

## Balboa Elementary

### California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Balboa Elementary
<b>Street</b>	1844 Bel Aire Dr.
<b>City, State, Zip</b>	Glendale, Ca, 91201-1173
<b>Phone Number</b>	818-241-1801
<b>Principal</b>	Dr. Sona Arakelyan, Principal
<b>E-mail Address</b>	<a href="mailto:sarakelyan@gusd.net">sarakelyan@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013619

*Last updated: 1/8/2016*

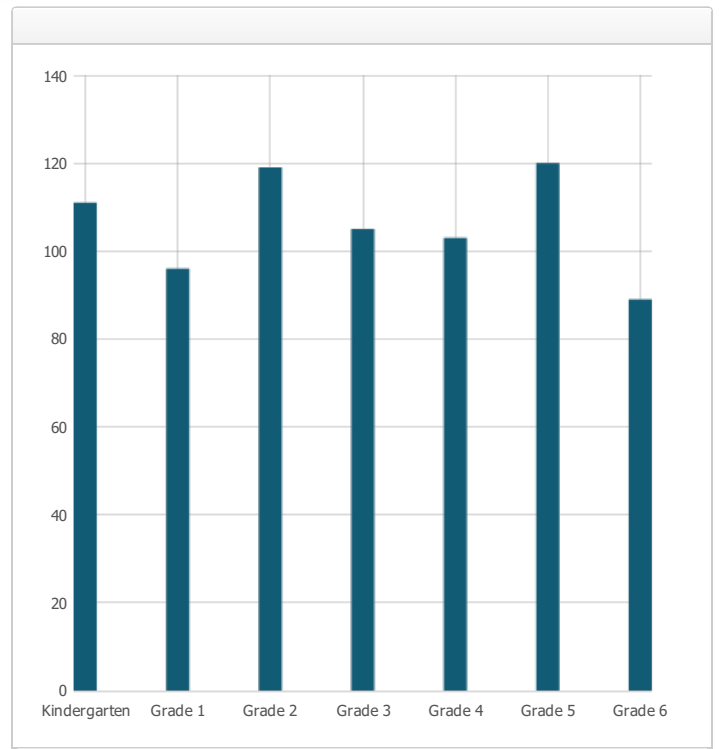
### School Description and Mission Statement - Most Recent Year

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

*Last updated: 1/8/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

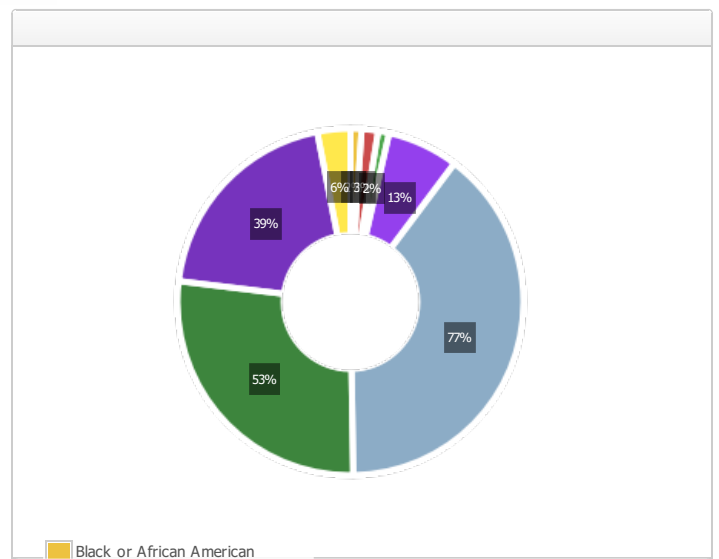
Grade Level	Number of Students
Kindergarten	111
Grade 1	96
Grade 2	119
Grade 3	105
Grade 4	103
Grade 5	120
Grade 6	89
<b>Total Enrollment</b>	<b>743</b>



