# TABLE OF CONTENTS

**LETTER OF INTENT** ................................................................................................................................. 1

**CHARTER BRIEFING PAGE** ....................................................................................................................... 2

**CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING** ......................................................... 3

**INTRODUCTION** ........................................................................................................................................... 14

- Balboa Magnet - Reflections and a Look Forward ....................................................................................... 14
- Endorsements ............................................................................................................................................... 19
- The Charter Agreement/Contract .............................................................................................................. 20
- Affirmations and Assurances ..................................................................................................................... 21

**ELEMENT 1 – THE EDUCATIONAL PROGRAM** ........................................................................................... 23

- School Information ..................................................................................................................................... 23
- Vision .......................................................................................................................................................... 23
- Mission ..................................................................................................................................................... 24
- Identification of Those We are Educating .................................................................................................. 24
- Demographics/Academic Achievement of Surrounding Schools .............................................................. 26
- A Typical Day ........................................................................................................................................... 27
- Bell Schedule ......................................................................................................................................... 29
- The Instructional Program ........................................................................................................................ 29
- Research Basis for the Instructional Program ............................................................................................ 29
- How Learning Best Occurs ..................................................................................................................... 35
- English Language Arts Curriculum ........................................................................................................ 36
- Mathematics Curriculum ........................................................................................................................ 37
- Science Curriculum .................................................................................................................................. 37
- History/Social Science Curriculum .......................................................................................................... 38
- Arts Instruction ........................................................................................................................................ 39
- Calendars .................................................................................................................................................. 40
- Learning Environments ............................................................................................................................ 41
- English Language Learners ...................................................................................................................... 42
- Socioeconomically Disadvantaged Students .......................................................................................... 43
- Low Achieving Students .......................................................................................................................... 43
- Gifted and Talented Students .................................................................................................................. 44
- Special Education .................................................................................................................................. 45
- Implementation Plan ............................................................................................................................... 51
- An Educated Person in the 21st Century .................................................................................................... 52
- How the Goals of the Program Will Enable Students to Become Self-Motivated, Competent and Lifelong Learners .................................................................................................... 52
- Professional Development ...................................................................................................................... 53

**ELEMENT 2 – MEASUREABLE STUDENT OUTCOMES** ........................................................................... 55

- API/AYP/CST ............................................................................................................................................. 55
- Periodic Assessments ............................................................................................................................... 57
- Citizenship and Character ......................................................................................................................... 57
- Student Attendance .................................................................................................................................. 57
ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED 59
   Goals of the Program for the Next Five Years ................................................................ 59
   Testing ............................................................................................................................... 61

ELEMENT 4 – GOVERNANCE .............................................................................................. 62
   Balboa Magnet Governing Board ....................................................................................... 62
   Staff, Student, and Other Stakeholder Involvement ........................................................... 63
   School Governance ............................................................................................................ 64
   Additional Parent Involvement Opportunities .................................................................... 64
   Financial Operation Budget Plan ....................................................................................... 65
   Decision-Making Process and Organizational Chart .......................................................... 66
   Compliance ........................................................................................................................ 67
   District/County Relationship ............................................................................................... 67
   Process for Amendments to Charter .................................................................................. 67
   Articles of Incorporation and Bylaws .................................................................................. 68
   Selection Process of Council Members and Relevant Governing Board ........................... 68
   Grievance Procedure for Parents and Students ................................................................ 70
   LAUSD Charter Policy ........................................................................................................ 71
   Responding to Inquiries ..................................................................................................... 71
   Notifications ....................................................................................................................... 71

ELEMENT 5 – EMPLOYEE QUALIFICATIONS ..................................................................... 72
   Personnel ........................................................................................................................... 73
   Certificated Personnel ........................................................................................................ 73
   Classified Personnel .......................................................................................................... 73
   Professional Development .................................................................................................. 74
   Administrative Selection Procedures .................................................................................. 74
   Teacher Selection Procedure ............................................................................................. 75
   Plant Manager, Cafeteria Manager, Custodian ................................................................. 77
   School Administrative Assistant, Office Technician ........................................................... 77
   Other Staff .......................................................................................................................... 77

ELEMENT 6 – HEALTH AND SAFETY .............................................................................. 79
   School Location .................................................................................................................. 79
   Compliance ........................................................................................................................ 79
   Insurance ............................................................................................................................ 79
   Policies, Practices, and Procedures .................................................................................... 80
   School Safety Plan ............................................................................................................. 81

ELEMENT 7 – RACIAL AND ETHNIC BALANCE ............................................................... 83
   Court-ordered Integration ................................................................................................. 83

ELEMENT 8 – ADMISSIONS REQUIREMENTS ................................................................ 85
   McKinney-Vento Homeless Assistance Act ....................................................................... 85

ELEMENT 9 – ANNUAL FINANCIAL AUDITS ................................................................... 86
   Categorical Funds .............................................................................................................. 86
   Timing for Distribution of Categorical Block Grant Funds .................................................. 86
   Other Sources of Funds ..................................................................................................... 87
   Administrative Fees .......................................................................................................... 87
Payment for Other Services ...........................................................................................................87
Documentation ................................................................................................................................87
Per-Pupil Budgeting ..........................................................................................................................88
Audit and Inspection of Records ....................................................................................................88

ELEMENT 10 – STUDENT SUSPENSION AND EXPULSIONS .........................................................89
Rules and Procedures for Suspensions and Expulsions .................................................................91
Grounds for Suspensions/Expulsions ...............................................................................................91
Due Process Rights for Students Prior to Suspensions or Expulsions .........................................93
Administrator’s Role in Suspensions/Expulsions .........................................................................93
Suspension Appeal Procedure .........................................................................................................94
Expulsion Procedure ......................................................................................................................94
Outcome Data ................................................................................................................................96
Rehabilitation Plan .........................................................................................................................96
Readmission ....................................................................................................................................97
Special Education Students ...........................................................................................................97
Gun Free Schools Act .......................................................................................................................97

ELEMENT 11 – RETIREMENT PROGRAMS .....................................................................................98

ELEMENT 12 – ATTENDANCE ALTERNATIVES ..........................................................................99

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES ................................................................100
Procedures for Dealing with Staff Issues .......................................................................................100

ELEMENT 14 – DISPUTE RESOLUTION .......................................................................................101

ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING ..................................103

ELEMENT 16 – CHARTER SCHOOL CLOSURE ..........................................................................104
Revocation .......................................................................................................................................104
Charter Renewal ...............................................................................................................................104
Closure Procedures .........................................................................................................................105
Facilities ..........................................................................................................................................106
District-Owned Facilities ...............................................................................................................106
Facility Status .................................................................................................................................108
Occupancy of the Site ......................................................................................................................109
Health and Safety ...........................................................................................................................109
Asbestos Management ...................................................................................................................109

APPENDIX

A - APPROVAL SIGNATURE PAGE .................................................................................................
B - PRINCIPAL’S RESUME ..............................................................................................................
C - SCHOOL GOVERNANCE COUNCIL RESOLUTION (MINUTES) ............................................
  March 12, 2012 ............................................................................................................................
D - GOVERNING BOARD BY-LAWS .............................................................................................
E - STATE STANDARDS ..................................................................................................................
  English/Language Arts Standards .................................................................................................
F - COMMON CORE CONTENT STANDARDS

- English Language Arts Standards
- Mathematics Standards

*All appendices (non-Elements 1-16) are included on CD in .doc and .pdf format

**State and Common Core Content Standards page numbers correlate to their original documents
LETTER OF INTENT

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school: Balboa Gifted/High Ability Magnet Charter

General location of proposed charter: 17020 Labrador Street, Northridge, CA 91325

Projected Grade Levels-Year 1: 1-5

Projected Grade Levels-Year 5: 1-5

Projected Enrollment-Year 1: 748

Projected Enrollment-Year 5: 748

Lead Petitioner Information:

Name: Jana Davenport

Address: 17020 Labrador Street, Northridge, CA 91325

Phone number(s): 818-349-4801 (office), 818-427-7311 (cell), Fax 818-993-3470

E-mail address: jdaven1@lausd.net

Other members of the Charter Development team:

Christine Chun

Jake Brescher

Briana Blincoe

Rori Albert

Betty Matsushita

Susan Taguchi

Myrna Cañas

Julie Cornell-Klein

Certification:

X I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

X I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Jana Davenport

PRINT NAME

SIGNATURE

2/15/2012

DATE

*Projected enrollment numbers do not reflect proposed class size increases. New Projected Enrollment Year 1: 748, Projected Enrollment Year 5: 748*
• Name of Organization Applying for Charter:
  o Balboa Gifted/High Ability Magnet Charter Elementary School
    (herein, referred to as “Balboa Magnet” or the “Charter School”)
• Grades Served: 1-5
• Current Number of Students: 748
• Year 1 Projected Enrollment: 748, Year 5 Projected Enrollment: 748
• Location Address: 17020 Labrador Street, Northridge, CA 91325
• Facility Status/Location: Balboa Magnet is a LAUSD facility
• Does the location meet Board Policy? (Low API, Overcrowded) – No
• Description of Philosophy: Our vision and mission statement were developed and continue to evolve through inclusive discussions with all who have a stake in the learning and ultimate success of our students. These standards and expectations apply equally to each student. We envision students who can work to and achieve their fullest potential according to their unique gifts and optimum learning style. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.
• Source/Core of Money: ADA and Block Grant Monies
• Charter Development Team:
  o Jana Davenport, Principal
  o Christine Chun, Magnet Coordinator
  o Briana Blincoe, Teacher
  o Iliana Bañuelos, Teacher
  o Kelly McCann-Miller, Parent
• Has your charter applied to any other jurisdiction for approval? No
• Are there any sister charters? No
• What innovative elements of your charter school could be considered “best practices” and replicated by other schools?
  o incorporation of National Standards for ELA and Math
  o innovative technology
  o differentiated instruction
  o authentic assessments
  o arts appreciation and expression
  o professional development
Los Angeles Unified School District  
Innovation and Charter Schools Division  

CHARTER SCHOOLS GUIDELINES CHECKLIST  
INITIAL SCREENING  

Charter School Name: Balboa Gifted/High Ability Magnet Charter Elementary School  
Date: March 15, 2012  

Contact Person: Jana Davenport  
Phone No.: (818) 349-4801  
Fax No.: (818) 993-3470  

