

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: City Language Immersion Charter

CDS Code: 19-64733-0127886

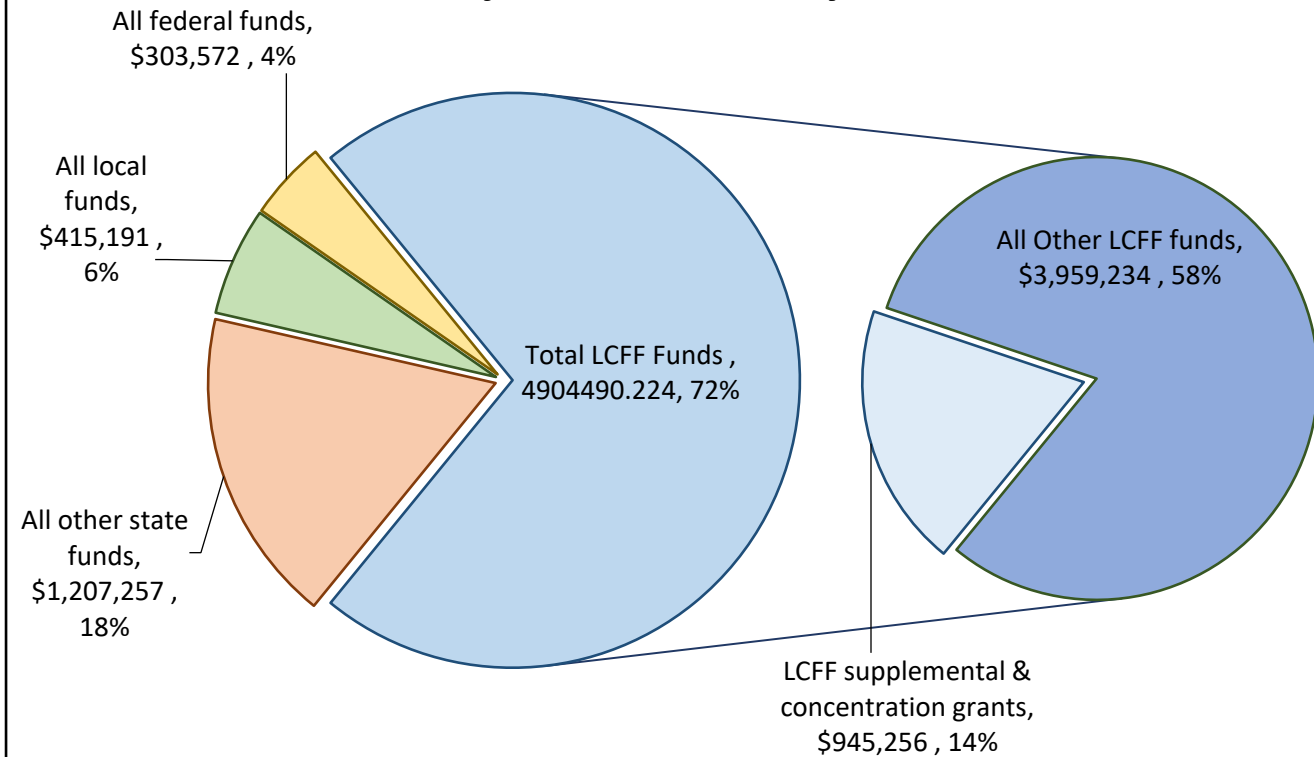
School Year: 2025-26

LEA contact information: Kate O'Brien, 323-939-6400, kobrien@newlosangeles.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

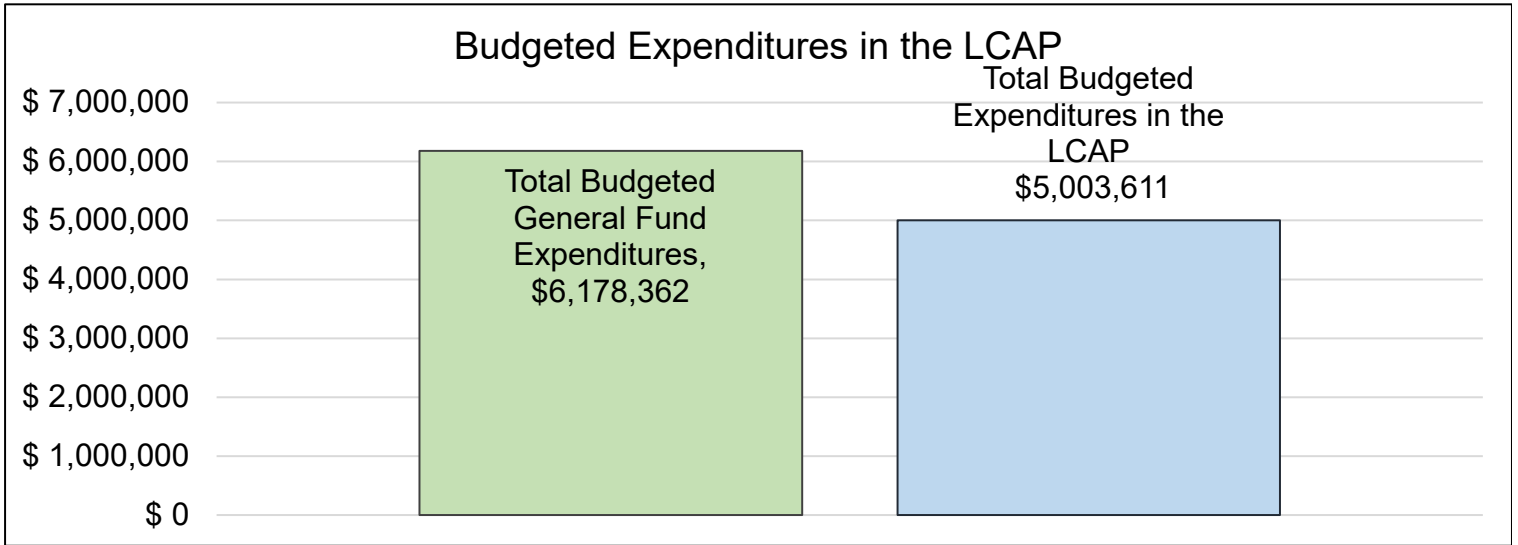


This chart shows the total general purpose revenue City Language Immersion Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for City Language Immersion Charter is \$6,830,511.06, of which \$4,904,490.22 is Local Control Funding Formula (LCFF), \$1,207,257.29 is other state funds, \$415,191.09 is local funds, and \$303,572.46 is federal funds. Of the \$4,904,490.22 in LCFF Funds, \$945,256.42 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much City Language Immersion Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

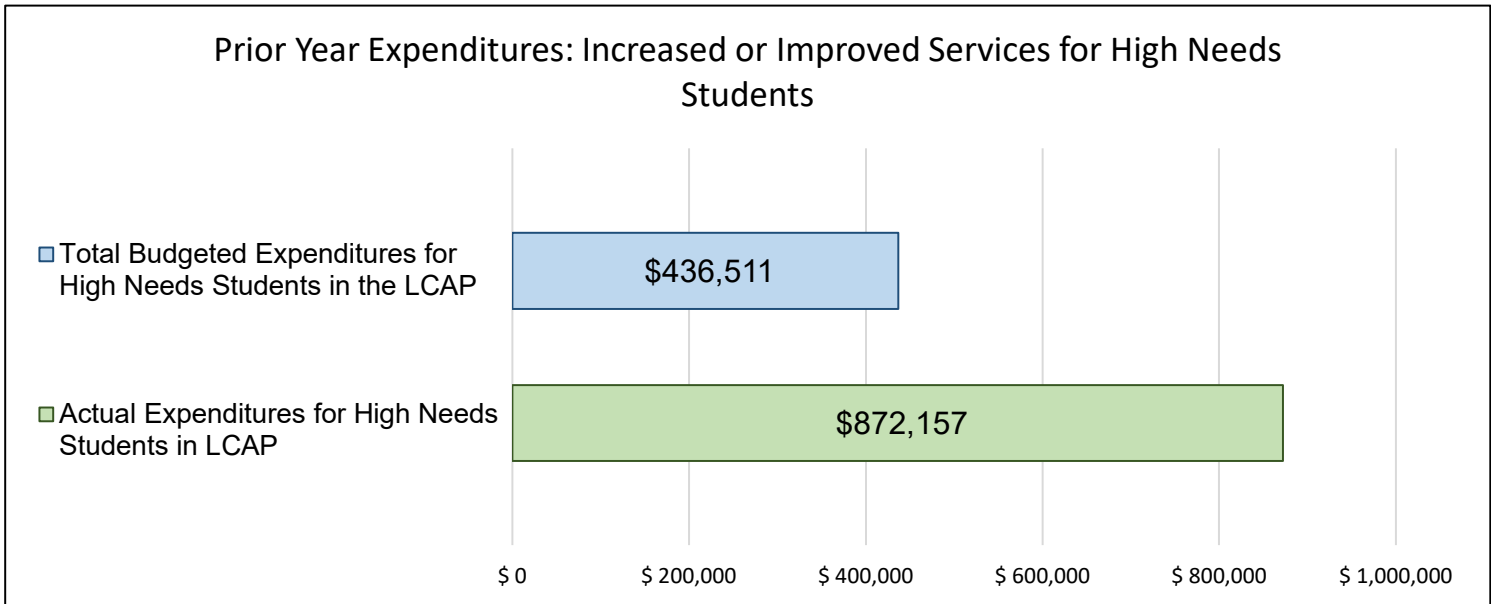
The text description of the above chart is as follows: City Language Immersion Charter plans to spend \$6,178,362.22 for the 2025-26 school year. Of that amount, \$5,003,611.00 is tied to actions/services in the LCAP and \$1,174,751.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, City Language Immersion Charter is projecting it will receive \$945,256.42 based on the enrollment of foster youth, English learner, and low-income students. City Language Immersion Charter must describe how it intends to increase or improve services for high needs students in the LCAP. City Language Immersion Charter plans to spend \$945,256.42 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what City Language Immersion Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what City Language Immersion Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, City Language Immersion Charter's LCAP budgeted \$436,511.00 for planned actions to increase or improve services for high needs students. City Language Immersion Charter actually spent \$872,157.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
City Language Immersion Charter School	Kate O'Brien, Chief of Schools	kobrien@newlosangeles.org (323) 929-6400

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

City Language Immersion Charter (CLIC) provides all students with a 90/10 (Spanish/English) language immersion, standards-aligned educational program situated in West Adams and currently serving 380 students in grades TK-5. Our student demographics include 80% Hispanic, 13% African American, 4% White, 1% Asian and 2% Two or More Races, with 36% English Learners, 14% Students with Disabilities, 0.5% Foster Youth and 70% Socioeconomically Disadvantaged.

Our Mission and Vision

City Language Immersion Charter (CLIC) is a Spanish language immersion elementary school located in West Adams, Los Angeles. Through our progressive, constructivist and language immersion program, our Kindergarten through 5th grade students become creative and curious thinkers who ask questions and express ideas fearlessly in two languages, and are prepared for a lifetime of critical thinking, meaningful work, and ongoing service to causes greater than themselves.

Dual Language Immersion Program

The 90/10 Model

We use a "90/10" immersion model, meaning that in kindergarten 90% of the day is taught in Spanish by a highly qualified, credentialed teacher, fluent in both Spanish and English. Children may speak or respond in either language, but the teacher will speak only Spanish 90% of the day. Teachers guide students to correct vocabulary, pronunciation, and sentence structure by modeling and creating authentic opportunities for students to use the target language. Spanish instruction decreases and English instruction increases by 10% percent each year, until the program is 50-50 by 4th grade.

