

**2012-2013**

LOS ANGELES UNIFIED  
SCHOOL DISTRICT

**[BALBOA GIFTED MAGNET  
REQUEST FOR PROPOSAL]**

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## PILOT SCHOOL PROPOSAL

### A. MISSION STATEMENT

The mission of Balboa Gifted Magnet is to provide an academic program that is *specifically designed to engage and challenge students who are intellectually gifted and/or high achieving* enabling them to meet and exceed California's Common Core Standards.

We believe that this goal is achieved through differentiated instruction, defined as follows:

*"Varying curriculum and instruction so that students who have already mastered the material continue to progress and so that students who have a particular area of interest can pursue it in greater depth or in a personalized way."*

*-Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities; A Publication of the CA Dept. of Education and the CA Association for the Gifted.*

We believe our full magnet campus of gifted/high ability students should work at a pace that is appropriate to their abilities and engage the curriculum in greater depth and with greater complexity. This reflects a philosophy of "quality, not quantity" and fosters critical thinking, independence, and creativity in order to initiate each child's journey as a lifelong learner.

### B. VISION STATEMENT

The vision of Balboa Gifted Magnet is to engage the minds of gifted children and challenge them to be able to do much more than score well on standardized tests. In this time of declining resources and diminishing opportunities for meaningful enrichment, Balboa's vision is to continue its tradition of excellence in meeting the needs of gifted/high ability students. Balboa Magnet was honored as a National Blue Ribbon School in 1988 and has been nominated at every opportunity by the State of California for the California Distinguished School Award. Most recently, the school earned the award in the spring of 2012. Balboa Magnet has been named a LAUSD Model of Excellence School since the inception of the distinction. These district, state, and national honors validate our programs and initiatives, and affirm Balboa Magnet as a school of excellence deserving of the strong sense of pride we have in our community. We believe that 21<sup>st</sup> century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and continue growing as learners. We believe our students should think like disciplinarians in order to solve problems and understand the world around them. Our students should be independent thinkers who are responsible partners in their own learning.

Our vision is grounded in two philosophical beliefs:

**1. Instruction of gifted students should involve differentiation that is commensurate with students' interests and abilities.**

According to Julia L. Roberts, Ed. D. and Tracy Inman, "When differentiated learning experiences are provided, all students win. Winning means that each student is learning at appropriately challenging levels and all students are making continuous progress. When this happens, motivation to learn is high, and disciplinary problems are few."<sup>1</sup> Tiered assignments are differentiated learning activities that are developed based on diagnosis of students' needs. It is providing certain assignments to certain groups of students in order to "provide a better instructional match between students and their individual needs" (Heacox 91). There are six ways to tier assignments: challenge, complexity, resources, outcome, process, and product. Compacting curriculum is when the teacher examines a subject area and identifies "content or skills that could be accelerated, eliminated, or preassessed" (Heacox 137). Teachers can replace standard course assignments with an accelerated interest-based project. The purpose is to eliminate repetition of already mastered skills and/or knowledge, increase challenge level, and to give time for investigating the topic beyond regular instruction. The idea is to motivate advanced learners based on their interests.

Prior to the beginning of the instructional year, Balboa Magnet examines California Standards Test (CST) data to ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Research based practices are applied, which include but are not limited to differentiation of curriculum (tiered assignments, compacting, and novelty), critical thinking strategies (Depth and Complexity, Blooms Taxonomy), scaffolding techniques (Thinking Maps, Accountable Talk, and clear expectations), and Specially Designed Academic Instruction in English (SDAIE).<sup>2</sup>

Balboa Magnet continues to expand its use of higher-level critical thinking skills through the integration of Sandra Kaplan's work in Depth and Complexity. Depth and Complexity utilizes icons that students are introduced to and apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines.<sup>3</sup> These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills.

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<sup>1</sup> Roberts, Julia L., and Tracy F. Inman. *Strategies for Differentiating Instruction: Best Practices for the Classroom*. Waco, TX: Prufrock, 2007. Print.

<sup>2</sup> The Alliance for Excellent Education New Teacher Center at the University California Santa Cruz (December 2005) identifies these practices, as well as the following, to promote student success: vocabulary and language development, guided interaction, metacognition and authentic assessments, explicit instruction, meaning based content, modeling, use of graphic organizers, and visuals.

<sup>3</sup> Depth & Complexity Icons, OERI, Javits Curriculum Project T.W.O., Kaplan, S. & Gould, B.

## 2. Technology-supported constructivist classrooms are aligned with the effective teaching of gifted students.

The constructivist classroom provides opportunities for students to pursue an interest-based education. The teacher takes on the role of facilitator in guiding students through the process of discovering information on self-selected topics and organizing it in a meaningful way. Teachers will design the overall structure for the projects and provide resources that students need to do them, but students will have greater responsibility for their own learning and producing finished products that meet high standards. Projects with real-world relevance are complex and meaningful at their core. They promote critical thinking, problem solving, and collaboration.

We believe the use of technology in the constructivist classroom achieves the following:

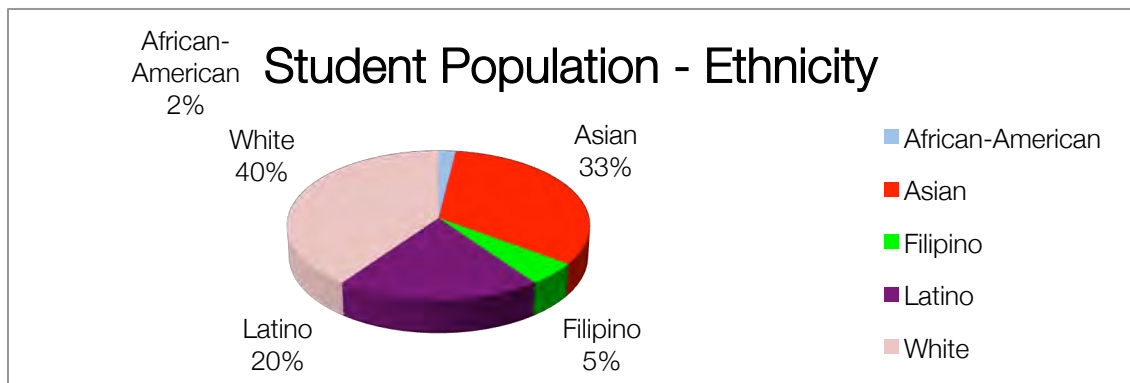
- **Adds to the students' perception that their work is authentic and important.** Students demonstrate greater concern and motivation about the quality of their technology-supported work, giving more consideration to how it could be perceived by various audiences.
- **Increases the complexity with which students can handle information successfully.** Students are able to go much farther in specific subject areas when given technology supports due to the ability to automate mundane or repetitive tasks and visualize abstract elements.
- **Creates greater collaboration.** Students are more inclined to help peers by asking for and offering advice when working on technology based tasks.
- **Gives teachers additional opportunities to take on a coaching/advisory role.** Students are more likely to be actively involved and engaged in technology-supported task, allowing the teacher to become readily available for coaching. The nature of technology-supported projects also allows for students to "try out" teachers' suggestions or alternative approaches without having to "start all over" or "erase mistakes".

Technology is an important enabler for classes organized around complex, authentic tasks. When technology is used in support of challenging projects, it contributes to students' sense of authenticity and to the "real life" quality of the task. In essence, using real tools for real purposes. In addition, bringing the world into the classroom via videoconferencing and the internet provides access to the depth of knowledge sought after by our gifted students. Structuring the classroom around such projects requires a change not only in pedagogy, but also in tools for the teacher as well. Teachers will need access to the internet as a teaching tool in their classrooms and students will require similar technology to produce meaningful 21<sup>st</sup> century products.

We do not mean to suggest that all instruction should involve technology or employ the constructivist approach all of the time. We do believe, however, that students should have ongoing, frequent exposure to this kind of teaching and learning. Using technology as a part of the innovation can provide a powerful catalyst for taking on the challenge of allowing students to pursue interests and complete projects in a personalized way.

### C. SCHOOL DATA PROFILE/ANALYSIS

- As a full magnet campus, Balboa Gifted Magnet is a Court-Ordered voluntary integration opportunity available to students in grades 1-5 who live within the boundaries of LAUSD. Balboa Gifted Magnet is part of the LAUSD Magnet Program which offers specialized courses or curricula designed to attract students based on their interests and/or abilities while stressing academic excellence, cooperative/experiential learning, interdisciplinary coursework, and peer collaboration. Balboa Gifted Magnet's openings are determined by the need to maintain a racially balanced enrollment and by available space. Balboa Gifted Magnet's ethnic composition adheres to the mandatory balance of 40% White/60% Minority. It is comprised of 748 students, which includes: 2% African American, 33% Asian, 20% Latino, 5% Filipino, and 40% White. Of this population, 2% are English Learners, 2% are Special Education, 65% are identified as Gifted and Talented, and 18% are Economically Disadvantaged. Our students come from all over the Los Angeles area and the campus mirrors the diversity of our school district. The purpose of the magnet program is to provide an integrated educational and personal experience, which prepares students to function in a diverse society, and helps to eliminate, reduce or prevent long-standing patterns of racial isolation.



