



Board of Education Report

File #: Rep-169-20/21, **Version:** 1

**Approval of the Renewal Petition for Multicultural Learning Center [PUBLIC HEARING]
December 8, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for Multicultural Learning Center (“Charter School”), designated by the state as Middle performing, located in Board District 3 and Local District Northwest, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 494 students in grades TK-8 in year one, and up to 533 students in grades TK-8 by the end of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

Multicultural Learning Center is a TK-8 school currently serving 485 students on private facilities in Northwest San Fernando Valley at 7510 De Soto Avenue, Canoga Park, CA, 91303 and 8211 Remmet Avenue, Canoga Park, CA, 91304 in Board District 3 and Local District Northwest. Multicultural Learning Center was approved by the LAUSD Board of Education on April 17, 2001. On January 12, 2016, the charter school was renewed for another five-year term to serve 400 students in grades K-8.

On September 15, 2020, Multicultural Learning Center submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 14, 2020.

An initial Public Hearing was held on October 27, 2020

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Multicultural Learning Center governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, is being performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School’s current charter expires on June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 169-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

There are no policy implications at this time.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent

special education funds of the previous fiscal year.

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools (*Policy*, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

Issues and Analysis:

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/ojcpkeqsagjy63y/AAB49jzL7sWY9lJDx3FSrkoHa?dl=0>

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/18/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 169-20/21
 December 8, 2020

School Name:	Multicultural Learning Center		BOARD IS REQUIRED TO TAKE ACTION BY: December 14, 2020
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Multicultural Learning Center		
Location Code:	3550		
Type of Site(s):	(1) Private (2) Private		
Site Address(es):	(1) 7510 De Soto Avenue, Canoga Park, CA, 91303 (2) 8211 Remmet Avenue, Canoga Park, CA, 91304		
Board District(s):	3	Local District(s):	Northwest
Grade Levels Served:	TK-8	Current Enrollment:	485
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	533
CONSIDERATION:	Renewal		
CDE PERFORMANCE LEVEL:	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ◆ The charter school has presented a sound educational program. ◆ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ◆ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ◆ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). 		

	<p>Criterion 3:</p> <ul style="list-style-type: none"> ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition. ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns. <p>In addition to the above, the petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p>PROPOSED BENCHMARKS:</p>	<p>N/A</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Multicultural Learning Center (“MLC” or “Charter School”), located in Board District 3 and Local District Northwest, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve 494 students in grades TK-8 in year one, and up to 533 students in grades TK-8 by the end of the charter term.

II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Multicultural Learning Center
Initial Authorization:	On April 17, 2001, Multicultural Learning Center was authorized by the LAUSD Board of Education to serve 240 students in grades K-5.
Most Recent Renewal	The charter was renewed on January 12, 2016, to serve up to 400 students in grades K-8.
Approved Material Revisions of Current Charter:	♦ The Board of Education approved a request for material revision on April 18, 2017, to add a private site to house students in grades 6-8, and to increase enrollment from 400 to 533 students.

	Multicultural Learning Center
Board Benchmarks in Current Charter Term:	<p>On January 12, 2016, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Multicultural Learning Center:</p> <p>INSTRUCTIONAL</p> <ol style="list-style-type: none"> 1. The school will bolster the ELD program to ensure that all English Learners are provided adequate designated ELD time with strategic targeted support, specifically for grades TK-4, developing English language skills, knowledge and abilities, discourse practices, grammatical structures, and vocabulary as a component of the 90:10 dual language program. The school will provide documentation of how it tracks each EL student’s progress toward meeting the ELD standards. 2. Multicultural will reclassify at least 10% of English Learners annually. If goal not met, school will provide an action plan. 3. MLC will update the school’s EL Master Plan to include a comprehensive description of the Designated ELD time services provided to each grade level and a the criteria for reclassification no later than March 12, 2016. <p>OPERATIONAL</p> <ol style="list-style-type: none"> 4. The school will provide a plan to the Charter Schools Division of the school’s system for accurate and timely reporting of reclassification in CALPADS in alignment with the CALPADS’ submission windows each year of the charter term and no later than February12, 2016 and ensure successful execution during the term of its charter. <p>Multicultural Learning Center has met all its benchmarks. Please see the “Staff Review and Assessment” section below.</p>
Submission of Renewal Petition Application:	Multicultural Learning Center submitted its renewal petition application on September 15, 2020. The 90-day statutory timeline for Board action on the petition runs through December 14, 2020.
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Multicultural Learning Center
Key Features of Educational Program:	<p>Multicultural Learning Center offers a TK-8 educational program, which includes the following features:</p> <ul style="list-style-type: none">♦ The school utilizes a 90:10 dual immersion program in Spanish/English. Kindergarten through second grade receive instruction in all subjects in Spanish. The percentage of content instruction increases as students' progress in grades three through eight, eventually reflecting 50/50 Spanish and English instruction in the upper grades.♦ The school implements Cognitively Guided Instruction (CGI) in grades K-5 through a partnership with the UCLA Math Project.♦ The Readers and Writers Workshop model is used in grades K-5 allows students to read and write at their own level while learning and mastering grade level standards.♦ College Preparatory Math is used in grades 6-8 to foster problem-solving and application of math skills.♦ Students experience learning through the visual and performing arts, supported by specialists and artists-in-residence, to develop literacy and different ways of accessing curriculum concepts and expressing new understandings through the arts.
English Learner Master Plan:	<p>Multicultural Learning Center implements its own English Learner Master Plan.</p> <ul style="list-style-type: none">♦ Teachers use Guided Language Acquisition Design (GLAD) strategies to support language proficiency.♦ English Learner Instruction emphasizes engagement, interaction, discourse, inquiry, and critical thinking.♦ Teachers implement both Integrated and Designated English Language Development (ELD) instruction.
Special Education SELPA	<p>Multicultural Learning Center participates in LAUSD SELPA Option 3.</p>

C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Multicultural Learning Center	487	57.3%	0.2%	0.0%	0.0%	2.5%	23.6%	0.6%	0.0%	0.0%	86.7%	0.0%	0.0%	2.5%	58.7%	8.4%	3.7%	4.1%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

D. Charter School Operator

Multicultural Learning Center is operated by Multicultural Learning Center, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

Yes, the school has been classified by the state as Middle performing in 2019-2020. Please see discussion of the charter school’s record of academic performance in the section below.

