



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Annual Evaluation for Magnet Schools and Centers

NUMBER: REF-4798.9

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

Keith H. Abrahams III, Executive Director
Student Integration Services

DATE: December 20, 2021

PURPOSE: Education Code (*EC*) Section 58510 requires school districts operating Alternative Programs of Choice (i.e., Magnet Schools and Centers) to evaluate these schools and programs annually and to send a report of the evaluation to the State Superintendent of Public Instruction. Additionally, the LAUSD Desegregation Plan requires an evaluation.

MAJOR CHANGES: This Reference Guide replaces REF-4798.8 of the same title, dated September 23, 2019. LAUSD magnet programs must use the Annual Magnet Evaluation Report template to complete the evaluation (Attachment B and the scoring sheet Attachment C). The due date is **Friday, March 11, 2022**. The information cover page and the Annual Magnet Evaluation Report template will be uploaded separately in the Magnet Portal to ensure that all sections of the report are completed. The rubric is for school site use only.

INSTRUCTIONS: Each Magnet School/Center **MUST** submit an annual evaluation by **March 11, 2022**. The evaluation consists of the information cover sheet (Attachment A) and a report consisting of the five sections described below. The evaluation must be signed and approved electronically by the Principal in the Magnet Portal prior to submission to Student Integration Services. Each section will be turned in separately in the Magnet Portal.

Using the Annual Magnet Evaluation Report template link found in the Magnet Portal, please prepare the following sections of the report:

I. OVERVIEW (1-2 pages)

In this section, provide an overview of the alternative school or program of choice. Include background information (when the school/program began, why it was established, its purpose and goals, and other relevant information). If this is not a first-year report, highlight successes and challenges that will be discussed later on in the report.

II. IDENTIFICATION OF VARIABLES (1-2 pages)

In this section, describe the variables (special features) of the school or program that may have affected student outcomes.

ROUTING

Local District Superintendents
Administrators of Instruction
Directors
Magnet Principals
Magnet Coordinators



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Identification of these variables is a requirement of *EC* Section 58510. The focus of this requirement is on the features of the alternative school or program learning environment that differentiates it from other schools and programs.

Some examples of variables (or clusters of variables) follow:

- A different instructional program, such as Project Based Learning (PBL), Project Lead the Way (PLTW), or International Baccalaureate program (IB)
- A different structure, such as multiple-grade classes instead of single-grade classes
- A different curriculum focused on a particular theme, such as the performing arts or technology
- A different educational philosophy, such as Montessori or Waldorf.
- The use of small learning communities
- A focus on at-risk students or those facing significant challenges

If applicable, include any objectives/goals related to the variables, a discussion of how well each objective/goal was or was not met, and any recommendations for the next school year. This information may be included in the next section if it is more appropriate. In addition, include student populations that were specifically identified.

III. ACADEMIC ACHIEVEMENT (1-3 pages, not including tables and graphs)

In this section, provide a description, summary, and analysis of the data related to student academic achievement. In addition to test results, this may include information about course completion, attendance, or any other method or strategy that measures student achievement.

As required by *EC* Section 58510, all students of the alternative school or program of choice must be tested for basic skills. Students of these schools and programs are required to participate in the same tests as other students in the District.

Provide a summary of test data trends over three consecutive years (if available). Examples of data may include interim assessments, DIBELS, and locally designed assessments. Data should be located in Appendix 1 of the submitted evaluation and may be presented in text, tables, or graphs. Summarize data from state tests, pre- and post-test results (if administered), and any other measures used to record academic change, along with:

1. An analysis of the results.
2. A description of student achievement at the school or program as compared with achievement at comparable traditional schools in the District.



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3. A comparison of the results for the school or program over the three-year period. If applicable, include any objectives or goals regarding student academic achievement, a discussion of how well each objective/goal was or was not met, and any recommendations for the next school year.

IV. TEACHER, STUDENT, AND PARENT/GUARDIAN INPUT (1-3 pages, not including input gathering tools)

Teacher, student, and parent/guardian input about the alternative school or program is required. Although the Education Code does not specify a particular method for getting information from the three groups, surveys or questionnaires are commonly used to solicit observations and opinions.

Include the results for each question asked and an evaluation of the results. Please use authentic surveys specific to the Magnet program/theme instructional program and place a master copy of the survey(s) in Appendix 2 of the submitted evaluation.

V. CONCLUSIONS AND RECOMMENDATIONS (1-3 pages)

In this section, describe:

- How well the school or program performed during the evaluation year
- Any significant accomplishments
- Any areas that need improvement
- Recommendations for improvement

VI. INFORMATION COVER SHEET (Attachment A)

The Information Cover Sheet (Attachment A) is a fillable PDF document found in the Magnet Portal. This form must be completed with the Principal's original, handwritten signature in blue ink.

The annual evaluation report must be submitted electronically with one hard copy maintained at the school site. The electronic copy must be submitted to Student Integration Services **via Magnet Portal no later than 5:00 p.m. on Friday, March 11, 2022.** Late evaluations will not be accepted.

RELATED RESOURCES:

Education Code (EC) Section 58510
Board Report #323-19/20, *Designation of Magnet Schools as Alternative Schools of Choice*, dated May 19, 2020, issued by Student Integration Services.

ASSISTANCE:

For assistance or further information, please contact Song Lee, Coordinator, Student Integration Services at (213) 407-3034 or shl6999@lausd.net.

**California Department of Education
Alternative School or Program of Choice Annual Report**

Required by California Education Code Section 58510

INFORMATION SHEET

Evaluation Period/School Year

School's Information

School _____ County-District-School Code* _____

County _____ District _____

Mailing Address _____ City _____ Zip _____

Telephone Number _____

Principal's/Administrator's Information

Name _____ Email _____

Evaluator's Information

Name _____ Job Title _____

Telephone Number _____ Email _____

*The 14-digit County-District-School (CDS) code is the official, unique identification of a school within California. You can find your school's CDS code on the California Department of Education California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>.