As a gifted/high ability magnet, the district requires specific eligibility criteria:

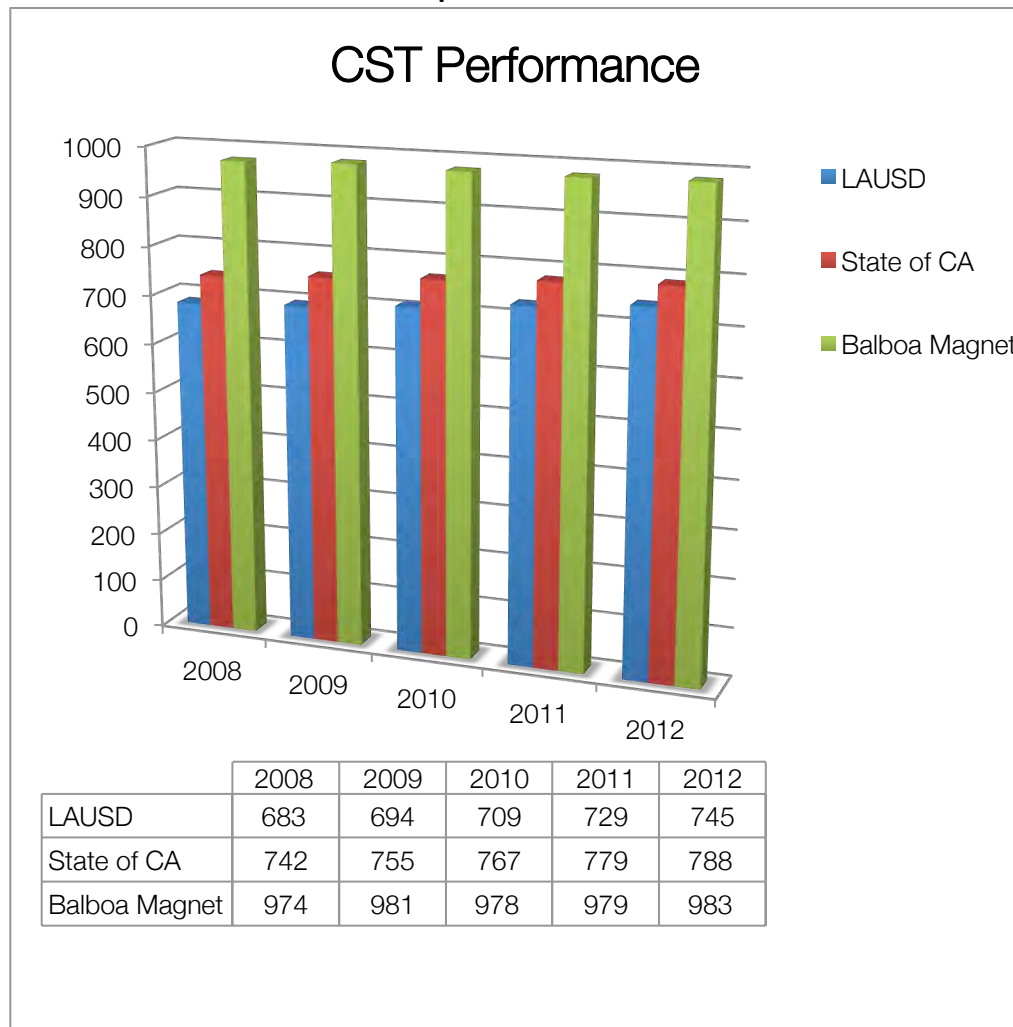
- Demonstrate the ability to meet ALL FOUR of these critical thinking and problem solving skills in their primary language:
  - Explain meanings or relationships among facts, information or concepts that demonstrate depth and complexity.
  - Formulate new ideas or solutions and elaborate on the information.
  - Use alternative methods in approaching new or unfamiliar mathematical problems.
  - Use extensive vocabulary easily and accurately to express creative ideas.

OR
- Have percentile scores of 85% or above on standardized norm referenced tests in both total reading and total math. For the California Standards Test, scaled scores must be as follows:
  - A scaled score of 450 or above in English-Language Arts grades 2-11

OR
- Be identified as gifted by an LAUSD school psychologist in the intellectual, high achievement or specific academic ability categories.

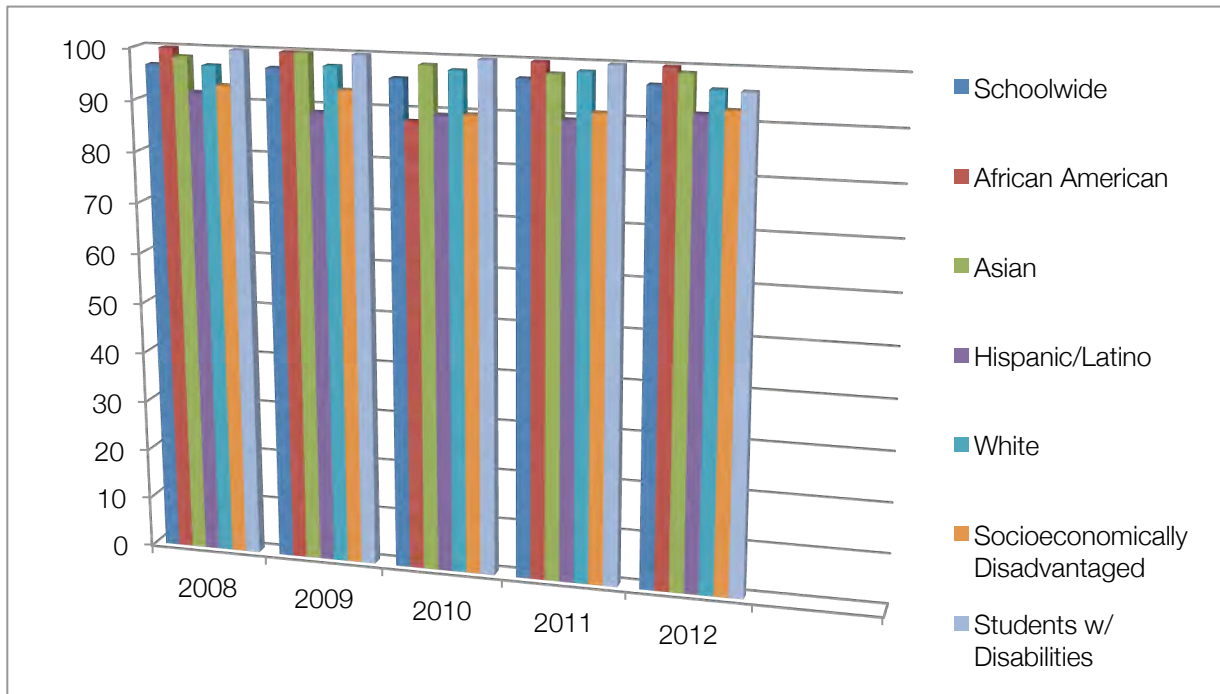
2. Balboa Gifted Magnet is the highest performing elementary school in the LAUSD with an Academic Performance Index (API) of **983** in 2011-2012. Balboa Magnet consistently exceeds and outperforms the Los Angeles Unified School District and the State of California in API scores. Base and growth scores have remained between 974 and 983 for the last five years. Each year, Balboa Magnet will set a target of maintaining API scores well above the state target and strive to increase the previous year's score by at least one point. The data validates Balboa Gifted Magnet's vision to extend the curriculum with depth and breadth in each subject area.

**Balboa Gifted Magnet  
CST API Comparison Chart 2008-2012**



In the years, 2008-2012, an average of **97.5%** of all 5<sup>th</sup> grade students scored at the proficient or advanced level in Science. All subgroups significantly exceed the LAUSD and CA target goals.

