

Balboa Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. 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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2016-17)	
School Name	Balboa Elementary
Street	1844 Bel Aire Dr.
City, State, Zip	Glendale, Ca, 91201-1173
Phone Number	818-241-1801
Principal	Dr. Sona Arakelyan, Principal
E-mail Address	sarakelyan@gusd.net
County-District-School (CDS) Code	19645686013619

Last updated: 1/17/2017

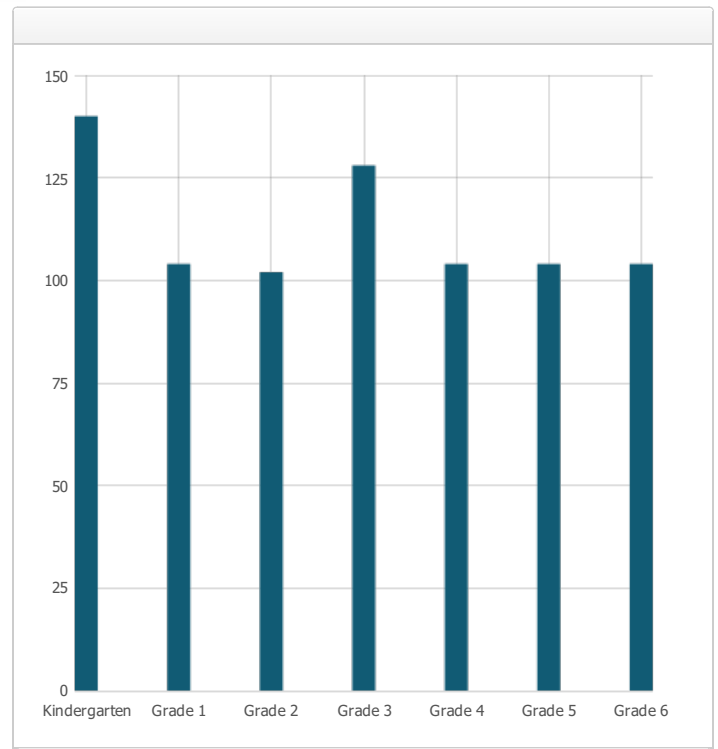
School Description and Mission Statement (School Year 2016-17)

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: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	140
Grade 1	104
Grade 2	102
Grade 3	128
Grade 4	104
Grade 5	104
Grade 6	104
Total Enrollment	786



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.0 %
Asian	3.3 %
Filipino	1.1 %
Hispanic or Latino	11.1 %
Native Hawaiian or Pacific Islander	0.1 %
White	81.9 %
Two or More Races	0.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.8 %
English Learners	43.8 %
Students with Disabilities	5.9 %
Foster Youth	0.1 %

Last updated: 1/17/2017

A. Conditions of Learning

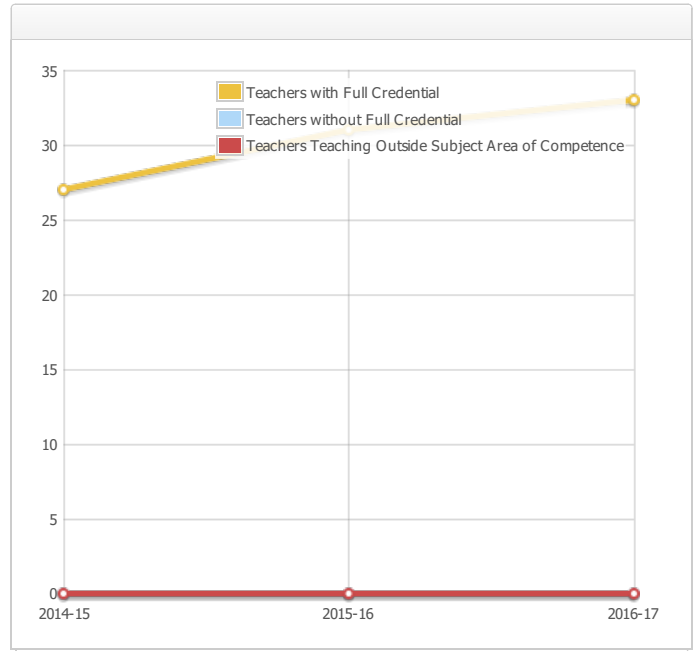
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	31	33	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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	"GEMS" GUSD Open Source Math Curriculum/2015	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Science/2007	Yes	0.0 %
History-Social Science	McMillan 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)	N/A	N/A	0.0 %

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

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

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 is being funded through Measure S and will be completed by December of 2016. Modernization of the playground is projected to be completed by August of 2017.