Research-Based Benefits

The dual language immersion model integrates the best of bilingual education for all students. Native Spanish speakers develop literacy in their first language before acquiring their second, resulting in higher proficiency in both. Non-Spanish speakers are immersed in learning Spanish

beginning in kindergarten when their brains are most suited to learn a second language. Teachers adjust instruction for children at different levels of language fluency and literacy, and all students emerge from 5th grade fully bilingual and biliterate in Spanish and English. Research has consistently shown that students who develop two languages early on exhibit elevated levels of academic and cognitive functioning, including enhanced problem solving, reasoning, and communication.

Educational Approach

Constructivist Learning

Our students are invited to explore their interests and use what they already know to build new knowledge and make sense of the world around them. Within a standards-based program, they can choose specific topics or projects and formulate the questions that drive their learning experiences. Our teachers design learning opportunities that are challenging and interesting, while guiding students to be active learners who ask questions and seek understanding.

Current research shows that this type of active inquiry approach to teaching and learning develops deep and long-lasting conceptual understanding in students. Students graduate from CLIC able to think critically and independently, pursue their interests, ask hard questions and seek new understanding. Most importantly, our approach preserves and celebrates the natural curiosity of children, and keeps learning fun and engaging, while challenging students to tackle challenging content and problems.

Diversity and Integration

As an intentionally integrated and diverse school, CLIC purposefully develops a community whose members embrace difference and seek to learn from one another. Students study specific aspects of multiculturalism to help develop their own identities and learn how to work, play, and learn across lines of difference. Our goal is to interrupt patterns of segregation in public schools, and to ensure that CLIC students are validated and affirmed by the school culture, curriculum, and community; develop a strong foundation of self-identity and leverage that awareness to self-advocate and practice empathy toward others; and experience meaningful bridges between home and school while developing a positive connection that enriches their experience in both environments.

Key Program Features

Constructivist Teaching and Learning

Our approach to learning is grounded in constructivist learning theory. This means that teachers plan units of study and learning experiences through an inquiry-based or project-based lens. We base our learning on students' prior knowledge and experiences, their passion and interests, and their specific needs identified through both informal and formal assessment. We plan learning experiences that are engaging and "hands-on" and relate their new learning to their lives.

High-Quality Dual Language Education

Our dual language program is grounded in best practices outlined in the Center for Applied Linguistics Guiding Principles for Dual Language Education and the California English Learner Roadmap. Key features include Common Core ELA and ELD standards, integrated instruction, academic language development, and cultural competency and responsiveness within our 90:10 dual immersion model.

Whole Child Approach

We firmly believe that a successful educational program emphasizes a student's social, emotional, cultural, mental, physical, and creative needs as much as their academic development. We have been strengthening our approach to this model by further developing our MTSS framework and providing our students with appropriate resources, including a school counselor, behavior specialists, and specialists in Visual Arts, Music, and Physical Education.

Recent Accomplishments and Community Partnerships

- **Garden Education Partnership:** We have established a new partnership with SwapCropLA to provide garden classes to students at CLIC. A dedicated garden teacher visits once a week to provide hands-on garden education. These classes will continue over the summer during summer school and into the next school year (2025-26), ensuring year-round environmental and agricultural learning opportunities for our students.
- **Social-Emotional Learning Enhancement:** We have been chosen by Classroom Champions as a school site for their SEL curriculum, Champion Mindset Curriculum. Through generous donations, this research-based curriculum is being provided for free to our school, enhancing our commitment to developing the whole child through targeted social-emotional learning.
- **Community Engagement Initiative:** To increase our presence in the community, we have begun hosting Pop-Up markets every other month on our campus. Many local vendors have participated, and the markets have been highly successful, creating stronger connections between our school and the broader West Adams community while providing economic opportunities for local entrepreneurs.
- **Graduate Profile and Mission Fulfillment:** City Language Immersion Charter School graduates are self-aware, reflective individuals who can draw on social-emotional competencies, cultural competency, and critical thinking ability to thrive personally and positively impact their communities. To fulfill our mission, we provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking; establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to succeed; prioritize the development of cultural competency at all levels of the organization, investing in anti-bias training for staff and multicultural curriculum for students; give faculty the time, resources, autonomy, and collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula while reflecting on student learning; and communicate regularly with students' families, creating multiple opportunities for family involvement in the life of the school to ensure a diverse and inclusive learning community.
- **Compliance and Planning:** City Language Immersion Charter School is not eligible for Equity Multiplier Funds; and has expended its Learning Recovery Emergency Block Grant (LREBG) funds. CLIC has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j). We have fulfilled all requirements under CA EC 52062(a), including consultation with SELPA per CA EC 52062(a)(5), establishment of a Parent Advisory Committee (PAC) per CA EC 52062(a)(1), creation of an English Learner PAC per CA EC 52062(a)(2), and provision of written responses to each committee regarding their comments.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects City Language Immersion Charter School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Orange	Orange
English Learners	Red	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Green	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Orange	N/A	--	--
African American	N/A	Orange	Orange	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Orange	Blue	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Excerpt from 2024-25 LCAP: 2023 CA SCHOOL DASHBOARD

English Learner Progress Indicator (ELPI): CLICS received a RED Performance Level on the 2023 CA School Dashboard for the ELPI Indicator.

CLIC is a dual immersion program and more and more Spanish speaking families are sending their children to our school. Our demographics have changed over the years and there has been an increase in English Language Learners from 76 students on the 2023 dashboard. Using the ENIL and IRLA reading assessments along with the intervention toolkits, will increase students' progress toward English Language proficiency as well as towards Spanish language proficiency. Increased teacher training in language development will also improve language proficiency among students. Teachers have been signing up and participating in training with WIDA, CABE, and the American Reading Company. We are also scheduled to have training in GLAD strategies in the Spring. All these trainings for teachers will have a direct benefit for students and

teachers gain understanding in language acquisition and start implementing them in their classrooms. Finally, we are planning to administer the interim ELPAC assessment to gain understanding of student needs to inform instruction as well as support student comfortability with the assessment.

English Language Arts Academic Indicator: One of the first things we did as a new administration was review the reading assessments used by CLIC. We found that teachers had been using 3-4 different assessments in both English and Spanish to evaluate and monitor student reading. Those assessments included Fountas and Pinnell, Teacher's College, EDL 2, as well as iReady scores. We also noticed that there were not a lot of books in the classrooms. To make the reading assessments more efficient and effective, we adopted the ENIL/IRLA developed by the American Reading Company. The IRLA delivers specific, actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next to accelerate reading growth. ENIL is a developmental reading taxonomy for students, paralleling the Independent Reading Level Assessment (IRLA) while reflecting how the stages of learning to read differ between Spanish and English. Along with purchasing the materials we also purchased several professional training sessions for teachers to become familiar with the new reading assessments. This work is ongoing and the principal, who has expertise with ENIL/IRLA has also been leading internal and ongoing training for teachers. Along with the formative assessment we also purchased intervention toolkits for students who are reading below grade level in both English and Spanish. Teachers are also receiving ongoing support with the intervention toolkits. We also purchased leveled classroom sets of books for each classroom and have hosted one book fair at school. We plan to host another book fair in March to promote literacy across the school community. We have invited the public library to come and give talks to parents about the different programs available. We secured library cards for all students at the school and participated in the Los Angeles Book Festival in the fall. We continue to use the iReady diagnostic testing in addition to the IRLA to evaluate student reading. It provides additional information to teachers on where students are reading and how to support their reading development. We believe that having a focus on literacy in both English and Spanish that is consistent will improve the English language acquisition of English learners. Using the toolkits will provide targeted lessons for students who are struggling to read in either Spanish or English.

Math Academic Indicator: CLIC teachers were trained in Cognitively Guided Instruction (CGI) math. However, due to the pandemic and teacher turn-over, CLIC adopted the Eureka Math curriculum for teachers to use in their classrooms. The new administration would like to move back towards CGI math instruction because we feel it is research based and effective. However, for this school year, the focus was mainly on professional development in literacy. Teachers were encouraged to attend online webinars on CGI math; however, most teachers have been using Eureka Math for instructional purposes. iReady diagnostics is used to understand where students are performing, and we used those diagnostic tools to identify students who needed additional tutoring in math. We have provided two rounds of tutoring in math for students we felt needed additional support. The tutoring was scheduled for after school for 6 weeks each session, 12 hours total in additional tutoring by CLIC teachers.

2024 CA SCHOOL DASHBOARD

The following table reflects City Language Immersion Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Green	N/A	Orange	Orange
English Learners	Red	Red	Yellow	N/A	Red	Yellow
Socioeconomically Disadvantaged	N/A	Red	Yellow	N/A	Yellow	Yellow
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	Orange	Blue	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Yellow	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Chronic Absenteeism: NEEDS ASSESSMENT

City Language Immersion Charter School received a RED Performance level on the 2024 Dashboard for the Chronic Absenteeism Indicator for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic; and an Orange Performance level for the African American student group as evidenced in the chart above.

Our Leadership Team conducted a comprehensive needs assessment and engaged our educational partners: Administrators, teachers, staff, parents and student. We analyzed daily attendance, conducted meetings and surveys to identify root causes and solicit input from each educational partner to develop an action plan to identify and implement evidence-based strategies to improve daily attendance and reduce rates of chronic absenteeism which results in low academic performance, and student disengagement.

Areas of Strength:

1. Improving Trend: Chronic absenteeism has decreased from 32.34% in March 2024 to 26.4% in March 2025, indicating current strategies are having some positive impact

2. Systematic Review: Leadership team conducts monthly reviews of chronic absenteeism data, disaggregated by grade level and student group, allowing for targeted interventions
3. Tiered Response System: Implementation of a progressive response system including notification letters, attendance meetings with the assistant principal, and SART (Student Attendance Review Team) meetings for persistent issues
4. Recognition Program: "Excellent Attendance Award" established for students who miss fewer than seven days per year
5. Health Preventive Measures: Increased cleaning protocols during high illness seasons and implementation of hygiene lessons for students

Areas of Greatest Need:

- **High Overall Rate:** The 31.8% chronic absenteeism rate remains significantly above the state average of 18.6% and requires substantial reduction.
- **Equity Gaps:** Disparities exist among student groups, with ELs, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students showing the highest rates.
- **Health-Related Absences:** Many absences are attributed to health concerns, including chronic conditions like asthma and minor illnesses.
- **Transportation Challenges:** Family transportation issues contribute to attendance problems.
- **Appointment Scheduling:** Medical appointments during school hours result in partial or full-day absences.
- **Family Education:** Need for deeper family understanding about when children can attend school with minor symptoms and the academic impact of chronic absences.

Identified Resource Inequities:

- Health Services: Limited on-site health support to address minor symptoms that might otherwise keep students at home
- Transportation Options: Lack of alternative transportation solutions for families experiencing transportation challenges
- Family Support Services: Limited resources for families dealing with multiple barriers to regular attendance
- Data Systems: Incomplete historical data due to transition from The City Schools to New LA Charters, making trend analysis difficult
- Staffing: Possible limitations in staff dedicated specifically to attendance improvement initiatives

Root Cause Analysis findings:

- **Health-Related Factors:** Health challenges represent a significant barrier to consistent school attendance. Asthma and other chronic health conditions directly impact students' ability to attend school regularly. Additionally, families often keep children home with minor symptoms that may not necessarily require absence from school. This cautious approach stems from a lack of clear guidelines or adequate support systems for managing minor health issues within the school environment. When families are uncertain about whether their child is well enough to attend school, they typically err on the side of caution, leading to unnecessary absences that accumulate over time.

