



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Procedures to Establish a New Magnet Program for the 2020-2021 School Year

**NUMBER:** REF-6014.4

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**ROUTING**  
LD Superintendents  
Administrators of Instruction  
Administrators of Operations  
Directors  
Principals  
UTLA Chapter Chair

**DATE:** January 2, 2019

**PURPOSE:** The purpose of this Reference Guide is to provide the criteria and procedures required to establish a new magnet program for the 2020-2021 school year. The Reference Guide describes the guidelines and application procedures for Los Angeles Unified School District (LAUSD) magnet programs, governed by the Board of Education. All magnet programs must be approved by the Board of Education before opening.

**MAJOR CHANGES:** Applications must be submitted **by 5:00 PM on February 15, 2019** to be eligible for the 2020-2021 school year. A timeline is included to delineate the new magnet program application process. Teachers assigned to gifted magnet programs are expected to complete sixteen hours of Gifted and Talented Education (GATE) professional development. STEM/STEAM magnet programs are expected to be certified through LA Unified’s STEAM certification program. Schools interested in opening a magnet program must submit a statement of intent.

**INSTRUCTIONS:** Schools interested in establishing a magnet program must submit an *Application to Establish a New Magnet Program*. The application must be completed one year ahead, prior to the school year of implementation, and must contain the following five sections: Cover Sheet (Attachment A), Narrative Proposal, Professional Development Plan (Attachment B), Capacity (Attachment C), and Vote Template (Attachment D). Magnet programs must be theme-based, adhere to the LAUSD Strategic Plan (<http://achieve.lausd.net/Page/477>), and address the Five Harms of Racial Isolation (<http://achieve.lausd.net/Page/6351>). Applications for “residential, continuous” enrollment magnets are no longer accepted.

## I. BACKGROUND

In 1970, the Los Angeles Superior Court ruled that the LAUSD operated segregated schools and rendered the initial order to integrate District Schools. Upon appeal, the State Supreme Court agreed to hear the case and, on June 28, 1976 ruled that the LAUSD was obligated under the law to take steps to alleviate the harms of segregation. In June 1981, Los Angeles Unified School District submitted a desegregation plan to the Superior Court. The District remains under a State Court order to “undertake reasonably feasible steps to alleviate school desegregation, regardless of cause.” (1981 Court Order, p. 3)



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To meet this constitutional obligation, the District established Court-Ordered voluntary integration magnet programs. Magnet programs in LAUSD are established to address the Five Harms of Racial Isolation:

- *Low Academic Achievement*
- *Low Self-Esteem*
- *Lack of Access to Post-Secondary Opportunities*
- *Interracial Hostility and Intolerance*
- *Overcrowded Conditions*

Magnet programs are available to students in grades K-12, who currently reside within LAUSD boundaries. There are 292 magnet programs located throughout the District. All District students, including English Learners, Students with Disabilities, and Gifted/Talented are eligible and are encouraged to apply to qualifying programs.

Magnet programs adapt the educational program to meet students' individual needs, and to provide a vehicle for examining new methods of teaching and new ways of learning in a changing society. Magnet programs must meet the same standards at a minimum for curriculum, instruction, and student performance as traditional schools. They may meet these objectives by offering a different structure, learning philosophy, or academic emphasis.

LAUSD magnet programs are comprised of both magnet schools and magnet centers. Applicants must indicate whether they propose to open a center or a school. Magnet centers co-locate on a regular school campus with access to activities and experiences shared with the host school (i.e. *Millikan Middle School Performing Arts Magnet*). Magnet schools occupy an entire school campus (i.e. *Sherman Oaks Center for Enriched Studies, Los Angeles Center for Enriched Studies*). Some schools host as many as three magnet centers on their school campus (i.e. *Van Nuys High School Medical Magnet; Math, Science and Technology Magnet; and, Performing Arts Magnet*).

Magnet programs have been in the forefront of providing high-quality instruction and a rigorous theme-based curriculum in every classroom to facilitate student learning and achievement. Magnet programs are in alignment with LAUSD goals: *100 percent graduation, proficiency for all, 100 percent attendance, parent and community engagement and school safety*.

## II. GUIDELINES

Before a magnet proposal is written, schools must complete the following:

1. A comprehensive process involving community input which includes, but is not limited to:



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- No less than two publicly noticed community meetings to discuss potential themes for the magnet program at the school
  - a parent survey of potential themes for the magnet program
2. A writing committee shall be created once a theme is agreed upon by all stakeholders. The writing team shall consist of, but is not limited to:
- Principal or Assistant Principal
  - Teachers
  - Parents
  - Community Members
  - High School Students (optional for middle and elementary school)

## **Curriculum Guidelines**

Magnet programs are held to the same standards as other programs in the District, “Graduate every student in our schools, college-prepared and career-ready.”