Charter Renewal Term

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The charter school’s record of performance during the term of the charter reflects the following specific factors:

1. *Student Achievement and Educational Performance*

a. Summary

Multicultural Learning Center has been identified by the state as a Middle performing charter school. Based on staff’s review of the school’s performance on the California School Dashboard placing a greater weight on academic performance, and considering verified data provided by the charter school, staff conducted a “may deny” analysis and determined that those conditions (in section k below) were not met, thus supporting a recommendation for renewal.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Multicultural Learning Center							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Green	NPC	N/A	Red	N/A	Blue
2019	Orange	Green	Green	N/A	Yellow	N/A	Blue

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018).

NPC: No performance color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academic performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Please see attached *Multicultural Learning Center* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	242	Yellow	-15.5	-6.0	Lower	245	Orange	-24.0	-2.5	Lower
English Learner	99	Yellow	-56.8	-47.1	Lower	99	Orange	-63.2	-45.1	Lower
Latino	200	Yellow	-19.3	-31.3	Higher	210	Orange	-24.3	-26.6	Higher
Socioeconomically Disadvantaged	149	Yellow	-30.1	-34.7	Higher	155	Orange	-35.6	-30.1	Lower
Students with Disabilities	34	Yellow	-67.9	-95.5	Higher	37	Red	-71.5	-88.1	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018 and 2019, in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state's DFS schoolwide.

In 2018 and 2019, the school had four numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged and Students with Disabilities) for ELA. In 2018, three numerically significant subgroups (Latino, Socioeconomically Disadvantaged and Students with Disabilities) were higher than the state's DFS, with the exception of the English Learners subgroup, which was lower. In 2019, two out of the four numerically significant subgroups (English Learners and Socioeconomically Disadvantaged) were lower than the state's DFS, with the exception of the Latino and Students with Disabilities subgroups, which were higher.

School leadership shared that the school has adopted three programs to meet the objectives for dual literacy in English and Spanish, with a particular focus on English Learners and Socioeconomically Disadvantaged students. One program allows teachers to assess more accurately a student's reading level, and help teachers target specific gaps and needs for each student in their development of biliteracy. The other two programs allow the school to provide reading intervention to students in both languages as early as Kindergarten.

Change Level Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	242	Yellow	6.5	Increased	2.2	Maintained	245	Orange	-8.5	Declined	3.7	Increased
English Learner	99	Yellow	13.2	Increased	3.3	Increased	99	Orange	-6.4	Declined	3.1	Increased
Latino	200	Yellow	11.7	Increased	3.2	Increased	210	Orange	-5.0	Declined	4.5	Increased
Socioeconomically Disadvantaged	149	Yellow	19.1	Increased Significantly	4.0	Increased	155	Orange	-5.5	Declined	4.4	Increased
Students with Disabilities	34	Yellow	4.7	Increased	2.1	Maintained	37	Red	0.4	Maintained	7.8	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the above table, in 2018, the charter school's Change Level Increased schoolwide and for three of the numerically significant subgroups (English Learners, Latino, and Students with Disabilities), with the exception of the Socioeconomically Disadvantaged subgroup, which Increased Significantly. In 2019, the charter school Declined schoolwide and for three of the numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged), with the exception of the Students with Disabilities subgroup, which Maintained.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	242	Green	-11.7	-36.4	Higher	245	Green	-8.2	-33.5	Higher
English Learner	99	Yellow	-48.6	-69.9	Higher	99	Orange	-51.8	-68.6	Higher
Latino	200	Green	-14.1	-65.8	Higher	210	Green	-7.9	-62.2	Higher
Socioeconomically Disadvantaged	149	Yellow	-26.8	-67.4	Higher	155	Green	-20.1	-63.7	Higher
Students with Disabilities	34	Yellow	-58.9	-125.3	Higher	37	Yellow	-74.5	-119.4	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in Math for 2018 and 2019, the charter school's DFS was higher than the state's DFS schoolwide and for all numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged and Students with Disabilities) for Math.

Change Level Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - (Math Grades) Academic Indicator - CA School Dashboard Indicator													
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	242	Green	8.5	Increased	1.3	Maintained	Higher	245	Green	3.6	Increased	2.9	Maintained
English Learner	99	Yellow	12.7	Increased	1.5	Maintained	Higher	99	Orange	-3.2	Declined	2.2	Maintained
Latino	200	Green	12.9	Increased	1.7	Maintained	Higher	210	Green	6.2	Increased	3.4	Increased
Socioeconomically Disadvantaged	149	Yellow	14.8	Increased	2.3	Maintained	Higher	155	Green	6.7	Increased	3.4	Increased
Students with Disabilities	34	Yellow	15.5	Increased Significantly	0.8	Maintained	Higher	37	Yellow	3.1	Increased	6.6	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018, the charter school's Change Level Increased schoolwide, and for three numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged), with the exception of the Students with Disabilities subgroup, which Increased Significantly. In 2019, the charter school Increased schoolwide and for the majority of numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the English Learners subgroup, which Declined.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Multicultural Learning Center - English Learner Progress Indicator - CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	114	No Color	63.2%	High	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, the 2019 California School Dashboard indicates 63.2% of Multicultural Learning Center's English Learner (EL) students are making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the school is High while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math, and the English Learner Progress Indicator (ELPI), the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups.

g. College/Career Academic Indicator:

N/A

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), “verified data” means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

Multicultural Learning Center provided Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment data for both ELA and Math, which was determined to meet the definition of verified data. However, the data provided did not demonstrate evidence of measurable increases in academic achievement as defined by at least one year’s progress for each year in school, as the average growth for students in grades 3-6 were below the NWEA MAP expected growth norms for most years

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.

k. “May Deny” Analysis for Middle Performing Charter Schools [if applicable]

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school’s performance in the area of English Language Arts requires further review. Pursuant to the applicable renewal criteria for middle performing schools, staff proceeded to the step of considering the “may deny” conditions to complete the review of academic achievement.