SUMMARY CONTENTS  

<table>
<thead>
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<th>*PAGE</th>
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<td>Appx. A</td>
<td>• Supporting signatures of: conversion charter: 50% of permanent status teachers at the school site</td>
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<td>• start-up charter: 50% of parents who intend to enroll children or</td>
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<td>Appx. B</td>
<td>• 50% of teachers who intend to be employed at the school during first year of operation</td>
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<td>• petition includes prominent statement of meaningful interest to start a charter (board resolution)</td>
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<td>Appx. B</td>
<td>• resume and questionnaire for all board members</td>
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AB 544 REFERENCE  
47605 (1) (2)  
47605(3)
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<td>2. Assurances that school will:</td>
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<td>47605 (d) (1)</td>
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<td>22</td>
<td>• be non-sectarian in programs, admission policies, employment practices and other operations</td>
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<td>47612 (a) (1)</td>
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<td>• not charge tuition</td>
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<td>• not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation)</td>
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<td>• not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements</td>
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<td>• not require any child to attend a charter school nor any employee to work at a charter school</td>
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<td>22</td>
<td>• if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.</td>
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<td>• admit all students who wish to attend.</td>
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<td>24</td>
<td>3. Description of which students will attend the school</td>
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<td>4. Duration of initial charter petition: 5 years</td>
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<td>47607 (a) (1)</td>
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<td>Question</td>
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<td>5. Renewal process/timeline</td>
<td>47607 (a) (1) (2)</td>
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<td>55</td>
<td>6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes</td>
<td>47607 (a) (1) 47607 (b)</td>
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<td>104</td>
<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
<td>47607 (b) (1-4) (c)</td>
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<td>21</td>
<td>8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance</td>
<td>47610</td>
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<td>108</td>
<td>9. How district/county facilities will be maintained, insured and used by the charter school, if applicable</td>
<td>47605 (g) 47614</td>
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<td>107</td>
<td>10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process</td>
<td>47607 (a) (1)</td>
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<td>79</td>
<td>11. How school personnel, district/county will be insured against liability claims resulting from school operations</td>
<td>47605 (g)</td>
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<td>• description of type/scope of legal services to be used</td>
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<td>• plans for insurance liability and legal issues to be dealt with collectively and individually</td>
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<td>67</td>
<td>12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisorial oversight</td>
<td>47605 (g) 47613.7</td>
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<td>50</td>
<td>13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students</td>
<td>47612 (a) (2)</td>
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<td>62</td>
<td>14. Agreement between the charter school and sponsoring agency detailing operational funding levels</td>
<td>47613.5 (a)</td>
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<td>71</td>
<td>15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries</td>
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### INSTRUCTIONAL AND OPERATIONAL CONTENTS

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<td>1. Description of the educational program of the school <em>(Element 1)</em></td>
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<td>YES</td>
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<td>YES</td>
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- an identification of those whom the school is attempting to educate
- description of what it means to be an educated person in the 21st century
- how learning best occurs
- goals of the program
- how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school
- instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.
- specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.
- attendance requirements including length of school day and year
- instructional materials and the process by which curriculum, materials and instructional activities are to be selected
- reference to NCLB as it relates to student achievement and credentialing
- instructional strategies
  - teacher recruitment
- professional development
- school calendar
- daily schedule
- mission/vision
- demographics/academic achievement of surrounding schools
- implementation plan
  - High School only
    - meet A-G requirements
    - transferability
    - **WASC**
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<td>2. Measurable student outcomes to be achieved by students <em>(Element 2)</em></td>
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<td>47605 (b) (5) (B)</td>
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<td>• extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</td>
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<td>• when and how often pupil outcomes will be assessed including any assessments of innovative components</td>
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<td>• specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress</td>
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<td>• identification of who will be accountable for student progress as it relates to student achievement</td>
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<td>56</td>
<td>• reference to NCLB</td>
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<td>• CAHSEE (HS only)</td>
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<td>• graduation rate (HS only)</td>
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<td>3. Method by which pupil progress in meeting pupil outcomes is measured <em>(Element 3)</em></td>
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<td>47605 (b) (5) (C) 47605 (c)(1)</td>
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<td>• assessment plan, internal and external assessments</td>
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<td>• use of standardized test scores in measuring pupil progress</td>
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<td>• use of variety of assessment tools</td>
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<td>• use of longitudinal, survey and other data in measuring pupil progress (in-house assessments)</td>
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<td>59</td>
<td>• methods to ensure that all statewide standards are met and pupil assessments conducted</td>
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<td>59</td>
<td>• process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</td>
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<td>60</td>
<td>• process for conducting pupil assessments pursuant to EC § 60602.5</td>
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<td>59</td>
<td>• description of all assessment tools including in house assessments</td>
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<td>59</td>
<td>• identification of the grading policy</td>
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<td>59</td>
<td>• district required language for testing</td>
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<td>63</td>
<td>4. Governance structure of the school including the process which is to be followed to ensure parent involvement <em>(Element 4)</em></td>
<td></td>
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<td>47605 (b) (5) (D) 47605 (c)(2)</td>
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<td>process which ensures staff, students and other stakeholder involvement</td>
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<td>64</td>
<td>methods by which schools consult with parents and teachers regarding school's educational programs</td>
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<td>decision-making process, organizational chart, and relevant site committees</td>
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<td>63</td>
<td>assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act</td>
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<td>63</td>
<td>a clear awareness reflected in the petition and bylaws of the Brown Act requirements and how to comply</td>
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<td>67</td>
<td>what, if any, relationships district/county will maintain with the charter school and how it will be accomplished</td>
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<td>67</td>
<td>process for amendments to charter</td>
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<td>68</td>
<td>articles of incorporations and bylaws of nonprofit corporation</td>
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<td>68</td>
<td>selection process of board members and governance committees</td>
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<td>88</td>
<td>audit and inspection of records</td>
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<td>62</td>
<td>district required language for governance</td>
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<td>5. Qualifications to be met by individuals to be employed by the school <em>(Element 5)</em></td>
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<td>process for staff selection</td>
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<td>72</td>
<td>job descriptions for positions</td>
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<td>79</td>
<td>credentials, requirements and qualifications of staff</td>
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<td>73</td>
<td>employee compensation-general description</td>
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<td>79</td>
<td>identification of the roles and functions of staff members</td>
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<td>72</td>
<td>measures of assessment of performance</td>
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<td>procedure to be used for adequate background checks</td>
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<td>process for recruiting teachers</td>
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<td>72</td>
<td>procedure for monitoring credentials</td>
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**ITEM**

6. Procedures that the school will follow to ensure the health and safety of pupils and staff (*Element 6*)
   - school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237
   - how the school will ensure that its facilities are safe
   - how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)
   - role of staff as mandated or non-mandated child abuse reporters
   - TB requirements
   - employee fingerprints
   - student immunization requirement
   - address of the facilities to be used by the charter school
   - compliance with state building code, federal ADA requirements
   - assurance of Certificate of Occupancy prior to school opening
   - contains District required language regarding health and safety procedures

7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (*Element 7*)
   - geographic areas that will be targeted in the outreach effort
   - state languages to be utilized in the outreach
   - district required language for this element

**ADDRESSED**

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<tr>
<th>YES</th>
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<table>
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<th>YES</th>
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**COMMENTS**

| 47605 (b) (5) (F) 47605(g) |

**AB 544 REFERENCE**
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<th>ACCEPTABLE YES</th>
<th>COMMENTS</th>
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</table>
| 85   | 8. Admission requirements, if any *(Element 8)*  | *admission assurances preferences  
lottery assurance and procedures  
waiting list  
preference (if applicable)  
states the charter school will admit all pupils who wish to attend  
efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students | *YES NO* | *YES NO* | 47605 (b) (5) *(H)* |
| 88   | 9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved *(Element 9)* | | | | 47605 (b) (5) *(I)* |
| 89-90| 10. Procedures by which students can be suspended or expelled *(Element 10)*  | *procedure for involving parents, students and staff in designing and implementing a discipline policy  
due process for students  
appeals of disciplinary action  
procedures for ensuring rights of students  
list of suspension and expulsion offenses  
suspension and expulsion procedure  
general discipline approach  
procedures for rehabilitation readmission and interim placement  
district required language regarding special education students | | | 47605 (b) (5) *(J)* |
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<tr>
<td>72/100</td>
<td>11. Procedures for dealing with staff issues (Element 11)</td>
<td></td>
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<td>47605 (b) (5) (K) 47605 (1)</td>
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<td>100</td>
<td>• relationship between the teachers and the district/county bargaining unit</td>
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<td>98</td>
<td>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</td>
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<td>73/98</td>
<td>• labor procedures which will be applied to employees</td>
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<td>98</td>
<td>• process for resolving complaints/grievances</td>
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<td>98</td>
<td>• process for ensuring due process</td>
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<td>73-78</td>
<td>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</td>
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<td>77</td>
<td>• process for staff recruitment, selection, evaluation and termination</td>
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<td>• Procedure for processing and monitoring credentials</td>
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<td>• Reporting PERS/STRS contributions</td>
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<td>99</td>
<td>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (Element 12)</td>
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<td>47605 (b) (5) (L)</td>
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<td>99</td>
<td>• inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</td>
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<td>99</td>
<td>• not require any child to attend a charter school nor any employee to work at a charter school</td>
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<td>99</td>
<td>• District required language regarding attendance alternatives</td>
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<td>100</td>
<td>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (Element 13)</td>
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<td>47605 (b) (5) (M)</td>
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<td>• what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</td>
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<td>101</td>
<td>14. Procedures to resolve disputes relating to provisions of the charter (Element 14) See LAUSD “District Required” Language  • District required language regarding the dispute resolution procedures</td>
<td>YES</td>
<td>NO</td>
<td>47605 (b)(5) (N)</td>
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<td>103</td>
<td>15. Declaration of Exclusive Public School Employer (Element 15)</td>
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<td>47605 (b)(5) (O)</td>
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<td>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (Element 16)  • District required language regarding charter school renewal, revocation, and closing procedures</td>
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<td>47605(6) A (ii) O</td>
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<td>74/77</td>
<td>Other Items: 17. Description of the manner in which administrative services of the school are to be provided  • responsibility for evaluating employees  • criteria and procedures used in evaluation  • how hiring decisions are made</td>
<td></td>
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<td>47605 (g)</td>
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<td>65</td>
<td>18. Budget for the financial operation which is consistent with the requirements of any school district budget  • proposed first year operational budget (including start-up costs)  • financial projections for first three years  • process for investment procedures and deposit of funds  • procedure for ensuring adequate cash flow</td>
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| 20/104 | 19. Liability of district/county to handle payments if charter school defaults  
- for schools organized pursuant to Non-Profit Benefit Corporation Law  
- for schools not covered by Non-Profit Benefit Corporation Law  
- AB 1994  
- general assurances "District Required" language | YES       | NO         |          | 47604           |
| 22    | 20. Court-ordered Integration Language  
- action Plan for 70:30 or 30:70 | YES       | NO         |          |                 |

* PAGE: Petitioner to identify page(s) in petition in which items are located
INTRODUCTION

Balboa Gifted/High Ability Magnet Charter Elementary School
Reflections and a Look Forward

Balboa Magnet is located in the East San Fernando area of Los Angeles County. As one of seven elementary schools, Balboa Magnet is part of what is currently referred to as the Granada Hills High School Complex. Recognized as a California Distinguished School and a National Blue Ribbon School, Balboa Magnet earned an Academic Performance Index (API) of 979 in 2010-2011 and continues to be the highest performing elementary school in the Los Angeles Unified School District (“LAUSD” or the “District”). Balboa Magnet is comprised of 748 students, which includes: 3% African American, 33% Asian, 19% Latino, 5% Filipino, and 39% White. Of this population, 2% are English Learners, 2% are Special Education, 65% are Gifted and Talented, and 18% are Economically Disadvantaged. As a full magnet program, our students come from all over the Los Angeles area.

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 971 and 981 for the last five years. Balboa Magnet has consistently exceeded the State target of 800. Each year, Balboa Magnet will set a target of maintaining API scores above the state target and strive to increase the previous year’s score by at least one point.