All magnet students are required to take course work necessary for promotion and fulfill the LAUSD graduation requirements. These graduation requirements include the State, District, and A-G requirements. The A-G coursework must be offered to meet requirements for entrance to the University of California, the California State Universities and most private universities. Additionally, magnet programs provide students with increased access to rigorous and engaging coursework in a theme-based area (i.e. Visual and Performing Arts, STEM, Business, and Public Service). Schools must identify the types of discrete theme-based courses to be offered. Schools must consider student needs, interests, and learning styles that may not be met by existing schools and programs.

All magnet programs will follow the LAUSD Common Core State Standards (CCSS). These standards define the knowledge and skills students should have within their K-12 education, so that they will graduate high school able to succeed in entry-level credit-bearing academic college courses and in workforce training programs.

Applications must provide a detailed explanation of how the school plans to address the Five Harms of Racial Isolation.

## **Transportation**

Unless otherwise specified, new magnet programs will not receive transportation. Students with disabilities enrolling in a magnet program may have access to magnet transportation, if it is available and appropriate, based on the IEP.



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## III. APPLICATION PROCEDURES

A Statement of Intent to submit a magnet proposal must be emailed to Lan Ma at [lan.ma@lausd.net](mailto:lan.ma@lausd.net) by **January 18, 2019**. The *Application to Establish a New Magnet Program* is comprised of five sections (listed below) and will be due no later than **February 15, 2019, at 5:00 PM**. This application will be for the 2020-2021 school year, one year prior to the year of proposed implementation.

### 1. **Cover Sheet** (Attachment A)

This sheet is a fillable PDF document that will allow applicants to save information on the page. Electronic signatures will be available for the principal and Local District (LD) Superintendent. Additional signatures must be secured and uploaded with the Narrative Proposal.

### 2. **Narrative Proposal**

The Narrative Proposal is comprised of seven sections, should follow these guidelines:

- Use single-spacing
- Use 12-point Times New Roman font
- Have one-inch margins on all sides
- Not exceed the fifteen-page limit
- Include a Table of Contents
- Clearly paginate all pages
- Where applicable, include and clearly label all appendices
- The entire application should be submitted as one PDF document
- Submit the scanned PDF application via email to Lan Ma at [lan.ma@lausd.net](mailto:lan.ma@lausd.net). Applicants will receive an email confirming receipt of the application.

The completed narrative proposal should be discussed with the school community (including active alumni groups, faculty, staff, students, and parents) in an open forum. Attach agendas and sign-in sheets as part of the appendix.

#### a) **Vision**

Describe the vision for the new magnet program.

#### b) **Rationale** (4 points)

Explain the need for this program.

#### c) **Equity and Diversity** (8 points)

Background

This plan will assist Student Integration Services with achieving the LAUSD's integration goals of 70:30 or 60:40. These ratios represent



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the percentage of Predominantly Hispanic, Black, Asian or Other non-Anglo students compared to Other White (OW) students.

### Directions

Describe the school-based efforts for student selection including how marketing and recruitment are designed to ensure equal access for all students. Specifically, how school-based policies and activities will attract and retain students of diverse backgrounds. Explain how classrooms will reflect the demographic diversity of the District and community. Explain how educators will demonstrate a commitment to teaching in a diverse setting.

d) **Innovative Curriculum and Professional Development** (16 points)

### Background

- i. The program's magnet theme is integrated into all subjects, monitored, differentiated and articulated between grades. It is also innovative, relevant and ensures student preparation beyond high school.
- ii. The school has a plan that aligns professional development to its theme. A minimum of sixteen hours of yearly theme-based professional development is recommended. Teachers assigned to gifted magnet programs are expected to complete sixteen hours of professional development.

### Directions

- i. Provide a brief description of the theme-based pathways that students will follow to support the above goals. How will the curriculum connect academics to real-world applications? What research-based strategies and standards will be used to guide the work? Give specific examples.
- ii. Describe the school's goals and strategies for ongoing professional development (PD) which supports the theme. Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching, learning, and school performance. Collaboration should be a structured part of the regular planning.

e) **Student Achievement and Instructional Fidelity** (8 points)

### Background

Teaching and learning focus on theme-aligned instruction and research-based design. It includes student collaboration and problem solving with tiered levels of intervention and formative assessment relevant to instruction that improves student achievement. There is evidence of academic improvement and narrowing of the achievement gap for all subgroups.



