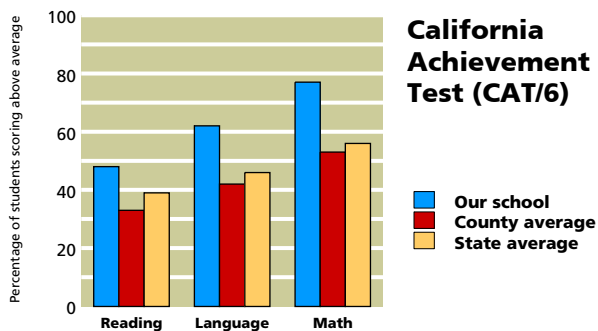
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Balboa Elementary, 48 percent of students scored at or above average in reading (compared to 39 percent statewide); 62 percent scored at or above average in language (compared to 46 percent statewide); and 77 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Balboa Elementary, ten percent of students scored at the top in reading (compared to 15 percent statewide); 31 percent scored at the top in language (compared to 19 percent statewide); and 42 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

We use many means to assess student progress, including homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. We also analyze Standardized Testing and Reporting (STAR) testing results to give a complete picture of student achievement and the quality of instruction.

STUDENTS

Students’ English Language Skills

At Balboa Elementary, 47 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	47%	62%	68%
English learners	53%	38%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 326 students classified as English learners. At Balboa Elementary, the language these students most often speak at home is Armenian. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	14%	89%	85%
Vietnamese	1%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	1%	1%
Korean	2%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	82%	6%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

Most students at Balboa Elementary identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Balboa Elementary. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	9%	7%
Asian American/Pacific Islander	4%	10%	11%
Latino/Hispanic	13%	64%	50%
White/European American/Other	81%	17%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Balboa Elementary, 54 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	54%	67%	56%
Parents with some college	55%	47%	54%
Parents with college degree	37%	26%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 55 percent of the students at Balboa Elementary have attended college, and 37 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Balboa Elementary varies across grade levels from a low of 20 students to a high of 36. Our average class size schoolwide is 25 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	35	28	29
Fifth grade	36	28	29
Sixth grade	36	30	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

Safety

Safety of students and staff is a primary concern of Balboa Elementary School. Yard supervisors, a safety assistant, administrators, and teachers supervise students at breaks, lunch, and before and after school. A series of security cameras monitor the campus 24 hours a day and images can be reviewed at two locations including the principal's office. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass, which must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the Site Safety Committee and School Site Council. All revisions are shared with staff members and parent groups. Key elements of the 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. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff, students, and parents are involved in planning and implementing mock drills and evaluating afterwards the procedures practiced.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	25	6	5
2005–2006	11	4	5
2004–2005	11	4	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

During the 2006–2007 school year, we had 154 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Homework occupies an important place in the educational program if effectively administered. Homework reinforces classroom instruction, supports high expectations, motivates students toward self-direction, and strengthens the relationship of school and home in the learning process. Homework is an important part of every student’s instructional program. Accordingly, teachers assign homework regularly based on classroom instruction, and students are held accountable for completing it.

Schedule

We provide supervision for grades one through six starting at 7:45 a.m. daily, except Wednesday, when supervision begins at 8:30 a.m. Kindergarten supervision begins at 8:05 a.m. daily, except Wednesday, when supervision begins at 9:25 a.m.

Instruction begins at 8:10 a.m. for all grades, and ends at 12:40 p.m. for kindergarten, 2:15 p.m. for the primary grades, and 2:36 p.m. for the upper grades. We dismiss all students at 12 noon on minimum days.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	36%	22%	25%
Girls in Fitness Zone	39%	28%	30%
Fifth graders in Fitness Zone	37%	25%	27%
Seventh graders in Fitness Zone	N/A	27%	29%
Ninth graders in Fitness Zone	N/A	29%	23%
All students in Fitness Zone	37%	25%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Balboa Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Linda Russo Milano for the past five years. Mrs. Milano has been an elementary school principal within the district for the past 21 years. During her 34 years as an educator she has also served as a teacher specialist and as a classroom teacher.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. Parent participation is solicited for most of our school leadership committees. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. They include the Instructional Leadership Team (ILT), Student Study Team (SST), Curriculum Instruction Committees (materials adoptions), School Site Council, PTA, District Advisory Council, English Language Advisory Committee (ELAC), GATE Council, Individual Education Program (IEP) Team, and Booster Club.

Students participate on Student Council and develop and hone leadership skills by leading school assemblies, organizing fund-raisers, making announcements in classrooms, and participating in a weekly campus inspection to provide information regarding safety issues and concerns.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	15	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	61%	38%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	39%	62%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 15 years of experience. About 39 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 61 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	3%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	5%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Balboa Elementary hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Balboa Elementary holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 93 percent of the faculty at Balboa Elementary hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	N/A	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	N/A	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past six years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2006–2007 school year, staff development topics at Balboa Elementary

School were primarily focused on textbook adoption in science, differentiation of instruction, substance abuse prevention, brain research/metacognition, disaster preparedness, and writing procedures/thinking maps.

