

APPENDIX II-2

TUCSON UNIFIED SCHOOL DISTRICT

COMPREHENSIVE MAGNET PLAN

January 2021



MAGNET PROGRAMS



ADVANCED
LEARNING

STEM/STEAM

ALTERNATIVE
LEARNING

ARTS



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1. VISION, MISSION, AND ORGANIZATIONAL SUPPORT

Magnet Programs are the original public school choice option, providing families with ways to meet the individual learning styles and interests of their children. Tucson Unified School District's comprehensive magnet school program offers the Tucson community optimum choices for public school education. Magnet programs are an essential component of the District's effort to support integration, improve academic achievement and graduation rates, and increase parent engagement.

Tucson Unified School District is committed to recruiting a racially and ethnically diverse student body to its magnet schools and programs to ensure that the schools are integrated to the greatest extent practicable. TUSD magnet programs support two key magnet pillars: racial and ethnic student integration, and student achievement. Currently, the District operates 13 magnet schools and programs, organized into four general themes, as shown in the chart below.

Theme (General)	Theme (Specific)	Elementary	K8/Middle School	High School
ARTS	Creative Arts ¹	Carrillo ES		Tucson
	Fine Arts	Holladay ES		Tucson
STEM/STEAM	Science		Booth-Fickett K8	Tucson
	STEM/STEAM	Borton ES ²	Mansfeld MS	Palo Verde
ADVANCED LEARNING	Dual Language	Davis ES	Roskruge K8	
	Open-Access GATE	Tully ES		
ALTERNATIVE LEARNING	Traditional Academics	Bonillas ES	Dodge MS	
	Montessori		Drachman K8	

The Magnet Director, who reports directly to the Chief Academic Officer (the Assistant Superintendent for Curriculum and Instruction), oversees the District's Magnet department. The department's director and senior magnet coordinators (along with additional staffing support, as needed) works directly with magnet principals (and their assistant principals) and site-based magnet coordinators. The department provides oversight for the implementation of the CMP and the magnet school plans, including monitoring, adjusting, resourcing, and revising annually.

In general, several other plans, departments, and committees work to support TUSD magnet schools, including, but not limited to the following:

¹ Creative Arts includes a strong communications component.

² Borton ES uses systems thinking and project-based learning to prepare students for STEM/STEAM courses at the secondary level, grades 6-12.

Comprehensive Integration Plan (CIP) The District developed a CIP that includes a comprehensive study of the potential integrative impact of all TUSD schools, the identification of magnet candidates, the CMP, integration and academic plans for non-magnet schools, a transportation plan, and an outreach and recruitment addendum. The CIP presents the District's broader vision for improving integration and student achievement within which the CMP exists.

Coordinated Student Assignment (CSA) Committee. CSA is a cross-departmental committee that meets bi-monthly to develop, implement, and monitor integration initiatives, integration data, magnet school progress, transportation options to support integration, and related issues (including providing input and expertise on boundary changes, grade reconfigurations, Diversity Impact Analyses, and other student-assignment related proposals).

Admission Process for Oversubscribed Schools. Some magnet schools are "oversubscribed" (they have more applications than seats available in a given year). For these schools, the District uses a lottery process to admit students in a way that is fair and promotes integration. This tool has been key to helping to integrate many formerly racially concentrated magnet schools.

Transportation Plan. The CIP includes a transportation plan based on a comprehensive review of schools, travel times, distances, and other factors. The plan outlines free magnet transportation, offered to magnet students to remove a key barrier to participation. The transportation plan evaluates transportation resources, and its findings are used to assess the strengths and weaknesses of potential candidates for future designations as magnet schools.

ALE and Magnet Outreach and Recruitment Addendum. The CIP also includes an Addendum based on an assessment of the best practices in marketing, outreach, and recruitment strategies for Advanced Learning Experiences (ALEs) and magnet schools and programs.

Family and Community Engagement and Family Centers. A key component of family engagement is sharing information with parents about school choice, including magnet options supported by free transportation. At Family Centers, magnet materials, information, and applications are always available. TUSD trains Family Center staff to answer questions about magnet programs and to assist parents in submitting a magnet application at the family center.