- **Structural and Logistical Barriers:** Transportation challenges create substantial obstacles for many families, particularly those without reliable vehicles or limited access to public transportation. These barriers become especially pronounced during inclement weather or when families experience vehicle breakdowns. Medical appointments present another structural challenge, as families often schedule doctor visits during school hours due to limited availability of healthcare providers or conflicts with parental work schedules. Housing instability compounds these issues, as some families face long commutes that make consistent attendance more difficult to maintain. When basic logistical needs are not met, regular school attendance becomes a secondary priority.
- **Communication and Educational Gaps:** A significant gap exists in families' understanding of the academic impact of chronic absenteeism on their children's educational outcomes. Many parents underestimate how seemingly minor absences can accumulate and affect learning progression. Schools often lack clear, consistent protocols about when students should stay home versus when they can attend with minor symptoms, creating confusion for families trying to make appropriate decisions. Limited family engagement in attendance improvement efforts further exacerbates the problem, as parents may not fully understand their role in supporting consistent attendance or may not be aware of resources available to help overcome attendance barriers.
- **Program Implementation Challenges:** Current attendance improvement efforts tend to be reactive rather than preventive, addressing chronic absenteeism after patterns have already been established instead of identifying and intervening with at-risk students early. Existing incentive programs may not effectively target the highest-need students or address the root causes of their attendance challenges. The lack of personalized attendance interventions based on specific family barriers means that one-size-fits-all approaches often fail to address the unique circumstances that contribute to individual students' attendance problems. Without targeted, individualized support that addresses specific barriers faced by each family, attendance improvement efforts remain less effective than they could be.

Action Plan for 2025-26 School Year

Goal: Reduce the chronic absenteeism rate from 31.8% to below 25% (2025-26SY)

- **Enhanced Attendance Monitoring and Early Intervention:** Early identification and intervention represent the foundation of our attendance improvement strategy. We will implement an early warning system that flags students after 2-3 absences within a month, allowing for prompt outreach before patterns become entrenched. A dedicated attendance team will meet weekly to review data and coordinate interventions, ensuring consistent follow-up and support. Students who were chronically absent in the previous year will receive personalized attendance success plans that address their specific barriers and circumstances. CLIC will strictly adhere to its [Attendance Plan](#).
- Home visits will be conducted for students with emerging attendance concerns, allowing staff to understand family situations and provide targeted support. Additionally, we will develop grade-level attendance goals with visual tracking systems and celebrations to create positive momentum around consistent attendance throughout the school community.
- **Expanded Health Services and Support:** Health-related barriers require comprehensive solutions that address both immediate and ongoing medical needs. We will partner with local health providers to establish regular on-site health clinics for students and families, reducing the need for absences due to medical appointments. Our school health office will implement new protocols for managing minor symptoms at school rather than automatically sending students home, keeping more students in their learning environment when appropriate.
- Clear visual guides will be developed for families explaining "When to Keep Your Child Home vs. When to Send to School," eliminating confusion that often leads to unnecessary absences. Students with asthma will receive proactive management plans to prevent health-related

absences, while families will gain access to telemedicine options that reduce the need for doctor's appointment absences during school hours.

- **Transportation and Logistical Support:** Transportation challenges demand creative community-based solutions that leverage existing resources and partnerships. We will establish a carpooling network connecting families in the same neighborhoods, creating mutual support systems while reducing individual transportation burdens. Partnerships with rideshare companies or community organizations will provide emergency transportation options for families experiencing temporary difficulties.
- A transportation emergency fund will assist families facing short-term transportation challenges, while coordination with medical providers will establish after-school or weekend clinic hours specifically for CLIC families. "Walking School Bus" programs will be implemented from key neighborhood hubs, creating safe, supervised group walking routes that eliminate transportation barriers for nearby families.
- **Targeted Supports for High-Need Groups:** Different student populations require specialized intervention strategies that address their unique circumstances and challenges. Specific intervention approaches will be developed for each student group performing in the "Red" level, with culturally responsive strategies tailored to their particular needs. An English Learner attendance mentor program will pair bilingual staff members with EL students and families, providing language support and cultural navigation assistance.
- Hispanic families will benefit from culturally responsive family engagement strategies that honor their values and communication preferences. Students with Disabilities will receive specialized attendance support coordinated with their IEP teams, ensuring that attendance interventions align with their individual learning plans. Socioeconomically Disadvantaged students will receive focused strategies that directly address economic barriers to consistent attendance.
- **Enhanced Family Engagement and Education:** Family understanding and engagement form critical components of sustainable attendance improvement. Monthly attendance workshops will educate families about the direct connection between attendance and academic achievement, using data and examples relevant to their children's experiences. Engaging visual materials will demonstrate the cumulative impact of absences on learning, helping families understand how seemingly minor absences affect their child's progress. The school's [Attendance Policy](#) will be discussed with all parents during orientation, prior to the start of the school year; and during schoolwide events, and parent meetings.
- An Attendance Success Team comprising parent leaders will serve as community liaisons, peer mentors, and advocates for attendance improvement initiatives. Monthly recognition events will celebrate improved attendance rather than only perfect attendance, acknowledging progress and effort. Family contracts with individualized attendance goals will be developed for chronically absent students, creating shared accountability and clear expectations.
- **School-wide Attendance Culture Building:** Creating a positive school culture around attendance requires consistent messaging and engaging activities that make coming to school appealing and valued. A comprehensive "Every Day Counts" campaign will feature visual materials throughout the school that reinforce the importance of daily attendance. Classroom-level attendance competitions with non-academic incentives will create friendly competition while avoiding penalties for academic performance. Grade-level attendance challenges will include principal's challenges at key milestones, creating excitement and community investment in attendance goals. Attendance successes will be prominently featured in school communications and community meetings, celebrating achievements and maintaining momentum. Special events scheduled for Mondays and Fridays will discourage "bookend" absences that extend weekends, ensuring that engaging activities draw students to school at the beginning and end of each week.

ENGLISH LANGUAGE ARTS (ELA) Academic Indicator: NEEDS ASSESSMENT

City Language Immersion Charter received a RED Performance Level on the 2024 CA School Dashboard for the ELA Academic Indicator for English Learner student group; and Orange performance level for all students and Hispanic student group.

Current Performance Data:

City Language Immersion Charter's 2024 California School Dashboard report on the school's performance in ELA indicates:

- **All Students:** "Orange" performance level with an average Distance from Standard (DFS) of -21.8, which is below the State average of -13.2
- **English Learners:** "Red" performance level
- **Hispanic Students:** "Orange" performance level
- Overall decline of 10.1 points from the prior year

Additional relevant data:

- iReady Reading assessment data shows English Learners increased from 4% at/above grade level in fall to 12% at/above grade level in winter diagnostic
- Annual growth of 71% in ELA on the iReady assessment (below the expected 100% growth)
- The percentage of students scoring "early on" and "mid or above" grade level in ELA grew from 27% at the beginning of the year to 46% at the end

Areas of Strength:

- **Assessment System Implementation and Data-Driven Instruction:** CLIC adopted the ENIL/IRLA assessment system developed by the American Reading Company in fall 2023, establishing a consistent measurement framework that functions effectively across both Spanish and English languages. This comprehensive assessment system provides teachers with actionable data that directly informs instructional decisions and allows for more precise tracking of student progress in our dual-language environment. The implementation represents a significant advancement in our ability to measure and respond to student reading development across both languages of instruction.
- **Professional Development and Capacity Building:** Our teaching staff has participated in extensive training on the new reading assessment system, building their expertise in data interpretation and instructional response. The principal has taken a leadership role in sustaining this professional development through ongoing internal training sessions, ensuring that assessment knowledge and best practices continue to evolve and deepen throughout the year. This internal capacity building approach creates sustainable professional learning that can be continuously refined and expanded.
- **Targeted Intervention and Support Systems:** The school has made strategic investments in intervention resources, purchasing comprehensive toolkits designed specifically for students reading below grade level in both English and Spanish. These resources support our dual-language model while addressing individual student needs. Additionally, CLIC teachers provide after-school tutoring in structured 12-week cycles, offering students an additional 12 hours of targeted instruction each trimester. This systematic approach ensures that struggling readers receive consistent, intensive support beyond the regular school day.

- **Reading Culture and Resource Development:** We have significantly strengthened our school's reading culture through multiple resource initiatives. Every student received a book bag to encourage home reading and family engagement with literacy. The school has actively accepted donated books to expand classroom and school libraries, while hosting regular book fairs that provide students with opportunities to select books that match their interests and reading levels. These efforts create a comprehensive reading ecosystem that extends learning beyond classroom walls.
- **Instructional Program Enhancement:** Our partnership with Ensemble has enabled a thorough review of our instructional program, resulting in more cohesive and uniform instructional plans across the entire school. This collaboration has helped align our dual-language literacy instruction with best practices while maintaining the integrity of our immersion model. The partnership ensures that our instructional approaches are research-based, systematically implemented, and continuously refined based on student performance data.
- **Demonstrated Academic Growth:** Local assessment data reveals encouraging progress, with the percentage of students performing at or above grade level nearly doubling during the school year. This growth trajectory indicates that our comprehensive approach to literacy instruction, assessment, and intervention is beginning to yield measurable results. While we recognize that continued improvement is necessary, this initial progress demonstrates that our strategic investments in assessment systems, professional development, and targeted interventions are positively impacting student achievement.

Areas of Greatest Need:

- **Critical Performance Gaps and Equity Concerns:** The most pressing challenge facing CLIC is the significant underperformance of English Learners who identify as Hispanic, representing our largest student demographic. This population experienced a concerning decline of 5.3 points for EL students and 6.3 points for Hispanic students from 2023 performance levels. The "Red" performance classification for English Learners indicates severe systemic challenges in supporting this critical student group, while Hispanic students' "Orange" performance level demonstrates that our current approaches are insufficient for meeting the needs of students who comprise the majority of our school population.
- **Insufficient Academic Growth and Performance:** Current data reveals a substantial gap between CLIC's performance and state averages, with our Distance From Standard at -21.8 compared to the state average of -13.2. This 10.1-point decline from the prior year represents a troubling trajectory that demands immediate intervention. While iReady data shows some positive movement, with EL students scoring "early on" and "mid or above" grade level increasing from 27% to 46% during the 2023-24 school year, the annual growth rate of 71% falls significantly short of the expected 100% target, indicating that students are not making adequate progress to close achievement gaps.
- **Reading Proficiency Challenges Across Grade Levels:** Assessment data from both IRLA and ENIL systems reveals persistent challenges in reading proficiency across all grade levels. The 2024-25 IRLA data shows declining performance compared to the previous year, with 5th grade proficiency dropping from 43% to 13% and concerning decreases across all tested grade levels. ENIL results are particularly troubling, showing 0% proficiency in grades 1, 3, and minimal proficiency in other grades except for transitional kindergarten. The second diagnostic from the current school year indicates that fewer than 16% of students in grades 3-5 are reading at or above grade level, creating a foundation crisis that affects all subsequent learning.
- **Implementation and Instructional Consistency Needs:** Despite investments in new assessment systems and professional development, inconsistent curriculum implementation and instructional strategies across classrooms continue to hinder student progress. The gap between assessment data collection and daily instructional practice integration suggests that while we have robust data systems in place, teachers need additional support in translating assessment results into targeted, effective instruction. This implementation challenge is particularly

critical given the urgent need to accelerate learning for our English Learner and Hispanic student populations who have experienced declining performance.