Student Population - Ethnicity

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 971 and 981 for the last five years. Balboa Magnet has consistently exceeded the State target of 800. Each year, Balboa Magnet will set a target of maintaining API scores above the state target and strive to increase the previous year’s score by at least one point.
Balboa Magnet shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Balboa Magnet may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Students at Balboa Magnet will demonstrate their knowledge and skills through a variety of assessments, including but not limited to teacher-created performance assessments and diagnostic assessments. Students will be expected to demonstrate proficiency on District periodic assessments in Reading, Mathematics, Writing and Science and state assessments including the CST.
In the years, 2008-2011, an average of 96.6% of all students scored at the proficient or advanced level in Mathematics. All subgroups significantly exceed the CA target.
English/Language Arts – Percent Proficient or Advanced
2011 State of CA ELA Target = 67.6% Proficient

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<th>2011</th>
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<th>2008</th>
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<tr>
<td>All Students</td>
<td>93.7</td>
<td>93.4</td>
<td>94.6</td>
<td>93.7</td>
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<td>African American</td>
<td>95.7</td>
<td>84.0</td>
<td>93.8</td>
<td>100</td>
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<tr>
<td>Asian</td>
<td>95.8</td>
<td>94.4</td>
<td>96.7</td>
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<tr>
<td>Hispanic or Latino</td>
<td>84.8</td>
<td>86.4</td>
<td>88.0</td>
<td>84.3</td>
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<tr>
<td>White</td>
<td>95.6</td>
<td>96.2</td>
<td>95.5</td>
<td>96.0</td>
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<td>Socioeconomically Disadvantaged</td>
<td>87.1</td>
<td>82.8</td>
<td>94.2</td>
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<tr>
<td>Students with Disabilities</td>
<td>78.9</td>
<td>95.7</td>
<td>95.0</td>
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In English/Language Arts, all students averaged 93.9% proficient and advanced. All subgroups significantly exceed the LAUSD and CA target goals.
Throughout LAUSD and local private schools, Balboa Magnet has earned an exemplary reputation and has been a leader in sharing best practices in education. In 1988, Balboa Magnet was honored as a National Blue Ribbon School. In its long-standing tradition of excellence, Balboa Magnet has been nominated at every opportunity by the State of California for the California Distinguished School Award. The school was nominated again in 2011 and hopes to accept the award in the spring of 2012. Balboa Magnet has been named a Model of Excellence School since the inception of the evaluation. These state and national honors affirm Balboa Magnet as a school of excellence. These prestigious validations of our programs and initiatives create a strong sense of pride in our community.

Balboa Magnet holds high expectations for all students in a rigorous, meaningful program. Not only do Balboa Magnet teachers have high expectations for students, but they also have high expectations for themselves. Teachers participate in extensive Professional Development related to differentiated instruction, best practices, and innovative teaching. We currently have four National Board Certified Teachers and seven teachers who have received certification in Gifted Education from the USC Rossier School of Education. Several teachers lead Professional Development sessions for colleagues at other school sites in addition to our own.

Teachers at Balboa Magnet continually strive to improve academic achievement in meaningful, authentic ways that reach the individual child. Using diagnostic and summative data, as well as data from periodic assessments, teachers identify students
who are potentially at risk. Through collaboration and planning, strategies are developed to provide meaningful learning opportunities for students, while addressing the state and national standards. By reinforcing classroom learning, parents empower their children with the potential to succeed. Most importantly, Balboa Magnet expects and encourages students to take responsibility and accountability as active participants in their own learning.

Balboa Magnet will implement a schedule that supports flexible planning and training time in order to make the best use of teacher, staff, and community involvement. Currently, Tuesdays are set aside for Professional Development, as per LAUSD requirements. Balboa Magnet will seek to provide additional creative options for teachers to participate in meaningful, authentic professional development to most effectively reach each individual student, regardless of ability (subject to District policy).

Balboa Magnet administrative staff and teachers have a strong, collaborative relationship with the school’s parent group, Balboa Parent Association (BPA). Together, all stakeholders work to ensure that the common vision of Balboa Magnet is nurtured and maintained. In 2011, the Balboa Parent Association worked tirelessly to provide over $160,000 in funds to support much-needed school programs and priorities. These include: six teaching assistants, a full-time PE coach, a full-time computer lab instructor, a vocal music teacher, and field trips for every class.

For the next five years, Balboa Magnet will continue to be a part of the Los Angeles Unified School District as an affiliated Charter Magnet school through the LAUSD’s Office of Student Integration, serving students in first through fifth grade. Balboa Magnet will continue to be a role model for all other LAUSD schools in academic achievement and scholarly behavior. Additionally, Balboa Magnet will serve as a model for reform for other LAUSD schools as we use our site-based autonomy to continue to advance our educational program in order to meet the exceptional needs of our 21st century learners.

Endorsements

The Balboa Magnet School Site Council/School Based Management Council has asked teachers, parents, staff, administrators and interested community members to be co-petitioners for the school’s charter petition for conversion to affiliated charter. These stakeholders have requested that the Board of Education for the Los Angeles Unified School District grant Balboa Gifted/ High Ability Magnet Charter status as a charter
school for the years 2012-2018 pursuant to the Charter Schools Act. The Balboa Magnet School Site Council/School Based Management Council and its co-petitioners have authorized the lead petitioners listed below to negotiate any amendments to the charter renewal document necessary to secure the approval of the Board of Education of the Los Angeles Unified School District. The lead petitioners are:

- Jana Davenport, Principal
- Christine Chun, Magnet Coordinator
- Briana Blincoe, Teacher
- Iliana Bañuelos, Teacher
- Kelly McCann-Miller, Parent

The Charter Agreement/Contract

Balboa Magnet shall become an affiliated charter with the Los Angeles Unified School District under the terms of this charter. If, at any point, during the term of this charter, Balboa Magnet elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Balboa Magnet shall prepare and submit a new charter proposal to the Los Angeles Unified School District. While operating as an affiliated charter with the Los Angeles Unified School District, Balboa Magnet shall continue to be covered under the self-insurance and property coverage program of LAUSD as provided to all other schools in the Los Angeles Unified School District.

This Charter School shall incorporate all revisions to the Charter Schools Act that may be enacted by the California State Legislature during the life of this charter.

Balboa Magnet will continue to be affiliated with the Los Angeles Unified School District and receive funding through the Categorical Block Grant Model which will be administered by LAUSD. As an affiliated charter, Balboa Magnet will refer to the ICSD business unit for purchasing specific services. While choosing not to separate from the District and to continue the use of LAUSD teachers, Balboa Magnet will participate in District Professional Development and school-site Professional Development as per Board recommendation and the LAUSD Policy on Charter School authorizing of the reciprocal sharing of Professional Development and best practices.

Aligned with the culture of being an affiliated charter school within LAUSD, Balboa Magnet will continue to look towards adopting LAUSD curriculum materials. LAUSD will continue to allocate to Balboa Magnet all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is to regular schools.
Balboa Magnet shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of categorical block grant shall fall upon the Balboa Magnet Governing Board and the control of the categorical block grant funds must address class size reduction, technology, professional development, enrichment opportunities, character education, intervention opportunities, supervision and safety in order to meet our goals and the needs of our students.

It is understood that Balboa Magnet will undergo at least a yearly Charter Oversight Review from the Los Angeles Unified School District as part of the charter contract with the District. Oversight also includes monitoring of the Charter School’s progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Balboa Magnet will also expect that oversight shall include a review of the school’s performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school’s strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school’s self-study process to facilitate school improvement. It is also understood that the Los Angeles Unified School District’s Policy on Charter School Authorizing is subject to change upon Board approval and with input from Charter School leaders. At any time, the LAUSD Innovation and Charter School’s Division can visit or call the school inquiry on matters, policies or situations that may arise.

If granted, the term of this initial 5-year charter begins on August 13, 2012 and expires on June 30, 2018. To request a renewal of this charter petition beyond June 2018, Balboa Gifted/High Ability Magnet Charter Elementary School will submit a new petition to the District for approval by January 31, 2018.

Affirmations and Assurances

Balboa Magnet accepts and understands obligations to comply with specific sections of the Education Code Sections 47611(STRS) and all laws establishing minimum age for public school attendance.
Balboa Magnet shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD’s ethnic balance goal which is within a 70:30 or 30:70 ratio.
ELEMENT 1: THE EDUCATIONAL PROGRAM

“\textit{A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.}” Ed. Code § 47605 (b)(5)(A)

School Information

<table>
<thead>
<tr>
<th>School name</th>
<th>Balboa Gifted/High Ability Magnet Charter Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>17020 Labrador Street, Northridge, CA 91325</td>
</tr>
<tr>
<td>Telephone number</td>
<td>(818) 349-4801</td>
</tr>
<tr>
<td>Fax number</td>
<td>(818) 993-3470</td>
</tr>
<tr>
<td>Contact person</td>
<td>Mrs. Jana Davenport, Principal</td>
</tr>
<tr>
<td>Grade configuration</td>
<td>Grade 1 – 5</td>
</tr>
<tr>
<td>Current enrollment</td>
<td>748</td>
</tr>
<tr>
<td>Operational capacity</td>
<td>748</td>
</tr>
<tr>
<td>Number of classrooms</td>
<td>27</td>
</tr>
<tr>
<td>Opening date for term</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Instructional calendar</td>
<td>August 13, 2012 to June 5, 2013</td>
</tr>
<tr>
<td>Projected enrollment</td>
<td>* see notes</td>
</tr>
</tbody>
</table>

* The number of students in the first year will be determined by the District.

** Balboa Magnet will follow standard district policy and guidelines on admission. See also Element 8: Admission Requirements

Vision

Balboa Magnet’s vision is to provide an academically challenging program that is aligned with state standards and helps every child realize his/her full potential but also fosters critical thinking, independence, and creativity and initiates his/her journey as a lifelong learner.
Mission

The mission of Balboa Magnet is to engage students from all social, cultural, and economic backgrounds in a comprehensive and challenging educational program that fosters academic and responsible citizenship. Balboa Magnet seeks to provide an integrated, project-based curriculum for grades 1-5 that is aligned with the California State Standards and enhanced by music, art, theater, and dance instruction. Our goal is to work together as a community to develop life-long learners that have the tools to succeed in the 21st century.

Identification of Those We are Educating

Our administration, teachers, staff and parents share a common goal: to give our students the most enriched and challenging elementary school experience we can provide.

Balboa Magnet currently serves 748 students in first through fifth grade. All of these students were chosen under the guidelines of the court ordered voluntary integration magnet program. Our Gifted-High Ability Magnet School receives the same support as other LAUSD Magnets. The student population we serve is as diverse as the make-up of the city of Los Angeles: 39% of the students are classified as White, 33% Asian, 19% Hispanic, 3% African American, 5% Filipino, and 1% Other. Our school’s educational program serves students of all abilities. Approximately 65% of our students are identified as Gifted and Talented, 2% as English Language learners, 2% Special Education students, and 18% Socio-Economically Disadvantaged.