The campus is clutter free, safe, and appealing in overall presentation. We are very proud of our rose garden, along with several other floral areas, that are maintained by teachers, students and parent volunteers. A security camera system is in place throughout the campus. All classrooms are connected to the Internet and a school wide intercom system.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Exemplary
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Last updated: 1/17/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	60.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	50.0%	52.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	127	97.7%	61.1%
Male	63	62	98.4%	45.9%
Female	67	65	97.0%	75.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	52.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	99.0%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	72	98.6%	51.4%
English Learners	46	46	100.0%	31.1%
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	106	98.2%	52.8%
Male	60	58	96.7%	48.3%
Female	48	48	100.0%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	90	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.4%	50.0%
English Learners	30	29	96.7%	13.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	104	96.3%	56.7%
Male	57	54	94.7%	50.0%
Female	51	50	98.0%	64.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	61.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.5%	53.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.1%	50.0%
English Learners	42	40	95.2%	17.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	107	100.0%	69.2%
Male	61	61	100.0%	65.6%
Female	46	46	100.0%	73.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	58.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.0%	68.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	64.4%
English Learners	28	28	100.0%	35.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	127	97.7%	62.2%
Male	63	61	96.8%	59.0%
Female	67	66	98.5%	65.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	35.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	99.0%	63.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	72	98.6%	50.0%
English Learners	46	45	97.8%	40.0%
Students with Disabilities	11	10	90.9%	30.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	106	98.2%	50.9%
Male	60	58	96.7%	44.8%
Female	48	48	100.0%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	90	100.0%	54.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.4%	43.3%
English Learners	30	29	96.7%	10.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	105	97.2%	38.1%
Male	57	54	94.7%	37.0%
Female	51	51	100.0%	39.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	30.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.7%	39.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	68	97.1%	36.8%
English Learners	42	41	97.6%	14.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	107	100.0%	56.1%
Male	61	61	100.0%	55.7%
Female	46	46	100.0%	56.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.0%	58.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	50.9%
English Learners	28	28	100.0%	17.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	74.0%	64.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	108	103	95.4%	64.1%
Male	57	53	93.0%	64.2%
Female	51	50	98.0%	64.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	61.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	86	82	95.4%	62.2%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	67	95.7%	56.7%
English Learners	42	39	92.9%	25.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/17/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	26.0%	14.4%

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: 1/17/2017

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 (School Year 2016-17)

The tradition of parent and community involvement permeates all we do at Balboa and there are many opportunities for parent involvement. All parents are invited to attend Parent Teacher Association (PTA) meetings, Coffee With The Principal, the Title I Parent meeting, and School Site Council (SSC) meetings. In addition, parents of English Language Learners are invited to attend English Learner Advisory Committee (ELAC) meetings, and parents of students identified as gifted and talented (GATE) are invited to attend GATE meetings. Parent Literacy and Math Nights are also projected to begin in the 2016-2017 school year. All of these meetings provide parents with opportunities to provide their input and receive valuable information.

Balboa's active PTA is responsible for arranging a room representative for each classroom. The parent representative for each class organizes other parents within that classroom for volunteer services. Parents volunteer their time and provide support in classrooms, in the office, in the library, and PTA sponsored activities. School information and periodic updates are available in Armenian, Spanish, and Korean, by parent request in efforts to keep parents informed about school-related policies and procedures and encourage parent participation.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

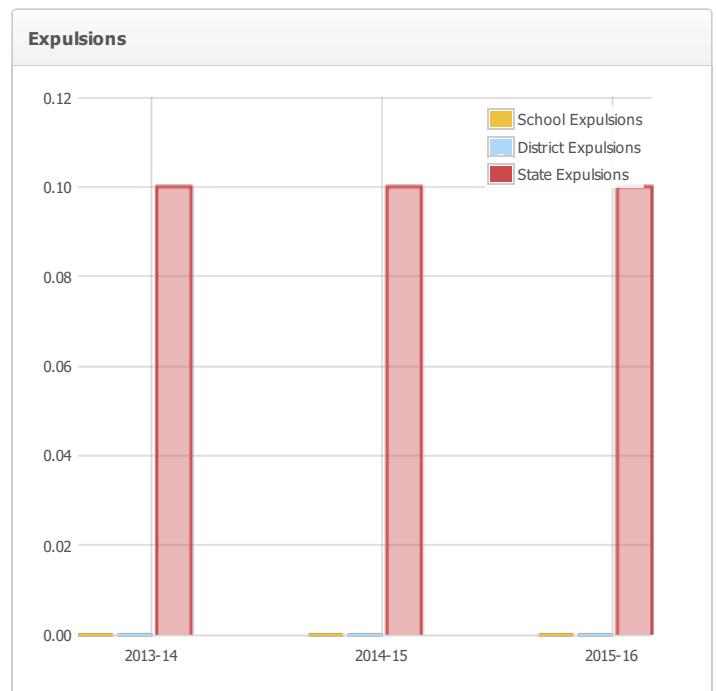
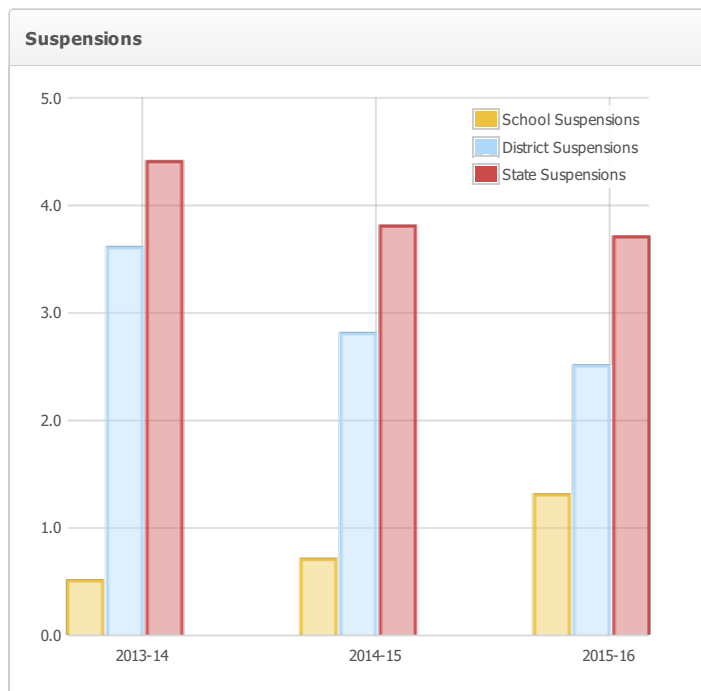
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.7	1.3	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

