



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Procedures to Establish a New Magnet Program for the 2022-2023 School Year

NUMBER: REF-6014.5

ISSUER: Veronica Arreguin, Chief Strategy Officer
Office of the Chief Strategy Officer

Keith H. Abrahams III, Executive Director
Student Integration Services

ROUTING
LD Superintendents
Community of Schools
Administrators
LD Directors
LD Operations
All Principals

DATE: December 21, 2020

PURPOSE: The purpose of this Reference Guide is to provide the criteria and procedures required to establish a new magnet program for the 2022-2023 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: This Reference Guide replaces REF-6014.4 of the same title, dated January 2, 2019 for the 2020-2021 School Year. Applications must be submitted by **February 19, 2021, by 5:00 PM**, to be eligible for the 2022-2023 school year. In addition, criteria regarding access and equity will be part of the application process.

INSTRUCTIONS: Schools interested in establishing a magnet program must submit the *Application to Establish a New Magnet Program*. The application must be completed one year prior to the school year of implementation and must contain the following six sections: Cover Sheet (Attachment A), Narrative Proposal, Professional Development Plan (Attachment B), Capacity (Attachment C), Vote Template (Attachment D), and Assessment of Equity and Access (Attachment E). Magnet programs must be theme-based, adhere to the LAUSD Strategic Plan (<http://achieve.lausd.net/Page/10872>), 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) To meet this constitutional obligation, magnet programs are authorized for the purposes articulated in that court order. Those purposes include:



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- “reasonably feasible steps to alleviate segregation and its accompanying harms;”
- Seeking to provide the maximum number of minority children with the opportunity to attend desegregated schools;
- “To establish and maintain integrated schools and programs as a result of parents and students choosing to attend an integrated school with a specialized curriculum offering;” and
- “contributing to the alleviation of the harms of racial isolation”

Magnet programs may also fall within Education Code section 35160.5(b):

- 1) On or before July 1, 1994, the governing board of each school district, as a condition for the receipt of school apportionments from the State School Fund, shall adopt rules and regulations establishing a policy of open enrollment within the district for residents of the district. This requirement does not apply to a school district that has only one school or a school district with schools that do not serve any of the same grade levels.
- 2) The policy shall provide that the parent or guardian of each school age child who is resident in the district may select the schools that the child shall attend, irrespective of the particular locations of the child’s residence within the district, *except that school districts shall retain the authority to maintain appropriate racial and ethnic balances among their respective schools at the school districts’ discretion or as specified in applicable court-ordered or voluntary desegregation plans.*

As noted in Education Code section 35160.5(b), magnet programs may permissibly consider race because of a federal court order, which other programs may not, pursuant to Proposition 209. Since Proposition 16 was not successful, Proposition 209 remains in effect.

Magnet programs are available to students in grades K-12 who currently reside within LAUSD boundaries. There are 321 magnet programs located throughout the District. All District students, including English Learners, Special Education, and Gifted/Talented are eligible and encouraged to apply.

Magnet programs adapt the educational program to meet the individual needs of students and provide a vehicle for examining new methods of teaching and new ways of learning in a changing society. Magnet programs must, at a minimum, meet the same standards 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



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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*).

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:
 - No less than two publicly noticed community meetings (may be virtual due to school closures) 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
 - Students

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



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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.

Transportation

It is unlikely that new magnet programs will receive transportation. Transportation routes are established when a school demonstrates the need based on their current enrollment. Students with disabilities enrolling in a magnet program may have access to magnet transportation, if it is available and appropriate, based on the IEP.

III. APPLICATION PROCEDURES

A Statement of Intent to submit a magnet proposal must be emailed to Jackie Vasquez at jacqueline.vasquez@lausd.net by **January 29, 2021**. The *Application to Establish a New Magnet Program* is comprised of five sections (listed below) and will be due no later than **February 19, 2021, at 5:00 PM**. This application will be for the 2022-2023 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 accepted for this year only.
2. **Narrative Proposal** The Narrative Proposal is comprised of seven sections and 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 Jackie Vasquez at jacqueline.vasquez@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. The results of a Google sign-in or other forms of capturing virtual attendance may be submitted.

- a) **Vision**
Describe the vision for the new magnet program.



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b) **Rationale** (4 points)

Explain the need for the 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 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, the description should explain 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.



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- e) **Student Achievement and Instructional Fidelity** (8 points)
Background – Teaching and learning focuses 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.

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.



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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, 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 timeline 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 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.



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6. **Equity and Access** (Attachment E)

Background – Provide a description of how equity and access will be ensured. Explain how the proposed magnet will augment or enhance existing educational opportunities for students within the Community of Schools and beyond.

Directions – Use the template to complete the assessment. Sections will provide a space to include a narrative response.

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 school is helping students achieve grade-level proficiency, track changes in the school or program over time, identify any assistance needed in meeting the program’s objectives, and provide community-wide information about its accomplishments.

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.

New Magnet Program Application Process Timeline	
January 29, 2021	Deadline to turn in statement of intent.
February 19, 2021	Deadline to turn in the 2022-2023 application to establish a New Magnet Program.
February 26, 2021	Applicants receive a confirmation of receipt of the application.
March 25, 2021	Student Integration Services staff reviews the applications and returns those that need editing.
April 9, 2021	Deadline for school to return edited/updated applications.
May 2021	Board Report preparation and preliminary announcements of approved magnet programs.
June 2021	Board of Education meeting to review approval of new magnet programs.
June 2021	Approved new magnet programs will be included in the 2022-2023 Choices brochure.



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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.

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)
Education Code section 35160.5(b)

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: _____

COS Administrator: _____ 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: _____

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, 25th 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 notified 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: _____



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ATTACHMENT E

EQUITY AND ACCESS

GENERAL INFORMATION	
Name of School	
Name of Proposed Magnet Program	
LAUSD Community of Schools	
LAUSD Board District	
LAUSD Local District	
Grade Levels Requested	
Enrollment Capacity (by grade level)	
Co-Location School (If Applicable)	
Co-Location School's Enrollment	



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ATTACHMENT E

EQUITY AND ACCESS

SECTION 1: ASSESSMENT OF EQUITY AND ACCESS

NARRATIVE

In the space below, describe how the new magnet will augment or enhance existing educational opportunities for students. Include a discussion regarding how the new magnet will coordinate and align with similar instructional programs at the same grade level and with the Community of Schools in which it is proposed.



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ATTACHMENT E

EQUITY AND ACCESS

SECTION 2: ASSESSMENT OF EQUITY AND ACCESS

NARRATIVE

In the space below, provide a brief description of how the theme and instructional offerings of the proposed magnet program will not be duplicative of current educational offerings through the District and will provide greater access to students.