Issues Identified in the 2024-25 School Year

- **Achievement Gaps and Student Performance:** Despite some i-Ready assessment growth, persistent ELA underperformance continues across multiple student groups. The widening achievement gap for English Learners is particularly concerning, indicating that current instructional approaches inadequately address this critical population's needs.
- **Instructional Quality and Access:** Reading comprehension deficits prevent students from accessing grade-level content across all subjects, creating cascading academic effects. Insufficient differentiation in core instruction particularly impacts Students with Disabilities and English Learners. Students reading significantly below grade level in both languages face limited access to grade-appropriate content, further widening achievement gaps.
- **Assessment and Data Use:** Inconsistent implementation of progress monitoring tools and reading assessments across classrooms compromises data reliability and instructional decision-making. Most critically, assessment data is not being translated into targeted interventions based on specific reading skill deficits.
- **Resources and Engagement:** Inconsistent English Language Development instruction implementation reduces effectiveness for English Learners. Struggling readers show low engagement, particularly in content requiring independent reading. Limited access to culturally relevant Spanish texts and insufficient scaffolding across content areas further impede student success.

These interconnected issues require comprehensive, systematic ELA instruction that addresses both technical reading skills and students' cultural and linguistic assets. The findings will inform evidence-based interventions for 2025-26 that target root causes rather than symptoms.

Identified Resource Inequities: Using the Alliance for Resource Equity Tool, we identified the following resource inequities.

- **Instructional Resources:** The school lacks culturally relevant, differentiated materials for students reading below grade level in both languages. High-quality reading intervention materials designed for multilingual learners are limited, and specialized curriculum resources targeting Long-term English Learners' specific language acquisition needs are insufficient.
- **Teaching Quality and Support:** Experienced, trained teachers are unevenly distributed among highest-need student populations. Teachers lack specialized professional development in evidence-based reading comprehension strategies for multilingual learners and students with disabilities. Limited collaborative planning time prevents coordination between general education and specialized staff.
- **Instructional Time and Student Support:** Students performing significantly below grade level receive inadequate additional instructional time, particularly for reading comprehension. Small group instruction opportunities for targeted reading support are insufficient, and progress monitoring implementation remains inconsistent across classrooms.
- **Leadership and Systems:** Teachers lack coaching support for implementing reading comprehension strategies in content areas. The school has insufficient structures for data-based decision making focused on reading comprehension improvement.

These interconnected inequities create systemic barriers that prevent the school's most vulnerable student populations from receiving the targeted, intensive support necessary to close achievement gaps and develop grade-level reading proficiency. Comprehensive resource reallocation and strategic investments will be essential for meaningful improvement.

Root Cause Analysis findings: The root cause analysis identified four interconnected areas undermining ELA achievement at CLIC, with impact on English Learners and other vulnerable student populations.

- **Dual Language Model Implementation:** The 90/10 immersion model requires precise calibration to ensure English Learners receive adequate English language development, but current implementation struggles with this balance. The constructivist teaching approach, while pedagogically sound, has led to inconsistent curriculum implementation across classrooms. Measuring and supporting ELA growth presents unique challenges when balancing Spanish and English instruction within the dual language framework.
- **Organizational Structure and Leadership:** Although the Chief of Schools and principals have assumed data analysis responsibilities previously handled by the vacant Director of Academic Data position, the redistribution of key responsibilities has potentially diluted focused attention on ELA instruction. This restructuring may have created gaps in clear accountability for ELA performance improvement.
- **Teacher Capacity and Expertise:** Teachers need deeper understanding of effective language acquisition support within the dual language context. Varied expertise in utilizing assessment data to inform instruction has resulted in inconsistent implementation of intervention programs. This capacity gap directly affects the quality and consistency of ELA instruction across classrooms.
- **Systematic Coherence:** The current ELA instructional approach lacks sufficient structure and coherence, with limited strategic alignment between core instruction, intervention, and assessment practices. Most critically, there is insufficient integration between Spanish and English literacy development, undermining the potential benefits of the dual language model.

These root causes create a system where the school's dual language model—potentially a significant asset—becomes a barrier to student success due to implementation challenges, inconsistent instruction, and lack of systematic coherence in supporting bilingual literacy development.

Action Plan for 2025-26 School Year

Goal: Improve ELA performance to achieve at least "Yellow" performance level for All Students, English Learners, and Hispanic student groups, with a 5-point increase in Distance From Standard by June 2026.

Key Actions

- **Leadership and Accountability:** The Chief of Schools will lead data analysis while a new Literacy Leadership Team with grade-level representatives establishes performance targets, implements monthly ELA data reviews, and creates grade-specific action plans with clear metrics.
- **Dual Immersion Program Enhancement:** An audit of the 90/10 model will ensure appropriate English development time allocation. The school will develop systematic bridging lessons connecting Spanish and English literacy, establish protected ELA instructional blocks, and implement language objectives for content instruction in both languages.
- **English Learner Support:** Daily designated ELD time will be provided for all English Learners grouped by proficiency level. Teachers will receive integrated ELD professional development, use EL monitoring tools for both languages, participate in an EL shadow program, and access proficiency-level specific strategy toolkits.
- **Assessment and Data Systems:** Regular 6–8-week assessment cycles with structured data analysis, grade-level ELA-focused data meetings, and teacher training on ENIL/IRLA data use will support flexible instructional grouping. The school will implement benchmark assessments aligned with CAASPP three times per year and track individual student literacy goal progress.

- **Professional Development:** Sustained training on balanced literacy in dual immersion contexts will be supported by coaching cycles, peer observation protocols, demonstration classrooms, and targeted English Learner content area literacy training.
- **Family Engagement:** Bilingual family literacy workshops, take-home literacy kits, family reading programs, biliteracy celebration events, and clear communication tools will support home-school literacy connections.

This comprehensive approach addresses identified root causes through systematic leadership, enhanced dual language instruction, targeted English Learner support, data-driven practices, professional capacity building, and family engagement to achieve measurable ELA improvement.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI): NEEDS ASSESSMENT

CLIC earned a "Red" performance level on the 2024 California School Dashboard for English Learner Progress, with only 30.2% of students making progress toward English proficiency—significantly below the state average of 45.7% and the school's target of 42%. Our leadership team reviewed and analyzed local data, dashboard data and state testing data.

Key Trends and Gaps

- **Declining Progress:** English Learner progress dropped 10.6 percentage points from 40.8% in 2023 to 30.2% in 2024, indicating a concerning downward trajectory.
- **Low Proficiency Achievement:** Only 3.33% of students achieved English language proficiency on the Summative ELPAC in 2023-24, falling well short of the 8% target.
- **Insufficient Reclassification:** The reclassification rate of 2.44% is less than half the target of 5.9%, suggesting students are not progressing through the English Learner system effectively.

These data points collectively indicate that CLIC's current English language development approach is not effectively supporting students' progression toward English proficiency, with performance declining rather than improving across all key metrics.

Areas of Strength: CLIC has demonstrated measurable progress in addressing chronic absenteeism, with rates decreasing from 32.34% in March 2024 to 26.4% in March 2025. The school has established systematic monthly data reviews by grade level and student group, enabling targeted interventions. A tiered response system provides progressive support through notification letters, attendance meetings, and SART meetings for persistent cases. The "Excellent Attendance Award" recognizes students with fewer than seven absences annually, while increased cleaning protocols and hygiene lessons address health-related absence factors. These coordinated efforts demonstrate that current strategies are yielding positive results.

Areas of Greatest Need: CLIC faces critical challenges in English Learner support with declining progress rates (10.6% drop), extremely low reclassification (2.44% vs. 5.9% target) and English proficiency achievement (3.33% vs. 8% target). Systemic gaps include inconsistent interim ELPAC implementation, data analysis challenges due to staffing vacancy, and lack of systematic designated ELD instruction aligned with California standards.

Identified Resource Inequities: Key resource gaps include the vacant Director of Academic Data position causing diluted EL progress monitoring and limited data analysis capacity. Professional development needs remain unmet with cancelled Kagan Structures training, while incomplete interim ELPAC implementation reduces targeted instruction opportunities. The leadership restructuring has redistributed responsibilities, compromising focused attention on English Learner support and targeted interventions.

Root Cause Analysis findings: Four primary root causes undermine English Learner progress: organizational gaps from the vacant data director position and redistributed responsibilities that dilute EL focus; instructional framework challenges requiring better calibration of the dual immersion model and gaps in designated ELD instruction; assessment limitations including inadequate formative data use and inconsistent progress monitoring; and demographic shifts with increasing Spanish-speaking families requiring programmatic adjustments. These interconnected issues create systemic barriers to effective English language development support.

Action Plan for 2025-26 School Year

Goal: Increase English Learner progress toward proficiency from 30.2% to 45% (state average) by the end of 2025-26SY.

Key Actions

- **Strengthen ELD Instruction:** Implement protected daily 30-minute designated ELD blocks grouped by proficiency level, develop ELD scope and sequence aligned with CA standards, provide integrated ELD professional development, and reintroduce Kagan cooperative learning structures.
- **Enhanced Assessment Systems:** Fully implement interim ELPAC assessments three times yearly, maintain individual EL progress monitoring documentation, establish regular data analysis cycles, create clear reclassification criteria, and administer practice ELPAC assessments.
- **Staff Capacity Development:** Hire dedicated EL Coordinator or fill data director position, provide comprehensive ELD standards and ELPAC training, implement language development coaching cycles, establish EL-focused Professional Learning Communities, and train teachers on Biliteracy Para Todos curriculum.
- **Dual Immersion Alignment:** Audit 90/10 model implementation for appropriate language allocation, develop clear language objectives for both languages, create cross-linguistic connections, implement bridging strategies, and refine curriculum language allocation.
- **Family Engagement:** Conduct parent workshops on home English development support, provide bilingual reclassification resources, establish EL parent advisory committee, create academic language development resources, and implement regular progress communication.

This comprehensive approach addresses organizational gaps, instructional quality, assessment systems, and family support to achieve measurable improvement in English Learner outcomes.