At Balboa Magnet, we believe that every student has the potential to meet or exceed the state and national academic standards. High API scores - exceeding 970 for the last five years - have become an expectation at Balboa Magnet. Students consistently work above and beyond grade-level standards. Less than 1% of our students in grades 2-5 combined scored below proficient/advanced in the areas of English/Language Arts and Mathematics.
Balboa Magnet shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, sex, gender, actual or perceived sexual orientation, or disability. The school’s rigorous standards-based educational program based on California Standards shall serve students of all abilities ranging from those who require remedial attention to those identified as gifted and talented.
### Demographic/Academic Achievement of Surrounding Schools

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students Tested</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met AI Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<tr>
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<td>2%</td>
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<td>Vintage Magnet</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>876</td>
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<td>15%</td>
<td>10%</td>
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<td>White 37%</td>
<td>African American 7%</td>
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<td>Andasol</td>
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<td>Yes</td>
<td>Yes</td>
<td>860</td>
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<td>54%</td>
<td>12%</td>
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<td>Asian 15%</td>
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<td>Yes</td>
<td>No</td>
<td>793</td>
<td>5</td>
<td>2</td>
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<td>14%</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>830</td>
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<td>10</td>
<td>68%</td>
<td>15%</td>
<td>17%</td>
<td>Hispanic 62%</td>
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<td>African American 10%</td>
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<table>
<thead>
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<th># of Students Tested</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met AI Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
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<td>918</td>
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<td>2</td>
<td>18%</td>
<td>10%</td>
<td>5%</td>
<td>White 40%</td>
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<td>7</td>
<td>20%</td>
<td>6%</td>
<td>.01%</td>
<td>White 43%</td>
<td>Asian 25%</td>
<td>African American 21%</td>
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</table>
A Typical Day at Balboa Magnet

On any given day, a visit to Balboa Gifted/High Ability Magnet Charter Elementary School may begin in the bright and cheerful office, with a friendly staff eager and willing to assist. Continuing through the office, visitors would see TAP (Teacher Assistance Program) volunteers busily creating support materials for classroom instruction. Stepping outside, visitors are greeted with the pleasant view of our life cycle pond and beautiful discovery garden. Just across from the discovery garden is one of our most popular and treasured locations on campus - the Wonder of Reading school library staffed by a loving librarian and parent volunteers. Students may be seen sitting on the steps of the amphitheater listening intently to specially selected literature or doing research with their classmates. On any grassy area outdoors, a primary class may be teamed up with an upper grade class for a “Buddy” session.

Down the corridor is a park-like lunch area with colorfully decorated walls showing a mural of children enjoying a picnic outdoors. From this lunch area, visitors can step into our well-used auditorium. Teachers use this performance space for a wide variety of arts, including theatre, dance, and music. Lucky visitors may hear a real treat - fourth and fifth graders harmonizing beautifully in the Balboa Boys’ and Girls’ choruses! In addition, all teachers utilize the auditorium to practice the many musical plays that are performed for parents and the school community.

Ambling down a long hallway toward the schoolyard, visitors pass by several tile murals representing the beloved memories of Balboa Magnet’s former students and community. Walking down a set of steps, visitors enter the school’s second outdoor lunch pavilion that is surrounded by towering trees and shady nooks with benches. Next to the lunch pavilion is a fully equipped yard with two apparatus structures and a grassy area. A full-time physical education teacher works with students on skills and many parent volunteers assist her during Psychomotor. This enrichment activity is an important component to providing students with healthy minds and bodies. While parents enjoy working with the children outdoors, classroom teachers meet weekly at grade level meetings to plan and collaborate on instruction.
Located in a bungalow on the perimeter of the playground is the home of the Balboa Parent Association, the umbrella group for the Balboa Spirit Club and the Balboa PTA which support and serve our school through over 185,000 hours of volunteerism and fundraising each year. This bungalow is a bustling hub of activity during the week and plays host to many meetings, educational classes for parents, and other events. Entering the heart and soul of our school, the classrooms, visitors see students eagerly engaged in learning. In every classroom, students learn in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state and national standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts through the use of differentiated instruction, depth, complexity, and novelty.

In the center of campus are two vital learning centers – the computer and science labs. The 35-workstation computer lab, staffed by a full-time instructor and complete with printers, is the technology hub of our school. In this magnificent lab, classroom teachers and our assistant work together to help students understand the use of current technology and its real world applications. Nearby is the science lab, equipped with its own videoconferencing unit that allows students to participate in virtual field trips. Through these interactions, students are taken anywhere from outer space to various parks in California.

Around the corner from the enrichments labs, visitors hear instrumental music wafting from the Parent Teacher Resource room (PTR). Inside, our orchestra teacher is leading a group of advanced violin students in performing Bach’s Orchestral Suite. At any other given time, visitors might see a theater production, square dancing, or a group of teachers hard at work collaborating on curriculum. The PTR is also the place where our school’s community members gather together to celebrate the many successes of Balboa Gifted/High Ability Magnet Charter Elementary School.
## Bell Schedule

### Regular Days

<table>
<thead>
<tr>
<th>Grade</th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
</tr>
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<tbody>
<tr>
<td>Grades 1, 3 &amp; 4</td>
<td>8:15</td>
<td>10:15</td>
<td>10:35</td>
<td>12:15</td>
<td>12:55</td>
<td>2:34</td>
</tr>
<tr>
<td>Grades 2 &amp; 5</td>
<td>8:15</td>
<td>9:50</td>
<td>10:10</td>
<td>12:00</td>
<td>12:40</td>
<td>2:34</td>
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### Professional Development Banked Days

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<thead>
<tr>
<th>Grade</th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1, 3 &amp; 4</td>
<td>8:15</td>
<td>10:15</td>
<td>10:35</td>
<td>12:15</td>
<td>12:55</td>
<td>1:34</td>
</tr>
<tr>
<td>Grades 2 &amp; 5</td>
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<td>9:50</td>
<td>10:10</td>
<td>12:00</td>
<td>12:40</td>
<td>1:34</td>
</tr>
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</table>

### Minimum Days

<table>
<thead>
<tr>
<th>Grade</th>
<th>Start of Class</th>
<th>Start of Brunch</th>
<th>End of Brunch</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1, 3, &amp; 4</td>
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<td>10:45</td>
<td>11:15</td>
<td>--</td>
<td>--</td>
<td>12:39</td>
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### The Instructional Program

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.

### Research Basis for the Instructional Program

Balboa Magnet relies upon research-based programs that include examination of data, current use of established methodologies, and research published in educational
journals. 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).¹

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."² Tiered assignments are differentiated learning activities that are developed based on diagnosis of students’ needs. It 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.

Balboa Magnet continues to expand its use of higher level critical thinking skills through the integration of Sandra Kaplan’s Depth and Complexity and Bloom’s Taxonomy. 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.³ These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples,

¹ 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.
³ Depth & Complexity Icons, OERI, Javits Curriculum Project T.W.O., Kaplan, S. & Gould, B.
participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills.

Bloom’s Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and application. Students learn the meanings of the words, use them in questioning discussions across the curriculum, and even in developing some test questions for the entire class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open ended questions. Bloom’s Taxonomy is a model for differentiating the challenge level of activities based on students’ needs. To meet student needs, teachers will use the Bloom’s model in developing assignments and activities geared to the challenge level of different students. “Students learn and produce with greater ease when they’re using an area of strength” (Heacox 70). Additionally, “asking students to work in ways in which they’re less able helps them strengthen those intelligences and widen their learning repertoire” (Heacox 70). “The more variety you offer students in the ways you ask them to learn and show what they have learned, the greater the likelihood of reaching more students” (Heacox 70).

To ensure success for all students, all teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, “Learners construct knowledge as they build cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners’ prior experience” (Linda Darling-Hammond, The Right to Learn). The use of Thinking Maps provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. The schoolwide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heighten metacognition and self-assessment, the transference of thinking processes across disciplines, and enhanced creativity and perspective taking. They provide concrete tools for constructing networks of knowledge.

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Additionally, teachers utilize Lauren Resnick’s Principle of Learning strategies, including Clear Expectations and Accountable Talk, as supplemental scaffolding strategies. Criteria charts are created with student input and rubrics are tools used to help define explicitly what we expect students to learn. “With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort” (Lauren Resnick, *Principles of Learning*). To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces the students to use academic language (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

For our English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

“Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This change has been implemented to more clearly differentiate the teaching of language through content (ELD) from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995)…When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).”7

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7 Genzuk, Michael. *Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students*. Los Angeles, CA: Rossier School of Education, University of Southern California
The research published by E.D. Hirsch in *Beyond Comprehension* focuses on the importance of providing the explicit specific background and knowledge required in every subject area to help students fully grasp and understand the concepts being taught. Teachers at Balboa Magnet practice, recognize and emphasize the development of systematic vocabulary and background knowledge as they move into new units of study, progress through them, and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provide ongoing feedback for teachers to evaluate the effectiveness of their teaching and its impact on learning. Mr. Hirsch’s research validates that best teaching practices recognize and emphasize systematic teaching of the diverse vocabulary and background knowledge required in each curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content.

During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the state and newly adopted national standards once they are implemented by the CDE. In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops. Kathleen Cotton identifies “The Schooling Practices That Matter Most” in *The Association for Supervision and Curriculum Development (2000)*. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- whole group, small group, and individualized instruction
- pair-share instruction
- student centered learning
- cooperative learning
- independent work time, research and independent projects
- the writing process
- choral reading, chanting, reader’s theater
- team teaching
- use of manipulatives and realia
- hands-on inquiry-based learning
- Depth and Complexity
- tiered assignments
- compacting
- literature circles
- technology based teaching/Internet
- Bloom’s Taxonomy
- audio visual opportunities
Balboa Magnet teachers and administrators 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 Content and National Standards across the curriculum. Balboa Magnet currently uses the California State Standards for Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. National Standards may be used once implemented by the CDE. Students will be tested and graded upon these standards.

Currently Balboa Magnet utilizes the same textbooks as other typical LAUSD schools. Balboa Magnet will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Balboa Magnet does reserve the right to modify and adapt these programs, as well as to adopt different materials, if determined to better meet the needs of the students, as identified by the teachers and administration of Balboa Magnet. Balboa Magnet will use only State of California adopted textbook materials as the primary source for instruction. The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

Students will be prepared for the California Standards Test in the spring of each year, as well as the National Exam already in the process of being developed. Results of these tests are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in Language Arts (listening, speaking, reading, writing) and Mathematics. Additionally, teachers of fourth and fifth grade students examine science test data. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up and reflection, and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. Historically the highest LAUSD performing elementary school, Balboa Magnet has an established record of maintaining high scores and shares the commitment of other LAUSD schools to work toward District goals of improved achievement for all students. Balboa Magnet will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future National Standards Test for all subgroups of students.

With increasing frequency, teachers and students at Balboa Magnet are embedding technology into lessons and assignments. Students actively participate in video
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.

How Learning Best Occurs

William Damon in Education Next (2005) asserts, “Through careful cultivation of clear standards for students, educators, and families, schools are equipped to produce productive members of society.” At Balboa Magnet, teachers, students, and families agree to foster learning in a safe, mutually respectful classroom environment where children:

- actively participate in their learning
- have strengths broadened, extended, and developed
- have areas of needs identified, addressed, and strengthened (ongoing progress monitoring)
- engage in experimentation, exploration and discovery
- see the connections between what they learn and the world around them
- work both individually and cooperatively as members of a group
- are encouraged to excel beyond the standard’s curriculum and delve more deeply in the various subject areas
- are provided with direct instruction as well as time to practice independently
- are presented with challenges in problem solving and critical thinking
- develop skills and attitudes to become lifelong learners
- have high expectations from teachers and for themselves
- have teachers that work collaboratively to identify student strengths and areas for improvement in mastering the California Standards and National Standards for each subject area
o have teachers that use differentiated instruction to address each child’s needs and potential to succeed academically and socially
o have teachers that believe that learning is the focus of the lesson
o have teachers and administrators that continue to grow through professional development and remain lifelong learners
o have a principal that has high expectations concerning student behavior, and academic achievement
o have a principal that supports the efforts of the students and teachers to cultivate academic excellence and scholarly behavior
o have a principal that empowers school community members to identify, articulate, and address a shared vision for the school’s educational program
o have a principal that ensures that quality learning is taking place in addressing the State Standards and National Standards through a rigorous program using formative data, teacher input, current best practices and sound educational research
o have involved parents that are informed about the school’s educational program
o have parents that understand how to assist their child’s learning and are active participants in that learning
o have parents that support the school’s efforts to continually improve to meet the changing needs of their children

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. Presently, Balboa uses Treasures Reading Program as its primary tool for Language Arts instruction.
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. Currently, Balboa Magnet utilizes the enVision Mathematics program from Scott Foresman as the primary tool for Mathematics instruction.