Grants and Federal Programs. Grants and Federal Program department (including Title 1) uses a critical needs assessment (CNA) that informs the development of Integrated Action Plans (IAP). A school IAP details the needs, strategies, and activities designed to support student learning. The department works with the Magnet department to maximize resources and to align plans designed to improve academic achievement and increase family engagement.

Other Departmental Support. The Fine Arts department supports art-themed magnet schools; the Language Acquisition department supports the dual language magnet programs; and the ALE department supports the Open Access GATE magnet at Tully ES. School Community Services supports the magnet application and lottery process, the transportation department supports magnet transportation, and human resources supports priority staffing for magnets. The Communications department works with the Magnet department to implement marketing and recruitment campaigns to increase opportunities for students to attend magnet schools.

2. SUPPORTING EXISTING MAGNET PROGRAMS (Processes and Schedules to Improve Magnet Programs)

There are two criteria for evaluating magnet schools: integration and student achievement.

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMerit B" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

3. Magnet School Plans (MSPs)

MSPs are one of the primary tools for magnet program implementation. Two key milestones guide the development and implementation of MSPs: initial development mid-year for the following year's plan (followed by budgetary and resource-allocation development in the spring); and end-of year adjustment and categorization. At the end of each school year, the District convenes a cross-departmental Magnet Review Committee (MRC) to review information and data related to each school's progress towards improving integration and improving student achievement. Chaired by the Magnet Director, the MRC includes senior magnet coordinators, a research project manager, an instructional data interventionist, and at least one representative from the Coordinated Student Assignment (CSA) committee. After analyzing data, the committee categorizes each magnet school into one of three levels for each of the magnet criteria (integration and student achievement), based on identified needs, as follows:

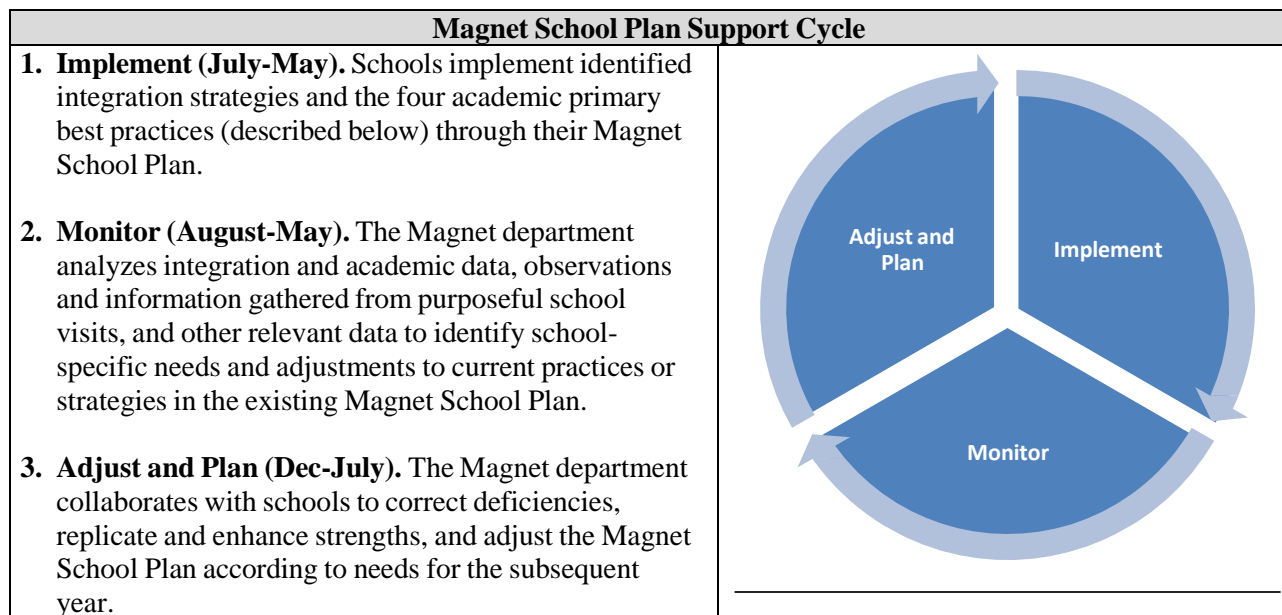
Integration: Level A (receives standard level of support and monitoring), Level B (needs additional support and monitoring), or Level C (needs intense support and monitoring). Magnet schools needing Level C support and monitoring shall include any Racially Concentrated school or school that is not Integrated.