The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings: 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; 2) The closure of the charter school is in the best interest of the pupils; and, 3) The decision provided greater weight to the

performance on the measurements of academic performance. a. When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g. reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (CAASPP) as compared to the state averages, California School Dashboard data, four-year cohort graduation rates).

As shown below, the charter school's performance in English Language Arts in 2018 and 2019 as compared to the Resident Schools Median is higher. Staff has recommended the charter school for renewal.

Resident Schools Analysis

ELA Distance from Standard Schoolwide and Resident Schools Median:

Multicultural Learning Center - ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	242	Yellow	-15.5	245	Orange	-24.0
Resident Schools Median	299	Orange	-44.8	305	Orange	-34.9

As seen in the table above, when comparing the school to the Resident Schools Median (RSM), Multicultural Learning Center's data indicates that its student performance on the California School Dashboard in 2018 and 2019 is higher than the RSM in ELA when measuring DFS.

ELA Change Level Schoolwide and Resident Schools Median:

Multicultural Learning Center - ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator								
Subgroup	2018				2019			
	Number of Students with Scores	2018 Color	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level
All Students	242	Yellow	6.5	Increased	245	Orange	-8.5	Declined
Resident Schools Median	299	Orange	1.2	Maintained	305	Orange	2.3	Maintained

As seen in the table above, when comparing the school to the Resident Schools Median (RSM), in 2018, Multicultural Learning Center's data indicates that the school Increased in Change Level schoolwide in ELA, while the RSM Maintained in Change Level.

However, in 2019, Multicultural Learning Center Declined in Change Level schoolwide in ELA, while the RSM Maintained in Change Level.

1. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Students suspended at least once	State 2018 Color	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	State 2019 Color	Students suspended at least once	School to State Suspensions Comparison
All Students	493	Blue	0.4%	Yellow	3.5%	Lower	532	Blue	0.2%	Yellow	3.4%	Lower
English Learner	165	Yellow	0.6%	Yellow	3.0%	Lower	186	Blue	0.0%	Yellow	3.1%	Lower
Latino	407	Green	0.5%	Yellow	3.6%	Lower	458	Blue	0.2%	Yellow	3.5%	Lower
Socioeconomically Disadvantaged	291	Green	0.3%	Yellow	4.4%	Lower	350	Blue	0.3%	Yellow	4.3%	Lower
Students with Disabilities	49	Blue	0.0%	Yellow	6.8%	Lower	60	Blue	0.0%	Yellow	6.2%	Lower
Two or More Races	39	Blue	0.0%	Yellow	3.4%	Lower	35	Blue	0.0%	Yellow	3.3%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in both 2018 and 2019, the school was lower than the state schoolwide and for all numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races).

Change Level Schoolwide and Numerically Significant Subgroups

Multicultural Learning Center - Suspension Rate Indicator - CA School Dashboard Indicator													
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	Change Level	Number of Students	2019 Color	Change	Change Level	Students suspended at least once	state Change	Change Level
All Students	493	Blue	0.2%	Maintained	-0.1%	Maintained	532	Blue	-0.2%	Maintained	3.4%	-0.1%	Maintained
English Learner	165	Yellow	0.6%	Increased	-0.1%	Maintained	186	Blue	-0.6%	Dedined	3.1%	0.1%	Maintained
Latino	407	Green	0.5%	Increased	-0.1%	Maintained	458	Blue	-0.3%	Dedined	3.5%	-0.1%	Maintained
Socioeconomically Disadvantaged	291	Green	0.3%	Increased	-0.2%	Maintained	350	Blue	-0.1%	Maintained	4.3%	-0.1%	Maintained
Students with Disabilities	49	Blue	-2.0%	Dedined	0.3%	Dedined	60	Blue	0.0%	Maintained	6.2%	0.6%	Dedined
Two or More Races	39	Blue	0.0%	Maintained	0.0%	Maintained	35	Blue	0.0%	Maintained	3.3%	-0.1%	Maintained

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 and 2019, the charter school's Change Level Maintained schoolwide. In 2018, the charter school Increased for three numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged), with the exception of the Students with Disabilities subgroup, which Declined, and the Two of More Races subgroup, which Maintained.

In 2019, the charter school Maintained for three numerically significant subgroups (Socioeconomically Disadvantaged, Students with Disabilities and Two of More Races), with the exception of the English Learner and Latino subgroups, which Declined.

m. Graduation Rate Indicator [HS only]

N/A

n. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Multicultural Learning Center - Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	486	Red	11.9%	9.0%	Higher	516	Yellow	11.4%	10.1%	Higher
English Learner	164	Orange	11.6%	8.6%	Higher	183	Orange	12.6%	9.9%	Higher
Latino	402	Red	12.7%	9.7%	Higher	446	Orange	12.6%	11.0%	Higher
Socioeconomically Disadvantaged	288	Red	12.5%	11.4%	Higher	343	Orange	13.7%	12.9%	Higher
Students with Disabilities	49	Orange	14.3%	15.1%	Lower	60	Orange	15.0%	16.3%	Lower
Two or More Races	38	Green	7.9%	9.3%	Lower	35	Green	2.9%	9.8%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 and 2019, the charter school had a higher percentage of Chronic Absenteeism schoolwide and for three numerically significant subgroups (English Learner, Latino, and Socioeconomically Disadvantaged), with the exception of the Students with Disabilities and h Two or More Races subgroups, which were lower.

Change Level Schoolwide and Numerically Significant Subgroups

Multicultural Learning Center - Chronic Absenteeism - CA School Dashboard Indicator												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	State Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	State Change	Change Level
All Students	486	Red	5.3%	Increased Significantly	0.3%	Maintained	516	Yellow	-0.5%	Declined	1.1%	Increased
English Learner	164	Orange	2.6%	Increased	0.6%	Increased	183	Orange	1.0%	Increased	1.4%	Increased
Latino	402	Red	7.6%	Increased Significantly	0.4%	Maintained	446	Orange	-0.1%	Maintained	1.4%	Increased
Socioeconomically Disadvantaged	288	Red	4.4%	Increased Significantly	0.4%	Maintained	343	Orange	1.2%	Increased	1.5%	Increased
Students with Disabilities	49	Orange	6.3%	Increased	0.4%	Maintained	60	Orange	0.7%	Increased	1.2%	Increased
Two or More Races	38	Green	-4.9%	Declined	-0.2%	Maintained	35	Green	-5.0%	Declined	0.5%	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018, the charter school's Change Level Increased Significantly schoolwide, and for two numerically significantly subgroups (Latino and Socioeconomically Disadvantaged). The English Learner and Students with Disabilities subgroups Increased, and the Two or More Races subgroup Declined. In 2019, the charter

school Declined in Change Level schoolwide, and for the Two or More Races subgroup. Three numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged) Increased and the Latino subgroup Maintained.