NOTE: City Language Immersion Charter has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

City Language Immersion Charter School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	<p>Regular Meeting Schedule</p> <p>The principal maintains a structured weekly and monthly meeting schedule to ensure consistent communication and collaboration across leadership levels:</p> <ul style="list-style-type: none"> • Weekly meetings with Assistant Principal (Mondays, February – May 2025) • Weekly Operations meetings (Fridays, August 2024 – May 2025) • Weekly meetings with Chief of Schools (Wednesdays, August 2024 – May 2025) • Monthly meetings with Chief of Schools and Chief Operating Officer (August 2024 – May 2025) <p>Professional Learning Team Activities</p> <p>Summer Planning</p> <p>July 31, 2025: PLT Retreat focused on school culture development, launching the school year effectively, and attendance improvement efforts.</p> <p>Monthly Professional Learning Team Meetings</p> <p>Meeting Dates: October 3, 2024; November 7, 2024; December 5, 2024; February 6, 2025; March 6, 2025; May 1, 2025; June 5, 2025</p> <p>Focus Areas: Creating data-informed schoolwide SMARTIE goals, developing strategies for coaching teachers, addressing attendance challenges, conducting ongoing review of academic and school culture data, coordinating calendars, and planning cross-campus professional development.</p> <p>Key Feedback: Relay coaching tools have proven helpful for teacher support. Early intervention strategies and attendance incentives are more supportive than previous approaches. Attendance data enables targeted</p>

Educational Partner(s)	Process for Engagement
	<p>responses to specific student needs. Aligned calendars across all schools improve coordination. Recommendation to move the school start date earlier to support enrollment efforts.</p> <p>Meeting-Specific Focus Areas and Feedback</p> <p>Monthly Leadership Meetings (Principal, Chief of Schools, Chief Operating Officer)</p> <p>Timeline: August 2024 – May 2025</p> <p>Discussion Topics: Internal data review, schoolwide initiatives, attendance and academic performance analysis, facility upgrades and repair needs, PBIS implementation, and utilization of DeansList for student data tracking.</p> <p>Weekly Principal-Assistant Principal Meetings</p> <p>Timeline: Mondays, February – May 2025</p> <p>Focus Areas: LCAP goals, actions and metrics review, internal data analysis, and schoolwide initiative coordination.</p> <p>Priority Needs Identified:</p> <ul style="list-style-type: none"> • Professional development required for PBIS implementation and literacy instruction • Critical examination needed of current literacy instruction and curriculum effectiveness • Consistent safety protocols needed for outside student supervision • Ongoing training required for teachers and administrators in Special Education and Progress Monitoring • Continued professional development needed for teachers and instructional aides supporting English Learners with language acquisition and tiered interventions • Small Learning Communities model to be expanded with Assistant Principal next year to provide additional teacher and staff choices • Enhanced DeansList implementation for comprehensive student data tracking <p>Weekly Operations Team Meetings</p> <p>Timeline: Fridays, August 2024 – May 2025</p> <p>Discussion Areas: LCAP goals and metrics, internal data review, and schoolwide initiatives coordination.</p> <p>Operational Priorities:</p> <ul style="list-style-type: none"> • Facility repairs and technology upgrades

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Regular facility cleaning and sanitization throughout the day to prevent illness-related absences • Community engagement event planning • Timely and consistent absenteeism intervention including family communication and meeting scheduling <p>Weekly Principal-Chief of Schools Meetings</p> <p>Timeline: Wednesdays, August 2024 – May 2025</p> <p>Primary Focus: LCAP goals and metrics, internal data analysis, teacher capacity building, coaching and feedback systems, and professional development planning for PBIS, literacy, and mathematics.</p> <p>Strategic Feedback:</p> <ul style="list-style-type: none"> • Relay coaching tools effectively support teacher coaching and feedback processes • Professional development time must be maximized to ensure meaningful benefit for teachers and staff • Teacher involvement in planning and leading professional development should be increased next year, leveraging their areas of experience and expertise • Small Learning Communities have been beneficial for new teachers and will continue next year • Additional training needed for teachers in collecting and analyzing instructional data from ENIL/IRLA, iReady, Interim Report Bridges (IRBs), and interim ELPAC assessments
<p>Teachers</p>	<p>Weekly Faculty Meetings</p> <p>Schedule: Weekly throughout the school year</p> <p>Teacher Feedback and Requests: Teachers emphasized the need for more hands-on work time during meetings to process information through practical application rather than passive listening. This approach allows for better integration of new concepts and collaborative problem-solving.</p> <p>Calendar and Programming Feedback: Teachers provided specific recommendations for school programming, including limiting in-person assemblies to one per month with additional assemblies conducted via Zoom to maximize instructional learning time. They expressed support for continuing learning nights as valuable community engagement opportunities. Teachers specifically requested maintaining the "Inquiry Day" name for the established tradition and proposed adding a day of service in honor of Cesar Chavez Day to enhance community connection and student civic engagement.</p>

Educational Partner(s)	Process for Engagement
	<p>Professional Development Days Scheduled Dates: September 27, 2024; February 7, 2025; April 25, 2025</p> <p>Highly Valued Training Components: Teachers found Circle Training and Rubric training particularly beneficial for classroom management and assessment practices. Training in Inquiry-based learning methods and Cognitively Guided Instruction (CGI) Math were identified as highly valuable professional development experiences that directly impacted instructional effectiveness.</p> <p>Monthly Level Lead Meetings Schedule: Monthly meetings with grade-level team leaders</p> <p>Resource and Support Requests: Level Leads requested dedicated budget allocation for Project-Based Learning (PBL) materials and resources to enhance inquiry-driven instruction. They specifically asked for additional training opportunities in ENIL/IRLA assessment tools to improve reading instruction and data analysis capabilities.</p> <p>Curriculum and Planning Needs: Teachers identified the need for a comprehensive Language Arts curriculum to provide structure and consistency across grade levels. They also requested increased planning time to collaborate effectively, develop interdisciplinary connections, and create more engaging learning experiences for students.</p> <p>Spring 2025 Panorama Survey Results Participation: 100% response rate (22 out of 22 teachers responded)</p> <p>Coaching and Professional Support Feedback Quality: Teachers reported that coaching feedback is useful and effective, with a slight increase in satisfaction from 22% to 23% (up 1%). However, teachers consistently requested more frequent coaching opportunities to accelerate professional growth and instructional improvement.</p> <p>School Leadership Effectiveness Leadership Perception: Significant improvement in perceived school leadership effectiveness, increasing from 27% to 37% (up 10%). Despite this positive trend, teachers expressed a strong desire to be included more actively in school decision-making processes to contribute their classroom expertise and perspective.</p> <p>Parent and Family Engagement Parent Respect: Teachers reported a substantial increase in perceived respect from parents, rising to 95% (up 9%), indicating strong community support for teaching staff. However, there was a concerning decrease in teachers' satisfaction with family meeting opportunities, dropping significantly from 57% to 32% (down</p>

Educational Partner(s)	Process for Engagement
	<p>25%). Teachers expressed a clear desire for more structured opportunities to meet with their students' families to build stronger home-school partnerships and improve student support systems.</p>
<p>Other School Personnel</p>	<p>Regular Communication Structure</p> <p>Weekly Meetings: The Assistant Principal conducts weekly meetings with classified staff to maintain consistent communication, address operational needs, and provide ongoing support for staff members in their various roles throughout the school.</p> <p>Spring 2025 Panorama Survey Results</p> <p>Participation Rate: 8 out of 18 classified staff members responded to the survey (44% response rate)</p> <p>Positive Improvements</p> <p>Staff-Family Relationships: Classified staff reported a significant improvement in their relationships with families, with satisfaction increasing from 46% to 57% (up 11%). This improvement indicates that classified staff feel more connected to the school community and are building stronger partnerships with the families they serve.</p> <p>Areas of Concern</p> <p>Feedback and Coaching Support: The most significant area of decline was in feedback and coaching support, which dropped dramatically from 55% to 35% (down 20%). This represents the largest decrease in any measured area and indicates a critical need for improvement in staff supervision and professional development.</p> <p>Specific Issues Identified: Classified staff identified three primary concerns with current feedback and coaching practices:</p> <ul style="list-style-type: none"> • Quality: The substance and usefulness of feedback provided to classified staff needs improvement • Quantity: Staff are not receiving sufficient amounts of feedback to support their professional growth • Frequency: The timing and regularity of coaching and feedback sessions are inadequate for staff needs <p>These findings suggest that while classified staff are successfully building relationships within the school community, they require significantly enhanced supervisory support and professional development opportunities to feel fully supported in their roles.</p>

Educational Partner(s)	Process for Engagement
Students	<p>Survey Overview</p> <p>The Spring 2025 Panorama Survey captured student perspectives on various aspects of their school experience, revealing both areas of progress and significant concerns that require attention.</p> <p>Areas of Improvement</p> <p>School Value and Academic Rigor</p> <p>Valuing School: Students demonstrated increased appreciation for their school experience, with positive responses rising from 63% in fall to 66% in spring (up 3%). This upward trend indicates that students are developing stronger connections to their educational environment.</p> <p>Academic Rigor: Student perception of appropriate academic challenge increased from 66% to 69% (up 3%), suggesting that students feel appropriately challenged in their coursework. However, students specifically identified a need for teachers to provide clearer explanations on how to complete assignments, indicating that while the work is challenging, instructional clarity could be enhanced.</p> <p>Areas of Concern</p> <p>Stable but Low Performance Areas</p> <p>Several key areas showed no improvement and remain at concerning levels:</p> <ul style="list-style-type: none"> • School Climate: Remained unchanged at 52% • School Belonging: Remained unchanged at 48% • School Engagement: Remained unchanged at 42% <p>Declining Student Experience Indicators</p> <p>Peer Relationships and Belonging: Student feelings of respect from peers declined from 32% to 29% (down 3%), while overall sense of belonging decreased from 54% to 50% (down 4%). These decreases suggest that social dynamics and peer relationships require targeted intervention.</p> <p>Classroom Engagement: Two critical engagement measures showed concerning declines:</p> <ul style="list-style-type: none"> • Focus in Class: Dropped from 60% to 50% (down 10%), indicating significant challenges with student attention and concentration during instruction • Excitement to Participate: Decreased from 40% to 37% (down 3%), suggesting reduced enthusiasm for classroom activities and learning opportunities <p>Priority Growth Areas Identified</p>

Educational Partner(s)	Process for Engagement
	<p>Students identified specific areas needing improvement:</p> <p>Social Justice and Equity: Students expressed discomfort discussing racism and social justice topics in classroom settings, indicating a need for enhanced approaches to sensitive conversations and inclusive dialogue.</p> <p>Physical Environment: School cleanliness was identified as an area requiring attention, affecting overall school climate and student comfort.</p> <p>Behavioral Expectations: Students indicated challenges with following school rules consistently, suggesting a need for clearer expectations and more effective behavior support systems.</p> <p>Summary</p> <p>While students show increased appreciation for school value and academic rigor, significant challenges persist in peer relationships, classroom engagement, and social-emotional climate. The 10-point decline in classroom focus represents the most concerning trend, requiring immediate attention to instructional practices and student engagement strategies.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>Meeting Schedule and Participation</p> <p>Regular PAC Meetings: January 10, 2025, and March 14, 2025, LCAP Review Meeting: May 30, 2025</p> <p>The Parent Advisory Committee conducted three formal meetings during the 2024-25 school year to provide input on school programs, policies, and the Local Control and Accountability Plan (LCAP).</p> <p>Parent Feedback and Recommendations</p> <p>Financial Support and Resource Needs</p> <p>Parents expressed strong interest in supporting the school's financial needs and specifically asked for guidance on how they can contribute to funding critical educational resources. They identified two priority areas where additional funding would significantly impact student outcomes: comprehensive curriculum materials and increased teaching assistant staffing to provide more individualized student support.</p> <p>Academic Program Enhancement</p> <p>Parents advocated for a more robust school-wide literacy initiative, emphasizing the need for systematic, comprehensive reading instruction across all grade levels. This recommendation aligns with parent concerns about student reading achievement and their desire to see stronger literacy outcomes throughout the school.</p> <p>Family Education and Support</p>