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 video conferences 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.

Currently, 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.

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 MFA 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.

Calendars

The Balboa Magnet school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. Balboa Magnet will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical LAUSD elementary school. All LAUSD school holidays will be observed as a typical traditional track elementary school. Balboa Magnet students in grades 1-5 receive 319 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 259 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

LAUSD Instructional Calendar
Draft for the 2012-2013 School Year

- Pupil Free Day: Monday, August 13, 2012
- First Day of Instruction: Tuesday, August 14, 2012
- Admissions Day: Friday, August 31, 2012
- Labor Day: Monday, September 3, 2012
- Unassigned Day: Monday, September 17, 2012
- Unassigned Day: Wednesday, September 26, 2012
- Veteran’s Day: Monday, November 12, 2012
- Thanksgiving Holiday: Thursday and Friday, November 22 and 23, 2012
- Winter Recess: Monday, December 17, 2012-Friday, January 4, 2013
- Second Semester Begins: Monday, January 7, 2013
- Dr. Martin Luther King’s Birthday Observed: Monday, January 21, 2013
- President’s Day: Monday, February 18, 2013
- Spring Recess: Monday, March 25-March 29, 2013
- Cesar E. Chavez: Friday, April 1, 2013
Birthday Observed

- Memorial Day Observed: Monday, May 27, 2013
- Last Day of Instruction: Tuesday, June 4, 2013
- Pupil Free Day: Wednesday, June 5, 2013

As an affiliated charter school, Balboa Magnet, in cooperation with the local District, will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of the students. Staff will participate in LAUSD in-services concerning new materials, the use of District pacing plans, and periodic assessments to fulfill LAUSD core initiatives, as provided by LAUSD and the local District. Professional development sessions will include but are not limited to material for teaching GATE, Mathematics, ELA, ESL, Character Education, Instruction in the Arts, and Technology. Closing the achievement gap and preparing at-risk students for CST will be a major focus and the staff will use District supplied personnel, in house personnel, professional contracts, and other sources for professional development to achieve these goals.

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Learning Environments

In the general education setting at Balboa Magnet, students are taught in self-contained classrooms with one general education teacher. Support for the general education classroom is provided by teaching assistants as funded through the budget process. With multiple subject credentials, Balboa Magnet teachers are responsible for delivery of all instruction in the curricular areas. Some teachers coordinate studies by offering team teaching, where one teacher may teach a specific subject, such as science, while the other team teacher instructs social studies. The benefit of this collaboration provides the opportunity for teachers to plan more effectively and deliver rigorous instruction in their specified content area of expertise.

In the General Education setting, teachers and students receive support from the resource specialist teacher as indicated to help the students access the curriculum as indicated in the student’s IEP. Resource Specialist delivery may consist of teacher consult, working in the classroom with the student, or small group specialized instruction in another setting. The related services of adapted physical education, occupational therapy, physical therapy, speech therapy and psychology follow the same types of delivery as well. All related services are provided by LAUSD.
The students at Balboa Magnet also benefit from “alternative” learning environments such as those experienced while on field trips that enrich and extend student knowledge as they apply their classroom knowledge in related field activities.

**English Language Learners**

Balboa Magnet currently follows the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child’s English proficiency will be assessed using the CELDT to determine identification and eligibility for EL services. Due to the small number of ELL students at our school, ELL students receive EL instruction, intervention, and assistance in their regular education classrooms. Teachers use the Treasures English Language Development Program as their primary instructional tool. Our goals are to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELL portfolio folders to monitor students’ progress for each reporting period. Parents are notified of both the students’ progress towards ELL standards as well as progress towards ELA standards. The child is ready for reclassification when the child progresses through the 5 levels of ELD, scores an overall average of 4 or 5 with no sub-area below 3, and scores Basic on the CST ELA portion. On the 2010-2011 CST, 83% of Balboa’s ELL students scored proficient or advanced on the English Language Arts portion of the test. Similarly, in Mathematics, 95.7% of Balboa’s ELL students scored in the proficient or advanced category.
**Socioeconomically Disadvantaged Students**

With 20% (approximately 150) of students identified as socioeconomically disadvantaged (SED), Balboa Magnet strongly supports this at-risk population. Students are identified through the free and reduced meal program. Of these students, 87.1% are scoring in the proficient to advanced range on the ELA portion of the CST in comparison to 33% in LAUSD with the same achievement. In Mathematics, 91.1% are scoring in the proficient to advanced range. This compares to 34% in LAUSD achieving the same proficiencies.

Balboa Magnet supports socioeconomically disadvantaged students and families through:

- Arts instruction
- PE coaches to develop an understanding of fitness and nutrition
- “Tutoring on the T’s” program to provide no-cost academic support after school
- Direct instruction of social skills in the classroom
- Community member involvement in the classroom
- Parent Education classes to provide no-cost support and education for parents to help their children achieve academically and socially

**Low-Achieving Students**

Balboa Magnet is committed to maximizing the learning potential for low-achieving students. High expectations are held for all of our students. Students who are identified as low-achieving receive additional scaffolding, resources, and strategies to address their particular, individual needs while maintaining high standards. Balboa Magnet firmly believes that all students are capable of success. This is realized by providing multiple opportunities and pathways for low-achieving students to access the curriculum, make the curriculum comprehensible, and improve their potential for achievement. At the beginning of the school year, teachers review the most recent data available for their class to identify low-achieving students in order to closely monitor their progress and improvement. This information is used to help teachers create methodologies, collaborate with colleagues to support student learning, and target instruction to provide maximum opportunities for learning and growth. The goal is for students to transition from low-achieving status into the proficient level of achievement on the CST.
To reach this goal, students receive specific concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach to RtI2. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration, and frequency as needed. Additionally, low-achieving students receive support from a bi-weekly after school tutoring program (Tutoring on the T's). Student Success Team (SST) meetings are held with the classroom teacher, the resource teacher, parents, and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

Gifted and Talented Students

At Balboa Magnet, most students demonstrate higher-level thinking skills and the ability to achieve well beyond grade-level standards, as is evidenced by the fact that 65% of our student population are identified as gifted and talented. Students are identified through second grade OLSAT testing, two consecutive years of CST scores in the advanced range, and in fourth and fifth grade, qualification in a single subject. Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing.

As an affiliated charter school, Balboa Magnet will complete a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. We plan to purchase additional psychologist time to complete GATE testing in house. Balboa Magnet understands that the psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by the LAUSD GATE office for a fee for service at the current rate. The gifted coordinator will identify students who meet the high achievement and single subject criteria and a fee for service form will be completed. Processing of these students will be completed by the LAUSD GATE office at the current fee for service rate per student.

Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students.
Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity icons, Write From the Beginning, Thinking Maps, Bloom’s Taxonomy, and current research-based developments in educating our gifted and talented students.

Balboa Magnet emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to extend the curriculum with classroom computers and a computer lab. Additional higher-level opportunities include independent and small group projects and investigations as well as independent subject groups wherein students work with challenging and above grade-level materials. Students’ progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. In 2010-2011, 97% of Balboa Magnet GATE students scored in the proficient or advanced range on the English Language Arts section of the CST and 98% achieved the proficient or advanced levels in Mathematics.

Special Education

The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

   a. General Requirements

   The Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.
The Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

The Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (“DVR”).

The Charter School is responsible for the management of its personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.
b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.
d. Alternative Placements

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive
behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District
in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used
for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Implementation Plan

Balboa Magnet follows the traditional track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.
An Educated Person in the 21st Century

“Intelligence plus character, that is the true measure of education.”
– Martin Luther King Jr.

We believe that 21st century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and continue growing as learners. Therefore, innovative use of technology is a requirement, not an option, for all of our students. We also believe that 21st century learners are independent thinkers who are responsible partners in their own learning. Children who learn to approach problems with an open mind and to understand the cultures and beliefs of others will become respectful, caring leaders. Furthermore, 21st century learners must act responsibly to protect the environment and appreciate the arts. Young people who practice healthy choices for themselves at their school site will become responsible adult citizens. Ongoing opportunities to appreciate and cultivate the arts will create learners who see the world from different perspectives. Balboa Magnet will work to develop self-starters who value beauty and behave responsibly as they interact with their local and global community.

How the Goals of the Program Will Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

Balboa Magnet will continue to deliver instruction based on the California State Standards and the National Standards for Language Arts and Mathematics (CCSS) once. In all areas of the curriculum, students will build upon prior knowledge, increase and expand their skill sets, apply information to solve problems, and experience real world learning. Technology will be a vital tool for 21st Century learners. Providing innovative technological approaches for children will enhance and deepen their understanding of new information, offer different perspectives, and prepare them to apply technology in meaningful ways.

As our teachers continue to expand and develop their knowledge and application of differentiated instruction, students will: acquire new problem solving skills, develop strengths and weaknesses as they demonstrate knowledge mastery in a variety of ways, and come to appreciate differences and commonalities in their classmates’ work.

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8 In Teaching Strategies Ninth Addition: A Guide to Effective Instruction (2010), Brown, Harder, Callahan, and Trevisan provide current research for educating students.
9 The Ministry of Education, Culture, Sports, Science, and Technology (2002) cite the integration of technology into curricular areas to enhance the delivery of lessons and concepts.
Using authentic assessments, young learners will receive meaningful feedback on their academic progress and take responsibility for their own learning. Balboa Magnet will expand the use of authentic assessments across the curriculum. Arts appreciation and expression will continue to play a vital role in Balboa Magnet students’ lives. As an Arts Program School, several teachers have participated in training and teaching the Arts in their classrooms. Professional Development provided by these teachers will expand the Arts educational experiences for more students, building upon a curriculum already rich in artistic connections.

Balboa Magnet will continue to build upon the strong and close working relationship with local middle and high schools, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences as they move through their schooling and on to college. Balboa Magnet will also continue to enhance the partnership with our parent community by further expanding communication and participation of parents in their children’s educational experience. To reach beyond our immediate educational community, each grade level will identify, select, and work to promote greater good for a local or global cause. This ongoing work will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives.

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Professional Development

Professional Development at Balboa Magnet is determined by both LAUSD goals and initiatives as well as by the Balboa Magnet. Professional Development is built upon schoolwide needs and the interests of teachers and the administration. At Balboa Magnet, professional Development is divided into two distinct sections - local and District. Local 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 such as: Depth and Complexity, WFTB, differentiation, 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. The principal’s role in Professional Development involves working with the instructional committee to find school site teams that are experts in upcoming professional development as well as
securing outside vendors when necessary. The principal also finds ways in which to provide teacher leaders time to develop and create Professional Development sessions.

Integrating District Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to, State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal’s job to deliver, document, and submit completion of the mandated District and state Professional Development. 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, response to intervention, Gifted and Talented Education, English Language Learners, differentiation strategies, and Special Education.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

Academic Performance Index/Adequate Yearly Progress/CST scores

As a LAUSD magnet school with affiliated charter status, Balboa Magnet will utilize state and district approved guidelines to measure and analyze student outcomes. Students will meet or exceed California state standards in the core content areas of Math, English Language Arts, Science, Social Studies, Health, the Arts, and Physical Education; furthermore, students will meet or exceed the outcomes specified in the differentiated curriculum by the California State Board of Education Recommended Standards for Programs for Gifted and Talented Students. Core standards will be measured via standardized assessments such as the CST, district-approved periodic assessments, unit assessments in district-adopted texts, authentic and portfolio assessments, and teacher-created assessments.