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## Directions

Describe how your educational program will meet the needs of all students who require additional support. How will you design student services and interventions to prepare all students to achieve the District's goals? How will the school review and analyze achievement to inform and improve instruction? The proposal should also address the needs of the following subgroups: English Learners, students with disabilities, socio-economically disadvantaged students and gifted students.

f) **Quality Instructional Systems** (8 points)

### Background

Magnet program leadership recognizes exceptional instruction. Leadership and staff are coached to ensure that the theme is implemented with fidelity. Teachers recruited, selected and retained, and strategic partnerships are cultivated to meet the unique needs of the magnet program. STEM/STEAM magnet programs are expected to be certified through LA Unified's STEAM certification program. Finally, the magnet theme should be clearly defined and fully integrated into all subjects and courses with consistency.

## Directions

Describe the governance model that will be implemented at your magnet program. Describe the teacher recruitment and selection process. Describe how the school will ensure that the theme is visibly evident on the campus.

g) **Family and Community Partnerships** (8 points)

### Background

- i. The magnet program has an active family and parent group that is involved in the school operation and student learning is showcased regularly. There are policies and practices for communication and there is a demonstrated commitment to engage families.
- ii. Magnet programs have an established process to welcome and involve businesses and organizations in decisions about theme implementation. The partnerships enhance the magnet theme and benefit students.

## Directions

- i. Describe the strategies used to meaningfully engage parents/guardians in the academic achievement of their children throughout their educational experience at the school.
- ii. Indicate the degree of support anticipated from private/public institutions and community/business representatives. How will this assist in developing curriculum and in providing assistance and resources to enrich the program? Also, indicate actual and potential commitments for collaborative agreements with businesses,



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professionals, universities, and other relevant organizations and individuals. Include Letters of Commitment in the appendix.

### 3. **Professional Development** (Attachment B)

#### Background

Provide the program's goals and strategies for ongoing professional development (PD) which supports the theme. Include examples of planned PD.

#### Directions

Submit a Professional Development Plan indicating a time line for completion of the initial sixteen hours of professional development related to the themed instruction for all certificated magnet staff.

### 4. **Capacity Assessment** (Attachment C)

#### Background

Student Integration Services provides the Capacity Assessment Form to Establish a New Magnet Program to Master Planning and Demographics (MPD) Attachment C as a tool to evaluate the facilities at the proposed campus.

#### Directions

Provide a site map noting classrooms dedicated for magnet use. Indicate type and availability of access for the physically disabled (general classroom, laboratory, etc.). Also, include a copy of the most recent Capacity Assessment Summary from MPD.

### 5. **Vote Template** (Attachment D)

#### Background

Principal provides Student Integration Services' Executive Director a letter confirming the results of the faculty vote. The letter will include the signature of the principal and UTLA representative.

#### Directions

Use the template to certify that an election was held to approve the proposal to open the magnet school/center. A majority vote of the existing permanent certificated staff and governance council is required. The vote should be conducted after the faculty has had a chance to review the completed proposal.

## IV. ANNUAL SELF EVALUATION PROCESS

All magnet programs are required to submit an annual evaluation, including newly established programs. The evaluation must identify the variables, which may have affected student academic achievement. The process of evaluation must also include teacher, parent, and student input. Reports generated by each magnet are due in March of each year. The report will show how well the



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school is helping students achieve grade-level proficiency, track changes in the school or program over time, identify any assistance needed in meeting the programs objectives, and provide community-wide information about its accomplishments. See REF-4798.7, Annual Evaluation for Magnet Schools and Centers, for more information on the evaluation process for magnet schools and centers.

## V. MAGNET APPLICATION PROCESS TIMELINE

The procedures to establish a new magnet program require applicants to spend an extensive amount of time to plan, collect data, gain approval from all stakeholders and write an in-depth report. The following is the New Magnet Program Application Process Timeline. Please ensure the proposal is turned in by the deadline.

<b>New Magnet Program Application Process Timeline</b>	
January 18, 2019	Deadline to turn in statement of intent.
February 15, 2019	Deadline to turn in the 2020-2021 application to establish a New Magnet Program.
February 22, 2019	Applicants receive a confirmation of receipt of the application.
March 8, 2019	Student Integration Services staff reviews the applications and returns those that need editing.
March 29, 2019	Deadline for school to return edited/updated applications.
April 2019	Board Report preparation and preliminary announcements of approved magnet programs for 2020-2021.
May 2019	Board of Education meeting to review approval of new magnet programs.
June 2019	Approved new magnet programs will be included in the 2020-2021 Choices brochure.