Last updated: 1/8/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.0 %
Asian	3.2 %
Filipino	2.4 %
Hispanic or Latino	13.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	77.7 %
Two or More Races	0.9 %
Socioeconomically Disadvantaged	53.4 %
English Learners	39.4 %
Students with Disabilities	6.3 %
Foster Youth	0.4 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/8/2016

## A. Conditions of Learning

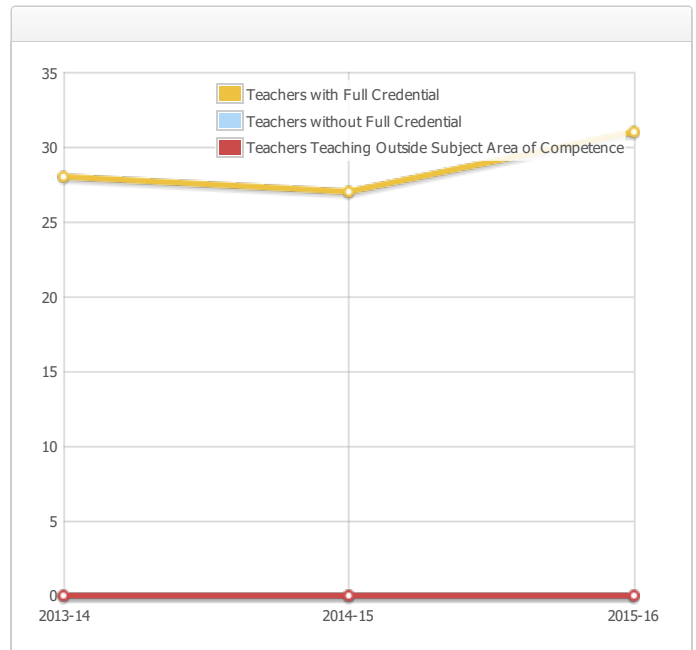
### State Priority: Basic

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

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

#### Teacher Credentials

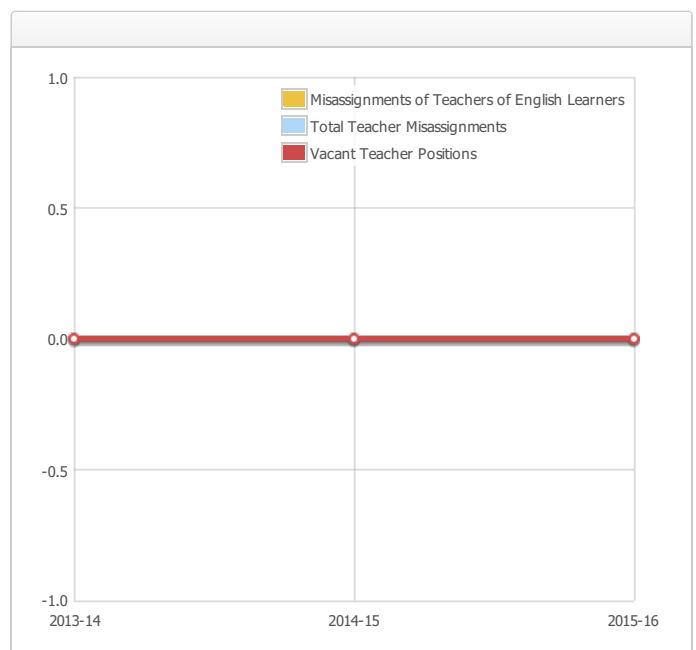
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	27	31	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/8/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/8/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt - HSP California Excursions/2010 McDougal Littell - the Language of Literature/2003	Yes	0.0 %
Mathematics	SWUN Math, LLC/2013	Yes	0.0 %
Science	MacMillian McGraw-Hill - California Science/2007	Yes	0.0 %
History-Social Science	McMillian McGraw-Hill - California Vistas/2006 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)			0.0 %

Last updated: 1/8/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

Balboa Elementary School, originally constructed in 1930, is currently situated on 3.77 acres and is comprised of 29 classrooms, a library, an auditorium, administrative offices, a resource room, and a computer lab. 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 Transitional Kindergarten and Kindergarten yard beckons you to sit under the trees or climb the scaled-down equipment.