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Multicultural Learning Center	State	School to State RFEP Comparison
2018-19	17-18 EL #	158	1,271,150	Lower
	18-19 Reclass #	21	175,746	
	18-19 Reclass Rate	13.3	13.8	
2019-20	18-19 EL #	156	1,195,988	Higher
	19-20 Reclass #	28	164,653	
	19-20 Reclass Rate	17.9	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

In 2019-2020, Multicultural Learning Center’s reclassification rate was 17.9%, which was higher than the state’s reclassification rate of 13.8%. In 2018-2019, MLC’s reclassification rate of 13.3% was lower than the state’s rate of 13.8%.

Multicultural Learning Center’s reclassification criteria are as follows:

- ◆ Performance on the ELPAC in reading, writing, listening and speaking
- ◆ Proficiency in English Language Arts as demonstrated by MAP, DRA and/or State tests.
- ◆ Recommendation from teacher
- ◆ Parent opinion and consultation

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	Multicultural Learning Center		State		Multicultural Learning Center		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	26	12.0%	220,738	9.5%	25	13.9%	130,783	5.7%
LTEL 6+ Years	25	11.5%	342,983	14.7%	12	6.7%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesstel.asp>

In 2019-2020, Multicultural Learning Center had 6.7% Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Multicultural Learning Center’s LTEL percentage of 11.5% was lower than the state’s 14.7%. In 2019-2020, the charter school had 13.9% “At-Risk” (25 students), which was higher than the state’s rate of 5.7%. In 2018-2019, Multicultural Learning Center had 12.0% (26 students) “At-Risk” students, which was higher than the state at 9.5%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

Multicultural Learning Center has achieved the rating of *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Multicultural Learning Center's record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *Proficient* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Multicultural Learning Center's record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

Multicultural Learning Center has achieved the ratings of *Proficient* and *Accomplished* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	3 Proficient	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Multicultural Learning Center	487	57.3%	0.2%	0.0%	0.0%	2.5%	23.6%	0.6%	0.0%	0.0%	86.7%	0.0%	0.0%	2.5%	58.7%	8.4%	3.7%	4.1%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OH*	# OI	# SLD*	# SLI*	# TBI	# VI
Multicultural Learning Center	487	41	8.4%	78.0%	22.0%	6	0	0	0	0	2	0	12	1	6	14	0	0
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Multicultural Learning Center has an 8.4% Special Education enrollment, which is lower than the state’s percentage of 11.7%, and the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

As noted earlier in this report, Multicultural Learning Center had three Instructional benchmarks and one Operational benchmark as part of its previous renewal.

Instructional Benchmark 1- **Met**. The school provided an English Learner Master Plan that contained a chart with weekly minutes for Designated English Language Development (ELD) by grade. In addition, the plan contained an ELD checklist to monitor progress across three reporting periods, while indicating the student’s level as “Emerging”, “Expanding” or “Bridging” in the collaborative, interpretive, productive, structuring cohesive texts, expanding and enriching ideas, connecting and condensing ideas ELD Standards.

Instructional Benchmark 2 - **Met**. The school has reclassified at least 10% of English Learners in each year of the charter term (2016-2020).

Instructional Benchmark 3 - **Met**. The school updated its Master Plan to describe Designated ELD services and reclassification criteria.

Operational Benchmark 4 – **Met**. In 2016, the school provided the Charter Schools Division a plan addressing the school’s system for accurate and timely reporting of reclassification data in the California Longitudinal Pupil Achievement Data System (CALPADS) in alignment with the CALPADS’ submission windows.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?

Yes, the petition contains the required declaration.

3. Fiscal Operations

Multicultural Learning Center’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Multicultural Learning Center achieved the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Multicultural Learning Center’s fiscal condition has been positive since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net assets of \$1,881,993 and net income of \$32,231. The 2019-2020 Unaudited Actuals projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$1,845,363	\$2,106,161	\$1,849,762	\$1,881,993	\$2,090,416
Net Income/Loss	\$295,991	\$260,797	(\$256,399)	\$32,231	\$208,423
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

c. 2018-2019 Independent Audit Report

Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Going Concern: None Reported

d. Other Significant Fiscal Information

Per Multicultural Learning Center, the school secured a loan through the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP). Per Multicultural Learning Center, the school submitted its PPP loan application on April 15, 2020 seeking to borrow \$753,245. The CSD was advised that the school's governing board discussed the application of the PPP loan on April 16, 2020, and on May 7, 2020, the school received the PPP loan proceeds in the amount of \$753,245. The school's governing board ratified the Certification of Need for Payroll Protection Program Loan on May 27, 2020. Multicultural Learning Center stated that it intends to apply these proceeds to payroll and rent, as permitted by SBA's guidelines. Multicultural Learning Center further stated that, seeing as the covered period for the utilization of the PPP loan proceeds remains open, a detailed accounting of its PPP loan proceed-related expenditures is not yet available. The school stated that this information would be shared with the CSD when the school applies for forgiveness of its PPP loan. Additionally, the school informed the CSD that, in case its PPP loan is not forgiven, the school has included a repayment plan for its PPP loan within the school's 3-year cash flow projections submitted with this renewal. Staff will continue to request information from the school as to its uses of its PPP funds and any reports sent to the federal government as part of ongoing oversight.