Student Achievement: Level 1 (receives standard baseline level of support and monitoring), Level 2 (needs support and monitoring), or Level 3 (needs intense support and monitoring). The "Academic Performance (African American and Latino Students)," below, shall be used by the Magnet Review Committee (MRC) when reviewing information and data for the Magnet School Plans (MSPs) related to each school's progress towards improving student achievement relevant to determining whether a school receives Level 1, 2 or 3 support and monitoring for student achievement. Thus, the strategies designed to improve student achievement (see section B.5, below) must take into account the four measures identified below as the foundation for determining each magnet school's academic needs for the MSPs.

Academic Performance (African American and Latino Students)

1. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
2. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
3. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
4. Improving Performance. Improvement in proficiency rates for African American and Latino students.

The Magnet department works with Magnet school principals to review data, reallocate resources, and revise magnet school plans for the coming school year as part of the annual Magnet School Plan Support Cycle, outlined below.



4. Strategies to Improve Integration

1. Measuring Integration Levels

Magnet schools exist in order to provide students with the opportunity for an integrated educational experience focused around themed curricula. The goal for each magnet school is to become Integrated. Using the District’s 40th day enrollment data, the Magnet department will assess each magnet school based on the two measures described above (Integrated school status and progress towards integration). The Magnet department shares its analysis with each magnet school and, where necessary, works with magnet schools to strengthen recruitment, retention, or outreach practices to improve on identified deficiencies for the subsequent school year. At the end of the year, the MRC reviews 40th day magnet enrollment data, application data received for the subsequent school year, actions taken between the 40th and last day of school, and other relevant information, to gauge each magnet school’s success in maintaining or improving integration.

In conjunction with the Communications and Social Media department, the District Magnet Department and magnet schools work together to develop marketing, recruitment, and outreach strategies that are included in each magnet school’s plan. These strategies may involve district-level support or school-based actions.

2. District-Level Support

The District supports magnet school integration efforts through several departments, plans, and committees, as described above: the Comprehensive Integration Plan (CIP); Transportation Plan; ALE and Magnet Outreach and Recruitment Addendum; the Admission Process for Oversubscribed Schools (Lottery); Family and Community Engagement and Family Centers; and the Coordinated Student Assignment (CSA) committee. Magnets also receive support from the following departments to facilitate integration efforts: Language Acquisition, ALE, School Community Services, Transportation, Desegregation/Legal, Human Resources, Title I, Student Services, and Communications/Social Media.

Magnet schools participate in all marketing, outreach, and recruitment activities organized by the District, as identified in the ALE and Magnet Outreach and Recruitment addendum, and must participate in the Family and Community Engagement as required by all TUSD schools.

3. School-Based Actions

Building on district-level support, each magnet school develops school-specific action steps to improve or maintain integration levels. These actions may include and overlap with efforts by supporting departments. However, each magnet school also develops actions that support integration goals based on integration status (A, B, or C). Each magnet school plan should include, at minimum, three focus areas related to integration efforts: magnet-theme branding; collaboration and recruitment; and internal processes.

Magnet-Theme Branding

Each school should develop and incorporate a magnet theme related “brand” that supports the school’s magnet identity. The school’s brand will be communicated and visible throughout the school and used to support all community and recruitment activities aimed to attract and to maintain a diverse student population. The school’s curriculum will integrate the magnet theme into classroom learning opportunities and actions should reflect ways to communicate this integration to potential students and families. Schools should use student class and course work to highlight the school’s magnet theme by being exhibited in hallways/ display areas, the exterior building/grounds, the main office, classrooms and common areas (library, cafeteria, etc.), the school website, and included in school newsletters. Each school’s magnet theme will be visible and used to plan community on-site and off-site outreach and recruitment activities. Magnet schools should display their magnet mission statement in physical and online spaces.