Educational Partner(s)	Process for Engagement
	<p>Parents requested specific training on interpreting iReady assessment scores to better understand their children's academic progress and provide targeted support at home. This request demonstrates parents' commitment to supporting their children's learning but highlights their need for technical assistance in understanding assessment data and translating it into effective home support strategies.</p> <p>Program Continuation and Expansion</p> <p>Parents reported that Family Learning Nights were highly successful and requested expansion of these educational events. The positive feedback indicates that these programs effectively engage families in their children's education while building community connections among school families.</p> <p>Meeting Accessibility and Participation</p> <p>Parents requested Zoom options for all meetings to improve accessibility for families with scheduling constraints, transportation challenges, or other barriers to in-person attendance. Additionally, parents emphasized the need for increased engagement from diverse family groups to ensure that all voices in the school community are represented in advisory discussions and decision-making processes.</p> <p><u>LCAP Review and Approval Process</u></p> <p>May 30, 2025, LCAP Meeting</p> <p>The Parent Advisory Committee conducted a comprehensive review of the 2025-26 Local Control and Accountability Plan during a dedicated meeting on May 30, 2025. During this session, the committee examined the proposed use of various funding sources, including:</p> <ul style="list-style-type: none"> • Title Funds: Federal funding designated for schools serving high percentages of students from low-income families • LCFF Base Funding: Local Control Funding Formula base grant allocation • LCFF Supplemental and Concentration (S&C) Funds: Additional state funding for English Learners, low-income students, and foster youth <p>Feedback: The PAC (Caregivers) love the counseling program and feel like PBIS efforts are really working so are glad to see that those programs will continue. They would love more opportunities for parent education to support their kids be successful in school.</p> <p>Following thorough discussion and review of the proposed budget allocations and programmatic priorities, the Parent Advisory Committee formally approved the LCAP for submission to New LA's Governing Board, fulfilling their advisory role in the school's accountability and planning process.</p>

Educational Partner(s)	Process for Engagement
	<p>The PAC meetings demonstrated strong parent engagement in school governance and program development, with parents providing specific, actionable feedback on financial support, academic programming, family education, and meeting accessibility. The committee's approval of the 2025-26 LCAP reflects their collaborative role in ensuring that school planning aligns with parent priorities and student needs.</p>
<p>English Learner Parent Advisory Committee (EL-PAC)</p>	<p>Meeting Schedule and Participation Regular EL-PAC Meetings: February 24, 2025, and March 14, 2025, LCAP Review Meeting: June 7, 2025</p> <p>The English Learner Parent Advisory Committee conducted three meetings during the 2024-25 school year to provide specialized input on programs and services for English Learner students and their families.</p> <p>English Learner Parent Feedback and Priorities</p> <p>Educational Resource Support</p> <p>English Learner parents expressed strong commitment to supporting the school's financial needs and specifically requested guidance on how they can contribute to funding essential educational resources. They identified two critical areas where additional support would directly benefit English Learner students: comprehensive curriculum materials that support dual language development and increased teaching assistant staffing to provide more individualized support for students developing English proficiency.</p> <p>Academic Program Enhancement for English Learners</p> <p>EL-PAC parents advocated for a more comprehensive school-wide literacy initiative, emphasizing the particular importance of robust reading instruction for students who are simultaneously developing literacy skills in both Spanish and English. This recommendation reflects their understanding of the unique challenges English Learners face in developing biliteracy and their desire to see systematic support for reading achievement across both languages.</p> <p>Family Education and Assessment Literacy</p> <p>English Learner parents specifically requested training on interpreting iReady assessment scores to better understand their children's academic progress in English and provide targeted support at home. This request is particularly significant for EL families who may need additional support in understanding assessment systems and translating academic information into effective home learning strategies that complement their children's dual language development.</p> <p>Successful Program Expansion</p>

Educational Partner(s)	Process for Engagement
	<p>EL-PAC parents reported that Family Learning Nights were highly successful in engaging English Learner families and requested expansion of these educational events. The positive response indicates that these programs effectively bridge home and school learning while providing culturally and linguistically responsive support for English Learner families.</p> <p>Meeting Accessibility for English Learner Families</p> <p>Parents emphasized the need for Zoom options for all meetings to improve accessibility for English Learner families who may face additional barriers to in-person attendance, including work schedules, transportation challenges, or comfort levels with participating in school meetings. This request reflects the importance of removing barriers that might prevent English Learner families from participating in their children's educational planning.</p> <p>LCAP Review and English Learner Program Approval</p> <p>June 7, 2025, LCAP Review Meeting</p> <p>The English Learner Parent Advisory Committee (EL-PAC) conducted a thorough review of the 2025-26 Local Control and Accountability Plan with particular attention to programs and services for English Learner students. During this meeting, EL-PAC parents examined the proposed allocation of funding sources specifically related to English Learner support, including:</p> <ul style="list-style-type: none"> • Title III Funds: Federal funding specifically designated for English Learner programs and services • LCFF Supplemental and Concentration (S&C) Funds: State funding that includes specific allocations for English Learners • LCFF Base Funding: General education funding that supports all students, including English Learners <p>After comprehensive discussion of how these funds would support English Learner student achievement, language development programs, and family engagement initiatives, the EL-PAC formally unanimously approved the LCAP for submission to New LA's Governing Board, ensuring that English Learner priorities and needs were adequately addressed in the school's planning and budgeting process.</p> <p>Summary</p> <p>The EL-PAC meetings demonstrated strong engagement from English Learner families in advocating for their children's educational needs. Parents provided specific feedback on academic support, family education, program expansion, and meeting accessibility, all viewed through the lens of supporting English Learner student success. The committee's approval of the 2025-26 LCAP reflects their collaborative role in ensuring that school planning appropriately addresses the unique needs of English Learner students and families.</p>

Educational Partner(s)	Process for Engagement
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Data Collection Methods and Schedule</p> <p>Spring 2025 Panorama Survey: Comprehensive parent survey administered to gather feedback on various aspects of school experience and family engagement.</p> <p>Regular Parent Engagement Opportunities</p> <p>Coffee with the Principal Sessions: Monthly informal meetings providing direct access to school leadership</p> <ul style="list-style-type: none"> • Meeting Dates: August 28, September 6, September 20, October 11, November 8, December 6, January 24, February 14, March 14, May 4, June 2, and June 16 • Total Sessions: 12 meetings throughout the 2024-25 school year <p>Caregiver Association Meetings: Formal parent organization meetings for school governance and community building</p> <ul style="list-style-type: none"> • Meeting Dates: September 5, October 3, November 7, February 21, March 3, March 19, March 25, April 10, April 29, May 8, and June 5 • Total Sessions: 11 meetings throughout the 2024-25 school year <p>Parent Feedback and Requests</p> <p>Teacher-Family Relationships</p> <p>Parents expressed a strong desire for increased opportunities to interact with teachers and develop personal connections with their children's educators. This feedback indicates that while academic communication may be adequate, families want more informal relationship-building opportunities to better support their children's education.</p> <p>Academic Support and Literacy Focus</p> <p>Parents requested enhanced reading incentives for students and the launch of a comprehensive school-wide literacy campaign to strengthen reading culture both at school and home. According to the Panorama Survey results, parents identified a specific need for training on homework support strategies and methods to effectively assist their children's learning at home.</p> <p>Meeting Accessibility and Engagement</p> <p>Parents provided specific suggestions to improve meeting participation and engagement. They requested more engaging formats for principal meetings and Zoom options for all meetings to accommodate varying schedules and accessibility needs. Additionally, parents asked for Coffee with the Principal meetings to be offered at different times of day to allow more families to participate regardless of work schedules.</p>

Educational Partner(s)	Process for Engagement
	<p>Community Building and Social Connections</p> <p>Parents identified significant gaps in family social connections within the school community. They reported not knowing their children's friends well and requested more opportunities for organized play dates and grade-level family gatherings. This feedback highlights the need for structured social events that allow families within the same grade level to build relationships and create a stronger sense of community.</p> <p>Family Engagement Assessment</p> <p>While parents acknowledged that overall family engagement at the school is high, they identified specific areas for growth. Parents requested increased staff involvement in family engagement activities and emphasized the continued need to create an inclusive culture where all families feel they belong, regardless of background or circumstances.</p> <p>Summary</p> <p>Parent feedback reveals a community that values connection and engagement but seeks more structured opportunities for relationship building, academic support, and inclusive participation. The consistent attendance at both Coffee with the Principal and Caregiver Association meetings demonstrates strong parent commitment, while the specific requests indicate clear pathways for enhancing family-school partnerships.</p>
SELPA Administrator	<p>Ongoing Support and Case Consultation</p> <p>Timeline: Throughout the 2024-25 school year</p> <p>The school maintains continuous consultation with Special Education Local Plan Area (SELPA) specialists to ensure appropriate support for students with disabilities. This ongoing collaboration includes consultation with behavior specialists, mental health professionals, and legal specialists regarding specific student cases as they arise. These consultations ensure that individual student needs are met through evidence-based interventions and that all special education services comply with legal requirements.</p> <p>LCAP Goal Review and Feedback</p> <p>Consultation Date: May 9, 2025</p> <p>Purpose and Process</p> <p>SELPA conducted a formal consultation regarding the school's Local Control and Accountability Plan (LCAP) goals to ensure that planned actions and services appropriately address the needs of students with disabilities and align with special education requirements.</p> <p>SELPA Feedback and Recommendations</p>

Educational Partner(s)	Process for Engagement
	<p>Positive Assessment: SELPA provided generally positive feedback on the school's LCAP goals and data analysis approaches. Particular commendation was given for the school's effective use of i-Ready assessment data to examine and disaggregate student performance information, which allows for targeted analysis of how students with disabilities are progressing academically compared to their peers.</p> <p>Resource Reminder: SELPA reminded the school of available support services, specifically highlighting access to Communities of Practice (COP) mental health services. These services were identified as a valuable resource to support the school's attendance improvement goals, particularly for students whose attendance challenges may be related to mental health or behavioral concerns.</p> <p>Implications for Service Delivery</p> <p>The consultation reinforced that the school's data-driven approach to monitoring student progress aligns with best practices for supporting students with disabilities. The reminder about COP mental health services provides an additional avenue for addressing attendance barriers that may disproportionately affect students with disabilities, creating a more comprehensive support system for vulnerable student populations.</p> <p>SELPA consultation demonstrates the school's commitment to collaborative special education service delivery and compliance with legal requirements. The positive feedback on data analysis practices and the identification of additional mental health resources strengthen the school's capacity to serve students with disabilities effectively while supporting broader school improvement goals such as attendance enhancement.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from our educational partners to ensure their perspectives were incorporated as follows:

LCAP Goal 1: Multi-Tiered System of Supports

- Added dyslexia assessment (TK-2: Multitudes) responding to administrator needs for better academic identification
- Enhanced PBIS focus** based on administrator feedback about professional development needs
- Classroom Champions SEL curriculum: replaced Second Step, providing more engaging athlete-mentor program
- Continued attendance interventions: building on positive feedback about early intervention strategies

LCAP Goal 2: Professional Learning Opportunities

- Reduced summer PD to 5 days: (from 10 days) based on resource optimization
- Eliminated Director of Academic Data position - responsibilities redistributed to Chief of Schools and principals based on organizational restructuring needs
- Maintained focus on literacy assessment tools (IRLA/ENIL), responding to teacher requests for more training

LCAP Goal 3: Parent Engagement

- Added garden classes: as enrichment responding to community partnership opportunities
- Maintained Family Learning Nights: based on strong parent support and request for expansion
- Continued Coffee with Principal sessions: addressing parent request for accessible leadership interaction

The 2025-26 LCAP demonstrates a responsive approach to educational partner feedback while balancing budget constraints and organizational capacity. The plan reflects California's requirement for meaningful educational partner engagement in LCAP development, showing how stakeholder input directly shaped programmatic decisions, resource allocation, and strategic priorities for the upcoming school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue our commitment to implement the CA Community Schools Framework which includes strengthening our Multi-tiered System of Supports (MTSS), through PBIS, and integrating the Four Key Conditions for Learning, with the Four Pillars of Community Schools. By strengthening these systems, we can improve school responsiveness and effectively identify and address student barriers to learning.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access

An explanation of why the LEA has developed this goal.