ATTACHMENT B

Multicultural Learning Center

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students, and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "...", "...", or "..." means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
NW	3	3550	Multicultural Learning Center	All Students	242	Yellow	-15.5	6.5	Increased	-6.0	2.2	Maintained	Lower	245	Orange	-24.0	-8.5	Declined	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	0	..	..	..	..	-36.8	2.3	Maintained	..	0	..	..	..	..	-34.1	2.1	Maintained	..
				Asian	2	No Color	..	..	No Data	62.4	2.0	Maintained	..	0	..	..	..	..	64.8	3.1	Increased	..
				Black or African American	9	No Color	..	..	No Data	-51.8	0.9	Maintained	..	11	No Color	-60.6	..	..	-47.6	3.7	Increased	..
				English Learner	99	Yellow	-56.8	13.2	Increased	-47.1	3.3	Increased	Lower	99	Orange	-63.2	-6.4	Declined	-45.1	3.1	Increased	Lower
				Filipino	0	..	..	..	..	44.0	2.7	Maintained	..	1	No Color	..	..	..	46.7	3.6	Increased	..
				Foster Youth	0	..	..	..	..	-79.2	1.4	Maintained	..	0	..	..	..	..	-71.9	5.7	Increased	..
				Homeless	0	..	..	..	..	-51.0	3.3	Increased	..	0	..	..	..	..	-46.7	3.8	Increased	..
				Latino	200	Yellow	-19.3	11.7	Increased	-31.3	3.2	Increased	High	210	Orange	-24.3	-5.0	Declined	-26.6	4.5	Increased	High
				Native Hawaiian or Pacific Islander	0	..	..	..	..	-21.3	0.7	Maintained	..	0	..	..	..	..	-19.5	1.8	Maintained	..
				Socioeconomically Disadvantaged	149	Yellow	-30.1	19.1	Increased Significantly	-34.7	4.0	Increased	High	155	Orange	-35.6	-5.5	Declined	-30.1	4.4	Increased	Lower
				Students with Disabilities	34	Yellow	-67.9	4.7	Increased	-95.5	2.1	Maintained	High	37	Red	-71.5	0.4	Maintained	-85.1	7.8	Increased	High
				Two or More Races	6	No Color	..	..	No Data	28.6	2.3	Maintained	..	8	No Color	..	..	..	30.3	2.0	Maintained	..
				White	20	No Color	20.2	-23.3	Declined Significantly	27.7	0.8	Maintained	..	7	No Color	..	..	..	30.7	3.4	Increased	..

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	99%	99%	100%	100%	99%	..	..	..	100%	..	99%	93%	86%	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	..	..	..	Yes	..	Yes	No	No	Yes
Percent of students tested in 2019	99%	99%	..	100%	100%	100%	..	..	99%	..	98%	98%	100%	100%
Participation Rate Met 2019	Yes	Yes	..	Yes	Yes	Yes	..	..	Yes	..	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019, revised on 04/09/2020 and 2018, revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Multicultural Learning Center
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "..." means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/ed/sd/files.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
LD	BD	Loc Code	School	Subgroup	Number of Student Scores	2018 Color	School 2018 Average DFS	Change Level	State 2018 Average DFS	Change	Change Level	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison	
NW	3	3550	Multicultural Learning Center	All Students	242	Green	-11.7	8.5	-36.4	1.3	Increased	Green	-8.2	3.6	Increased	-33.5	2.9	Maintained	Higher
				American Indian or Alaska Native	0	...	...	...	-73.0	-0.7	Maintained	...	...	...	-69.6	2.8	Maintained	...
				Asian	2	No Color	...	...	56.7	2.4	Maintained	...	...	...	59.8	3.9	Increased	...
				Black or African American	9	No Color	...	...	-91.5	0.2	Maintained	No Color	-13.4	...	-87.9	2.8	Maintained	...
				English Learner	99	Yellow	-48.6	12.7	-69.9	1.5	Increased	Orange	-51.8	-3.2	Declined	-68.6	2.2	Maintained	Higher
				Filipino	0	...	...	...	13.1	2.8	Maintained	No Color	...	...	18.0	5.6	Increased	...
				Foster Youth	0	...	...	...	-114.0	-0.5	Maintained	...	...	...	-107.2	5.1	Increased	...
				Homeless	0	...	...	...	-81.0	1.5	Maintained	...	...	...	-77.7	2.9	Maintained	...
				Latino	200	Green	-14.1	12.9	-65.8	1.7	Increased	Green	-7.9	6.2	Increased	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	...	...	...	-52.0	-0.7	Maintained	...	...	...	-49.8	2.1	Maintained	...
				Socioeconomically Disadvantaged	149	Yellow	-26.8	14.8	-67.4	2.3	Increased	Green	-20.1	6.7	Increased	-63.7	3.4	Increased	Higher
				Students with Disabilities	34	Yellow	-58.9	15.5	-125.3	0.8	Increased Significantly	Yellow	-74.5	3.1	Increased	-119.4	6.6	Increased	Higher
				Two or More Races	6	No Color	1.9	1.9	Maintained	No Color	No Data	2.5	0.9	Maintained	...
				White	20	No Color	18.6	-11.2	-1.0	0.6	Declined	No Color	No Data	1.4	2.7	Maintained	...

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

Mathematics Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2019	99%	99%	100%	100%	99%	...	...	...	100%	...	99%	93%	86%	100%
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	...	...	...	Yes	...	Yes	No	No	Yes
Percent of students tested in 2018	99%	99%	...	100%	100%	100%	...	...	99%	...	98%	98%	100%	100%
Participation Rate Met 2018	Yes	Yes	...	Yes	Yes	Yes	...	...	Yes	...	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Multicultural Learning Center
English Learner Progress Indicator**

This Report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ta/csm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor, and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School			2019 School			2019 State					
					Number of English Learner Students	2018 Color	Percentage of students making progress towards English proficiency	Performance Level	Percentage of students making progress towards English proficiency	2019 Color	Number of English Learner Students	Performance Level	Percentage of students making progress towards English proficiency	Performance Level		
NW	3	3550	Multicultural Learning Center	English Learner	158						114	No Color	63.2%	High	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Multicultural Learning Center		State	
Level 4 - Well Developed	35.4%	Level 4 - Well Developed	58.7%
Level 3 - Moderately Developed	39.2%	Level 3 - Moderately Developed	4.3%
Level 2 - Somewhat Developed	11.4%	Level 2 - Somewhat Developed	26.3%
Level 1 - Beginning Stage	13.9%	Level 1 - Beginning Stage	10.5%
		ELS Who Progressed at Least One ELPI Level	42.9%
		ELS Who Maintained ELPI Level 4	5.3%
		ELS Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	31.5%
		ELS Who Decreased at Least One ELPI Level	20.1%