School and Student Profile Data

1. Grade Levels Served: _____

2. Number of Students Served: _____

3. Percentages from the School Demographic Characteristics, accessed from the California Longitudinal Pupil Achievement Data System or the California School Dashboard and System of Support:
 - a. Free or Reduced Price Meals: _____ 0.00 %

 - b. English Learners: _____ 0.00 %

 - c. Students with Disabilities: _____ 0.00 %

 - d. Foster Youth: _____ 0.00 %

 - e. Homeless: _____ 0.00 %

Additional Student Subgroups Served:

- f. African American: _____ 0.00 %

- g. American Indian: _____ 0.00 %

- h. Asian: _____ 0.00 %

- i. Filipino: _____ 0.00 %

- j. Hispanic: _____ 0.00 %

- k. Pacific Islander: _____ 0.00 %

- l. White: _____ 0.00 %

- m. Two or more races: _____ 0.00 %

Certification

I have reviewed this report for submission to the California Department of Education.

Signature of Principal/Administrator (in blue ink)

Date

LAUSD Annual Magnet Evaluation Report

YOUR MAGNET PROGRAM NAME

2021-2022

I. Overview (1-2 pages)

A. Program Background and History

Please type here

B. Program Purpose and Goals

Please type here

II. Identification of Variables (1-2 pages)

Please type over this paragraph of the report to include the 'Identification of Variables'. Variables are special features of the school's magnet program, the elements that differentiate your school's program from other schools and programs in the district. If applicable, include objectives and goals, and whether or not they were met.

A. [Variable] type description here

B. [Variable] type description here

C. [Variable] type description here

D. [Variable] type description here

E. [Variable] type description here

III. Academic Achievement (1-3 pages)

Please type over this paragraph of the report to include the 'Academic Achievement' summary and analysis. Place your graphs in Appendix 1 at the end of his report. Be sure to include an analysis of the results, goals and recommendations. Achievement data should include DIBELS, SBAC, ATTENDANCE, etc. The data should also include an analysis compared to comparable non-magnet programs and an analysis of the school's magnet program over the past three years.

IV. Teacher/Student/Parent/Guardian Input (1-3 pages)

Please type over this paragraph of the report to include the 'Teacher/Student/Parent-/Guardian Input' summary and analysis. Place your input tool(s) in Appendix 2 at the end of this report.

A. Summary of Teacher Input

Please type here

B. Summary of Student Input

Please type here

C. Summary of Parent/Guardian Input

Please type here

V. Conclusions and Recommendations (1-3 pages)

A. Significant Accomplishments

Please type here

B. Areas of Improvement

Please type here

C. Recommendations

Please type here

Appendix

1. Academic Achievement Tables/Graphs

2. Input/Survey Gathering Tools

LAUSD Annual Magnet Evaluation Scoring Sheet

Criteria	Components	Score	TOTAL
A. Overview	1. 1-2 Pages 2. Narrative overview of program Section Includes: 3. When the program began 4. Why program was established 5. Purpose and goals of program 6. Other relevant info	_____ out of 6	
B. Identification of Variables	<input type="checkbox"/> 1 to 2 pages <input type="checkbox"/> Includes the special features of the program that may have affected student outcomes <input type="checkbox"/> Includes objectives/goals of variables <input type="checkbox"/> Discussion on goal attainment and any recommendations for next year	_____ out of 4	
C. Academic Achievement	<input type="checkbox"/> 1 to 3 pages <input type="checkbox"/> All charts to be included in the appendix <input type="checkbox"/> Includes a description of data used <input type="checkbox"/> Summary of data results <input type="checkbox"/> Analysis of data results <input type="checkbox"/> Data is for the magnet students <input type="checkbox"/> Multiple Data includes test results, attendance, and course completion <input type="checkbox"/> Includes a reflection of scores compared to a comparable traditional school <input type="checkbox"/> Description includes progress over a three-year period <input type="checkbox"/> Includes goals of data (LAUSD School Benchmarks) <input type="checkbox"/> Table and/or graphs in Appendix 1 are referenced <input type="checkbox"/> Summary includes how well program is helping students achieve grade-level proficiency <input type="checkbox"/> Includes recommendations for next year	_____ out of 13	
D. Teacher/Student/Parent/Guardian Input	<input type="checkbox"/> 1 to 3 pages <input type="checkbox"/> Surveys collected from all three groups of stakeholders <input type="checkbox"/> The number of surveys received is included <input type="checkbox"/> Surveys and questions solicit observations and opinions <input type="checkbox"/> Some of the survey questions address the variables in Section B <input type="checkbox"/> Questions from the survey are included and analyzed <input type="checkbox"/> Evaluation of the survey results is included <input type="checkbox"/> Survey/Input Tools in Appendix 2 is referenced	_____ out of 8	
E. Conclusions and Recommendations	<input type="checkbox"/> 1 – 3 pages <input type="checkbox"/> Describes how well program performed during the year <input type="checkbox"/> Includes significant accomplishments <input type="checkbox"/> Includes areas of need <input type="checkbox"/> Includes recommendations for improvement	_____ out of 5	
Appendix 1	<input type="checkbox"/> Includes achievement data tables and/or graphs <input type="checkbox"/> Only the achievement data tables/graphs that are referenced in Section C are included	_____ out of 2	
Appendix 2	<input type="checkbox"/> Includes input tool from Teachers <input type="checkbox"/> Includes input tool from Students <input type="checkbox"/> Includes input tool from Parents	_____ out of 3	
TOTAL SCORE			<i>(out of 41)</i>