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 building. A new building equipped with the modern technology as well as a new playground will be completed by September of 2016.

Walk anywhere on campus and see a site free from clutter, safe from accidents, and appealing in overall presentation. Our rose garden is a source of pride and is maintained, along with several other floral areas, by teachers, students and parent volunteers. 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.

*Last updated: 1/8/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	most surfaces need paint and repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	light fixture is not working
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	most windows need attention

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	50.0%	49.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/8/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	105	102	97.1%	26.0%	19.0%	27.0%	27.0%
Male	105	56	53.3%	29.0%	20.0%	30.0%	21.0%
Female	105	46	43.8%	24.0%	17.0%	24.0%	35.0%
Black or African American	105	2	1.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	105	4	3.8%	--	--	--	--
Filipino	105	2	1.9%	--	--	--	--
Hispanic or Latino	105	12	11.4%	33.0%	33.0%	17.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	105	81	77.1%	25.0%	17.0%	28.0%	30.0%
Two or More Races	105	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	105	60	57.1%	27.0%	20.0%	23.0%	30.0%
English Learners	105	46	43.8%	33.0%	17.0%	26.0%	24.0%
Students with Disabilities	105	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	102	100	98.0%	34.0%	22.0%	26.0%	18.0%
Male	102	55	53.9%	40.0%	22.0%	22.0%	16.0%
Female	102	45	44.1%	27.0%	22.0%	31.0%	20.0%
Black or African American	102	5	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	102	3	2.9%	--	--	--	--
Filipino	102	2	2.0%	--	--	--	--
Hispanic or Latino	102	16	15.7%	31.0%	31.0%	31.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	74	72.5%	34.0%	23.0%	26.0%	18.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	102	59	57.8%	36.0%	20.0%	25.0%	19.0%
English Learners	102	31	30.4%	58.0%	32.0%	10.0%	0.0%
Students with Disabilities	102	9	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/8/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	122	119	97.5%	21.0%	19.0%	32.0%	28.0%
Male	122	66	54.1%	24.0%	20.0%	33.0%	23.0%
Female	122	53	43.4%	17.0%	19.0%	30.0%	34.0%
Black or African American	122	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	122	7	5.7%	--	--	--	--
Filipino	122	2	1.6%	--	--	--	--
Hispanic or Latino	122	13	10.7%	31.0%	15.0%	38.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	122	94	77.0%	21.0%	21.0%	33.0%	24.0%
Two or More Races	122	1	0.8%	--	--	--	--
Socioeconomically Disadvantaged	122	66	54.1%	23.0%	24.0%	27.0%	26.0%
English Learners	122	39	32.0%	38.0%	33.0%	23.0%	5.0%
Students with Disabilities	122	5	4.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	90	97.8%	10.0%	30.0%	40.0%	20.0%
Male	92	51	55.4%	14.0%	43.0%	31.0%	12.0%
Female	92	39	42.4%	5.0%	13.0%	51.0%	31.0%
Black or African American	92	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	3	3.3%	--	--	--	--
Filipino	92	2	2.2%	--	--	--	--
Hispanic or Latino	92	10	10.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	74	80.4%	11.0%	27.0%	43.0%	19.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	92	52	56.5%	13.0%	25.0%	44.0%	17.0%
English Learners	92	23	25.0%	30.0%	52.0%	13.0%	4.0%
Students with Disabilities	92	5	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	105	103	98.1%	22.0%	19.0%	33.0%	25.0%
Male	105	57	54.3%	19.0%	23.0%	30.0%	28.0%
Female	105	46	43.8%	26.0%	15.0%	37.0%	22.0%
Black or African American	105	2	1.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	105	4	3.8%	--	--	--	--
Filipino	105	2	1.9%	--	--	--	--
Hispanic or Latino	105	12	11.4%	17.0%	42.0%	33.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	105	82	78.1%	23.0%	16.0%	33.0%	28.0%
Two or More Races	105	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	105	60	57.1%	20.0%	25.0%	32.0%	23.0%
English Learners	105	46	43.8%	30.0%	20.0%	35.0%	15.0%
Students with Disabilities	105	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/8/2016