**Balboa Gifted Magnet  
Mathematics  
Percent Proficient or Advanced**

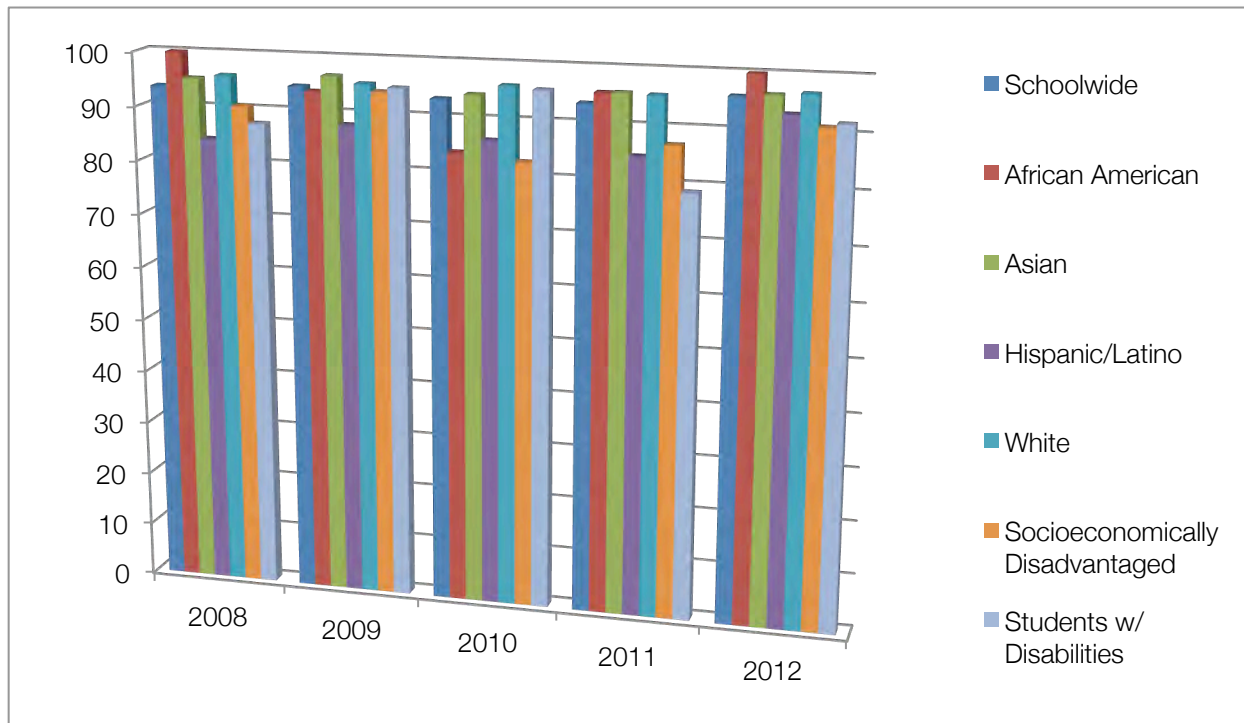


<b>Balboa Magnet: % Proficient/Advanced: Math</b>					
<b>Subgroups</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students	96.6	96.8	95.9	96.9	96.7
African American	100	100	88	100	100
Asian	99.0	97.9	98.6	100	98.4
Hispanic or Latino	91.7	89.6	89.4	88.9	91.7
White	96.2	98.5	97.8	97.7	96.9
Socioeconomically Disadvantaged	92.6	91.1	89.7	93.3	93.2
Students with Disabilities	96.0	100	100	100	100

In Mathematics, students at Balboa Gifted Magnet over the last five years averaged **96.4%** proficient and advanced. All subgroups significantly exceed the LAUSD and CA target goals.



**Balboa Gifted Magnet  
English Language Arts  
Percent Proficient or Advanced**



<b>Balboa Magnet: % Proficient/Advanced: ELA</b>					
<b>Subgroups</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students	96.0	93.7	93.4	94.6	93.7
African American	100	95.7	84.0	93.8	100
Asian	96.5	95.8	94.4	96.7	95.3
Hispanic or Latino	93.3	84.8	86.4	88.0	84.3
White	96.9	95.6	96.2	95.5	96.0
Socioeconomically Disadvantaged	91.3	87.1	82.8	94.2	90.6
Students with Disabilities	92.0	78.9	95.7	95.0	87.5

In English/Language Arts, students at Balboa Gifted Magnet over the last five years averaged **94.3%** proficient and advanced. All subgroups significantly exceed the LAUSD and CA target goals.

#### D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL

Balboa Magnet serves a unique student population. Our gifted and high ability students have different academic needs and thrive under a variety of pedagogical approaches. Our well-qualified teachers need the autonomy to teach in a way and at a pace that is commensurate with students' abilities without being constrained by a one-size-fits-all curriculum and District-mandated timelines for assessment. The Pilot model will grant us waivers in the areas of periodic assessments and curricular resources so that our teachers can decide on the most effective uses of instructional time. Additionally, the pilot school model will allow us to pursue customized professional development in the areas of differentiated instruction and technology-supported constructivist classrooms.



Over the years, Balboa has established a working relationship with Dr. Sandra Kaplan and the University of Southern CA's Rossier's School of Education. Many of our teachers have earned Advanced Certifications in Gifted Education from the program. Unfortunately, we have had difficulty fully implementing the use of these research-based strategies and tools because of the need to cover specified material according to definite timelines. The Pilot model will afford us the flexibility we need to cover state standards but in a way and at a pace that engages gifted minds. Along with newfound freedom to truly differentiate instruction, Pilot status will also give us the time and opportunity to pursue meaningful field trips, mentorships, and real-life experiences in working with people in successful business, math, science, and health related fields through our ongoing partnership with Medtronic Diabetes, Inc.

The Pilot model also affords Balboa Magnet the possibility in the future to reduce class sizes in the upper grades where the constructivist classroom model would be enhanced through greater opportunities for interaction with the teacher/facilitator. In our current matrix configuration, we do not have sufficient classroom space for additional teachers to reduce class sizes. When all of our classrooms are adequately equipped with technology for teachers and students, we will consider dismantling our current computer lab and using that space for an additional classroom to reduce class sizes.



The Pilot model also provides increased fiscal resources based on the Pure Per Pupil model of funding. Balboa Gifted Magnet's attendance rate of 97.9% is directly linked to our ability to operate successfully as a Pilot School. Based on our long-standing record as a school with an outstanding attendance rate, Balboa Magnet stands to clear a significant amount of money that will be used to enhance our instructional program and improve student achievement through differentiation and innovative uses of technology.

The Pilot model is the perfect fit for a school like Balboa Gifted Magnet that has strong leadership in the Principal position with the unwavering trust of its highly motivated teaching staff. Administration and teachers have a strong, collaborative relationship with each other and with the school's parent group, the Balboa Parent Association (BPA). Together, all stakeholders work to ensure that the common vision of Balboa Magnet is nurtured and maintained.

## E. PILOT SCHOOL TRANSFORMATION (10-12 pages)

### 1. Curriculum, Instruction, and Assessment

Differentiation of instruction will be the common foundation for all areas of the curriculum.

Teachers can differentiate in the:

Process	Content	Resources	Product
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According to students':

Readiness	Interest	Learning Profile
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Through instructional and management strategies such as:

Compacting	Interest Centers	Tiered Assignments	Flexible Groupings
Learning Contracts	Mentorships	Literature Circles	Varied Levelled Texts

**Differentiation of instruction for gifted students is achieved through many different teaching strategies and through the utilization of:**

Attributes of Scholarliness	Universal Themes	Depth and Complexity	Novelty/ Independent Study	Acceleration
Scholarly Pursuits Think Like a Disciplinarian Intellectual Traits	Change Conflict Exploration Force Order Patterns Power Structure Systems Relationships	DEPTH: Language of the Discipline Recognize Details Note the Patterns State the Trends Identify the Rules Ethical Considerations Unanswered Questions COMPLEXITY: Change Over Time Different Perspectives Points of View Across Disciplines CONTENT IMPERATIVES: Determine origins Identify paradox Compare parallel events Examine contributions Note convergence	Allocation of Time for student to conduct a self-selected study in an area of interest relevant to the core curriculum	Adjusting the pace of instruction to the student's capability for the purpose of providing an appropriate level of challenge.

**Differentiation of curriculum for gifted students is achieved through the modification of:**

Process/Thinking Skills	Content	Resources/ Research Skills	Products
Basic Skills Critical Thinking Skills Creative Thinking Skills Bloom's Taxonomy	Depth Complexity Content Imperatives	Many and varied resources More advanced resources Strategies for gathering, organizing, and reporting information	Rigorous and meaningful products that verify students' understanding of their learning experience

Balboa Magnet teachers are highly qualified professionals who bring unparalleled passion, innovation, and commitment to their profession through constantly fine-tuning their craft and inspiring one another to apply best practices and bring new and creative ideas into the classroom. Balboa Magnet teachers and administrators will continue to have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for students to meet and exceed the California Common Core State Standards across the curriculum.

### **English Language Arts Curriculum**

Balboa Magnet realizes that literacy is the key to developing independent learners who can access all curricular areas. Through engaging instruction in all strands of Language Arts (reading, writing, listening, and speaking), Balboa students receive the necessary knowledge and skills that allow them to access curriculum. Students engage in learning using state adopted materials and other staff selected materials that align with the State Framework, State Standard, and National Standards. At Balboa Magnet, teachers provide many tools and implement several programs that help students develop higher-level thinking and writing skills. Students use Sandra Kaplan's Depth and Complexity Icons to analyze texts at a deeper level. Through the Write From The Beginning program, students are taught the structure of writing, providing them with a strong foundation for the future. Balboa will use the Treasures Reading Program as its primary tool for Language Arts instruction but will enhance the curriculum through the use of other materials including a wide variety of selected core literature.

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### **Mathematics Curriculum**

All students at Balboa Magnet understand the structure and logic of mathematics. Students are instructed as to how to use mathematics as a problem-solving tool using complex, real world applications. All students learn the steps to problem solving, such as identifying facts and variables, building models, diagramming, and reverse engineering. Students also demonstrate, clarify, and elaborate their understanding of math concepts through manipulating materials, reading, writing, listening, speaking, and drawing pictures. This multi-faceted and hands-on approach to math promotes the development of higher order reasoning skills necessary for students to succeed in our modern global society. In order to make real-world connections in math, students are given opportunities to work with community members who use different aspects of math in their careers. For example, third grade students investigate, observe, and collect data in STEM activities with volunteers from Medtronic, a local medical engineering firm.

Teachers employ various teaching methodologies in their Mathematics instruction. Beginning with concrete experiences, teachers guide students in making connections with prior learning and then build upon that foundation through the use of abstract reasoning and problem solving. The standards are addressed through the use of a variety of materials and resources that may include state adopted and staff selected textbooks that are aligned with the State Framework, State Standards, and National Standards. Supplementary materials and manipulatives are incorporated to extend conceptual, procedural, and reasoning knowledge. Balboa Magnet will

utilize the enVision Mathematics program from Scott Foresman as the primary tool for Mathematics instruction but will enhance the curriculum with other resources including the icons of depth and complexity.