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	99%
Participation Rate Met 2019	Yes

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ta/csm/>

Multicultural Learning Center
Chronic Absenteeism

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesent.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	EO	Loc Code	School	Subgroup	Number of students who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison	Number of students who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level	State 2019 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
NW	3	3550	Multicultural Learning Center	All Students	486	Red	11.9%	5.3%	Increased Significantly	9.0%	0.3%	Maintained	Higher	516	Yellow	11.4%	-0.5%	Declined	10.1%	1.1%	Increased	Higher
				American Indian or Alaska Native	0	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	..	0	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	..
				Asian	2	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	..	0	No Color	0.0%	0.0%	No Data	3.7%	0.5%	Increased	..
				Black or African American	16	No Color	0.0%	-5.9%	Declined	17.9%	1.0%	Increased	..	15	No Color	6.7%	6.7%	Increased	20.6%	2.7%	Increased	..
				English Learner	164	Orange	11.6%	2.6%	Increased	8.6%	0.6%	Increased	Higher	183	Orange	12.6%	1.0%	Increased	9.9%	1.4%	Increased	Higher
				Filipino	2	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	..	3	No Color	0.0%	0.0%	No Data	5.2%	0.9%	Increased	..
				Foster Youth	0	No Color	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	..	3	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	..
				Honolulu	1	No Color	0.0%	0.0%	No Data	19.4%	1.2%	Increased	..	1	No Color	0.0%	0.0%	No Data	21.1%	1.7%	Increased	..
				Latino	402	Red	12.7%	7.6%	Increased Significantly	9.7%	0.4%	Maintained	Higher	446	Orange	12.6%	-0.1%	Maintained	11.0%	1.4%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	..	0	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	..
				Socioeconomically Disadvantaged	288	Red	12.5%	4.4%	Increased Significantly	11.4%	0.4%	Maintained	Higher	343	Orange	13.7%	1.2%	Increased	12.9%	1.5%	Increased	Higher
				Students with Disabilities	49	Orange	14.3%	6.3%	Increased	15.1%	0.4%	Maintained	Lower	60	Orange	15.0%	0.7%	Increased	16.3%	1.2%	Increased	Lower
				Two or More Races	38	Green	7.9%	-4.9%	Declined	9.3%	-0.2%	Maintained	Lower	35	Green	2.9%	-5.0%	Declined	9.8%	0.5%	Increased	Lower
				White	26	No Color	15.4%	3.4%	Increased	7.7%	0.0%	Maintained	..	17	No Color	5.9%	-9.5%	Declined	8.1%	0.3%	Maintained	..

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Multicultural Learning Center
Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
NW	3	3550	Multicultural Learning Center	All Students	493	Blue	0.4%	0.2%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower	532	Blue	0.2%	-0.2%	Maintained	Yellow	3.4%	-0.1%	Maintained	Lower
				Native Hawaiian or Alaska Native	0	--	--	--	--	Yellow	7.2%	0.3%	Declined	--	0	--	--	--	Orange	7.2%	0.1%	Maintained	--	
				Asian	3	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	0	--	--	--	Blue	1.0%	-0.1%	Maintained	--	
				Black or African American	16	No Color	0.0%	-5.9%	Declined	Orange	9.4%	0.4%	Declined	--	17	No Color	0.0%	0.0%	Maintained	Orange	8.8%	-0.6%	Declined	--
				English Learner	165	Yellow	0.6%	0.6%	Increased	Yellow	3.0%	-0.1%	Maintained	Lower	186	Blue	0.0%	-0.6%	Declined	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	2	No Color	--	--	No Data	Green	1.3%	-0.1%	Maintained	--	3	No Color	--	--	No Data	Green	1.3%	0.0%	Maintained	--
				Foster Youth	0	--	--	--	--	Red	15.2%	0.1%	Maintained	--	3	No Color	--	--	No Data	Orange	14.6%	-0.6%	Declined	--
				Homeless	1	No Color	--	--	No Data	Orange	5.6%	-0.1%	Maintained	--	1	No Color	--	--	No Data	Orange	6.2%	0.5%	Increased	--
				Latino	407	Green	0.5%	0.5%	Increased	Yellow	3.6%	-0.1%	Maintained	Lower	458	Blue	0.2%	-0.2%	Declined	Yellow	3.8%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	Yellow	4.5%	-0.2%	Maintained	--	
				Socioeconomically Disadvantaged	291	Green	0.3%	0.3%	Increased	Yellow	4.4%	-0.2%	Maintained	Lower	350	Blue	0.3%	-0.1%	Maintained	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	49	Blue	0.0%	-2.0%	Declined	Yellow	6.8%	0.3%	Declined	Lower	60	Blue	0.0%	0.0%	Maintained	Yellow	6.2%	-0.6%	Declined	Lower
				Two or More Races	39	Blue	0.0%	0.0%	Maintained	Yellow	3.4%	0.0%	Maintained	Lower	35	Blue	0.0%	0.0%	Maintained	Yellow	3.3%	-0.1%	Maintained	Lower
				White	26	No Color	0.0%	0.0%	Maintained	Yellow	3.0%	-0.1%	Maintained	--	19	No Color	0.0%	0.0%	Maintained	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ia/ac/cm/>

**Multicultural Learning Center
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of select subgroups. Annual enrollment was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it would not necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
NW	3	3550	Multicultural Learning Center	487	57.3%	0.2%	0.0%	0.0%	2.5%	23.6%	0.6%	0.0%	0.0%	86.7%	0.0%	0.0%	2.5%	58.7%	8.4%	3.7%	4.1%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
NW	3	3550	Multicultural Learning Center	499	62.9%	0.4%	0.0%	0.0%	3.0%	31.3%	0.6%	0.4%	0.2%	86.0%	0.0%	0.0%	3.4%	63.3%	9.2%	3.4%	3.6%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Multicultural Learning Center
RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/ds/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
NW	3	3550	Multicultural Learning Center	2018-19	17-18 EL #	158	1,271,150	Lower
					18-19 Reclass #	21	175,746	
					18-19 Reclass Rate	13.3	13.8	
				2019-20	18-19 EL #	156	1,195,988	Higher
					19-20 Reclass #	28	164,653	
					19-20 Reclass Rate	17.9	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/filesenr.asp>