Collaboration and Recruitment

Each school should develop methods of external communication and collaboration with potential families, other schools, and external organizations to promote its specific magnet program. This may include public outreach and communication strategies such as developing/strengthening social media presence (Facebook, Twitter, Instagram), maintaining media tip sheets (includes major accomplishments, awards, projects, events), and links to positive information and public ratings (on-line school reviews, news articles, etc.).

Internal Processes

Each school should develop systems for consistent internal communication and record keeping that may include mechanisms to track recruitment efforts (i.e. tour logs, recruitment map), FAQs, standardized phone greeting script and log, tour script and log, and planned presentations for school specific targeted audience. Each school must also comply with Family and Community Engagement tracking requirements to gauge levels of engagement.

4. Targeted Integration Improvement Plans (TIIPs)

If a magnet school is not integrated in year one, the Magnet Department categorizes the schools as being in Integration Level C and works with the school to develop a targeted integration improvement plan (TIIP) to be implemented in the second semester of year one. The plan must focus on the targeted student population(s) necessary to improve integration at the targeted grade levels through outreach, recruitment, and marketing of the school's magnet program.

5. Strategies to Improve Student Achievement

a. Identification of Magnet School Needs

The District uses achievement data to identify each magnet school's academic needs. The District then allocates and provides support based on each magnet school's identified needs. The Magnet department focuses on providing support for best practices required of all magnet schools, and collaborates with magnet school principals to define and detail the specific support needed by each school. The frequency of support and monitoring varies according to the identified academic level of each magnet school, as follows:

Level 3 Intense Support. Weekly site visits and support as identified.

Level 2 Additional Support. Monthly site-visits and support as identified.

Level 1 Standard Support. Quarterly site-visits and support as identified.

The District Magnet Department and magnet schools work together to improve academic achievement through an organized series of support, observation, reflection, assessment, and adjustment. These strategies may involve district- or school-based actions.

b. District-Level Strategies to Improve Student Achievement

Each magnet school receives a base level of support as described below and, where applicable, additional supports for Level 2 schools and intense support for Level 3 schools.

Coaching / Feedback

The Magnet department participates in purposeful school visits (weekly for Level 3, monthly for Level 2, and quarterly for Level 1 schools). Magnet department staff members utilize coaching-feedback protocols to strengthen instructional infrastructure by observing, evaluating, and providing feedback on the following best practices: (a) providing quality Tier 1 core instruction; (b) delivering a guaranteed and viable curriculum (aligned with the magnet theme) (c) ensuring effective Professional Learning Communities (PLC) -Collaborative Teacher Teams (CTT); and (d) delivering supplemental Tier 2 interventions.

The Magnet department then meets with the principal to discuss purposeful school visit findings (every other week for Level 3, monthly for Level 2). These meetings include other central departments that support various aspects of student achievement, magnet theme, or other related functions. The principal may include the school leadership team as needed.

Professional Development

The Magnet department collaborates with other District departments to provide high quality professional development opportunities for teachers and administrators in order to build knowledge and skills necessary to implement best practices and strategies to improve student achievement.

c. Site-Level Strategies to Improve Student Achievement

To improve student achievement, the District requires each magnet school to develop and to adopt a magnet school plan based on the following best practices: (a) providing quality Tier 1 core instruction; (b) delivering a guaranteed and viable curriculum (integrating the magnet theme); (c) ensuring effective PLC-Collaborative Teacher Teams; and (d) delivering supplemental Tier 2 interventions. The supports provided by the Magnet department are aligned with these best practices.

Quality Tier 1 Core Instruction

Quality Tier 1 core instruction focuses on the planning and implementation of high quality, researched-based classroom instruction. Part 1 includes planning interventions to ensure that students master classroom content. Therefore, schools need to ensure that underachievement is not due to a lack of appropriate instruction. A District priority for all schools is to develop a structure for regular classroom observations and feedback sessions to support teacher growth. Classroom observation and feedback sessions differ from the District's Teacher Evaluation System in that they are frequent observation cycles that are designed to coach for one or two enhancements rather than evaluate teacher performance over a series of indicators. Magnet Coordinators and Curriculum Service Providers work directly with teachers to enhance quality Tier 1 planning and instruction. Magnet Coordinators support and monitor the integration and implementation of theme-aligned instruction, including theme-related collaborative student activities and problem solving with tiered levels of intervention and formative assessments relevant to instruction that improves student achievement.