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	102	101	99.0%	19.0%	39.0%	24.0%	18.0%
Male	102	55	53.9%	16.0%	45.0%	20.0%	18.0%
Female	102	46	45.1%	22.0%	30.0%	28.0%	17.0%
Black or African American	102	5	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	102	3	2.9%	--	--	--	--
Filipino	102	2	2.0%	--	--	--	--
Hispanic or Latino	102	16	15.7%	25.0%	44.0%	19.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	75	73.5%	15.0%	43.0%	24.0%	17.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	102	59	57.8%	25.0%	36.0%	22.0%	17.0%
English Learners	102	31	30.4%	35.0%	48.0%	13.0%	3.0%
Students with Disabilities	102	9	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	122	119	97.5%	24.0%	28.0%	19.0%	29.0%
Male	122	66	54.1%	26.0%	27.0%	21.0%	26.0%
Female	122	53	43.4%	21.0%	28.0%	17.0%	34.0%
Black or African American	122	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	122	7	5.7%	--	--	--	--
Filipino	122	2	1.6%	--	--	--	--
Hispanic or Latino	122	13	10.7%	46.0%	23.0%	15.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	122	94	77.0%	22.0%	29.0%	19.0%	30.0%
Two or More Races	122	1	0.8%	--	--	--	--
Socioeconomically Disadvantaged	122	66	54.1%	21.0%	32.0%	21.0%	26.0%
English Learners	122	39	32.0%	44.0%	38.0%	8.0%	10.0%
Students with Disabilities	122	5	4.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/8/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	92	90	97.8%	19.0%	28.0%	29.0%	24.0%
Male	92	51	55.4%	24.0%	33.0%	27.0%	16.0%
Female	92	39	42.4%	13.0%	21.0%	31.0%	36.0%
Black or African American	92	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	92	3	3.3%	--	--	--	--
Filipino	92	2	2.2%	--	--	--	--
Hispanic or Latino	92	10	10.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	92	74	80.4%	18.0%	27.0%	28.0%	27.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	92	52	56.5%	25.0%	27.0%	31.0%	17.0%
English Learners	92	23	25.0%	43.0%	48.0%	9.0%	0.0%
Students with Disabilities	92	5	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	73.0%	72.0%	74.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	74.0%
Male	71.0%
Female	77.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	61.0%
Native Hawaiian or Pacific Islander	--
White	74.0%
Two or More Races	--
Socioeconomically Disadvantaged	72.0%
English Learners	51.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016