Multicultural Learning Center

"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEF" column plus the data in the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEF).
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesent.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
NW	3	3550	Multicultural Learning Center	EL 0-3 Years	105	48.4%	607,888	26.1%	71	39.4%	576,805	25.3%
				At-Risk 4-5 Years	26	12.0%	220,738	9.5%	25	13.9%	130,783	5.7%
				LTEL 6+ Years	25	11.5%	342,983	14.7%	12	6.7%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	7	3.9%	236,394	10.4%
				EL total	156	71.9%	1,195,988	51.4%	115	63.9%	1,148,024	50.3%
				RFEF	61	28.1%	1,131,988	48.6%	65	36.1%	1,133,977	49.7%
				Total (Ever)	217	100.0%	2,327,080	100.0%	180	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesent.asp>

Multicultural Learning Center

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ra/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
NW	3	3550	Multicultural Learning Center	487	41	8.4%	78.0%	22.0%	6	0	0	0	0	2	0	12	1	6	14	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
NW	3	3550	Multicultural Learning Center	499	43	8.6%	81.4%	18.6%	6	0	0	0	0	1	0	17	1	9	9	0	0
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

**Multicultural Learning Center
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "-", "0", and "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			School change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
NW	3	3550	Multicultural Learning Center	All Students	248	45.16%	3,177,420	49.88%	250	44.80%	3,162,910	51.10%	-0.36%
				American Indian or Alaska Native	--	--	16,100	37.42%	--	--	15,667	38.41%	
				Asian	--	--	294,323	76.41%	--	--	294,155	77.05%	
				Black or African American	*		170,923	32.27%	11		167,470	33.19%	
				English Learner	67	10.45%	530,808	12.62%	63	11.11%	511,094	12.81%	0.66%
				Filipino	--	--	71,470	71.20%	0		69,420	71.57%	
				Foster Youth	--	--	--	--	--	--	--	--	
				Homeless	--	--	--	--	--	--	--	--	
				Latino	205	43.90%	1,740,220	39.16%	215	45.58%	1,742,382	40.81%	1.68%
				Native Hawaiian or Pacific Islander	--	--	14,918	43.16%	--	--	14,469	43.64%	
				Socioeconomically Disadvantaged	153	36.60%	1,951,520	37.69%	156	41.67%	1,928,948	39.19%	5.07%
				Students with Disabilities	25		354,484	14.98%	32	12.50%	365,765	16.35%	-11.50%
				Two or More Races	*		117,713	64.75%	8		124,922	65.74%	
				White	14		728,987	64.85%	7		713,484	65.64%	

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			Change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
NW	3	3550	Multicultural Learning Center	All Students	248	43.15%	3,184,720	38.65%	250	42.40%	3,170,971	39.73%	-0.75%
				American Indian or Alaska Native	--	--	16,082	25.68%	--	--	15,629	26.58%	
				Asian	--	--	297,422	73.54%	--	--	296,878	74.37%	
				Black or African American	*		170,417	19.74%	11		166,870	20.55%	
				English Learner	67	14.93%	541,399	12.57%	63	7.94%	523,959	12.58%	-6.99%
				Filipino	--	--	71,722	58.45%	*		69,665	59.52%	
				Foster Youth	--	--	--	--	--	--	--	--	
				Homeless	--	--	--	--	--	--	--	--	
				Latino	205	42.44%	1,744,154	26.65%	215	42.33%	1,748,298	28.05%	-0.11%
				Native Hawaiian or Pacific Islander	--	--	14,925	31.98%	--	--	14,430	32.60%	
				Socioeconomically Disadvantaged	153	35.95%	1,956,639	26.23%	156	35.89%	1,934,051	27.48%	-0.06%
				Students with Disabilities	25		353,174	11.89%	32	12.51%	364,341	12.61%	-3.49%
				Two or More Races	*		117,518	54.41%	8		124,685	55.26%	
				White	14		729,186	53.57%	7		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caspp.eapac.cde.ca.gov/caspp/research/data/files.html#ps-fuels> Test Year=2018 Test Type=Basic Test Item=00000001 School=000000

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/dar/sdr/sdr/index.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ris/a/c/cm/>. Please note: There are updates to the dashboard data that are not reflected in this report and what is displayed in CalPADS and on Dashboard due to changes in file modifications such as data modified, data posted, other data updates by the testing vendor and updates in CALPADS.

KEY	
Color	CA Dashboard Indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)

HP1a [LP1a] - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES - NO**

Multicultural Learning Center			
Years	ELA	Math	EL Progress Indicator * College / Career Indicator
2018	Yellow	Green	NPC
2019	Orange	Green	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.
2. If "NO" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the two highest [LP1b - two lowest] performance levels schoolwide on all state indicators included on the California Dashboard (all blue and/or green) [LP1b - all red and/or orange] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES - NO**

Multicultural Learning Center					
Years	ELA	Math	EL Progress Indicator * College / Career Indicator	Chronic Absent.	Suspension Rate
2018	Yellow	Green	NPC	Red	N/A
2019	Orange	Green	Green	Yellow	N/A

1. If "YES" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2. If "YES" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
- 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
3. If "NO" - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.

* HP1b -

* LP1b -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
ELA 2019	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2018	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2019	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1. If "YES" – proceed to **HP2b [LP2b]** below.
2. If "No" – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

*

HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the same or higher [LP2b - same or lower] than the state average for all four measurements of academic performance? **YES - NO**

Indicator	Multicultural Learning Center			State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	Status	
ELA 2018	Yellow	-15.5	Orange	-6.0	Lower	
ELA 2019	Orange	-24.0	Green	-2.5	Lower	
Math 2018	Green	-11.7	Orange	-36.4	Higher	
Math 2019	Green	-8.2	Orange	-33.5	Higher	
EL Progress 2018	NPC	N/A	NPC	N/A	--	
EL Progress 2019 *	Green	63.2%	Yellow	48.3%	Higher	
College/Career 2018	N/A	N/A	Yellow	42.2%	N/A	
College/Career 2019	N/A	N/A	Yellow	44.1%	N/A	

1. If "YES" to **HP2b** (received performance levels schoolwide that are the same or higher than the state average for all four measurements) - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If "YES" to **LP2c** (received performance levels schoolwide that are the same or lower than the state average for all four measurements) - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If "No" - If all of the performance levels schoolwide are the "Same" or a combination of "Higher" and "Lower" proceed to the "Middle Performing" analysis.