The California State Standards will guide Balboa Magnet in measuring the students’ ability to meet or exceed these standards in the four core content areas. Outcomes will include knowledge acquisition, problem solving, and reasoning skills. Balboa Magnet has demonstrated ongoing academic success as highlighted by API standards and demonstrated by the chart below. Balboa Magnet’s goal will be to maintain or improve the API score over time for all significant subgroups.
Notable subgroups at Balboa Magnet include Latino, English Language Learners, and Socioeconomically Disadvantaged students. These three subgroups achieved proficient CST scores for the 2010-2011 at the following percentages: Latino students - 85%, English Language Learners - 83%, and Socioeconomically Disadvantaged Students - 87%. While these groups scored above the averages for similar populations across the LAUSD, Balboa Magnet will focus targeted intervention specifically designed to continue narrowing the achievement gap by 2% or more each year.

In addition to addressing California state standards in the four content areas, Balboa Magnet will focus on student outcomes specified by the State Board of Education (SBE) as Recommended Standards for Programs for Gifted and Talented Students. Teachers will provide a differentiated curriculum that meets the needs of Balboa Magnet’s Gifted and Talented student population. Teachers will use a variety of assessment tools to evaluate students’ development of critical and creative thinking skills, problem solving strategies, and research skills. Desired student outcomes also include evidence of advanced content, depth and complexity of subject matter, accelerated pacing, and novelty.

To measure these life-learning skills, teachers will utilize alternate assessment measures including authentic and appropriate products. These measures may be part of the program materials in a content-based area, or they may be teacher-created. In addition to these measures, teachers will use portfolios to collect student work and to show progression over the academic year. Performance assessments will also be used to demonstrate proficiency for multi-modal learners. Review of student periodic assessments will allow teachers to focus on small group instruction for students with similar needs in Language Arts and Mathematics. These assessments/notes will continue to be kept on file both in the office and by the teacher to track student achievement and growth. As mandated by NCLB, assessments are used to identify any student not meeting benchmarks.

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation, and CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD EL portfolio levels 1-5. Balboa Magnet Charter’s goal is to increase the percent of English Learners scoring proficient or advanced in ELA on the CST by 2% annually.
Periodic Assessments

Balboa Magnet shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Balboa Magnet may choose to use district assessments or design its own and will determine the timing of such assessments and coordinate with Local District 1.

Citizenship and Character

Responsibility, perseverance and initiative are the lifelong values and ethics that are an integral part of a Balboa Magnet education. The ultimate goal is to cultivate students who are lifelong learners and contributing members of society.

Students culminating from Balboa Magnet will demonstrate the following through their words and actions:
- the ability to overcome obstacles through observed perseverance
- emerging independence by being active and responsible participants in their learning
- the courage to accept challenges and risk trying the unknown through discussion and problem solving strategies
- attend school regularly as recorded in attendance records
- make better choices by learning from their mistakes and gaining wisdom for the future
- complete homework and class assignments as directed, and recorded in progress reports
- strive for academic excellence by practicing scholarly work habits such as attending, participating, studying, and completing quality work and products as measured and observed by their teachers, and themselves
- demonstrate citizenship by participating in activities that benefit their classrooms, schools, communities, and beyond

Student Attendance

School attendance is extremely important for students to make adequate yearly progress. As such, Balboa Magnet will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving in attendance, which is 100%. The
overall attendance rate at Balboa Magnet is 97.4%. 79.2% of our students have 96% or higher attendance. Our attendance goal is to increase the percentage of students with 96% or higher attendance by 2% each year. Parents and students are accountable for ensuring student attendance. Balboa Magnet will follow the District policy and procedures to raise our attendance percentage. Our RTI for attendance is as follows:

- **Targeted/Intensive Group - 3 to 5% of the school**
  - 25+ days – FBB
  - intensive interventions, specific and individualized plans, educational alternatives/options, case-manager/mentor support

- **Selected Level (At Risk) - 10-15% of the school**
  - 87-91% in-seat (15-22 days) = Below Basic
  - 92-95% in seat (8-14 days) = Basic
  - re-teach attendance, systems of identification, student/family supports (SST), documentation and monitoring, Student Attendance Review Team (SART)

- **Universal Level - 75-85% attending 96% of the time (7 absences or less)**
  - 96%+ = Proficient
  - 100% = Perfect Attendance
  - teach importance of attendance, reinforce good habits, positive school climate, communicate goals, attendance plans
ELEMENT 3 – MEANS TO ASSESS PUPIL PROGRESS

"The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Goals of the Program for the Next Five Years

- Increase the percentage of all students scoring Proficient/Advanced on the CST in Math to 98% and language arts to 96%
- Decrease achievement gap in CST ELA between Caucasian and Asian students to that of Socioeconomically Disadvantaged and Hispanic students by 5% by the end of the charter petition
- Decrease achievement gap in CST Math between Caucasian and Asian students to that of Socioeconomically Disadvantaged and Hispanic students by 2% by the end of the charter petition

Student outcomes are measured through ongoing diagnostic, formative, and summative data (CST, CORE K12, MyData, and District adopted texts and assessments in social studies and science). Teachers assess the skills their students have at the beginning of each year. These inventory tests are a combination of teacher-created materials, LAUSD-adopted materials, and commercially available materials related to specific units of study or skill development, such as Marilyn Burns and Marcia Tate publications and materials from J Taylor, Sandra Kaplan, Write From the Beginning, and Thinking Maps. The test results are evaluated by the classroom teachers during grade-level meetings, and are analyzed with emphasis on the grade-level standards and performance on the district assessments and the CST. A course of action and response is identified as a way to map the curriculum units to meet the needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level and school wide. This information will be used, in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, criteria checklists, anecdotal records, teacher observations, project-based learning, and IEP goals, to determine student progress three times per year on the progress report.

Students will be graded using the LAUSD scoring guides from first through fifth grade, using the 4-point scale. Balboa Magnet will use a District approved report card. Parents will be informed of student achievement with progress reports five weeks before each reporting period. Report cards will be distributed three times a year. Formal parent teacher conferences will be held once a year and as needed to support academic progress, social well-being, and student responsibilities. Parents will learn about grade-level and teacher expectations during the scheduled Back to School Night.
at the beginning of the academic year. Parents will be informed by emails, phone calls, and informal conferences when a child needs more support.

In an effort to have all students become successful, the principal will identify students at risk, scoring Basic, Below Basic, or Far Below Basic on the CST. Additionally, data from the weekly and unit Treasures Assessments and Quarterly Math Assessments from each grade level will be evaluated. This information will be used to determine at-risk students targeted for intervention. Teachers will also use this data at grade-level meetings to help support student learning, apply appropriate teaching methodologies, and be a guide in monitoring progress. It is the goal of the instructional program to have all students score well enough on the CST to be removed from the intervention list.

Language Arts Periodic Assessments are used to assess student progress in English Language Arts. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created materials, and Treasures weekly and unit tests are used to assess student achievement and to inform instructional practices. Assessment results, possible interventions, and re-teaching topics are discussed at grade-level meetings and staff developments.

Math Quarterly Assessments as well as enVision Math topic tests are used to assess and monitor student progress in Mathematics. As in the LPA practices, these results are used to plan intervention strategies to be discussed with our colleagues.

Assessment data is used to inform instruction and Professional Development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, intervention, and periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, Balboa Magnet will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include teacher participation in District trainings and in-services as well as the use of District instructional guides and periodic assessments as determined by Balboa Magnet. The Local District Superintendent in cooperation with Balboa Magnet’s teachers and administration will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

English Language Learners are given the CELDT test on an annual basis and are monitored using the LAUSD portfolio. Students are expected to increase fluency by one level per year. CELDT data is analyzed each year as part of the data review. Balboa Magnet is committed to improving outcomes for students at risk and developing ways to
decrease the achievement gap among these students. Teachers at Balboa Magnet will use the Treasures EL program for at least 45 minutes per day to deliver a high quality, rigorous EL program for qualifying students. In keeping with LAUSD policy, EL students in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in Middle School.

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Balboa Magnet will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 – GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

The Balboa Gifted/High Ability Magnet Charter Elementary School, grades 1 – 5, will operate as an affiliated charter school within the Los Angeles Unified School District (LAUSD). Balboa Magnet is subject to the governance of the Los Angeles Unified School District Board of Education, which has a fiduciary responsibility over Balboa Magnet. Governance at the school site shall be in accordance with the provisions of this petition and will be consistent with all applicable federal and state laws and regulations, and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between LAUSD and UTLA, Article XXVII of the LAUSD_UTLA CBA must be adhered to, particularly in regards to Balboa Magnet Governing Board composition and responsibilities.

Balboa Magnet Governing Board

The school site governance structure is the Balboa Magnet Governing Board where decisions that involve various aspects are discussed and agreed upon within the authority of the Local District One Superintendent, the LAUSD Board of Education, LAUSD policies and procedures, and State laws applicable to charter schools. We currently have and will continue to have all school councils operating effectively in shared decision-making. Balboa Magnet Governing Board responsibilities encompass, but are not limited to:

- Categorical block grant budget
- Categorical block grant management
- School operations
- Curriculum – Instruction
- Personnel selection abiding by the policies and procedures of LAUSD
- Determination of site level calendar
- Scheduling of school events
- Student conduct
- Safety
- Professional development
- Community relations
• Implementation of student admissions and/or enrollment policies in accordance

Staff, Student, and Other Stakeholder Involvement

Our Governing Board shall consist of 12 members: principal, classified representative, 3 teacher representatives, UTLA representative, and 6 parent representatives. Council members will be elected for 2-year terms. The LAUSD reserves the right to appoint a non-voting single representative to the Charter School governing council. Balboa Magnet operates under its bylaws and may, from time to time, revisit policies and procedures and amend its bylaws accordingly. The Governing Board and committees shall comply with the Brown Act and shall meet at least 8 times per year.

Members of the Governing Board, administrators, coordinators, teachers, and any other committees of Balboa Magnet shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. Balboa Magnet willingly will participate in any and all audits and inspection of records, as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office.

The parents and community play a very active role in our school, and the success of Balboa Magnet will depend upon continuing this tradition. The highly productive collaboration between parents, educators and staff enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Balboa Magnet, their primary role will be to assist in fulfilling our promise of an enriched educational experience for all children. At least one elected parent representative will serve on the school’s Governing and Executive Committees, including but not limited to budget, bylaws, curriculum, ELAC, school safety, staff selection, technology, discipline, community relations and professional development. Parents attend monthly meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills and techniques related to teaching their children, planning, budgeting, management, analysis and problem solving.
School Governance

Involvement in the Governing Board and the various committees will provide for direct parent and teacher participation in the ongoing process of reviewing and revising the school’s educational program, thus enabling us to continue to meet the unique and changing needs of Balboa’s students. All Governing Board and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules and agendas for each meeting will be made available to the public (including on the school website, e-backpack, flyers and organized web blasts) at least 72 hours to one week in advance. All meetings will be held in accordance with the posted agenda. Any items raised during the “public comments” will be added to a later agenda for official discussion. Any stakeholder can bring new business before the Governing Board by bringing the matter to the attention of the principal, a member of the Governing Board, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Balboa Magnet. The Governing Board and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will be taken and also be posted in a public area and on the website for review. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

As a separate entity from Balboa Magnet, the Balboa Parent Association (BPA) shall maintain liability insurance sufficient to cover any and all BPA sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District Division of Risk Management and Insurance Services. Balboa Magnet will conform to and operate under the District’s Donation Policy (Policy Bulletin No.1633). BPA shall work collaboratively with Balboa Magnet to further the educational program of the school. BPA is a non-profit 501c (3) California Corporation.

