

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Multicultural Learning Center School

Address: 7510 DeSoto Ave. , Canoga Park CA 91303-1430

Phone: 818-716-5783

Principal: Toby Bornstein

Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Multicultural Learning Center is a K-8 public charter school providing students from across the San Fernando Valley a dual language education in English and Spanish. We implement the 90:10 Language Model to meet the goals of both English Learners and English Only students. The goal for all students is to reach grade level proficiency in both languages by the 8th grade. In Kindergarten and First grade 90% of instruction is in Spanish. Beginning in second grade the percentage of English instruction increases by 10% so that by fifth grade students are learning 50% of the day in each language. The 50:50 ratio of language instruction continues through the 8th grade. This unique educational program is enhanced with a constructivist learning environment in which learning in academic subjects is integrated with learning in the visual, performing, and media arts. In addition, because of the diversity of the school population and the emphasis on multiculturalism and learning in two languages, students demonstrate high levels of tolerance and respect toward individuals who are different from them as well as appreciate for language and culture. The information in this Report Card must be viewed in consideration of the students we serve and program we implement. It takes five to seven years to master a second language. When students are learning in two languages, progress indicators need to reflect the amount of years it takes for students to demonstrate academic achievement in both languages. Since MLC students first master literacy skills in Spanish, results in Spanish Standardized tests are the best indicator of their achievement, especially for students in grades K-3 when a large percentage of time is spent learning and Spanish and reading and writing skills are primarily developed in Spanish. Once students move into the upper grades and percentage of language instruction increases and formal reading and writing instruction in English takes place according to the model, we start to see increased achievement in English Language Arts. Please refer to our website at www.mlccharter.org to access comparable test results using Spanish Standardized tests in addition to what you see here in this report.

Student Enrollment

Group	Percent
African American	6.37 %
American Indian or Alaska Native	0.32 %
Asian	0.32 %
Filipino	0.64 %
Hispanic or Latino	71.66 %
Pacific Islander	%
White (not Hispanic)	12.74 %

Multiple or No Response	7.96 %
Socioeconomically Disadvantaged	12.00 %
English Learners	41.00 %
Students with Disabilities	11.00 %
Total Number of Students	314

Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	32%
Mathematics	51%
Science	25%
History-Social Science	n/a

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	729
Statewide Rank (from 2008 Base API Report)	2
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

The Multicultural Learning Center added an administration building, multi-purpose room/classroom; and 4 new classroom buildings to the campus during the summer of 2008. All City Inspections took place during and after the construction which also included paving of a new parking lot and fire lane. An independent licensed DSA inspector supervised the installation and ensured that all DSA requirements were met. DSA form 6 was filed for each building.

Repairs Needed

Yard is to be graded now that construction phase has ended.

Corrective Actions Taken or Planned

We installed a permanent front gate with electronic security access in November 2009. Irrigation system and landscaping are planned for installation. We have temporary fencing which will be replaced with permanent fencing around yard and perimeter of campus.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 6,437
District	N/A
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%

Achievement Level - Advanced	2%
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NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Multicultural Learning Center	District Name	Los Angeles Unified
Street	7510 DeSoto Ave.	Phone Number	213-241-1000
City, State, Zip	Canoga Park , CA 91303-1430	Web Site	www.lausd.net
Phone Number	818-716-5783	Superintendent	Ramon Cortines
Principal	Toby Bornstein	E-mail Address	superintendent@lausd.net
E-mail Address	toby@mlccharter.org	CDS Code	19- 64733- 6119044

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

MLC's mission is to "bring together a diverse community of learners where cultural and individual differences are the building blocks and academic, social, and interpersonal growth." One of the differences our students celebrate is the fact that some of them come from English-speaking homes and some come from Spanish-speaking homes. The barriers that might exist because of that difference are removed by teaching all students in both languages and the shared goal of bilingualism and biliteracy. MLC's dual language goals are that all students will develop high levels of proficiency in English and Spanish; perform at or above grade level

in academic subjects in both languages by the end of 8th grade; and demonstrate positive cross-cultural attitudes and behaviors and high levels of self-esteem. Please look at our website page for more detailed information – www.mlccharter.org

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are viewed as partners at MLC and are encouraged to get involved in many different ways including:

- Serving on a Challenge Committee along with staff members
- Participate in Parent Council which is designed to organize and promote parent involvement
 - Help their child's teacher in the classroom during the school day
 - Attend school-wide events such as Literacy Night or Science Night
- Participate in Work Days – planting trees, painting murals, building playgrounds
- Attend Parent Education Classes – including parenting and literacy classes
 - Volunteer to work in the Library, Office, or Playground
 - Teach a class in our After-School Program
- Attend monthly Grade-Level Breakfasts in which parents share their thoughts with MLC teachers and administrators
 - Attend the Second Cup of Coffee with MLC's administrators every Wednesday morning

Please see the Community Section of our website which is created by parents for parents to find out more:

www.mlccharter.org/comm.html

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	60
Grade 1	56
Grade 2	38
Grade 3	42
Grade 4	40
Grade 5	28
Grade 6	12
Grade 7	29
Grade 8	9
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	314

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	6.37 %
American Indian or Alaska Native	0.32 %
Asian	0.32 %
Filipino	0.64 %
Hispanic or Latino	71.66 %
Pacific Islander	%
White (not Hispanic)	12.74 %
Multiple or No Response	7.96 %
Socioeconomically Disadvantaged	12.00 %
English Learners	41.00 %
Students with Disabilities	11.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			19.3	3			20.0	3		
1	18.0	3			20.0	2			18.7	3		
2	18.3	3			20.0	2			19.0	2		
3	18.5	2			19.7	3			21.0		2	
4	15.5	2			23.0		1		22.0		2	
5	19.0	2			23.0		1		24.0		1	
6	8.0	1			15.5	2			6.0	2		
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+

English											0	
Mathematics								16.3	2	1		
Science								16.3	2	1		
Social Science								9.0	1			

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

MLC is part of the Strategic Partnership School Group (SPSG) grant which assists in the development and analysis of our school emergency response plan. The purpose of the School Emergency Response Plan is to provide a concise reference for staff when facing a crisis or an emergency. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans. The plan's purpose is also to protect the safety and welfare of the employees, visitors, volunteers and students in MLC and to ensure the preservation of the property. The scope of the plan encompasses MLC campus. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team.

The objectives of the plan are to:

- Protect the safety and welfare of students, employees and staff.
 - Provide for a safe and coordinated response to emergencies.
 - Protect the School's facilities and properties.
 - Enable the School to restore to normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school and the City and/or County Emergency Operation Center (EOC) in Los Angeles, California

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	.02	.05	.02	0.0	7.2	7.1
Expulsions	0	0	0	-7.7	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our facilities for the 2009-10 school year consist of 17 classrooms, an administrative building, a staff kitchen, 3 student restroom buildings, art room and resource room, a library, computer lab and music room. We installed a permanent front gate with electronic security access in November 2009. Our campus also includes a center courtyard, serenity garden, a covered meal patio, and shaded snack patio, a kinder play structure and a second play structure for grades first through fifth, a swing set, and a large play ground with a basketball court, soccer field, volleyball court, tetherball play area and a 100 meter race track. Irrigation system and landscaping are planned for installation. We have temporary fencing which will be replaced with permanent fencing.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	x			
Interior: Interior Surfaces	N/A	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	x			
Electrical: Electrical	N/A	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	x			Installed hand dryers & completed water testing
Safety: Fire Safety, Hazardous Materials	N/A	x			
Structural: Structural Damage, Roofs	N/A	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	x			Installed electronic gate and working to replace temporary perimeter fencing. Grading yard.
Overall Rating	Good				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the [CDE DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	15	15	17	34116
Without Full Credential	0	0	0	1348
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	84.6	15.4
High-Poverty Schools in District	85.5	14.5
Low-Poverty Schools in District	90.6	9.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0FTE	331
Library Media Teacher (Librarian)	.8 FTE	331
Psychologist	contracted	varies
Social Worker		N/A
Nurse	contracted	varies
Speech/Language/Hearing Specialist	contracted	19
Resource Specialist (non-teaching)	contracted	14
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Large selection of Leveled Readers A-Z for students in all grade levels and reading abilities in both English and Spanish	0%
Mathematics	Trailblazers K-5 and Connected Math 6-8; Excel math program K-5 and Math+Music program from MIND Research Institute	0%
Science	Foss Textbooks grade 5 and multiple resources shared school-wide	0%
History-Social Science	Different Ways of Knowing	0%
Foreign Language	Embedded in all curriculum	0%
Health	Embedded in science curriculum	0%
Visual and Performing Arts	Resources available to all teachers – integrated into curriculum: Art Room, Media Cabinet, CD's Instruments, Percussion, and Piano Keyboards	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8440	\$2002	\$6437	\$52,111
District	N/A	N/A	LEA Provided	\$63,391
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