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### **Science Curriculum**

The Science curriculum at Balboa Magnet consists of a concentration of the three strands of science: Life Science, Physical Science and Earth Science. Students are instructed to utilize the scientific method in hands-on, integrated, and inquiry-based lessons. All students learn to develop hypotheses, test their hypotheses through observation and investigation, and record their results. Students gain practice in "Thinking Like a Disciplinarian" and form conclusions based on their results. In addition, they test validity upon repeated results.

Balboa Magnet enhances the science curriculum through videoconferences with scientists, field trips, and integrated activities. For example, when second graders study the life cycle of insects, they do so using live caterpillars and portable butterfly pavilions. They make observations, collect data, and draw conclusions about the life cycle processes, finally releasing the butterflies in our Discovery Garden. Fifth grade students experience the hands-on application of every science strand in their trip to CIMI (Catalina Island Marine Institute). For three days, our fifth graders actively investigate, observe, and record results about the Marine habitat. Fourth and fifth grade students also participate in a yearly Science Expo where they are required to develop a hypothesis, observe data, collect data, and draw conclusions based on their results. The students then present their investigations to their peers, parents, and larger community. Providing students with real life practical application of science skills is a priority of the science curriculum at Balboa Magnet.

Balboa Magnet utilizes the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as a primary tool for science instruction. FOSS kits are used in first through fifth grade to support all students in meeting state and national standards. Commercial publications such as GEMS and Interact simulation kits are also used to deepen students understanding and knowledge of the state standards in science. The Science curriculum is implemented through a variety of materials that include state adopted materials and staff selected textbooks. In addition, teachers use discretion and flexibility to further incorporate supplementary materials and teacher-created units into their instructional practices resulting in continued expansion and enrichment of the Science program.

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### **History/Social Science Curriculum**

History and Social Science are brought to life at Balboa Magnet through classroom lessons and activities. Our first graders learn about the community around them by inviting speakers into their classrooms. As they venture out into our community on walking field trips, they meet and see first hand the contributions these helpers make in our local community. The myriad of cultures at Balboa Magnet is celebrated as our second graders share their foods, songs, games, and traditions on Heritage Day. Our third grade students experience the rituals and customs of

the first inhabitants of our country when various tribes visit on Native American Day. Gold fever strikes our fourth graders, and in their "rush" to California, they learn about the lives of gold miners and early Californians on Pioneer Day. On a trip to Riley's Farm, fifth graders experience colonial life and prepare for battle as foot soldiers in a reenactment of the Revolutionary War. Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States, and the world. Students at Balboa Magnet are provided opportunities to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum.

The History/Social Science curriculum is implemented through the use of a variety of materials that include state adopted and staff selected textbooks. In addition, the program is expanded and enriched by giving teachers the flexibility to incorporate supplementary materials and visual arts, dance, and theatre into the curriculum. Every student strives toward mastery of the content standards.

Balboa Magnet currently utilizes the Scott Foresman History/Social Studies for California materials as the primary tools for instruction for History/Social Science.

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### **Arts Instruction**

Students at Balboa Magnet are exposed to all disciplines of Arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore music, visual arts, theatre, and dance. Our talented vocal music teacher, who is also the assistant director of the Los Angeles Children's Choir, provides music to all students on a weekly basis. In grades three and up, students have the opportunity to participate in instrumental music classes as well as an orchestra.

The Visual Arts are taught and experienced using a variety of programs and tools that enable Balboa Magnet teachers to connect the Visual Arts across the curriculum. For the past 13 years, Balboa Magnet teachers have participated in the Arts Prototype Program that encompasses Dance, Theatre, and the Visual Arts. Teachers are encouraged to participate and learn alongside the students so that they can continue these experiences in their own classrooms. Many teachers have also taken Monart courses and are utilizing this directed drawing method to enhance the arts curriculum.

Selected third and fourth grade classes participate in the MOCA program that involves teacher training, art experiences for the students, and field trips to MOCA in Los Angeles. Balboa Magnet is also fortunate to have a kiln to finish students' clay creations as well as a staff member with an MA in Fine Arts to assist colleagues in this medium.

In addition to Music and Visual Arts, Balboa students frequently participate in Theatre and Dance. Theatre is taught through connections to Literature, Science, and Social Studies. Opportunities are provided in every classroom for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. Teachers use curriculum-based plays published by Bad Wolf Press as well as original productions based upon literature associated with the Treasures Reading Program. Students experience dance by learning and

performing dances that are relevant to history as well as countries of their heritage. The Arts Program is a vital part of Balboa Magnet's curriculum and our teachers strive to continue and expand Arts education in our school.

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### **Additional Comments**

Teachers and students at Balboa will continue to embed technology into lessons and assignments. Students actively participate in video conferencing, PowerPoint presentations, Prezi, and website creation in their classrooms in addition to weekly time in the computer lab. Although topics are determined from State and National standards, students are given the ownership and autonomy as decision makers to create their own technology product and demonstrate their acquired and applied knowledge.

Technology also extends to home access with Web-based programs such as Treasures and enVision Mathematics. Both are additional curricular resources that provide teachers access to create and design practice sessions for an entire class or an individual student. Furthermore, both programs provide teachers with proficiency levels on practiced skills, rankings, and usage reports for all students in class. A variety of other teacher-evaluated educational sites are also recommended for student practice, proficiency, and advancement.

**Assessment Plan:** Balboa acknowledges the value of certain district periodic assessments in monitoring the progress of students leading up to the CST. As we wait for additional information regarding the specific demands of the Common Core State Standards testing, Balboa proposes to continue using the LAUSD Math, Literacy, and Science Assessments but will determine the timing of their administration in order to maintain the momentum and energy of continuous learning for our students. For example, according to the district's current schedule, fifth grade students were administered the Math Periodic Assessment #1, Science Periodic Assessment #1, and the Literacy Periodic Assessment #1 all within a three-week window. This was and would continue to be a significant interruption to meaningful instruction or the constructivist-learning model. In the future, as Balboa reflects on teaching and learning, we may choose to use district assessments or design our own assessment plan based on alternative resources. Of course, students will be expected meet or exceed benchmark levels on any state standardized testing.

We also recognize, though, that the results of district periodic assessments and state standardized testing often omits information that is critical to our teachers' ability to make informed decisions about instruction for our gifted students. For example, when a student enters a classroom with a perfect score of 600 in both English Language Arts and/or Mathematics on the CST, the teacher needs to know what the appropriate instructional "next steps" are for that child. We believe that students should be asked to demonstrate their knowledge and skills through a variety of other assessments, including but not limited to teacher-created performance assessments and publishers' diagnostic assessments on advanced material in order to help determine a student's instructional path. Staff will learn to use data in conjunction with analyzing authentic student work to reflect and improve on teachers' practices as well as identify what their next steps with students should be.

Teachers at Balboa Magnet will continually strive to improve academic achievement in meaningful, authentic ways that reach the individual child. Through collaboration and planning, strategies will be developed to provide meaningful learning opportunities for students, while addressing the state and national standards. These professional conversations will allow us to better connect teaching and learning.

Based on the following data, Balboa Magnet requests to opt out of the DIBELS assessments:



To summarize, DIBELS identifies **1%** of our student population in grades 1-3 as below benchmark. It is obvious to us that the amount of classroom instruction time lost to the administration of this assessment is not worthwhile for the small amount of meaningful data it provides.

- Schedule and Calendar:** The Balboa Magnet school year will continue to operate on the LAUSD traditional calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5. Balboa Magnet will review its current calendar and schedule as it moves forward as a Pilot school in subsequent years to determine if changes are necessary to enhance the instructional program and improve student achievement. Balboa Magnet will continue to hold Banked Tuesdays for the entire school year for professional development purposes.



**Bell Schedule**

## Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Grades 1,3 & 4	8:15	10:15	10:35	12:15	12:55	2:38
Grades 2 & 5	8:15	9:50	10:10	12:00	12:40	2:38

## Professional Development Banked Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Grades 1,3 & 4	8:15	10:15	10:35	12:15	12:55	2:38
Grades 2 & 5	8:15	9:50	10:10	12:00	12:40	2:38

## Minimum Days

	Start of Class	Start of Brunch	End of Brunch	Start of Lunch	End of Lunch	Dismissal
Grades 1,3 & 4	8:15	11:20	11:50	--	--	12:58
Grades 2 & 5	8:15	10:45	11:15	--	--	12:58


**3. Staffing:** Balboa Gifted Magnet will pursue a stable, diverse, and highly qualified teaching faculty. All teacher candidates must demonstrate strong content knowledge and pedagogical skills, see themselves as culturally responsive educators, and share the following educational beliefs, values, and skills:

- Hold high academic and personal expectations for each child
- Provide equitable access to the necessary learning resources and opportunities for each child
- Ensure that learning outcomes are meaningful, relevant, useful, and important to each child
- Facilitate the maximum growth of each learner by making informed instructional decisions that build upon the learner's prior knowledge, experiences, and skills
- Build positive and supportive school and classroom environments that are grounded in mutual and genuine respect

To support Balboa Gifted Magnet's commitment to providing an appropriately rigorous academic program, teachers must demonstrate the ability to engage and challenge gifted learners through differentiation, use of technology, and teaching subject matter in depth and with complexity. Every effort will be made to recruit and hire teachers who are highly trained in these areas.