Additional Parent Involvement Opportunities

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. Parents are a necessity in making the school a vital part of the community, and in fostering the diversity and excellence of Balboa’s enriched educational program. In no way does the parent’s inability to participate impact admission for enrollment.

Financial Operation Budget Plan

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students first through fifth grades. The Charter School will open with grades 1-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to Balboa Magnet. At present the District does not provide Balboa Magnet with three-year financial projections. The District ensures adequate cash flow for Balboa Magnet. The Charter School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, Balboa Magnet will be afforded resources in the same manner used for funding all District schools. Balboa Magnet does not invest funds and deposit any received funds through the District process.

Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Balboa Magnet parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated.
Decision-Making Process and Organizational Chart

Balboa Magnet’s Governing Board will be a consensus-oriented, decision-making body for Balboa Gifted/High Ability Magnet Charter Elementary School. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for the students.

All attempts will be made to gain consensus amongst the council members, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be attained by a quorum. Any decision made cannot impact LAUSD personnel issues: salaries, health benefits, and job security. Personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.
Compliance

Balboa Magnet will comply with all applicable laws relating to public agencies in general, all federal laws and regulations, and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Balboa Magnet accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. Balboa Magnet and all committees will comply with the Brown Act as noted above.

Members of the Balboa Magnet Governing Board, any administrators, managers or employees, and any other committees of the school will comply with federal and state laws, nonprofit integrity standards and LAUSD’s charter school policies and regulations regarding ethics and conflicts of interest.

In the event that Balboa Magnet changes from affiliated charter status to independent charter status, it recognizes that Balboa Magnet and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school. If Balboa Magnet changes its status to an independent charter school, Balboa Magnet shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

District/County Relationship

The Balboa Magnet Governing Board will work collaboratively with the Local District and District to determine the applicability of district policies and procedures to Balboa Magnet. Balboa Magnet will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options. Balboa Magnet will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Balboa Magnet reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Balboa Magnet Governing Board. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in
EC 47605. Balboa Magnet will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Balboa Magnet is currently the highest achieving elementary school in LAUSD and will continue to pursue pioneering ideas that can serve as a model for other schools within all of LAUSD, in addressing the implementation of innovative curriculum and instructional techniques, challenging our gifted learners, and in supporting those students who may need additional attention and intervention to succeed. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

Articles of Incorporation and Bylaws

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governing Board in the appendix.

Selection Process of Council Members and Relevant Governing Board

Members of the Balboa Magnet Governing Board shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year.

The voting members of the Balboa Magnet Governing Board shall include representatives from the school’s various constituencies as follows:

**Six staff members** and two alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Three teachers (two grade level representatives from primary classrooms and one representative from upper grade classrooms)
- One Classified Representative (to be elected by classified staff)
Six parent members, which will include:

- One PTA representative (elected by PTA)
- One ELAC representative (elected by ELAC, if one is necessary)
- Four at-large parent representatives (or five if an ELAC representative is not necessary) who will be elected from and by parents whose children are enrolled in the school.

There shall be up to four (4) alternate parent Council representatives designated. The "first" alternate will be the alternate with the most votes as compared to the other alternate(s). All vacant seats will be filled within one month by a special election called by the Chair.

One community representative and one alternate community representative may be part of the Advisory Support Partnership, who will be selected by the majority vote of the Governance Council from volunteers who express an interest in the school.

Executive Committee

Balboa Magnet shall have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governing Board, and one parent elected yearly by parents who are voting members of the Governing Board. Vacancies on the Executive Committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governing Board meetings
- Deal with routine matters not requiring the attention of the full Governing Board or its committees
- Refer issues to the Governing Board or its committees as may be appropriate

The Executive Committee may not exercise the authority of the Governing Board with respect to material issues concerning the school’s operation nor the terms and conditions of the Charter. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governing Board shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governing Board. Board members shall either excuse themselves voluntarily
Role of Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Board for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff. This would include the Principal, Assistant Principal, Administrative Staff, and Teaching Staff.

Committees may include but are not limited to:

- Curriculum Development and Review
- Budget and Finance
- Human Resources and Personnel Selection
- Staff Development
- Grant Writing
- Technology
- Facilities and Safety
- School Calendar

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Board Chair and/or the Board Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Balboa Magnet Governing Board Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Board, as needed.

Grievance Procedure for Parents and Students

Balboa Magnet will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including
any investigation of any complaint filed with Balboa Magnet alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Balboa Magnet will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Balboa Magnet will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Balboa Magnet will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy

Balboa Magnet will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries

Balboa Magnet shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records from the District and shall consult with the District regarding any inquiries. Balboa Magnet acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Balboa Magnet.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

Balboa Magnet believes that all persons are entitled to equal employment opportunity. Balboa Magnet shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship including recruitment, hiring, upgrading training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Balboa Gifted/High Ability Magnet Charter Elementary School will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Balboa Magnet has a policy of recommending the most qualified candidates in all job positions for employment. All full–time classroom teaching positions at Balboa Magnet shall be filled by NCLB highly qualified credentialed employees. All administrative positions at Balboa Magnet shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Balboa Magnet recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Balboa Magnet will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff are subject to District decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Balboa Magnet teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.

Background checks are conducted through LAUSD as the official employer of staff at Balboa Magnet. Background checks are assumed by LAUSD and must take into
account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

Personnel

Balboa Magnet shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, district Policy, and collective bargaining agreements. Balboa Magnet will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Balboa Magnet campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education code, the Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Balboa Magnet will have autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Balboa Magnet, however, the Personnel commission retains the right to make such assignments in cases where no alternative is
available (e.g. reduction-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Balboa Magnet will have autonomy in assigning positions to specific working basis.

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Professional Development

In addition to any District-mandated professional development, Balboa Magnet shall have full autonomy in the selection of Professional Development programs for its employees to meet their site-specific needs. Any Professional Development required by the district for newly-adopted curriculum selected by Balboa Magnet will, in turn, be funded by the District consistent with its practice for other District schools.

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Administrative Selection Procedures

Balboa Gifted/High Ability Magnet Charter Elementary School shall adhere to all applicable court mandates, state and federal laws, District and Personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for Balboa Magnet, an Interview/Selection committee shall be selected and approved by the Balboa Magnet Governing Board. Said committee may include, but is not limited to, the UTLA chapter chair, two veteran teachers of at least three years experience at Balboa Magnet, three parents of current students, and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and Personnel Commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an administrative employee of Balboa Magnet, the Balboa Magnet Governing Board shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant
position according to the process identified above and consistent with District policies. Upon employment, principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms regularly and provide timely feedback on instructional practices
- provide leadership for identifying goals for student achievement and to monitor and share progress of students identified at risk
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents, and the school community about school affairs
- oversee the instructional program
- utilize a shared decision-making format with the Leadership Council and respective committees
- provide opportunities for professional growth
- assist with student discipline
- attract new resources to the school
- oversee business practices of the school
- monitor the expenditures of all school funds in accordance with federal, state and District guidelines
- maintain regular, punctual attendance
- maintain professional appearance and attitude
- evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- maintain a school climate that ensures the safety, health, and welfare of students and personnel
- attend all Balboa Magnet Governing Board meetings
- uphold all aspects of the charter and work cooperatively with the District when differences arise

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Teacher Selection Procedures

Balboa Magnet shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full-time classroom teaching positions shall be filled by NCLB highly qualified credentialed
employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and Personnel Commission policies. Candidates will submit a resume, plus letters of recommendations from former supervisors or other references. The candidate may be subjected to an informal classroom visit by members of the selection committee or asked to present a demonstration lesson. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision, and duties expected of a teacher candidate. Teacher candidates shall be recommended by the selection committee as approved by the Balboa Magnet Governing Board and may include, the Principal, one (1) parent, and three (3) teachers (where 1 teacher must be from the grade level or approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The Balboa Magnet Governing Board approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local District Superintendent for a final determination. Upon employment at Balboa Magnet, teacher candidates will be expected to:

- provide a quality, enriched, and integrated curriculum based on the school’s charter
- provide a quality, enriched, and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified “at risk,” and Gifted and Talented (including Highly Gifted) students
- integrate technology to enhance curriculum
- comply with Individual Education Plans (IEP)
- provide continual assessment of student progress and maintain records of such progress
- monitor and adjust classroom lessons to meet the changing needs of students
- provide an effective room environment that reflects and facilitates the academic program
- continue to work on professional growth
- provide ongoing and open communication with parents
- be an active participant in at least one aspect of school governance
- participate in grade-level meetings and share best practices
- maintain regular and punctual attendance
- maintain professional appearance and attitude
All classroom teachers will be highly qualified and have the appropriate credential issued by the California State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Balboa Magnet shall continue to use substitute teachers through LAUSD under current procedures.

**Plant Managers, Cafeteria Managers and Custodians**

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the Balboa Magnet Governing Board shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.

**School Administrative Assistants and Office Technicians**

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the Balboa Magnet Governing Board shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Balboa Magnet. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

**Other Staff**

Balboa Magnet may from time to time acquire Instructional Assistants/Teaching Assistants when budget conditions are favorable. All Instructional Assistants/Teaching Assistants will be selected in accordance to District and Personnel Commission policies. All Instructional Assistants/Teaching Assistants employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration.
Balboa Magnet recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Balboa Magnet program. Consequently, Balboa Magnet will select our own librarian according to District and Personnel Commission policies. The library aide position is a LAUSD position; therefore, Balboa Magnet will follow the appropriate collective bargaining agreement for the library aide position.

From time to time Balboa Magnet may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Balboa Magnet Governing Board and appropriate paperwork will be submitted for processing through LAUSD. Balboa Magnet may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard valuation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.
ELEMENT 6 – HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

School Location

Balboa Gifted/High Ability Magnet Charter Elementary School will occupy the LAUSD facility/property at: 17020 Labrador Street, Northridge, CA 91325

Compliance

As an affiliated charter school, Balboa Gifted/High Ability Magnet Charter Elementary School will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing, and screening of pupils for scoliosis.

Balboa Magnet will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Balboa Magnet changes its status to independent charter school during the term of this charter, Magnet Charter shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

Coverage shall be provided to the affiliated Balboa Magnet by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect Balboa Magnet from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility to monitor the Charter School vendors, contractors, partners, or sponsors for compliance with District insurance requirements for third parties. Balboa Magnet shall adhere to current District Procurement Manual.
policies and procedures prior to accepting any services from vendors, partners, or sponsors.

As an affiliated charter school, Balboa Magnet will adhere to the District’s Health, Safety, and Emergency Plans. Balboa Magnet will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with the District’s procedures.