CLICS is now part of the New LA Charter Schools. There is a need to strengthen MTSS to align with the CA Community Schools Framework to effectively support its students, and staff through a whole child approach to education, that includes the implementation of universal screeners (academic & SEL) to identify students who require additional support so they can thrive academically. As a dual-immersion school, there is a need to strengthen the educational model through ongoing language support in both languages for English Learners and English only students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment:	2022-23 ELA CAASPP DFS	2023-24 ELA CAASPP DFS		2024-25 ELA CAASPP DFS	All Students: -10.1
	Distance from Standard (DFS)	All Students -11.7	All Students -21.8		All Students -21.4	Hispanic: -6.3
		Hispanic -34.1	Hispanic -40.4		Hispanic -40	EL: -5.3
	Source: CA School Dashboard	EL -69.8	EL -75.1		EL -74.7	SED: +4.5
		SED -55.1	SED -50.6		SED -50.2	

2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -37.3 Hispanic -56.9 EL -83.1 SED -76.6	2023-24 Math CAASPP DFS All Students -36.2 Hispanic -54.4 EL -72.1 SED -62.7		2024-25 Math CAASPP DFS All Students -35.2 Hispanic -53.4 EL -71.1 SED -61.7	All Students: +1.1 Hispanic: +2.5 EL: +11 SED: +13.9
3	CA Science Test Points from Standard (PFS) Source: CA School Dashboard	2022-23 CAST % All Students 31% Hispanic 24% SED 12% Source: CAASPP	2023-24 CAST PFS All Students -9.9 Hispanic -16.5 SED -16.8		2024-25 CAST PFS All Students -9.6 Hispanic -16.2 SED -16.5	All Students: +1% Hispanic: -2% SED: +8% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	40.8% Source: 2023 Dashboard	2023-24: 30.2% Source: 2024 Dashboard		2024-25: 35%	-10.6%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 6.8% Proficient	2023.-24: 3.33% Proficient		2024-25: 4% Proficient	-3.47%
6	Reclassification Rate Source: Dataquest	2022-23: 3.9%	2023-24: 2.44%		2024-25: 2.5%	-1.46%
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 91.08%		2024-25: 91.3%	+ .08%

8	Chronic Absenteeism Rates Source: Dataquest	2022-23:0%	2023-24: Chronic Absenteeism Rate All Students 31.8% African American 17.6% Hispanic 34.8% English Learner 32.8% SED 34.6% SWD 34.0%		2024-25 Chronic Absenteeism Rate All Students 30.5% African American 18.0% Hispanic 33.0% English Learner 31.0% SED 33.0% SWD 37.0%	All Students +30.5% African American +18% Hispanic +33% English Learner +31% SED +33% SWD +37%
9	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 0.2% African American 1.6% Hispanic 0.0% White 0.0% EL 0.0% SED 0.4% SWD 2.0%	2023-24: Suspension Rate All Students 0.5% African American 0.0% Hispanic 0.7% EL 0.8% SED 0.7% SWD 0.0%		2024-25: 0%	All Students: +0.3% AA: -1.6% Hispanic: +0.7% White: NA EL: +0.8% SED: +0.3% SWD: -2%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2024-25: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 96%	2023-24: 96.3%		2024-25: 100%	+0.3%

NOTE: City Language Immersion Charter School currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE

- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was partially implemented. Universal screeners and assessments have been implemented to identify learning gaps, address achievement disparities among student groups, and develop annual growth targets. These include iReady Reading & Math administered three times yearly, IRLA/ENIL Reading Assessments for SLA & ELA in grades K-5, ICA's ELA and Math for grades 3-5, IAB & FIAB for grades 3-5, and state mandated assessments such as CAASPP, ELPAC (both interim and summative), CAST, and PFT.

The original plan designated the Director of Academics and Data to lead data collection and analysis efforts in collaboration with site leadership. This role was intended to analyze formative and summative data including SchoolPace Assessments, identify areas of academic need, develop goals and plans to address identified needs, create systems for progress monitoring, train and support staff on data tools and reports, and facilitate data-informed decision-making.

Current Status: The Director of Academics and Data resigned earlier this school year, and the position was not filled. Instead, these critical responsibilities have been redistributed to the Principal and the Chief of Schools. This represents a substantive organizational change from the original implementation plan.

The interim ELPAC assessment, initially omitted from our documentation, is now being partially utilized to prepare students for the summative ELPAC assessment. Data analysis and training continue to take place during faculty meetings, grade level meetings, and on the three designated pupil-free days throughout the school year. Academic data continues to be disaggregated by student groups to identify schoolwide trends.

Action 2: This action was fully implemented. To address learning gaps and improve student outcomes identified in our comprehensive needs assessment, we have implemented several key initiatives:

Teacher Assistants now provide push-in support in classrooms, and teachers utilize intervention toolkits to target specific learning gaps. We've expanded our classroom leveled libraries in both English and Spanish, supplemented by book donations distributed to families to encourage reading at home.

CLIC students access tiered tutoring support:

1. Teacher-led tutoring cycles consisting of 12 sessions delivered over 6 weeks, focusing on literacy in English and Spanish, and mathematics
2. High dose tutoring through Think Together, providing targeted foundational literacy instruction in small groups of no more than 3 students per tutor

Additionally, we offered intersession and summer programming through the Expanded Learning Opportunities Program (ELOP), further extending learning time for students requiring additional support. The implementation closely follows our planned action as outlined in the LCAP, with the notable addition of the Think Together high dose tutoring program, which represents an enhancement to our original intervention strategy

Action 3: This action was fully implemented. CLIC continues its commitment to comprehensive social-emotional and behavioral support for all students. Our implementation has closely followed our initial action plan through several integrated approaches. We partnered with LACOE and engaged a cohort of teachers in PBIS training. We maintained our established Second Step curriculum while introducing the Little Justice Leaders program in its first year of implementation, which enhances our SEL approach with a restorative justice lens. Our ongoing partnership with Her Healing provides both direct counseling services and virtual parent workshops throughout the year. We expanded our offerings with the Girls on the Run program and secured professional development from the Los Angeles Institute of Restorative Practices. Panorama universal screeners remain essential to our data-informed decision-making process, helping us continuously improve our schoolwide SEL initiatives.

Attendance Management: Attendance remains a top priority with daily tracking and monitoring systems in place. We maintain regular communication with families about attendance expectations and provide recognition to celebrate students with consistent attendance. For students at risk, we conduct SART (Student Attendance Review Team) meetings with parents to address and reduce chronic absenteeism.

As of early spring, ADA was 92.1% ND Chronic absenteeism rate was 26.4% This represents a significant improvement from the prior year, at this point in time where chronic absenteeism was at 32.34%.

Action 4: This action was fully implemented. This action has been fully implemented as planned. Students are receiving all specified enrichment programs including Art, Music, and age-appropriate Sex Education for grades 3-5.

In February 2025, we enhanced our enrichment offerings with the addition of a garden program for students in TK and grades 3-5. This program provides 60 hours of specialized garden instruction with a dedicated garden teacher.

Action 5: This action was partially implemented. The implementation of our English Learner support action has been consistent and remains ongoing. Supporting our EL students continues to be a priority for our school.

Substantive Differences

1. Kagan Structures: We had originally planned to provide training and professional development on Kagan cooperative learning structures. However, we were unable to schedule this training, and consequently, it was removed from the budget. We are not currently using Kagan structures as initially planned.

2. ELPAC Assessment: Our original plan included implementing the full interim ELPAC assessment. Due to time constraints, we are only implementing selected portions of this assessment. We have prioritized the reading components since reading has been identified as a specific area of need. These interim reading assessments provide raw scores that are being used for instructional decision-making.
3. Staff Training: All teachers are receiving training on administering the summative ELPAC to ensure proper assessment procedures.

Action 6: This action was partially implemented. City Language Immersion Charter (CLIC) has experienced an increase in both special education caseloads and the complexity of student needs. The SPED team began the year by updating IEPs and realigning services to match current student requirements. We have identified a significant post-pandemic increase in severe behavioral issues and mental health needs among our students with disabilities, necessitating more strategic planning, enhanced support systems, expanded staffing, and additional professional development.

Program Implementation: Our special education department now conducts weekly meetings to review compliance reports and provide targeted professional development for staff. We have instituted individual compliance meetings to maintain up-to-date caseload reviews, ensuring staff accountability and regulatory compliance.

Professional development has focused on:

- Behavior management strategies and data collection methods
- Effective IEP writing techniques
- Goal achievement measurement
- Culturally responsive teaching practices
- Using assessments to inform multisensory instruction

Staff utilizes iReady for lesson planning, intervention strategies, and data analysis to drive instructional decisions. We have also incorporated IRLA, the school-wide adopted reading assessment system. This trimester, our department will undertake another book study focused on Universal Design for Learning (UDL) practices.

Substantive Differences: Two significant staffing discrepancies exist in the current implementation:

1. The Assistant Director of Exceptional Education position (shared with other schools) is not mentioned in the action description, though this role has been vacant since December 2024.
2. The action references the Director of Academic Data position, which has been vacant since September 2024.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences are defined as significant variances between planned and actual spending that impact the implementation of educational programs and services. The following actions experienced substantial deviations from their original budget allocations:

- **Action 1 - Academic Leadership Position** The resignation of the Director of Academics & Data early in the school year created a material decrease in estimated actual expenditures compared to the budgeted amount. This position remained vacant for the remainder of the

academic year, with the Chief of Schools assuming the responsibilities without additional compensation allocated to this action. While this resulted in cost savings, it may have impacted the planned percentage of improved services as the intended dedicated academic leadership and data analysis functions were redistributed among existing personnel.

- **Action 3 - Instructional Support Staffing** Due to increased student academic needs identified during the school year, additional Teaching Assistants (TAs) were hired beyond the originally budgeted number. This resulted in estimated actual expenditures exceeding the planned budget allocation. The additional staffing was necessary to maintain appropriate student-to-staff ratios and provide adequate academic support, potentially improving the actual percentage of enhanced services delivered to students.
- **Action 6 - Special Education Services** CLIC experienced both an increase in special education caseloads and greater complexity of student needs than originally anticipated. This led to a significant increase in estimated actual expenditures as additional specialized staff, resources, and services were required to meet legal compliance and provide appropriate educational services. The increased spending reflects enhanced service delivery percentages to meet the heightened needs of special education students.

These material differences demonstrate the school's responsiveness to changing student needs and staffing circumstances while maintaining commitment to educational service delivery.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The action has been effective in creating more systematic assessment practices. iReady implementation has become more consistent this year for both benchmarking and learning pathways, with streamlined scheduling that has reduced instructional time lost to assessments and improved completion rates compared to the previous year.

Student Progress Tracking: Universal screeners have proven effective in improving school responsiveness and identifying student barriers to learning. The assessments provide valuable data for tracking student achievement and informing teaching practices to address learning gaps.

Data-Driven Decision Making: The systematic collection and analysis of assessment data has enabled more targeted interventions and instructional planning, supporting the MTSS framework implementation.

Areas of Reduced Effectiveness:

Incomplete Participation: A significant challenge has been achieving 100% participation in assessments due to student absences and inconsistent teacher follow-up for makeup assessments, which limits the comprehensiveness of the data collected.

ENIL/IRLA Implementation Gaps: The faithful implementation of ENIL/IRLA assessments has been challenging due to the newness of the assessment tools and teachers' unfamiliarity with managing classroom time to administer and use results to inform instruction effectively.