# State Priority: Other Pupil Outcomes

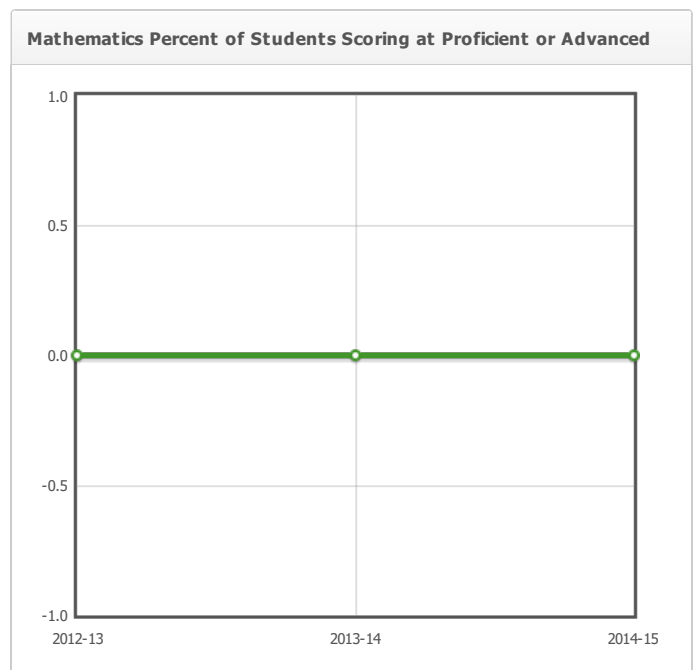
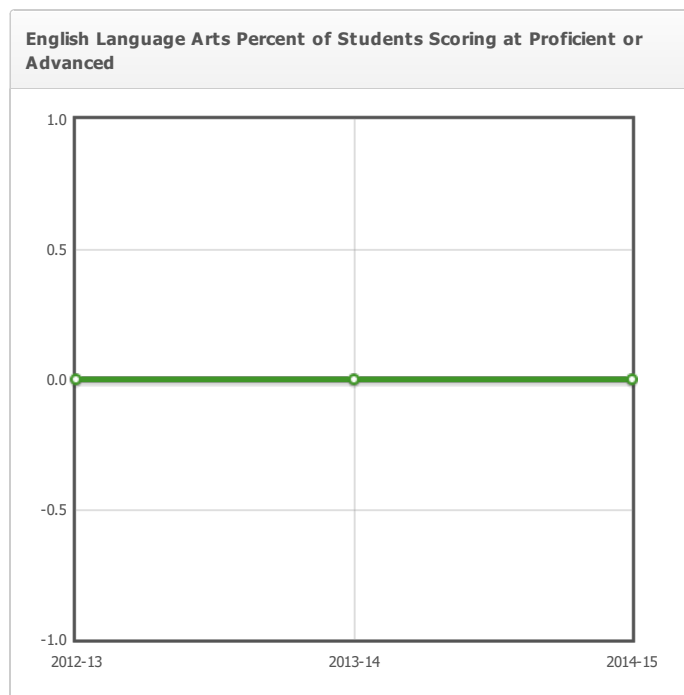
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/8/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.2%	27.5%	56.7%

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

Last updated: 1/8/2016

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

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 and in the Balboa Booster Club, which supports our technology plan. There are parent volunteers every day on campus, setting up the Student Store, and tutoring in classes. All school information and periodic updates are provided to parents in English, Armenian, Spanish, and Korean in efforts to keep parents informed about school related policies and procedures and encourage parent participation. Balboa warmly welcomes parent volunteers.

### State Priority: Pupil Engagement

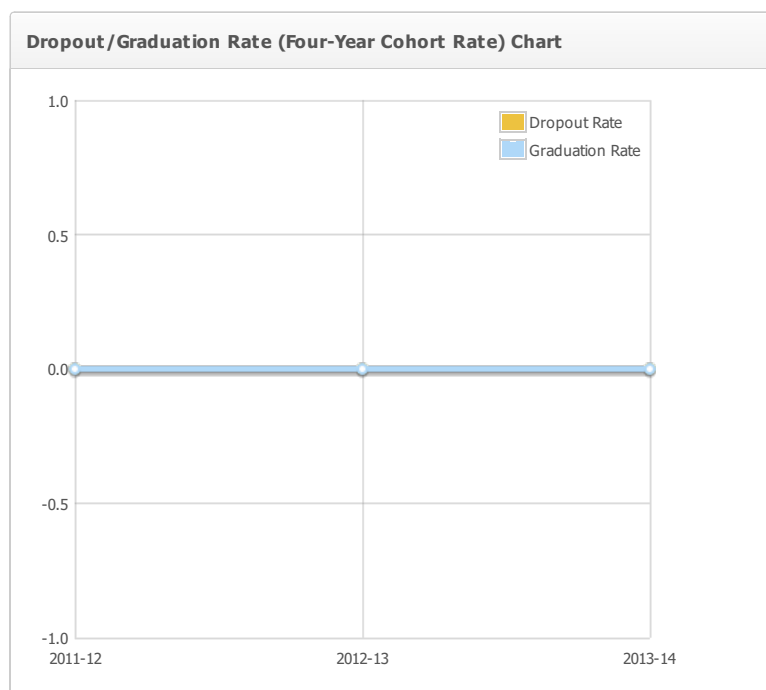
*Last updated: 1/8/2016*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