Balboa Magnet will develop a grade level peer review system designed primarily to support teachers in improving teaching and learning through classroom walk-thrus, lesson study, and structured discussions about improving classroom practice.

The principal at Balboa Gifted Magnet will have a strong record of exemplary teaching and leadership skills. He or she will be responsible for supporting and engaging teachers as leaders and professionals. A model of distributive leadership will permeate the school and set a tone for shared commitment to and responsibility for student learning. The principal will also work closely with the community, the Governing Board, and the full faculty.

- 4. Professional Development:** Professional Development is determined by the classroom teachers and administration based upon levels of expertise and the identified needs for instruction and learning. This may include utilizing different teachers with varieties of expertise in area such as: Depth and Complexity, Write From the Beginning, Linked Learning Projects, task analysis (breaking learning into small, manageable components), strategies for positive behavior support, accommodations, English Language support, at-risk learners, integrating character education as a school culture, brain-based learning, and ensuring success for students with special needs in the general education setting. Professional Development may also include grade and cross grade-level small groups as well as after-school learning communities to explore ways to elevate teaching and learning. Grade level teams will meet weekly to develop curriculum coherence, identify best practices, and share content knowledge. Team members will provide peer support through classroom walk-thrus, lesson study, and structured discussions about improving classroom practice. The principal's role in Professional Development involves working with the instructional committee to review data to identify areas of need  upcoming professional development as well as securing outside vendors when necessary. The principal will provide teacher leaders time to develop and create Professional Development sessions. Balboa Magnet will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional Development will focus on the areas of technology, innovation, character education, and Differentiation for Gifted and Talented Learners.
- 5. School Culture: "Intelligence plus character, that is the true measure of education." – Martin Luther King Jr.** Intellectual humility and high standards for conduct have been and will continue to be a hallmark of our school. Balboa Magnet will work to develop self-starters who behave responsibly as they interact with their local and global community. Furthermore, 21<sup>st</sup> century learners must act responsibly to protect the environment and appreciate the arts. Young people who practice safe, healthy choices for themselves and their fellow students at their school site will become responsible adult citizens. Ongoing opportunities to appreciate and cultivate the arts will create learners who value beauty and see the world from different perspectives. **Children who learn to approach problems with an open mind and understand the cultures and beliefs of others will become respectful, caring leaders.**
- 6. School Governance:** As a Pilot School, Balboa Gifted Magnet will be able to govern itself – ensuring that those closest to the students (teachers, administrators, community leaders, and parents) have sufficient autonomy to determine the school's daily operations, budget, staffing, etc. Without this guarantee of local control, it would be difficult to fulfill our mission. First and foremost, the ability to hire and retain a powerful network of like-minded, talented educators who are highly trained in the area of gifted education is critical to our vision.



**The Balboa Gifted Magnet Governing Board:** The primary purpose of the Governing Board will be to stay the course towards Balboa's goals. The Pilot Governing Board will be the School Site Council (The Principal, the UTLA Chapter Chair, 3 other teachers, 1 classified staff member, and 6 parents) plus one non-voting community member. The community representative will serve as an active member but will not have voting rights regarding School Site Council issues. Each stakeholder group will elect their own Governing Board member(s). Governing Board protocols for decision making and school communication of meeting information are as listed in Balboa Gifted Magnet's current School Site Council By-Laws (Attachment D).

- **Grade Level Teams:** Grade level teams will meet weekly to develop curriculum coherence, identify best practices, and share content knowledge. Team members will provide peer support through classroom walk-thrus, lesson study, and structured discussions about improving classroom practice.
  - **Full Faculty:** The full faculty will meet at least once per month and have two retreats per year to work together to support teaching and learning. Full faculty meetings will promote shared leadership and provide an opportunity for all grade-level teams to communicate their collaborative work to the full staff. It also creates a venue for the entire faculty to make decisions on school wide issues.
  - **Student Council:** The student council will meet once a month with its staff advisor to develop and plan student activities.
  - **The Balboa Parent Association:** The BPA and/or its Executive Board will meet at least once a month to create and implement parent leadership, parent involvement, and parent education at Balboa Gifted Magnet.
7. **Budget:** Budgetary decisions at Balboa Gifted Magnet will be directly driven by the school's vision of teaching and learning. Pilot school autonomy over funding will ensure that per pupil state and district funds are spent on programs, resources, and services that will directly benefit students and their families. Teachers and parents, along with other members of the Governing Board, will determine how resources are allocated to best meet students' needs. The school's budget will be reviewed on a monthly basis to ensure financial stability and student success. The Governing Board will submit regular budget reports as a way of informing all stakeholders.

Given that our priorities are on high-quality teaching characterized by differentiation, and technology supported classrooms, major portions of our budget will be devoted to: customized professional development for teachers (see budget table below), adding paraeducators to improve student achievement through more personalized instruction, and equipping classrooms with appropriate technology.

We have also identified the need to provide additional resources towards school safety (nursing services) and in support of the school's successful daily operations. As a full magnet, our students travel from all over the greater Los Angeles area to attend our school. Very few, if any, of our students live in the immediate neighborhood. Our office staff coordinates the transportation and communication needs of 748 students and their families, takes care of students' health issues, enrolls 170 new magnet students annually, fields an onslaught of questions from approximately 1,100 families on our waiting list each year, facilitates collaboration between our staff and a parent group that has one of the highest rates of involvement in the district, and supports the full faculty each and every day.

Based on its outstanding attendance rate of over 97%, Balboa Magnet is able to fully sustain itself on the pure per pupil model of funding. Reports provided by Fiscal Services show that the school generates approximately \$3.5 million based on its annual in-seat attendance while the costs associated with Balboa Gifted Magnet annually are only a little over \$3 million. We expect to have decision-making autonomy over approximately \$450,000 for the 2013-2014 school year.

Balboa Gifted Magnet Proposed Budget Items

Professional Development	\$81K
<ul style="list-style-type: none"> <li>• City/County Gifted Conference</li> <li>• CA Association for the Gifted Conference</li> <li>• Training in Icons of Depth and Complexity (USC)</li> <li>• Training in Advanced Models of Teaching (USC)</li> <li>• Training in Technology Components (Solutionz, Inc)</li> <li>• Training in Technology Applications</li> <li>• Peer Review Support: Teacher Observations, Lesson Study</li> </ul>	
(1) Office Technician Position	\$52K
(5) Additional Days of Office Staff to open school	\$6K
(1) Day of Nursing (Increase of 1)	\$20K
(2) Library Aids	\$24K
(14) Teaching Assistants (Increase of 5)	\$92K
(4) Field Trips per class	\$25K
<u>Year 1 Facilities Technology Upgrade (\$30K/room X 5 rooms)</u>	<u>\$150K</u>
	<b>\$450K</b>

Balboa Parent Association Proposed Budget Items

(1) F/T Computer Lab Instructor	\$40K
(1) F/T PE Coach	\$35K
(1) F/T Science Lab Instructor	\$35K
(1) P/T Vocal Music Instructor (2.5 days/week)	\$28K
	<b>\$138K</b>

**8. Family and Community Engagement:** Family and community engagement will continue to be an essential component of Balboa Gifted Magnet. Parent involvement is essential and the key to the success of the school, with opportunities for both the parents who stay at home and those who work full-time. These opportunities include events such as Back-To-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, Garden Days, Mardi Gras Math Night, Festival of the Arts, e-backpack, monthly newsletter, teacher websites, Parent Education and weekly flyers. Balboa Magnet also announces opportunities using email blasts and automated phone calls (ConnectEd). Teachers communicate via weekly collaborative meetings, e-mails, professional development meetings, and regular faculty meetings. Without the parents' involvement and support, Balboa Magnet would not be able to achieve the excellence that is its legacy.

Less than two miles away, Balboa has partnered with Medtronic Diabetes, Inc, a \$2 billion global leader in biomedical research and engineering, to engage our students in real-world learning and guide them into a variety of career paths. Medtronic employees will continue to volunteer on a regular basis, as well as host field trips to their cutting-edge facility, provide mentorships, and be an active part of our school community.