Teachers that do not respond to or show growth through the classroom observation and feedback sessions will be referred to the principal of the school for additional support through the New Teacher Induction Program, Teacher Support Plan, or other actions based on classroom observation or evaluation (the principal will refer to District Policy and Regulations for Evaluation of Certificated Teachers (Policy Regulation: GCO-R))

Guaranteed and Viable Curriculum

All magnet schools will ensure that a guaranteed and viable curriculum is delivered to all students by following the District Curriculum. A curriculum is guaranteed when it aligns the intended content (state standards) with the implemented content delivered by teachers, resulting in an equal opportunity to attain learning for all students. Ensuring that students have access to a guaranteed and viable curriculum "represents the core non-negotiables of student learning. It's what schools and teachers commit to providing for all students." (McRel, 2017).³ Magnet Coordinators and Curriculum Service Providers work directly with teachers to support the teaching and learning of TUSD Curriculum. Magnet Coordinators support and monitor the integration of the school's magnet theme into all core classes and subjects.

³ Marzano, R.J. (2003). *What works in schools*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 22-35.; McRel International. (July 19, 2017). *Does your school have a guaranteed and viable curriculum? How would you know?* McREL.org.; Reeves, D.B. (2002). *Holistic accountability: Serving students, schools, and community*.

Professional Learning Communities (PLC) – Collaborative Teacher Teams (CTT)

A District priority for all schools is to provide structures so that Professional Learning Community - Collaborative Teacher Teams can meet consistently. This initiative is based on research that shows that a promising strategy for helping all students learn at high levels is to develop a staff's capacity to function as a professional learning community. (Dufour, Dufour, Eaker, & Thomas, 2006).

Tier 1 practices of the PLC- collaborative teacher team follow a cycle that focus on critical aspects of core instruction and formative assessment. Teachers work collaboratively to ensure that the following tasks are in practice: 1) clearly define essential student learning outcomes; 2) plan and provide effective Tier 1 core instruction; 3) assess student learning and the effectiveness of Tier 1 core instruction; 4) identify students in need of additional time and support to master the essential learning, and; 5) provide supplemental Tier 2 interventions for students who have failed to master the essential learning. This work will be supported by the school's Magnet Coordinator and if applicable, the Curriculum Services Provider.⁴

Supplemental Tier 2 and 3 Interventions at the School Level

Schools need to identify ways to address students who have not mastered the essential learning during the school day with supplemental Tier 2 supports. Supplemental tier 2 supports must be part of the master schedule, and offered during the school day, in addition to grade-level classes where the curriculum is being taught. This provides a structure for students to receive support for content that has been taught and still needs to be mastered while continuing to receive the curriculum during core instruction.

Supplemental Tier 3 interventions provides extensive interventions to students who continue to struggle at grade level or better and with Universal skills. Tier 3 interventions are also designed to support the school's bottom 25% of students. Intensive remediation in Universal skills can encompass the ability for students to comprehend instruction, access information, demonstrate understanding, and behaviorally function in a school setting. It is the responsibility of the school principal and leadership team for identifying, allocating, and coordinating time and resources to support students who need Tier 3 interventions. These resources will be included the yearly magnet school plan and budgeted accordingly.

Each school utilizes the Multi-Tiered System of Support (MTSS) to provide interventions in Tiers 2 and 3 to support students with academic, behavioral, and social-emotional needs. MTSS is a team-based process where every school site collaborates as a cohesive team to identify the individual needs of students using diagnostic data. The MTSS team also identifies appropriate

interventions and monitors the effectiveness of interventions. The work of the MTSS team is documented using Clarity.

This work will be supported by the Magnet Coordinator, Curriculum Service Provider, Instructional Data and Interventionist Specialist, intervention and academic support teachers, and MTSS Coordinators, where applicable.

d. Targeted Academic Improvement Plan (TAIP)

If a magnet school has a letter grade of “C” in year one (based on the results of the state standardized assessment from the previous year), but not a TUSD MagnetMerit grade “B”, the Magnet Department categorizes the magnet school at Academic Level 3 and develops a targeted academic improvement plan (TAIP) by the end of year one to be incorporated into the school’s Magnet School Plan and implemented in year two.