Balboa Magnet, its employees, and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Policies, Practices, and Procedures

Employment procedures of LAUSD and Balboa Magnet will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept on file with the employee’s record. As an affiliated charter school, administrators, teachers, and other LAUSD employees will undergo background checks and criminal record statements according to LAUSD employee policies. Tuberculosis tests and updates for District employees will be maintained by LAUSD. LAUSD will continue to provide employees of Balboa Magnet timely notices of routine and mandatory tuberculosis requirements. All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Balboa Magnet office staff.

Balboa Magnet will comply specifically with the state building codes, federal Americans Disabilities Act (ADA) access requirements, and other fire, health and structural safety requirements. All compliance documentations and records are on file, readily accessible, including the Certificate of Occupancy. Balboa Magnet will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety, and will operate under the District guidelines, to correct any necessary notices in a timely manner.

All employees will be trained in the understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the District Learning Zone. The principal of Balboa Magnet will ensure that all
employees fulfill the yearly requirement and renewal procedure, understand their role as mandated reporters, and are updated on any necessary information or procedure.

Balboa Magnet, its employees, and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Balboa Magnet implements FERPA and ensures safe and confidential securing of student records with a designated retrieval system. Access to student records is available to credentialed staff members. In addition, pupil records are available for review by the parent or legal guardian upon request.

LAUSD will continue to provide services to maintain this facility for Balboa Magnet, and keep it in a condition conducive to a safe learning environment. Services include regular and deferred maintenance, repair of equipment, trash removal, fire alarm, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services extend into the food service areas. Balboa Magnet will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

School Safety Plan

The School Safety Plan is readily accessible, on-site, and filed with the District’s Office of Environmental Health and Safety. The Staff is trained on the Safe School Plan on an annual basis. Balboa Magnet conducts monthly Safety Committee meetings, consisting of administrators, nurse, custodian, staff, and parents. Regular safety drills are conducted and reviewed, and best safety practices are part of Professional Development.

The school principal will continue to conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures: Safe School Environment Plan; School Communication Stream Plan; Anti-bullying Policy; Hate-Motivated Incidents/Hate Crimes Policy; Nondiscrimination Policy; Sexual Harassment Policy; Title IX Complaint Manager Procedures; Violence-Prevention Curriculum; Intergroup Relations Policy; School Crisis Team Policy; Suicide Prevention Procedures; and Threat Assessment and Management Team Procedures.
The Balboa Parents Association, BPA, will continue organizing the collection and storage of individual student and classroom emergency kits. Additionally, the BPA updates and maintains first aid and emergency supplies for the entire student body. First Aid and CPR training is provided for staff, parents, and student council members. A defibrillator is on site and several staff members have been trained in its use.

Balboa Gifted/High Ability Magnet Charter Elementary School provides for a safe, active, welcoming community environment. The Balboa Parent Association conducts the daily STOP, DROP, and ROLL program providing safe drop-off and pick-up procedures for students at the carpool gate. Two crossing guards assist families that walk to and from school. The LAUSD Youth Services Program provide yard supervision after school. Additional supervision is offered during enrichment after-school programs such as theater, chess, cooking, and remedial tutoring. The BPA sponsors many family oriented, community building activities, such as the Fall Picnic, Red Ribbon Week, Math Night, and the Festival of Arts. School garden areas and recycling programs are maintained by staff, students, and parent volunteers.
ELEMENT 7 – RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Balboa Magnet has elected to become an affiliated charter school recognizing its objective to meet the specific needs of gifted/high ability students, while also recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, Balboa Magnet will better be able to offer admission to students from anywhere within LAUSD’s boundaries.

Balboa Magnet conducts tours three times a year (1-November, 2-December) open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the instructional program, the parent organization, and after school opportunities. These tours are advertised on the website, in the Choices brochure distributed by the Student Integration Services, and through community networking. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Balboa Magnet are a community resource in attracting potential enrollees by sharing their educational experiences at the school. Spanish-speaking school site personnel are available to translate information for Spanish-speaking families.

Court-ordered Integration

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Service (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Balboa Magnet shall be responsible for allowing the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a
racially integrated student body. Integration Program resources currently provided to
certain affiliated charter schools (magnet, Permits with Transportation, Transportation)
are subject to change, in whole or in part, for budgetary and other reasons.
ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

Balboa Magnet shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Balboa Magnet will be a non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Balboa Magnet. Balboa Magnet will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Balboa Magnet is a school lying within the boundaries of the Los Angeles Unified School District. It is a full Gifted/High Ability Magnet School. Magnet programs are court-ordered voluntary integration opportunities to students living within the Los Angeles boundaries. All District students, including English Learners, Special Education, and Gifted/Talented are encouraged to apply. Balboa Magnet will maintain a 60% minority, 40% white ethnicity balance as mandated by the court order.

Balboa Magnet shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order. Ordinarily, Office of Student Integration Services will distribute Acceptance and Wait List Letters to parents seeking admission for their children to Balboa Magnet in late March or April. Balboa Magnet will enroll all students who have been selected through this Choices Brochure magnet selection process. In the event a seat or seats remain or subsequently becomes vacant, Community Magnet Charter Elementary School will make offers of enrollment to wait-listed students, based on Office of Student Integration Service guidelines.

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Categorical Funds

Balboa Magnet shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Balboa Magnet shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Balboa Magnet must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Balboa Magnet will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Balboa Magnet may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Balboa Magnet. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Balboa Magnet may also be subject to adjustment in funding levels and deferrals. In addition, Balboa Magnet may also be subject to District “freezes” in a manner consistent with other District schools.
Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Balboa Magnet, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Balboa Magnet will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to Balboa Magnet. In addition, it will be the responsibility of Balboa Magnet, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

Balboa Magnet’s financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Balboa Magnet shall prepare and submit all required financial data and reports for inclusion in the District’s report.
Per-Pupil Budgeting

Where possible, Balboa Magnet will have the ability to implement the District’s per-pupil budgeting model.

Audit and Inspection of Records

Balboa Magnet agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Balboa Magnet is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of Balboa Magnet and requires that it, among other things, monitors the fiscal condition of Balboa Magnet.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Balboa Magnet to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Balboa Magnet books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Balboa Magnet shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Balboa Magnet will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10 – STUDENT SUSPENSIONS AND EXPULSIONS

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

As an affiliated charter school of the Los Angeles Unified School District, Balboa Magnet will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition, or Balboa Magnet’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.10

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Balboa Magnet implements consistent, positive behavior support. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students and teachers sign a yearly Balboa Parent-Teacher Compact, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Specific behavioral expectations are posted in all classrooms. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations. Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of

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10 BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension
IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

Charter School will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC 48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC 48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student’s behavior (see below, Administrator’s Role in Suspension/Expulsion). Students at Balboa Magnet will not be suspended unless other means of correction fail to bring about proper conduct.

Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event
Rules and Procedures for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California Education Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Balboa Magnet will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

NOTE: An employee of the school district must verify the student’s possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
- possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
  - However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- committed an obscene act or engaged in habitual profanity or vulgarity
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly received stolen school property or private property
- possessed an imitation firearm
  - As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
• committed sexual harassment, as defined in California Education Code Section 212.5
  ▪ For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
• caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
  ▪ This applies to pupils in grades 4 to 12, inclusive.
• intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
  ▪ This applies to pupils in grades 4 to 12, inclusive.
• made terrorist threats against school officials or school property, or both

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Due Process Rights for Students Prior to Suspension or Expulsion

Charter School shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

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Administrator’s Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior. No student shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be
contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspending Appeal Procedure

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student’s records

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Balboa Gifted/ High Ability Magnet Charter can recommend that a pupil be expelled.
Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Pupils who are expelled from Balboa Magnet shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Balboa Magnet for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Balboa Magnet at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Balboa Magnet will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Balboa Magnet will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the
recommendation to expel the student. Balboa Magnet will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

Outcome Data

The Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plan

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.
Readmission

The Charter shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504?

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – RETIREMENT PROGRAMS

“All certificated, classified and administrative staff of Balboa Magnet are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such all are administered by the LAUSD. Balboa Magnet and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD.

Employees of Balboa Magnet will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
ELEMENT 12 – ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Pupils who choose not to attend Balboa Magnet may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Balboa Gifted/ High Ability Magnet Charter Elementary School and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

As an affiliated charter school, all administrators, faculty and staff of Balboa Magnet are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Balboa Magnet shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff are subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.
  o If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.
ELEMENT 14 – DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff of Balboa Magnet and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Balboa Magnet, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Balboa Magnet shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:
   - To Charter School: Balboa Gifted/ High Ability Magnet Charter
c/o School Principal
17020 Labrador Street
Northridge, CA 91325

   - To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following
personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.
ELEMENT 15 – EMPLOYER STATUS
AND COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

The Los Angeles Unified School District is the exclusive public school employer of the employees of Balboa Magnet for the purposes of the Educational Employee Relations Act (EERA).

All classified, certificated and administrative employees of Balboa Magnet will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.
ELEMENT 16 – CHARTER SCHOOL CLOSURE

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

Revocation

The District may revoke the charter if Balboa Magnet commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Balboa Magnet committed a material violation of any of the conditions, standards or procedures set forth in the charter
- Balboa Magnet failed to meet or pursue any of the pupil outcomes identified in the charter
- Balboa Magnet failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- Balboa Magnet violated any provisions of law

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

Balboa Magnet must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School’s governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Innovation and Charter Schools Division will notify the California Department of Education that Balboa Magnet has closed and the effective date.

3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.

4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.

5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.

6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
   a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Balboa Magnet’s right to operate as a Charter School or cause Balboa Magnet to cease operation.
Facilities

Balboa Magnet is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Balboa Magnet will not move or expand to another facility during the term of this charter. Balboa Magnet will not open in any location other the present location, an LAUSD owned property, at 17020 Labrador Street, Northridge, CA 91325.

Charter Petitioner or Developer (affiliated charter): Balboa Gifted/ High Ability Magnet Charter

Charter Management Organization: N/A

Petitioner’s Mailing Address: 17020 Labrador Street
Northridge, CA 91325

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

In the event that Balboa Magnet changes its status to independent charter school, during the term of this Charter, Balboa Magnet shall submit a petition for material revision for District’s approval. Balboa Magnet shall meet all requirements of an independent charter that occupies LAUSD facilities; Balboa Magnet shall enter into facilities use agreement with the District and adhere to District guidelines including:

☐ Proposed Charter School Location ______________________________
☐ Names of District school sites near proposed location
☐ Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD
facilities, Charter School shall execute an agreement provided by LAUSD for the use of
LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance
with applicable laws and LAUSD policies for the operation and maintenance of LAUSD
facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain
subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by
the American Red Cross and public agencies as emergency locations which may disrupt
or prevent Charter School from conducting its educational programs. If Charter School
will share the use of LAUSD facilities with another LAUSD user group, Charter School
agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain
of information, participate in safety drills).

As a condition to the approval of the charter petition, Balboa Magnet will enter into a
Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or
using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and
conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the
  operation of a public school providing educational instruction to public school
  students consistent with the terms of the charter petition and incidental related
  uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable
  notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings
  and equipment, including technology, (“F&E”) that it provides to Charter School
  for use. Charter School, at its sole cost and expense, shall provide maintenance
  and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other
  than Charter School shall be administered by LAUSD. The parties may agree to
  an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  i. **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro
     Rata Share for facilities costs as provided in the Charter School Act of 1992
     and its regulations. The parties may agree to an alternative arrangement
     regarding facilities costs in the use agreement; and
ii. **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

o **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

i. **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

ii. **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

o **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### Facility Status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is
to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health and Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management

The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.