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review program, and/or the Beginning Teacher Support and Assessment program. The Paraprofessional Teacher Training Program is also available, offering support to educational assistants interested in pursuing a teaching career.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.2
Social workers	0.0
Nurses	0.4
Speech/language/hearing specialists	0.6
Resource specialists	1.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

Over 60 percent of our students speak Armenian at home. The Davidian–Mariamian Armenian School has had afterschool classes at Balboa for 22 years. Our parents are extremely supportive of this program that is four hours per week. Coursework is taught by native speakers and educators and includes intensive reading, writing, and recitation in Armenian and the study of native dance, music, and culture. Enrollment is open to all Balboa students and Balboa prides itself in having the largest program participation (over 100 students) of this kind out of the four school districts involved! Clearly, this shows parent support as well as community generosity for providing such an opportunity.

Balboa’s afterschool childcare, ASES, has adult supervision available for 90 students. Homework help, organized recreation, and enrichment classes are provided at no cost to the families. Certificated teacher coaches work with small groups assisting students to meet grade-level standards (or maintain proficiency). Client surveys report that this meets a clear need in ensuring the safety of our students and increasing the safety of our neighborhood.

Balboa’s Booster Club (Balboa Plus) organizes and arranges afterschool enrichment programs and athletic events such as Journalism, Water Color Painting, and Basketball Tournaments throughout the year. Staff and parents provide instruction and supervision for these classes.

GIFTED AND TALENTED EDUCATION (GATE): High achieving and gifted students in kindergarten through grade six receive differentiated (customized) instruction in flexible guided reading groups using leveled (developmentally appropriate) reading materials. Specialized computer software such as the STAR Reading Assessment program and Accelerated Reader allow high-achieving students to read ahead of their grade level. Kindergarten through sixth grade teachers participate in professional development provided by GATE consultants for differentiated instruction, higher level questioning, and tiered lesson planning. Formal identification of gifted students for the GATE program begins in grade four and consists of teacher recommendations and individual performance on state tests. We provide differentiated instruction, cooperative learning, and cluster groupings in self-contained classrooms during the school day. GATE students also participate in extracurricular activities provided by the school and district, including GATE Breakfasts, the California Math League Contest, Invention Convention, Math Field Day, and other enrichment activities planned by individual school sites.

Staff receives training and ongoing instruction and support for teaching and working with high-achieving students

SPECIAL EDUCATION PROGRAM: Students qualifying for special education services may receive additional support through the school’s Resource Specialist Program (RSP) or through a Designated Instructional Program (DI) for speech and language remediation, vision services and/or adapted physical education services based on their identified needs. A team consisting of parents, school administrators, the educational psychologist, and special education teachers evaluates each identified student and develops an IEP. The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible, and students are in general education classes for a minimum of 51 percent of the day. Eligible students from preschool age through grade six who live in the attendance area receive services at Balboa. Children assigned to Special Day Class (SDC) or who have severe medical needs attend another Glendale School that is better able to provide those services.

ENGLISH LEARNER PROGRAM: All teachers at Balboa Elementary School are appropriately credentialed and able to instruct students acquiring English as a second language. Students are identified as English learners using the California English Language Development Test (CELDT) and the Home Language Survey (HLS). English Language Development (ELD) is taught in the classrooms, and targeted intervention classes are available during the school day and after school. English learners are assessed on their progress toward the acquisition of English using the state ELD standards. All students with a primary language other than English are tested using the CELDT upon enrollment in Glendale and at the beginning of each school year thereafter. Results are used by staff members for program planning and instructional focus. Parents are provided a report to show English language acquisition levels (with translations).

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

We expect proficiency of grade-level standards. By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

Science

Students learn the science standards starting in kindergarten. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

Social Science

Students learn about citizenship starting in kindergarten. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Balboa Elementary School, originally constructed in 1930, is currently situated on 3.77 acres and is comprised of 26 classrooms, a library, an auditorium, administrative offices, a resource room, and a preschool classroom. Outdoors, the campus provides a sheltered lunch area, grassy fields, and a recently resurfaced blacktop playground. The front lawn is bordered by bricks with the laser-cut inscriptions of the names of staff, students, and community friends, immortalizing past and present connections to Balboa. The kindergarten yard beckons you to sit under the trees or climb the scaled-down equipment. Through the front doors you will find small tables and chairs, as well as adult-sized seating surrounded by a bookcase full of books to read if you need to wait. Student work is posted. The trophy cabinet (a gift from former students) shows recent newspaper items about events at Balboa.

Modernization and remodeling projects, funded by Measure K, were completed in September 2005 and included the addition of new roofing, air-conditioning, and plumbing fixtures. Included in the modernization were ADA-compliant accessibility (elevator and ramps), new windows and fittings, improved lighting in classrooms and hallways, renovation of the office, lobby and all main building classrooms, and HVAC upgrades throughout all buildings.