The plan must focus on targeting and improving those academic factors that led to the categorization of the school at Academic Level 3.

6. Modification of Magnet Theme or Program

When a magnet school is in targeted improvement, the Magnet Department may consider, analyze, and propose a modification to the targeted school’s magnet theme as a mechanism for supporting the targeted integration improvement plan or the targeted academic improvement plan. Such proposal must be based, at a minimum, on an exploration of proven successful magnet themes.

3. ELIMINATING MAGNET PROGRAMS (Processes and Strategies to Eliminate Magnet Programs)

The Magnet Review Committee (MRC) conducts an annual review of magnet school progress improving integration and student achievement to determine the appropriate levels of support, as detailed above in Section B. Based on the annual review, the MRC may recommend the elimination of a magnet program or programs using the processes, strategies, and guidelines described below. Struggling magnet programs must develop targeted integration improvement plans or targeted academic improvement plans, as described above.

Schools Implementing Targeted Integration Improvement Plans (TIIPs)

For the purpose of determining whether magnet status should be eliminated based on integration, the definition for Integration stated in section B(1), above, shall apply. If the school does not reach integration Level A or B by the 40th day of year two, the Magnet Department shall work with the school to implement the Transition Plan that was developed during year one. The District may apply a one-year delay of the second-year transition period to year three, if the magnet school has made substantial progress by moving halfway towards becoming Integrated.

Year 1	Year 2	Year 3
Develop and Implement TIIP. Develop Transition Plan in the second semester.	Continue to Implement TIIP. If the school makes “substantial progress” (halfway to integration), maintain Magnet Status and continue to implement the TIIP. If not, go into Transition Status and implement the Transition Plan by the end of the first semester.	In Magnet Status , continue to Implement TIIP. If integrated, maintain Magnet Status . If not integrated, go into Transition Status and implement the Transition Plan by the end of the first semester.

Schools Implementing Targeted Academic Improvement Plans (TAIPs)

If a magnet school has a letter grade of “C” in year one (based on the results of the state standardized assessment from the previous year), but not a TUSD MagnetMerit grade “B”, the Magnet Department categorizes the magnet school at Academic Level 3 and develops a targeted academic improvement plan (TAIP) by the end of year one to be implemented in year two.

If the school does not reach academic Level 1 or 2 by the end of year one, the Magnet Department shall develop a Transition Plan at the beginning of year two (once the state

assessment results are made available and all appeals have been resolved). If the school makes substantial progress in year two, it will have one more year (year three) to retain magnet status and continue to implement the TAIP. If it does not attain a state letter grade of A or B, or a TUSD MagnetMerit B in year 3, it will go into transition status and implement the transition plan in year 4.

If a school does not make substantial progress in year two, it will go into transition status and implement the transition plan in year 3.

Year 1	Year 2	Year 3
<p>By the end of Year 1, schools in improvement must develop a TAIP and incorporate it into their Magnet School Plan (MSP) for Year 2.</p>	<p>At the beginning of Year 2, schools in improvement must implement their TAIP/MSP and develop a Transition Plan.</p> <p>By the end of Year 2, if the school does not attain academic level 1 or 2, it shall go into Transition Status and implement the Transition Plan at the beginning of Year 3.</p> <p>However, if the school makes “substantial progress” (halfway to state letter grade of A or B or TUSD MagnetMerit Grade B), it shall maintain Magnet Status and continue to implement the TAIP in Year 3.</p>	<p>At the beginning of Year 3, if the school is in Transition Status it will begin implementing the Transition Plan, but if it is in Magnet Status it will continue to implement the TAIP/MSP.</p> <p>By the end of year 3, If the school does not attain a state letter grade of A or B, or a TUSD MagnetMerit B, go into Transition Status and implement the Transition Plan in Year 4.</p>

Mitigating factors are more appropriately considered by the School Board, with the recommendation for termination to be made in accordance with the CMP, simultaneously with the implementation of a Transition Plan.