The 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. The school is a secure campus where 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, bullying policy and the 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: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	20.0	4	2	0	23.0	0	5	0	20.0	3	3	0
1	25.0	0	5	0	26.0	0	2	0	26.0	0	4	0
2	26.0	0	4	0	33.0	0	3	1	26.3	0	4	0
3	25.0	0	4	0	26.0	0	4	0	25.6	0	5	0
4	33.0	0	0	3	34.0	0	0	3	35.3	0	0	3
5	34.0	0	0	2	34.0	0	0	3	35.0	0	0	3
6	34.0	0	1	2	44.0	0	0	3	36.0	0	0	3
Other	0.0	0	0	0	0.0	0	0	0	24.0	0	1	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5234.0	\$565.0	\$4669.0	\$75594.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	-0.2%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

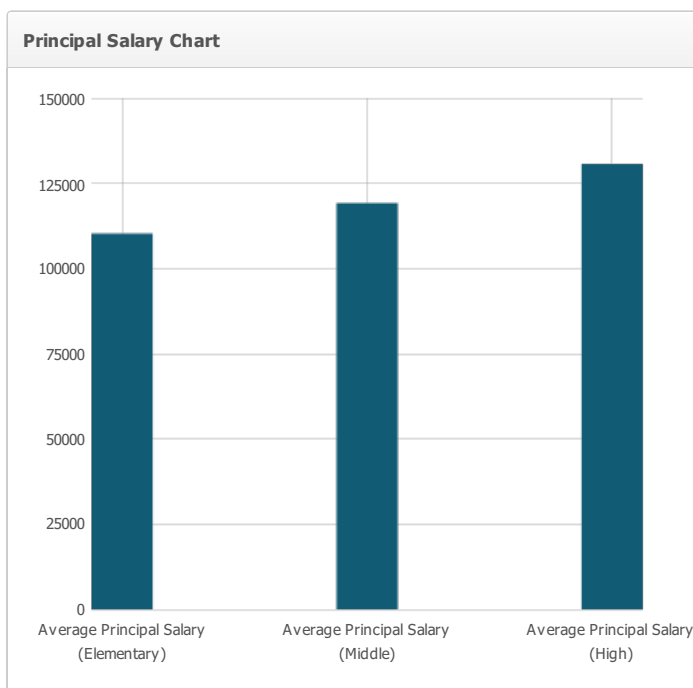
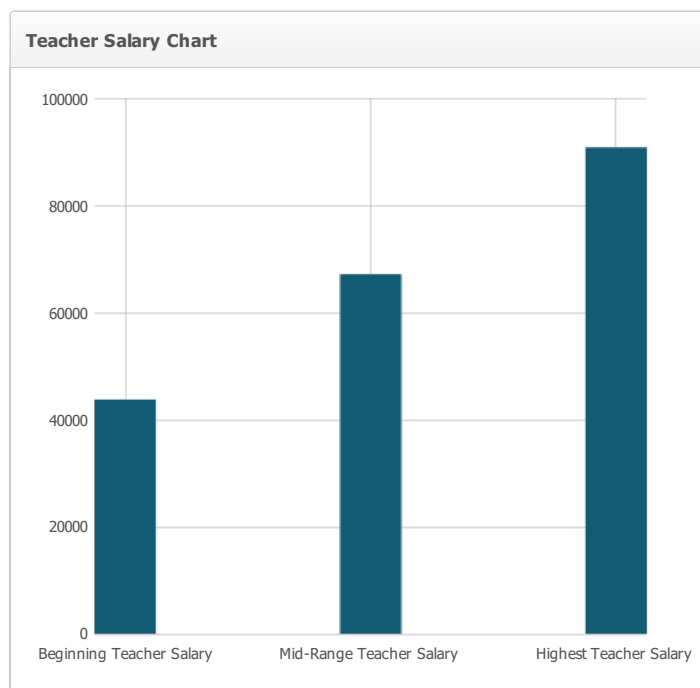
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA support is evident in many of our schools' supplemental academic and extracurricular activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation,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

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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: 1/17/2017

Professional Development

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: 1/17/2017