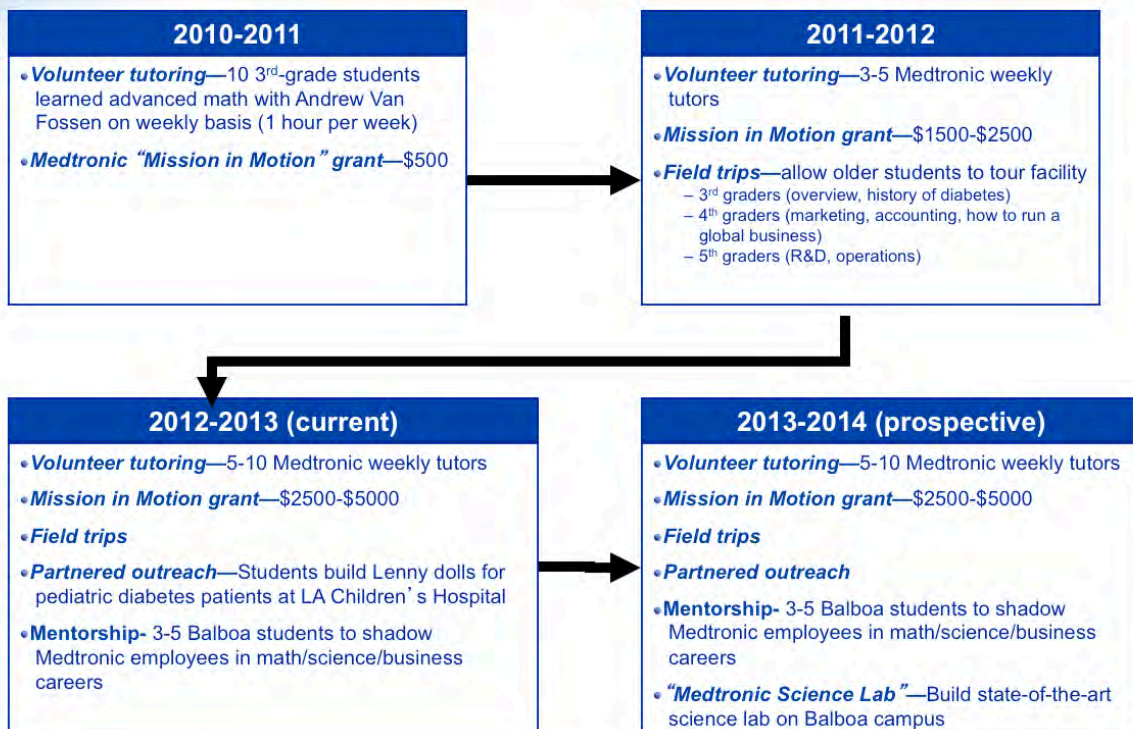
## Medtronic-Balboa Partnership

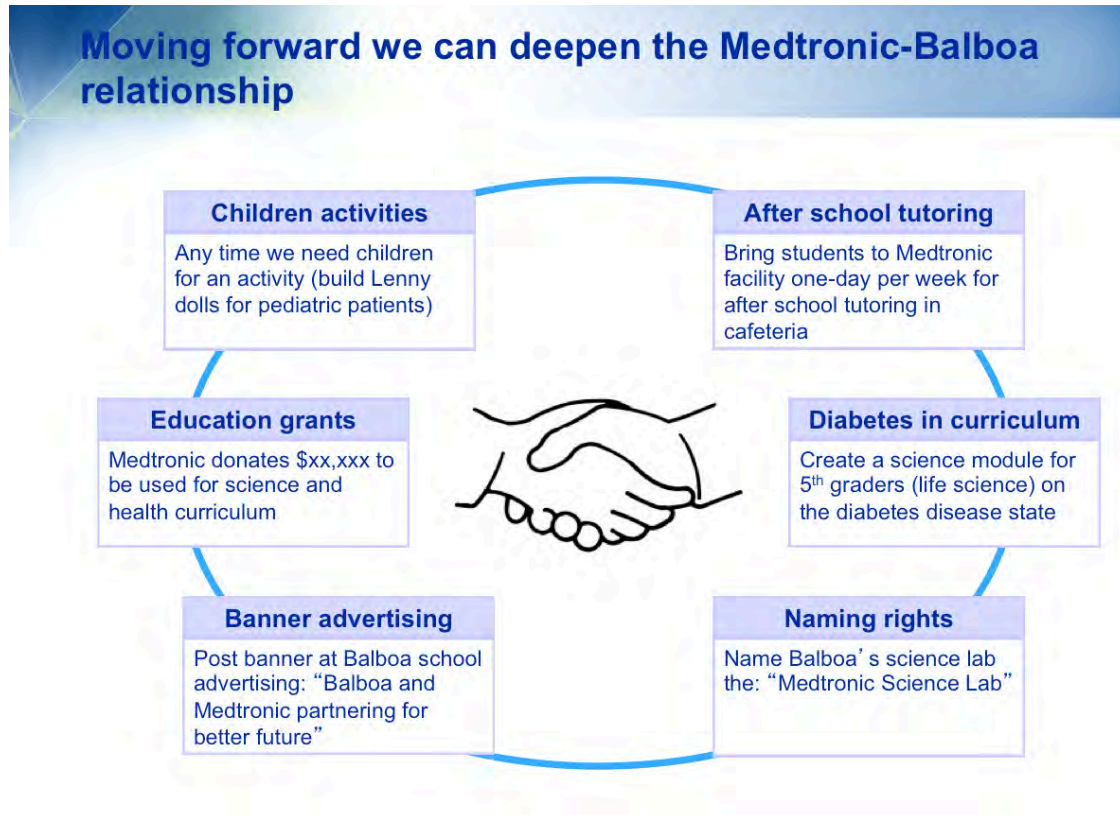
**Andrew Van Fossen**  
 Director of Sales Operations (+1 818 576 4020)  
[andrew.van.fossen@medtronic.com](mailto:andrew.van.fossen@medtronic.com)

**Jana Davenport**  
 Principal, Balboa Magnet (+1 818 349 4801)  
[jdavenport@bausd.net](mailto:jdavenport@bausd.net)




**We have begun a small outreach program and we have a vision to significantly expand it along many dimensions**





## F. SCHOOL PLANNING TEAM

### 1. School Planning Team Members

- **Mrs. Jana Davenport**, Principal  
Mrs. Davenport has been instrumental in leading positive change at Balboa Magnet in both gifted education and the implementation of technology. Her experience and energy serves as a foundation for the school's vision and a guiding force for the proposal team. Having been in the classroom for 18 years specializing in gifted education, she brings a teacher's perspective to work that needs to be done. She worked with the Javits Project at the University of Southern California Rossier's School of Education for three years. She chaired the technology team that secured laptops, projectors, document cameras, and tablets for Balboa Gifted Magnet and continues to pursue innovative applications for technology in the classroom.
- **Mrs. Kelly McCann-Miller**, Parent, *Project Manager – Build-Los Angeles Community College District*
  - School Site Council Chairperson
  - Balboa Parent Association Executive Board Member

Mrs. McCann-Miller has served Balboa Magnet in numerous ways in her years as a parent. Now, she is bringing her positive attitude and critical eye to the vision of the pilot proposal. Her work in the private sector as a project manager procuring critical resources and supplies for our city's community colleges has added knowledge and insight to the process of upgrading our classrooms with 21<sup>st</sup> century technology.

- **Ms. Christine Chun**, Magnet Coordinator  
Ms. Christine Chun has been an educator for 14 years, all focused on gifted education. She holds a BA in Liberal Studies, a MA in Education and Leadership, and a Preliminary Administrative Credential. In her current role as Magnet Coordinator, EL Coordinator, and GATE Coordinator, she has played a key role in providing teachers support for English Learners, administrating the screening process for gifted identification, finding resources to meet the needs of the gifted learners, and readily being available to the parent community to ensure student success. As a future administrator, Ms. Chun is open and willing to learn new responsibilities and assist at every level to ensure high levels of student achievement.
- **Mr. Jake Brescher**, Classroom Teacher, Grade 5
  - UTLA RepresentativeMr. Brescher has been in education for 10 years and sets the bar for bringing positive energy into the classroom. Being part of the USC Javits Project, Mr. Brescher brings expertise in gifted education to the school's vision for providing challenge, opportunity, and innovation for students to perform above and beyond. Mr. Brescher has also successfully continued the positive relationship between teachers and administration as the UTLA representative at Balboa for the past 4 years.
- **Mrs. Juli Petrilli**, Classroom Teacher, Grade 1  
Mrs. Petrilli has been in education for 16 years. She holds two MA degrees in Elementary Education and Education Administration, a Preliminary Administrative Credential, and is a National Board Certified Teacher. Her passion and expertise in gifted education has been a resource for fellow colleagues and parents. She has presented at the Gifted Symposiums, provided training in Write From the Beginning, assisted in technology support, and provided ongoing professional development in the Depth and Complexity icons. As one of Dr. Kaplan's exemplary teachers, Mrs. Petrilli has kept Balboa at the cutting edge in differentiating instruction for gifted learners.
- **Ms. Briana Blincoe**, Classroom Teacher, Grade 1  
Ms. Blincoe has been an educator for 9 years. She holds a Bachelor of Arts degree in Psychology from UCLA and a Teaching Credential from California State University, Northridge. Ms. Blincoe's extensive knowledge of gifted and talented students has evolved through years of teaching SAS classes and now specializing in gifted education. Her experience on the Academic Achievement Leadership Team, which aims at improving student achievement with the use of data, has allowed her to contribute strategies that merge the strengths of truly gifted minds with the realities of tedious assessments.
- **Mr. Andrew Van Fossen**, Community Member, *Director of Sales Operations – Medtronic Diabetes, Inc.*
  - Balboa – Medtronic Liaison
  - Balboa VolunteerMr. Van Fossen has brought Medtronic Diabetes to Balboa's doorstep. It was his energy and enthusiasm for community involvement that opened the door to this successful partnership. As an active volunteer at Balboa, he has personally donated countless hours of his time to inspire students at Balboa in the areas of math and science. His vision, combined with Mrs. Davenport's

leadership, has brought our two successful organizations together and provides the foundation for future growth in the relationship.