Walk anywhere on campus and see a site free from clutter, safe from accidents, and appealing in overall presentation. A complete security camera system is in place throughout the campus. All classrooms are connected to the Internet and closed-circuit broadcasting is available to all classrooms from the auditorium or from the principal's office.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

The school's fully automated 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. Students visit the library on a weekly basis with their classes. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computers

We have 166 computers available for student use, which means that, on average, there is one computer for every four students. There are 26 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	5
Internet-connected classrooms	26	33	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Balboa Elementary School contains an average of three computers. Additionally, three portable computer labs, each containing a class set of laptops, are available on a rotation basis. Students receive computer-assisted instruction on a regular basis mastering skills in accordance with the district's Master Technology Plan. Regularly utilized software programs include, but are not limited to, Microsoft Office Suite, KidPix, Photoshop, PowerPoint, Accelerated Reader, and Accelerated Math.

Parent Involvement

The tradition of parent and community involvement permeates all we do at Balboa. Balboa's active PTA elects a Room Representative chairperson who is responsible for arranging a Head Room Representative for each classroom. The Parent Room Representative for each class organizes other parents within that classroom for volunteer services! Parents assist in classrooms, in the library, in PTA-sponsored activities (Book Fair, the Student Art Gala, Red Ribbon Week, and the Spring Fling, to name a few), and in the Balboa Booster Club, which supports our technology plan. There are parent volunteers every day on campus, setting up the Student Store, assisting in preschool, tutoring in classes, or supplementing instruction with an art docent program. How amazing when one considers the diversity of cultures and languages (12) represented at Balboa! The outreach to our families in primary languages, and the gradually growing diversity of the make-up of our staff, has been successful in bridging these gaps and in creating new opportunities. Information for parents is available in English, Armenian, Spanish, and Korean, with all school information and periodic updates provided to each family to keep them informed about all aspects of the school in order to describe policies and encourage participation and understanding of "the system." The annual signing of the Three Way Pledge (home/school compact) at Back-to-School Night reinforces our commitment to work with families as partners in their children's educational experience. We always welcome new parent volunteers!

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$203,558,533	N/A	N/A
Expenses per student	\$7,038	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,330 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$39,599	\$38,937
Midrange teacher's salary	\$60,792	\$61,080
Highest-paid teacher's salary	\$78,447	\$76,443
Average principal's salary (elementary school)	\$107,120	\$99,694
Superintendent's salary	\$222,210	\$195,054
Percentage of budget for teachers' salaries	41%	40%
Percentage of budget for administrators' salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of Glendale Unified schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	611
African American	2%
American Indian or Alaska Native	0%
Asian	3%
Filipino	2%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	80%
Multiple or no response	1%
Socioeconomically disadvantaged	53%
English learners	50%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	71
Grade 1	87
Grade 2	76
Grade 3	84
Grade 4	106
Grade 5	100
Grade 6	87
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	19	20
Grade 1	20	19	20
Grade 2	20	20	20
Grade 3	19	20	20
Grade 4	30	32	35
Grade 5	30	30	36
Grade 6	34	31	36
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	20	18	20
Combined 3–4	20	N/A	N/A
Combined 4–8	29	30	36
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	4	0	0	3	0	0
Grade 1	3	0	0	3	0	0	5	0	0
Grade 2	4	0	0	3	0	0	3	0	0
Grade 3	4	0	0	4	0	0	4	0	0
Grade 4	0	2	0	0	2	0	0	0	3
Grade 5	0	3	0	0	2	0	0	0	2
Grade 6	0	0	3	0	3	0	0	0	2
Combined K–3	2	0	0	3	0	0	2	0	0
Combined 3–4	1	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	29	29	28	1,239
Without Full Credential	0	0	0	28

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	52%	56%	55%	54%	56%	58%	40%	42%	43%
Mathematics	64%	69%	65%	55%	57%	57%	38%	40%	40%
Science	48%	47%	40%	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	79%	86%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	45%	47%	17%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	55%	67%	43%
Boys	52%	65%	52%
Girls	57%	65%	27%
Economically disadvantaged	47%	58%	31%
English Learners	37%	50%	9%
Students with disabilities	14%	11%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	38%	44%	48%	49%	52%	53%	41%	42%	42%
Mathematics	70%	78%	77%	67%	70%	69%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	44%	75%
Boys	48%	75%
Girls	47%	79%
Economically disadvantaged	41%	80%
English learners	37%	76%
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	8	8	8
Similar-schools rank	9	10	10

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+13	+18	-3	831
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+13	+20	-11	831
Economically disadvantaged	+23	+9	-3	797
English learners	N/A	+21	-1	810
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	2
Percentage of schools currently in PI	6%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Reading - California	English - Language Arts	2003	2003
The Language of Literature	English/Reading	2002	2003
California Vistas	History/Social Studies	2007	2006
Reflections: California Series	History/Social Studies	2007	2006
World History: Ancient Civilizations, CA Edition	History/Social Studies	2006	2006
Everyday Mathematics	Mathematics	1997-2001	1997
"California Earth Science"			
Focus on Earth Science	Science	2008	2007
California Science	Science	2008	2007

SOURCE: Textbook data is supplied by the district.