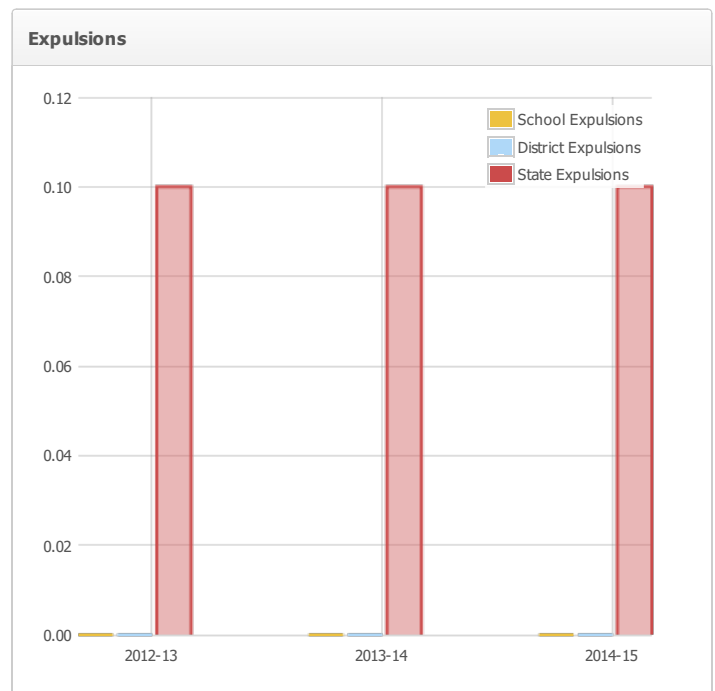
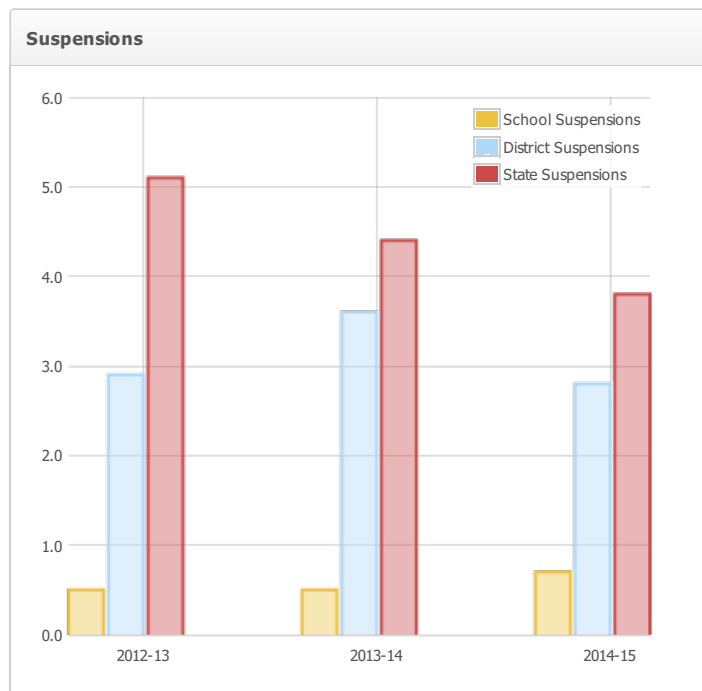
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.5	0.5	0.7	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/8/2016

## School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of Balboa Elementary School. Yard supervisors, 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 at risk students, 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. A variety of safety drills such as earthquake, fire, and lockdown 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.