- **Mrs. Debra Conklin**, School Administrative Assistant  
Mrs. Conklin has brought her outstanding organizational skills and knowledge of budget to our implementation team. Going forward, she will be critical in our successfully implementing steps toward our vision. She is a trusted member of this staff and fully trained to do the work ahead.
- 2. *Parent and Community Engagement in the Development of the Plan:*** The philosophies behind our vision for Balboa Gifted Magnet are a result of years of dialogue between the parent group, teachers, administration, and community members. As a school, Balboa Gifted Magnet has felt the struggle between the constraints of district-mandated curriculum and timelines for assessments, and motivating and inspiring young gifted minds. It became increasingly apparent as the years went by that we, as educators and parents, were battling against the side effects of No Child Left Behind: mediocrity and boredom. Parents and teachers alike expressed concern that our creative, innovative teachers were limited by the scripted curriculum that was needed for lower performing schools to reach benchmarks of achievement. Feedback and input from the parents and community was critical to the development of the proposal and the team that developed this plan was representative of all stakeholder groups. The executive board of the Balboa Parent Association was directly involved during all phases of the budget development proposal as we strived together to fund initiatives that directly lead to more effective home/school communications and higher levels of student achievement.

**G. IMPLEMENTATION:** If this proposal is approved, Mrs. Davenport will begin working with Dr. Sandra Kaplan of the University of Southern California in order to increase the meaningful implementation of the Icons of Depth and Complexity school wide. Additional training sessions with Dr. Kaplan will be scheduled and we will begin a long-term plan to integrate the classrooms at Balboa Gifted Magnet as part of the teacher training and research development of USC's Rossier School of Education. Also, Mrs. Davenport and members of the implementation team will begin immediately to work with Solutionz, Inc. and a team of teachers and parents to design a technology-supported classroom that best suits our needs. We are currently working with Victor Gonzalez, an account executive with Solutionz, Inc. to prepare a proposal for needed technology in the classroom. Members of the Governing Board for the coming year will be elected early this spring and, as soon as possible, Balboa Gifted Magnet will engage in the budget development process. We will continue to communicate to parents the importance of in-seat attendance as it relates to our success as a Pilot school. Balboa Gifted Magnet will also meet with its corporate partner, Medtronic Diabetes, in order to plan the next steps in benefiting both our communities.

#### **H. REQUIRED ATTACHMENTS**

1. Attachment A – Letter of Intent
2. Attachment B – Elect-to-Work Agreement
3. Attachment C – Documentation of Staff Vote
4. Attachment D – SSC By-Laws



## ATTACHMENT A

If you are interested in applying to become a Pilot School, please submit this Letter of Intent Form by **Friday, September 14, 2012** via e-mail to [LA-PilotSchools@lausd.net](mailto:LA-PilotSchools@lausd.net). Schools or Design Teams can still submit full proposals on Wednesday, December 12, 2012 even if a Letter of Intent (LOI) was not submitted. The LOI form provides us with contact information so we can communicate information sessions and workshop schedules.

***This sheet must be submitted with your full proposal.***

## LETTER OF INTENT / INFORMATION SHEET

School Site Name:	Balboa Gifted/High Ability Magnet
Proposed School Name ( <i>if planning to change current school name</i> ):	Balboa Gifted Magnet
Conversion or New Pilot School:	Conversion
School Address:	17020 Labrador Street Northridge, CA 91325
Primary Contact Name:	Jana Davenport
Primary Contact Phone No:	818-349-4801
Primary Contact E-mail Add:	jdaven1@lausd.net
Proposed Grade Level Configuration for 2013 – 2014:	Grades 1-5
Proposed Thematic Units or Areas of Focus ( <i>if applicable</i> ):	Gifted/High Ability

**ELECT-TO-WORK AGREEMENT****SCHOOL NAME:** Balboa Gifted Magnet**SCHOOL YEAR THIS DOCUMENT IS IN EFFECT:** \_\_\_\_\_**1) Introduction**

I, \_\_\_\_\_ am voluntarily electing to work at Balboa Gifted Magnet. I am signing this Elect-to-Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

Balboa Gifted Magnet is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA). You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

Other terms and conditions of my employment will be determined by Balboa Gifted Magnet and its Governing Board, rather than by the Agreement. While not attempting to be exhaustive, this Elect-to-Work-Agreement states the more important terms and conditions.

**2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)**

I shall continue to be a member of the United Teachers of Los Angeles. If am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

**3) Terms of employment**

For the 2013-1014 school year, the school day for the students will begin at 8:15am and end at 2:38pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for students on Tuesdays will begin at 8:15am and end at 1:38pm. The school day for teachers will be 7:55am to 2:45pm on Mondays, Wednesdays, Thursdays, and Fridays. The school day for teachers on Tuesdays will be 7:55am until 3:30pm with 1:38pm to 3:30pm reserved for professional development.

The school year for students will consist of 180 instructional days. Teachers will work 185 days according to the following schedule:

- The first and last days of school for students will be the same as at other traditional schools in the LAUSD
- All teachers will work 2 professional development days in the summer prior to the first day of school, dates to be determined in the spring based on teachers' schedules
- All teachers will work 2 professional development days on Saturdays, one during each semester, dates to be determined based on teachers' schedules
- All teachers will report to work on pupil free days designated by the traditional calendar
- As part of Balboa Gifted Magnet's collaborative, professional community, all teachers will be expected to participate in no less than 2 parent-sponsored events outside the school day
- In addition, supplemental hours and tasks necessary to complete the mission of the Balboa Gifted Magnet may be required. Teachers will receive compensation for additional hours worked above and beyond those required by the UTLA Collective Bargaining Agreement.

#### **4) Responsibilities**

Specific job responsibilities are as outlined in the teacher's job description as outlined in the UTLA contract, including other duties assigned by the Administrator.

#### **5) Performance Evaluation**

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

Balboa Gifted Magnet has a peer review process to support teachers. This process is based on peer observations, instructional coaching, and curriculum review by the principal, magnet coordinator, and members of the grade level team. It is intended to respect the professionalism of teachers, support their growth, and encourage honest and open dialogue throughout the teaching staff.

#### **6) Dispute Resolution**

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

The following Internal Appeals Process (IAP) shall be used at Balboa Magnet only in regards to the matters stated above. A “complaint” for purposes of this IAP is defined as set forth above. A “day”, for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays, or District-unassigned days (e.g., Day after Thanksgiving). The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. Informal Meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader (and the department chair if the matter involves the department chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.
2. Second Meeting, With Chapter Chair Included: If the dispute has not been resolved with five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the chapter chair for the site, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the Chapter chair to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved with five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.
3. Third Meeting: Governing School Council: If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Governing School Council. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Alternate Claim Panel set forth below.
4. Submission to Alternate Claim Panel: If the aggrieved employee and the chapter chair wish to pursue the matter further, the chapter chair shall have five (5) days to submit the claim to the school leader, with copies to the Office of Staff Relations and to UTLA’s Director of Organizational Services. This filing shall cause the dispute to be referred to a two-member Joint Panel (see Section 5 below) for final resolution. The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties’ contentions, and then shall use all of their best mutual efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they

are deadlocked, Staff Relations and UTLA shall designate one of the Panel Members as the designated decision maker (and the other as advisory), based upon the principle of alternating between the District designee and the UTLA designee for succeeding deadlocked panels on a District-wide basis. (The members of the particular Joint Panel shall not be advised as to which would be so designated until such time as it becomes necessary to make the designation.) Joint Panel decisions are final and binding, but shall be applicable solely to the specific dispute, and shall be non-precedent setting.

5. Joint Panels: The District and UTLA shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the District and UTLA each year based on anticipated needs, but shall not be fewer than eight (four each). The District and UTLA shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together on an ongoing basis as a Joint Panel.

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process

#### **7) Transfers (voluntary and involuntary)**

You may transfer from Balboa Gifted Magnet at the end of each school year. Similarly, Balboa Gifted Magnet may unilaterally transfer you at the end of each school year. You will be transferred to a vacancy for which you are qualified at a school within the geographic area in which Balboa Gifted Magnet is located, or if no such vacancy exists, transferred to another geographic area.

#### **8) Dismissal**

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

#### **9) Signatures**

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

\_\_\_\_\_  
Employee Name / Employee #

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Attachment C

BALBOA GIFTED MAGNET

We, the undersigned, credentialed teachers currently assigned to Balboa Gifted Magnet, agree to the contents of the attached pilot school proposal dated December 7, 2012 and will work towards its implementation. Our signatures indicate our full intention to teach at this proposed Pilot school.