MLC provides a Dual Language Education Program to all students which includes fully bilingual educators and curriculum resources in two languages. Special Education Services are provided to students requiring support in Speech and Language, Occupational Therapy, Resource Specialist support, or Counseling. MLC's After-School Program, ESCAPE is funded by an After-School Safety and Enrichment grant and includes classes in Academics Arts & Technology, Sports and Physical Education, Culinary Arts and Nutrition, and Language and Culture. New teachers are supported with coaching and professional development facilitated by our BTSA Coach and a partnership with the Los Angeles County Office of Education. MLC implements an arts-based curriculum and provides to support for teachers through professional development and coaching from artists-in-residence. MLC provides a wonderful program to develop the spatial reasoning skills of students through the implementation of the Math+Music Program developed by the MIND Research Institute which combines mathematic problem solving using computers and piano keyboard lessons. In addition, MLC made progress on its Technology Plan which includes goals and benchmarks for integrating technology into the curriculum with developing technical skills.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,065
Mid-Range Teacher Salary	\$63,553	\$67,109
Highest Teacher Salary	\$78,906	\$86,293
Average Principal Salary (Elementary)	\$108,621	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$300,000	\$216,356
Percent of Budget for Teacher Salaries	36.90 %	39.40 %
Percent of Budget for Administrative Salaries	5.60 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program

information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	27	28	32	31	35	38	43	46	50
Mathematics	46	48	52	31	35	37	40	43	46
Science	47	33	32	27	36	38	38	46	50
History-Social Science	0	0	*	20	24	29	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	25	49	26	*
Pacific Islander				
White (not Hispanic)	74	68	*	*
Male	31	56	33	*
Female	33	47	31	*
Economically Disadvantaged	9	33	11	*
English Learners	9	35	6	*
Students with Disabilities	15	25	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7	27.6	37.9
7	14.8	33.3	18.5
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	2	2
Similar Schools	1	1	2

"N/A"

means a number is not applicable or not available due to missing data.

"B"

means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C"

means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * "

means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	45	19	24	729
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	49	16	19	696
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	77	23	-26	628
English Learners	60	24	29	644
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	no	No
Percent Proficient - Mathematics	no	No

API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria
 "No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	390
Percent of Schools Currently in Program Improvement	N/A	45.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				5.0	7.8	6.7	3.5	4.4	3.9

Graduation Rate			N/A	62.9	66.0	71.1	83.4	80.6	80.2
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Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Each school year, MLC plans for an average of 12 professional development days. Five of those days occur during August prior to the start of the school year and one day occurs in June after the last day of instruction. The other six days are built into the school calendar and scheduled as Teacher Professional Days and Pupil-Free days. In addition, MLC holds 90-minute staff meetings each week which often include professional development in a variety of areas including assessment, differentiated instruction, building school-wide community, Peer Review, Critical Friends, and Technology, etc.. Each August MLC staff reviews student achievement data to determine school-wide goals – professional development workshops are developed based on those decisions in order to support achievement of those goals. The 2009-2010 school year is focusing on Rubrics and Assessment and Academic Vocabulary. Teachers are also supported in achievement of goals through a Peer Review process in which teachers observe each other in their practice and provide support and feedback to one another. This process is tied to our compensation model and teachers discuss achievement of goals of the end of each school year with administration. They also share a presentation of their goal achievement with evidence to the staff during the Professional Development day scheduled in June. In addition, MLC provides teachers with outside professional development resources through partnerships with the Music Center: Performing Arts Center of Los Angeles, the MIND Research Institute, and SEEDS UES at UCLA as well as many others depending on the needs of the staff and the goals for the year.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information

on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92