## VI. BOARD APPROVAL

Upon Board of Education approval, all applicants will be notified. Student Integration Services will proceed with completing the process for opening the new magnet program.





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**RELATED  
RESOURCES:**

Crawford vs. Board of Education Court Order, September 10, 1981  
LAUSD Plan for Desegregation, June 30, 1981  
American Civil Rights Foundation v. LAUSD (2008)  
Alternative Schools & Programs of Choice (EC 58500-58512)  
REF-4798.7 Annual Evaluation for Magnet Schools and Centers

**ASSISTANCE:**

For assistance or further information, please contact Student Integration Services at (213) 241-6532.



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ATTACHMENT A

## COVER SHEET APPLICATION TO ESTABLISH A NEW MAGNET PROGRAM

Name of Proposed Magnet School/Center: \_\_\_\_\_  
*(This is how the name will appear in the Choices brochure. For additional information, please refer to Bulletin 5549.2, dated April 2, 2014)*

Name of Existing School: \_\_\_\_\_

Magnet Type: Magnet Center \_\_\_\_\_ Magnet School \_\_\_\_\_

Grade Levels: \_\_\_\_\_

Program Capacity: \_\_\_\_\_

Theme: \_\_\_\_\_

Category (Circle One): Business – Communication Arts – Gifted/Highly Gifted – Liberal Arts –  
Public Service – Science/Technology/Engineering/Math – Visual and Performing Arts

Projected Year of Implementation: \_\_\_\_\_

Dates of Community Meetings: \_\_\_\_\_

Dates of Faculty & Staff Meetings: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

### \*Signatures

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Community Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Local District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Local District Administrator of Operations: \_\_\_\_\_ Date: \_\_\_\_\_

*(Certifying name of magnet school/center as per Bulletin 5549.2)*

*\*Signatures represent support not approval. Approval may only be granted by the Los Angeles Unified School District Board of Education.*



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ATTACHMENT B

## PROFESSIONAL DEVELOPMENT CERTIFICATION TIMELINE

This timeline must be submitted with the Application to Establish a New Magnet Program

THEME BASED TRAINING (16 HOURS)			
TRAINING EXAMPLE: (School Site Professional Development Meetings)	DATE	LOCATION	EVIDENCE
Conference Attendance/Other Professional Development (Must be pre-approved by Office)  Course Title: _____			

**Total Hours:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_



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ATTACHMENT C

## CAPACITY ASSESSMENT FORM TO ESTABLISH A NEW MAGNET PROGRAM

An assessment must be completed by Master Planning and Demographics (MPD) to determine if space is available to accommodate the additional students.

Name of proposed magnet program: \_\_\_\_\_

Magnet program type: Magnet Center \_\_\_\_\_ Magnet School \_\_\_\_\_

Proposed year of implementation: \_\_\_\_\_

Proposed grade levels: \_\_\_\_\_

Describe reconfiguration proposal and plan for implementation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### Assessment to be completed by Master Planning and Demographics (MPD) (Student Integration Services will forward to MPD)

Classrooms available per Capacity Assessment Roadshow CAR: \_\_\_\_\_

Classrooms needed for proposed grade levels:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments regarding available space:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommended \_\_\_\_\_

Not Recommended \_\_\_\_\_



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ATTACHMENT D

## VOTE TEMPLATE SAMPLE

### *School Letterhead*



Date

Executive Director  
Student Integration Services  
333 Beaudry Avenue, 25<sup>th</sup> Floor  
Los Angeles, CA 90017

Dear Executive Director,

I certify that [school name] conducted a minimum of two stakeholder meetings and a faculty vote to approve a magnet center/school. UTLA and the staff were advised appropriately.

Sincerely,

Principal  
School

Faculty Vote Date: \_\_\_\_\_ (The sign-in of the faculty vote must be kept on file for five years and be available for review.)

\_\_\_\_\_ The [school name] faculty voted to approve the opening of a magnet center by majority vote.

\_\_\_\_\_ The [school name] faculty voted not to approve the opening of a magnet school center.

Principal Name: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

UTLA Representative Name: \_\_\_\_\_

UTLA Representative Signature: \_\_\_\_\_