

TITLE: Procedures to Establish a New Magnet Program for the 2025-2026 School Year

NUMBER: REF-6014.7

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DATE: January 2, 2024

PURPOSE: The purpose of this Reference Guide is to provide the criteria and procedures required to establish a new magnet program for the 2025-2026 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. This aligns itself with the District’s Strategic Plan of making Los Angeles Unified the district of choice for families. All magnet programs must be approved by the Board of Education before opening.

MAJOR CHANGES: This Reference Guide replaces REF-6014.6 of the same title, dated January 3, 2022. Statements of intent must be submitted by **February 2, 2024** and will be evaluated by Student Integration Services, Master Planning and Demographics and Strategic Enrollment & Program Planning Offices. Schools whose statement of intents are approved must attend a meeting to discuss the next steps in the process. Applications must be completed properly by **March 8, 2024, by 5:00 PM**, to be eligible for the 2025-2026 school year.

INSTRUCTIONS: Schools interested in establishing a magnet program must submit the *Application to Establish a New Magnet Program*. The application must contain the following six sections: Cover Sheet (Attachment A), Professional Development Certification Timeline (Attachment B), Statement of Intent (Attachment C), Vote Template (Attachment D). Magnet programs must be theme-based, adhere to the LAUSD Strategic Plan (<https://sites.google.com/lausd.net/lausdstrategicplan/home>), and address the Five Harms of Racial Isolation (<http://achieve.lausd.net/Page/6351>). Applications for residential magnets are no longer accepted.

ROUTING

Region Superintendents
Administrators of Instruction
Administrators of Operations
Region Directors
All Principals

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:

- “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 are available to students in grades K-12 who currently reside within LAUSD boundaries. There are 333 magnet programs located throughout the District. All District students, including Emergent Bilinguals, 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 school. Magnet centers co-locate on a regular school campus with access to activities and experiences shared with the host school (i.e. *Armstrong Middle School Performing Arts Magnet*). Magnet schools occupy an entire school campus (i.e. *Sherman Oaks Center for*

Enriched Studies Magnet, Bravo HS Medical Magnet). 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 stakeholder input which includes, but is not limited to:
 - A. Faculty meetings (minimum 3)
 - i. 1st meeting – Introduce the opening of the magnet
 - ii. 2nd meeting – Determine theme, capacity, configuration, and writing team
 - iii. 3rd meeting – Review magnet proposal draft
 - iv. 4th meeting (optional) – Voting on final edits
 - B. Community meetings (minimum 2)
 - i. Magnet specific parent meeting
 - ii. Coffee with the principal
 - iii. School site council
 - iv. Governance council
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 California 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.

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 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 **February 2, 2024**. See attachment C for template. Schools will be notified by **February 16, 2024** if their letter of intent was approved. If approved, school may proceed with the writing of the proposal. The *Application to Establish a New Magnet Program* is comprised of six sections (listed below) and will be due no later than **March 8, 2024, at 5:00 PM**. This application will be for the 2025-2026 school year.

1. **Cover Sheet** (Attachment A) This sheet is a fillable PDF document that will allow applicants to save information on the page.
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.

b) **Rationale** (4 points)

Explain the need for the program and why the theme was chosen. Provide details as to why the magnet program was chosen for this school.

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 Gifted and Talented Education 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 standards and research-based strategies 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 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: Emergent Bilinguals, 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, 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. Statement of Intent (Attachment C)

Background – Provide details of the type of program to be opened. The statement of intent will be reviewed by Student Integration Services, Master Planning and Demographics and the Strategic Enrollment & Program Planning offices. Approved schools will be invited to attend a mandatory meeting to discuss the next steps and may proceed with the writing of the proposal.

Directions – Submit a statement of intent indicating the program's theme, capacity, grade configuration and whether the magnet is to be a school or center. Schools may include additional details as needed. Deadline to submit statement of intent is February 2, 2024.

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, once opened, 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 application. 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	
February 2, 2024	Deadline to turn in statement of intent.
February 16, 2024	Applicants receive notification of letter of intent approval/denial.
March 8, 2024	Deadline to turn in the 2025-2026 application to establish a New Magnet Program.
March 15, 2024	Applicants receive a confirmation of receipt of the application.
March 22, 2024	Student Integration Services staff reviews the applications and returns those that need editing.
April 5, 2024	Deadline for school to return edited/updated applications.
May 2024	Board Report preparation and preliminary announcements of approved magnet programs.
June 2024	Board of Education meeting to review approval of new magnet programs.
June 2024	Approved new magnet programs will be included in the 2025-2026 Choices brochure.

VI. BOARD APPROVAL

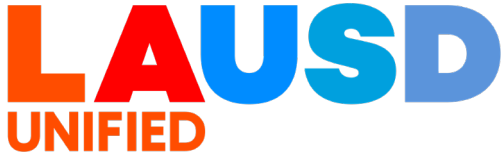
Upon Board of Education approval, all applicants will be notified. Student Integration Services will proceed with completing the process for opening the new magnet program.

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 \(EC 58500-58512\)](#)

ATTACHMENTS: Attachment A – Cover Sheet
Attachment B – Professional Development Certification Timeline
Attachment C – Statement of Intent
Attachment D – Vote Template

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



**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 5549.3, Naming/Renaming schools, Buidling, and Fields, dated June 3, 2022](#))

Name of Existing School: _____

Magnet Type: Magnet Center _____ Magnet School _____

Grade Levels: _____

Program Capacity: _____

Theme: _____

Category (Circle One): Career and Social Entrepreneurship – Centers for Enriched Studies – Gifted/Highly Gifted – Liberal Arts – New Media – Science/Technology/Engineering/Math – Visual and Performing Arts

Projected Year of Implementation: _____

Dates of Community Meetings: _____

Dates of Faculty & Staff Meetings: _____

Principal Name: _____ Phone: _____

Principal Signature: _____ Date: _____

Email address: _____

*Signatures

Teacher Representative Name: _____

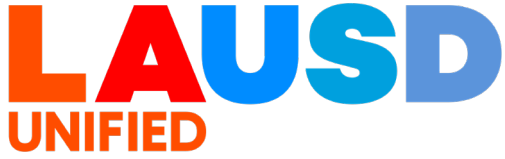
Teacher Representative Signature: _____ Date: _____

Parent Representative Name: _____

Parent Representative Signature: _____ Date: _____

Community Representative Name: _____

Community Representative Signature: _____ Date: _____



Region Superintendent Name: _____

Region Superintendent Signature: _____ Date: _____

Region Administrator of Operations Name: _____

Region Administrator of Operations Signature: _____ Date: _____
(Certifying name of magnet school/center as per Bulletin 5549.3)

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



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 Name: _____

Principal Signature: _____

Date: _____

School: _____

STATEMENT OF INTENT TEMPLATE



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] intends to submit a proposal to open a magnet program for the 2025-2026 school year. The program's theme will be _____ with a capacity for _____ students and a grade level configuration of _____. (Add additional details as needed.)

Sincerely,

Principal
School

VOTE TEMPLATE

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 five 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 school/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: _____