The budgeting process for schools begins in the spring and ends in June. The District notifies teachers and administrators of the number of positions that will be available at schools based on these preliminary budgets. Student test scores are usually made public late June or early July. The District will fund schools that lose magnet status as needed through the year of transition and as determined by the Transition Plan. Students attending the school under magnet status will receive transportation until they reach the highest grade at that school.

Schools will develop Transition Plans if or when a school loses its magnet status to ensure that any extraordinary programs related to the magnet program are not lost. The District shall ensure that the academic needs of students at these schools are met, especially underachieving students, programmatically and fiscally upon the loss of magnet status.

4. CREATING NEW MAGNET PROGRAMS

1. Identify the Need for a New Magnet Program

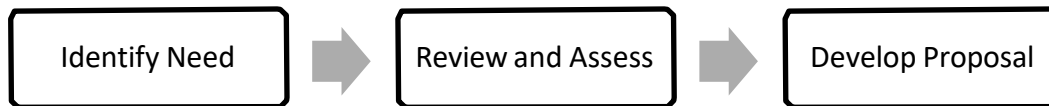
The District may assess the need, resource and human capacity, and viability for creating a new magnet program when any of the following scenarios arise:

- **Enrollment growth:** based on assessments of enrollment data and trends, the District may determine that enrollment growth supports a new magnet program.
- **Gaps in Theme Pipelines:** if the District eliminates a magnet based on the criterion defined above, and the elimination creates a gap in the existing theme pipelines, the District may explore opportunities to develop a similar program in an enhanced manner, or a new program, to fill the newly created gap. Additionally, a review of pipelines and themes may reveal a gap in a pipeline or an opportunity to strengthen a pipeline through the addition of a new magnet program.
- **Identification of a new, proven, successful magnet theme:** consider a new magnet program based on a review and assessment of a new, proven, successful magnet theme.
- **Unique opportunity (partnership, grant, etc.):** consider a new magnet program to capitalize on a unique opportunity to collaborate with another organization or to take advantage of a sustainable funding opportunity.

2. Review and Assess Opportunities; Develop a Proposal

When any of the above factors activates the initiation of a proposal to create a new magnet program, the District will convene a Magnet Development Committee (MDC) to conduct a review and assessment of the opportunity. The Magnet director will lead the MDC and will include, at minimum Magnet department staff, any affected Regional Superintendent, and a representative from each of the following departments: Curriculum & Instruction; Planning; Transportation; Communications; and the CSA committee.

The MDC will review the opportunity, considering first the potential magnet candidates and themes developed from the Comprehensive Study (see CIP, section A). The MDC will consider academic achievement and integration, along with themes, transportation, infrastructure (costs and restraints, resource availability, staffing, marketing, and transportation). Based upon this review and assessment, the MDC may develop a proposal (including a Diversity Impact Analysis) for the new magnet program to vet through various stakeholders and, ultimately, to present to the Governing Board for approval.



3. Schedule for Developing and Implementing a New Magnet Program

This three-year schedule and cycle will guide the development and implementation of new magnet programs.

	<i>Year 1: Review and Assess; Develop Proposal</i>	<i>Year 2: Approval and Initial Preparation</i>	<i>Year 3: Final Preparation and Launch</i>
Spring – Summer	Identify a viable option(s) from the list of potential candidates and potential themes from the comprehensive study. ⁴ Create specific development timelines with milestones	Present the proposal to the Governing Board for information, study, or adoption. If approved by the Governing Board, proceed.	Finalize preparation year Finalize MSP (with final budget)
Fall – Winter	Develop draft proposal Gather stakeholder input, data, evidence, and other relevant information. Develop final proposal	Initiate preparation year, including outreach and recruitment for new students; hiring staff; purchasing materials; planning professional development; designing transportation routes, etc. Create Draft Magnet School Plan (MSP)(with proposed budget)	Launch New Magnet Program

⁴ At this stage, the District will select from the magnet candidate schools and identify a successful theme, considering: themes; integration, transportation, and infrastructure (Commitment and Capability to Implement; Budgetary Costs and Restraints; Resource Availability (Staffing Resources; Marketing Resources; Transportation))