HP2b -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES - NO**

Subgroup	ELA											
	2018						2019					
	School		State		Status Comparison to State Average		School		State		Status Comparison to State Average	
	# of Stud.	Perf. Level	Status	Perf. Level	Status	Average	# of Stud.	Perf. Level	Status	Perf. Level	Status	Average
All Students	242	Yellow	-15.5	Orange	-6.0	Lower	245	Orange	-24.0	Green	-2.5	Lower
English Learner	99	Yellow	-56.8	Yellow	-47.1	Lower	99	Orange	-63.2	Yellow	-45.1	Lower
Foster Youth	--	--	--	Red	-79.2		--	--	--	Orange	-71.9	
Homeless	--	--	--	Yellow	-51.0		--	--	--	Yellow	-46.7	
Socioeconomically Disadvantaged	149	Yellow	-30.1	Yellow	-34.7	Higher	155	Orange	-35.6	Yellow	-30.1	Lower
Students with Disabilities	34	Yellow	-67.9	Red	-95.5	Higher	37	Red	-71.5	Orange	-88.1	Higher
African American	9	No Color	--	Orange	-51.8		11	No Color	-60.6	Yellow	-47.6	

ELA												
Subgroup	2018						2019					
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	Orange	-36.8		--	--	Orange	-34.1		
Asian	2	No Color	--	Blue	62.4		--	--	Blue	64.8		
Filipino	--	--	--	Green	44.0		1	No Color	Blue	46.7		
Latino	200	Yellow	-19.3	Yellow	-31.3	Higher	210	Orange	Yellow	-26.6	Higher	
Native Hawaiian or Pacific Islander	--	--	--	Orange	-21.3		--	--	Orange	-19.5		
White	20	No Color	20.2	Green	27.7		7	Blue	Green	30.7		
Two or More Races	6	No Color	--	Green	28.6		8	No Color	Green	30.3		

MATH													
Subgroup	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
All Students	242	Green	-11.7	Orange	-36.4	Higher	245	Green	Orange	-8.2	Orange	-33.5	Higher
English Learner	99	Yellow	-48.6	Orange	-69.9	Higher	99	Orange	Orange	-51.8	Orange	-68.6	Higher
Foster Youth	--	--	--	Red	-114.0		--	--	Orange	-107.2			
Homeless	--	--	--	Orange	-81.0		--	--	Orange	-77.7			
Socioeconomically Disadvantaged	149	Yellow	-26.8	Orange	-67.4	Higher	155	Green	Yellow	-20.1	Yellow	-63.7	Higher
Students with Disabilities	34	Yellow	-58.9	Red	-125.3	Higher	37	Yellow	Orange	-74.5	Orange	-119.4	Higher
African American	9	No Color	--	Orange	-91.5		11	No Color	Orange	-13.4	Orange	-87.9	
American Indian or Alaska Native	--	--	--	Orange	-73.0		--	--	Orange	-69.6			
Asian	2	No Color	--	Blue	56.7		--	--	Blue	59.8			
Filipino	--	--	--	Green	13.1		1	No Color	Green	18.0			
Latino	200	Green	-14.1	Orange	-65.8	Higher	210	Green	Yellow	-7.9	Yellow	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	Orange	-52.0		--	--	Orange	-49.8			
White	20	No Color	18.6	Yellow	-1.0		7	No Color	Green	1.4			
Two or More Races	--	--	--	Green	1.9		8	No Color	Green	2.5			

EL Progress Indicator * (ELPI)										
Subgroup	2018			Status Comparison to State Average	# of Stud	2019			Status Comparison to State Average	
	School Perf. Level	School Status	State Perf. Level			School Perf. Level	School Status	State Perf. Level		
English Learner	N/A	N/A	N/A	N/A	114	Green	63.2%	Yellow	48.3%	Higher

College / Career Indicator (CCI)											
Subgroup	2018				Status Comparison to State Average	# of Stud	2019				Status Comparison to State Average
	School Perf. Level	School Status	State Perf. Level	State Status			School Perf. Level	School Status	State Perf. Level	State Status	
All Students	--	--	Yellow	42.2%		--	--	Yellow	44.1%		
English Learner	--	--	Orange	14.5%		--	--	Yellow	16.8%		
Foster Youth	--	--	Orange	10.4%		--	--	Yellow	13.3%		
Homeless	--	--	Orange	24.3%		--	--	Orange	25.9%		
Socioeconomically Disadvantaged	--	--	Orange	33.7%		--	--	Green	35.8%		
Students with Disabilities	--	--	Red	9.2%		--	--	Orange	10.8%		
African American	--	--	Orange	21.2%		--	--	Yellow	23.7%		
American Indian or Alaska Native	--	--	Orange	25.2%		--	--	Orange	25.9%		
Asian	--	--	Blue	74.1%		--	--	Blue	74.0%		
Filipino	--	--	Green	62.7%		--	--	Green	64.5%		
Latino	--	--	Orange	33.8%		--	--	Green	36.1%		
Native Hawaiian or Pacific Islander	--	--	Orange	31.7%		--	--	Orange	33.5%		
White	--	--	Yellow	52.2%		--	--	Yellow	53.8%		
Two or More Races	--	--	Yellow	48.6%		--	--	Yellow	49.7%		

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cn/>

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)
MULTICULTURAL LEARNING CENTER
BOARD OF EDUCATION REPORT 169 – 20/21
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Multicultural Learning Center, beginning July 1, 2021 until June 30, 2026 to serve 494 students in grades TK-8 in year 1 and up to 533 students in grades TK-8 by the end of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Multicultural Learning Center for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

APPROVED BY:

JOSE RODRIGUEZ
Specialist
Charter Schools Division

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services