- |                     |                                |                      |                                |
|---------------------|--------------------------------|----------------------|--------------------------------|
| 1. Jana Davenport   | <i>Jana Davenport</i> #623572  | 16. Melinda Gordon   | <i>Melinda Gordon</i> 733717   |
| 2. Christine Chun   | <i>Christie Chun</i> 693973    | 17. Laura Hanley     | <i>Laura Hanley</i> 754799     |
| 3. Rori Albert      | <i>Rori Albert</i> 677129      | 18. Lorraine Hooper  | <i>Lorraine Hooper</i> 289791  |
| 4. Iliana Bañuelos  | <i>Iliana Bañuelos</i> 781953  | 19. Julie Klein      | <i>Julie Klein</i> 50580       |
| 5. Dana Bass        | <i>Dana Bass</i> 687407        | 20. Jennifer Lee     | <i>Jennifer Lee</i> 560563     |
| 6. Rosemary Bierman | <i>Rosemary Bierman</i> 645056 | 21. Raquel Lomeli    | <i>Raquel Lomeli</i> 710069    |
| 7. Briana Blincoe   | <i>Briana Blincoe</i> 78880    | 22. Betty Matsushita | <i>Betty Matsushita</i> 228594 |
| 8. Jake Brescher    | <i>Jake Brescher</i> 780973    | 23. Karen Mussack    | <i>Karen Mussack</i> 264419    |
| 9. Angela Bronson   | <i>Angela Bronson</i> 622968   | 24. Juli Petrilli    | <i>Juli Petrilli</i> 689373    |
| 10. Sara Brownell   | <i>Sara Brownell</i> 800206    | 25. Meryl Sanders    | <i>Meryl Sanders</i> 680232    |
| 11. Myrna Cañas     | <i>Myrna Cañas</i> 611330      | 26. Susan Taguchi    | <i>Susan Taguchi</i> 586154    |
| 12. Susan Convirs   | <i>Susan Convirs</i> 739528    | 27. Paul Wilkins     | <i>Paul Wilkins</i> 25912      |
| 13. Maria Conway    | <i>Maria Conway</i> 559234     | 28. Genise Williams  | <i>Genise Williams</i> 673718  |
| 14. Sheryl Donson   | <i>Sheryl Donson</i> 598810    | 29. Florence Woods   | <i>Florence Woods</i> 297125   |
| 15. Marlean Felix   | <i>Marlean Felix</i> 244282    |                      |                                |

The above signatures represent the support of 100% of the teaching staff and administration of Balboa Gifted Magnet.

**BY – LAWS OF BALBOA MAGNET ELEMENTARY SCHOOL  
SCHOOL SITE COUNCIL  
Adopted January 22, 2001**

**ARTICLE I  
NAME**

The name of this council shall be the Balboa School Site Council (“Balboa SSC”).

**ARTICLE II  
ROLE OF SCHOOL SITE COUNCIL**

The Balboa SSC shall develop and recommend the school improvement plan, including a budget for Balboa Magnet Elementary School (“Balboa”). The Balboa SSC, following approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, and other school personnel the implementation of the school improvement program and to assess periodically the effectiveness of such a program. Modifications of any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner.

The Balboa SSC shall ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program.

The Balboa SSC shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

**ARTICLE III  
MEMBERS**

Section 1 – Size and Composition.

The Balboa SSC shall be composed of 12 members.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff including all socioeconomic and ethnic groups represented in the school attendance area. Representation on the council shall be: the Principal, four (4) classroom teachers selected by teachers at Balboa; one (1) member chosen from other school personnel, selected by other school personnel at Balboa; and any combination of six (6) parents of pupils attending Balboa school and/or community members selected by parents of pupils attending Balboa. This will ensure parity between (a) the Principal, classroom teachers and other school personnel; and (b) parents and community members.

A parent is defined, as a parent or guardian not employed by the school district. A parent or guardian who is a district employee is only able to serve on the staff position of the Balboa SSC and then only if he or she is employed by Balboa.

## Section 2 – Term of Office.

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half of the members representing parents or community members and one-half of the members representing classroom teachers and other school personnel (except the Principal) shall serve for a one-year term only during the first year of the Balboa SSC's existence. After the Balboa SSC's initial year of existence, all terms shall be two years in length. The three parent members that received the highest number of votes shall serve for two years. In the event that a parent and/or community member who had one of the three highest votes resigns or is otherwise unable to serve for two years, the parent and/or community member with the next highest number of votes in the last election shall move up to fill the two year term. All other parent and/or community members shall serve a one-year term for the initial year of the SSC.

## Section 3 – Voting Rights.

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Balboa SSC. The elected alternate, if any, shall vote in the absence of the representative. Absentee ballots shall not be permitted.

## Section 4 – Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area, in the case of community members or no longer meets the membership requirements under which he or she was selected; e.g. a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The Balboa SSC, by affirmative vote of two-thirds (2/3) of all of the members, can suspend or expel a member.

## Section 5 – Transfer of Membership.

Membership in the Balboa SSC is not transferable or assignable.

## Section 6 – Resignation.

Any member may resign by filing a written resignation with the local school district governing board and with the Balboa SSC Chairperson.

## Section 7 – Vacancy.

The Chairperson shall fill any vacancy on the Balboa SSC for the remainder of the school year by appointment. If the unexpired term is for another full year thereafter, the regular selection process shall fill the term for that year.

## Section 8 – Alternates.

The Balboa SSC shall have one (1) teacher alternate, one (1) other school personnel alternate and two (2) parent and/or community members alternates. An alternate will serve only in the absence of a member. Alternates will have voting privileges only when replacing a member. Alternates are



encouraged to attend meetings even when they are not substituting for a member. Alternates are responsible for maintaining continuity by reading minutes of each meeting they have not attended.

In the event that no alternate has been elected the Chairperson shall appoint an alternate for the remainder of the school year.

#### **ARTICLE IV OFFICERS**

##### Section 1 – Officers.

The officers of the Balboa SSC shall be a chairperson, vice-chairperson, secretary, parliamentarian and such other officers as the council may deem desirable.

##### Section 2 – Election and Term of Office.

The officers of the Balboa SSC shall be elected annually and shall serve for one year or until each successor has been elected.

##### Section 3 – Removal.

Any officer of the Balboa SSC may be removed by a two-thirds vote of all members sitting on the Balboa SSC whenever, in the judgment of the Balboa SSC, the best interests of the Balboa SSC would be served thereby.

##### Section 4 – Vacancy.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall, by special election, be filled by the Balboa SSC for the unexpired portion of the term.

##### Section 5 – Chairperson.

The Chairperson shall preside at all meetings of the Balboa SSC and may sign all letters, reports and other communications of the Balboa SSC. In addition the Chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Balboa SSC from time to time.

##### Section 6 – Vice-Chairperson.

The duties of the Vice-Chairperson shall be to represent the Chairperson in assigned duties and to substitute for the Chairperson during his or her absence, and the Vice-Chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the Balboa SSC.

##### Section 7 – Secretary.

The Secretary shall keep the minutes of the meetings, both regular and special, of the Balboa SSC and shall promptly transmit to each of the members, to the school district, and to such other persons as the

Balboa SSC may deem, true and correct copies of the minute of such meetings; see that all notices are duly given in accordance with the provisions of these By-laws; be custodian of the Balboa SSC records; keep a register of the address and telephone number of each member, and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the Balboa SSC.

#### Section 8 – Parliamentarian.

The Parliamentarian shall ensure that the meetings of the Balboa SSC are conducted in accordance with the rules of parliamentary procedure.

### **ARTICLE V COMMITTEES**

#### Section 1 – Standing and Special Committees.

The Balboa SSC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the Balboa SSC.

#### Section 2 – Membership.

Unless otherwise determined by the Balboa SSC in its decision to establish a committee, the Chairperson of the Balboa SSC shall appoint members to the various committees.

#### Section 3 – Term of Office.

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

#### Section 4 – Rules.

Each committee may adopt rules for its own governance not inconsistent with these By-laws or with rules adopted by the Balboa SSC or with policies of the governing board.

#### Section 5 – Quorum.

Unless otherwise provided in the decision of the Balboa SSC designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

#### Section 6 – Vacancy.

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

**ARTICLE VI  
MEETINGS OF THE SCHOOL SITE COUNCIL**

Section 1 – Regular Meetings.

The Balboa SSC shall meet regularly at least once per month.

Section 2 – Special Meetings.

Special meetings may be called by the Chairperson or by majority vote of the Balboa SSC.

Section 3 – Place of Meetings.

The Balboa SSC shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including disabled persons.

Section 4 – Notice of Meetings.

Public notice shall be given of regular meetings at least 48 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing, shall state: the day, hour and location of the meeting; and shall be delivered either personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5 – Decisions of the Balboa SSC.

All decisions of the Balboa SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 – Quorum.

The presence of fifty one percent (51%) of the total membership shall be required in order to constitute a quorum. A quorum is necessary to transact the business of the Balboa SSC. A quorum shall consist of 7 members, 4 classroom teachers, and 3 parents. No decision of the Balboa SSC shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 – Conduct of Meetings.

All regular and special meetings of the Balboa SSC shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8 – Meetings Open to the Public.

All regular and special meetings of the Balboa SSC and of its standing and/or special committees shall be open at all times to the public.

**ARTICLE VII  
AMENDMENT OF BY – LAWS**

The By-laws of the Balboa SSC may be amended by consensus of all full voting members of the Balboa SSC. In the event that all members are not present, the By-laws may be amended with at least fourteen (14) days written notice of the meeting at which discussion of the proposed amendment shall take place. Then, provided that two-thirds of the members of the Balboa SSC are present, the by-laws may be amended by a majority of those present.

**CERTIFICATE OF ADOPTION OF BY-LAWS**

The undersigned, being the Chair of the Balboa School Site Council, hereby certifies that the by-laws of the Balboa School Site Council to which this certificate is attached were adopted by the Balboa School Site Council on January 22, 2001. Executed this 22<sup>nd</sup> day of January, 2001 at Northridge, California.

Sharon A. Farkas  
Chairperson, Balboa School Site Council