Last updated: 1/8/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/8/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	1	5		20.0	4	2		23.0		5	
1	24.0		4		25.0		5		26.0		2	
2	22.0		4		26.0		4		33.0		3	1
3	25.0		4		25.0		4		26.0		4	
4	37.0			1	33.0			3	34.0			3
5	36.0			2	34.0			2	34.0			3
6	48.0			3	34.0		1	2	44.0			3
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4804.0	\$553.0	\$4251.0	\$75279.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2016*

## Types of Services Funded (Fiscal Year 2014-15)

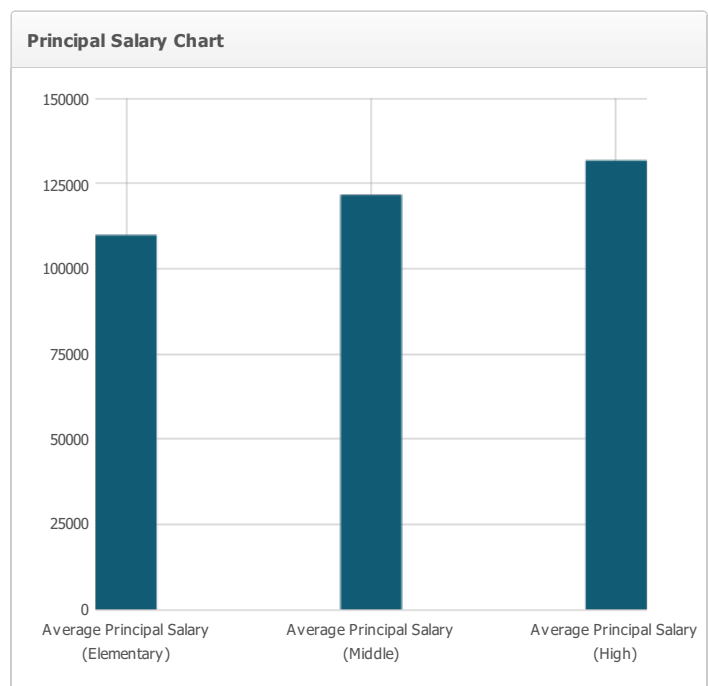
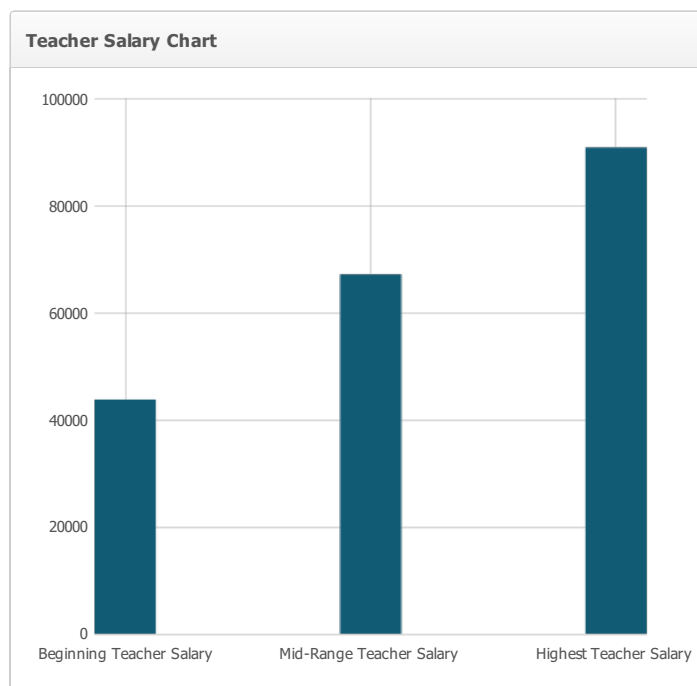
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA support is evident in many of our schools' supplemental academic and extracurricular activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation,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

*Last updated: 1/8/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*