Action 2: This action has been effective in making progress toward Goal 1's objective of strengthening MTSS and implementing the CA Community Schools Framework, though resource constraints limit its full potential impact.

Areas of Effectiveness: The action has been fully implemented with Teacher Assistants providing push-in classroom support, teachers utilizing evidence-based intervention toolkits, and expanded access to leveled classroom libraries in both English and Spanish. Families have responded overwhelmingly positively to tutoring, intersession, and summer programming offerings, demonstrating strong community engagement. Teachers are effectively using intervention toolkits to target specific learning goals and have created targeted learning groups based on assessment data,

while incorporating more small group work for differentiation. The interventions show effectiveness in supporting student achievement growth across all student population groups.

Areas of Limited Effectiveness: Despite positive implementation, the school is not achieving desired growth rates, indicating interventions may need intensification or expansion. Resource limitations significantly impact effectiveness as each grade level shares one Teaching Assistant across three classrooms, and these assistants are also used for yard supervision, reducing instructional time. Insufficient access to books at home in target languages, particularly Spanish, limits practice opportunities for dual immersion students. Demand for tutoring and summer sessions exceeds capacity, resulting in waitlists that prevent some students from receiving needed support.

Impact on Goal Progress: The action effectively supports Goal 1 by implementing multi-tiered academic interventions that align with the MTSS framework and Community Schools approach. The combination of in-class support, after-school programming, and extended learning opportunities creates a comprehensive system addressing student barriers to learning. However, resource constraints prevent the action from reaching its full potential impact on accelerating learning for all students who need additional support.

Action 3: This action has been effective in making progress toward Goal 1's objective of strengthening MTSS and implementing the CA Community Schools Framework, showing measurable improvements in key areas while facing implementation challenges.

Areas of Effectiveness: The action has been fully implemented with strong partnership development through LACOE's PBIS cohort, successful implementation of Second Step and Little Justice Leaders curricula, and continued counseling services through Her Healing. Attendance improvements demonstrate significant progress, with chronic absenteeism decreasing from 33% in February 2024 to 29% in February 2025, and current data showing further improvement to 26.4% chronic absenteeism with 92.1% average daily attendance. Family engagement has increased substantially, with growing demand for counseling services and positive response to Girls on the Run programming. The implementation of DeansList and structured PBIS practices has led to more systematic behavior tracking and data-driven celebrations of student success.

Areas of Limited Effectiveness: Several implementation challenges limit the action's full effectiveness. Training schedules have been disrupted by partner organization availability, and parent meetings face conflicts from scheduling issues, no-shows, and illness. Teachers struggle with faithful implementation of SEL curriculum, particularly the new Little Justice Leaders program, due to unfamiliarity with all components. Student survey data reveals a concerning gap in peer relationships, with students reporting feeling safe and respected by adults but not safe with their peers, indicating ongoing social-emotional challenges among students.

Impact on Goal Progress: The action effectively supports Goal 1 by implementing comprehensive social-emotional and behavioral support systems that align with the MTSS framework. The measurable decrease in chronic absenteeism directly addresses student barriers to learning, while expanded mental health services and family engagement create stronger community connections. Panorama surveys provide valuable data for continuous improvement and support both student and staff well-being, contributing to the Community Schools Framework implementation.

Action 4: This action has been highly effective in making progress toward Goal 1's objective of strengthening MTSS and implementing the CA Community Schools Framework, demonstrating full implementation with positive outcomes and program expansion.

Areas of Effectiveness: The action has been fully implemented as described, providing all students with comprehensive enrichment opportunities beyond core subjects including Art, Music, and Sex Education for grades 3-5. A significant enhancement occurred in February 2025 with the addition of a garden program for students in TK and grades 3-5, providing 60 hours of garden classes with a dedicated garden teacher. This expansion demonstrates responsive programming that aligns with the whole child approach central to the Community Schools Framework.

Student engagement has increased substantially, with high motivation and participation in enrichment courses. Teachers have developed growing appreciation for interdisciplinary planning, with the PE teacher integrating math and literacy concepts into lessons and classroom teachers implementing more art integration into core subjects. This cross-curricular approach supports the comprehensive educational model that addresses diverse learning needs and barriers.

Impact on Goal Progress: The action effectively supports Goal 1 by providing enrichment opportunities that serve as an effective method for identifying and addressing student barriers to learning. The broad course of study ensures all students have access to diverse learning experiences that can engage different learning styles and interests, supporting the Multi-tiered System of Support by offering universal enrichment that benefits all students. The interdisciplinary approach strengthens core academic instruction while fostering creativity and engagement.

Action 5: This action has been effective in making progress toward Goal 1's objective of strengthening MTSS and implementing the CA Community Schools Framework, demonstrating targeted support for English Learners while facing significant implementation barriers.

Areas of Effectiveness: The action has been fully implemented with consistent focus on English Learner support as a school priority. Ensemble coaching has provided significant success in developing language-focused lessons that teachers can implement immediately in their classrooms. The school has developed a comprehensive spring plan addressing EL needs through cycles of professional development, data analysis, targeted instruction, and assessment preparation for the summative ELPAC. Teachers are utilizing Biliteracy Para Todos curriculum and Intervention Toolkits to provide evidence-based support, while the newly adopted curriculum addresses all language learners by examining languages side-by-side, supporting the dual immersion model.

Areas of Limited Effectiveness: Several implementation challenges significantly impact the action's effectiveness. A large portion of faculty are new to teaching, requiring extensive time and practice to effectively implement programs like Biliteracy Para Todos and IRLA assessments. Insufficient curriculum materials have created implementation difficulties, with ordered materials inadequate for the entire school, causing 20-minute lessons to extend longer due to lack of student books. Teachers struggle to adhere to designated ELD schedules, representing an ongoing challenge that administration continues to address. The planned Kagan Structures training was removed from implementation due to scheduling and budget constraints.

Impact on Goal Progress: The action effectively supports Goal 1 by targeting specific needs of English Learners through specialized curriculum and professional development focused on language development. The comprehensive approach aligns with MTSS by providing targeted interventions for a specific student population while supporting the dual immersion educational model. The combination of curriculum adoption, professional development, and assessment preparation creates a systematic approach to addressing language acquisition barriers to learning.

Action 6: This action has been moderately effective in making progress toward Goal 1's objective of strengthening MTSS and implementing the CA Community Schools Framework, demonstrating strong professional development and compliance efforts while facing significant capacity and staffing challenges.

Areas of Effectiveness: The action has established comprehensive professional development systems with weekly department meetings for compliance review and staff development, individual compliance meetings for accountability, and targeted training covering behavior strategies, effective IEP writing, culturally responsive teaching practices, and multisensory instruction. Staff have been trained on newly adopted curricula and utilize assessment data for instructional planning. The department has engaged in strategic planning through the Director's participation in Relay Graduate School of Education's Inclusive Schools Leadership cohort, creating practical tools for implementation. Full departmental staffing with a Director, two RSTs, and a paraprofessional allows for consistent collaboration and alignment with school mission and vision.

Areas of Limited Effectiveness: Significant challenges constrain the action's full effectiveness. RST caseloads have steadily increased, requiring contracted additional case managers and related service providers to support over normed caseloads. The school faces more severe behavior and mental health needs post-pandemic, requiring strategic planning and enhanced staffing beyond original projections. Key personnel changes have disrupted implementation, with the Assistant Director of Exceptional Education position vacant since December 2024 and the Director of Academic Data position unfilled since September 2024, affecting planned collaboration and systematic data analysis.

Impact on Goal Progress: The action supports Goal 1 by implementing comprehensive special education services within the MTSS framework, though capacity limitations prevent full effectiveness. The systematic approach to professional development, compliance monitoring, and service delivery aligns with the Community Schools Framework's whole child approach. However, increased student needs and staffing challenges limit the program's ability to fully meet Goal 1's objective of effectively identifying and addressing all student barriers to learning.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes Made to Planned Goal 1, Metrics, Target Outcomes, or Actions

- **Goal Structure:** No changes will be made to Goal 1 for the coming year, as it continues to align with the school's commitment to implementing the CA Community Schools Framework and strengthening the Multi-tiered System of Supports (MTSS).
- **Metric Modification:** The CA Science Test (CAST) metric will be updated to report results using "points from standard" as displayed on the 2024 CA School Dashboard, rather than the current percentage of students who met or exceeded standards. This change reflects educational partner feedback and ensures consistency with CA School Dashboard reporting methodology.
- **Target Outcome Adjustments:** Based on midyear implementation analysis, target outcomes will be refined to reflect realistic growth expectations while maintaining high standards for student achievement, English Learner progress, attendance rates, and behavioral outcomes.
- **Action Refinements:** Several Goal 1 actions will be modified based on implementation experience, including ensuring adequate curriculum materials are purchased to support program fidelity, addressing the Director of Academic Data staffing gap that impacted systematic data analysis, managing increased special education caseloads effectively, and building upon successful programs such as enhanced tutoring services and expanded enrichment offerings like the garden program.

- **Annual Reflection Approach:** As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing for responsive adjustments that improve the effectiveness of MTSS implementation and student barrier identification while maintaining the school's dual-immersion educational model focus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENT OF LEARNING	<p>Universal screeners, diagnostic assessments, and benchmark assessments will be administered to identify learning gaps, close achievement gaps among student groups, and develop annual growth targets.</p> <p>Assessment Portfolio</p> <ul style="list-style-type: none"> - iReady Reading and Math (Title I Funded: \$19,750): Administered three times per year to track student progress in core academic areas. - IRLA/ENIL Reading Assessments: Conducted for Spanish and English Language Arts across grades K-5, supporting dual language literacy development. - Dyslexia Assessment: Implemented for grades TK-2 to provide early identification and intervention for reading difficulties. - Interim Assessments: ICAs for ELA and Math (grades 3-5) provide state assessment practice, while IABs and FIABs offer targeted standards assessment. - State-Mandated Assessments: Include CAASPP, ELPAC, CAST, and PFT to meet accountability requirements. <p>Data Analysis Framework</p> <p>The Chief of Schools will collaborate with site leadership to collect and analyze formative and summative data, including SchoolPace Assessments for ELA and SLA. Data will be disaggregated by student groups to identify trends and inform targeted interventions for English Learners, Students with Disabilities, and other populations.</p> <p>Professional Development</p>	\$29,584	N

		<p>Staff will receive training on data analysis tools and data-informed decision-making during faculty meetings, grade-level meetings, and three annual pupil-free days dedicated to data review and instructional planning.</p> <p>Expected Outcomes</p> <p>This assessment system will enable early identification of learning gaps, systematic progress tracking, and targeted support based on individual student needs and performance data.</p>		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>A comprehensive needs assessment was conducted, including review and analysis of internal and external data, performance on the 2024 California Schools Dashboard, student work analysis, and educator feedback. This assessment, aligned with the Multi-tiered System of Support (MTSS) and California Community Schools Framework, identified achievement gaps among grade levels and student groups that require targeted intervention.</p> <p>In-Class Support Strategies</p> <ul style="list-style-type: none"> • Teacher Assistant Push-In Support: Teacher Assistants will provide direct push-in support within classrooms to offer individualized assistance to students during core instruction. This model ensures that students receive additional support without being removed from the general education environment, maintaining access to grade-level curriculum while addressing specific learning needs. • Evidence-Based Intervention Tools: Teachers will utilize Intervention Toolkits, which are evidence-based interventions developed by the American Reading Curriculum. These research-backed tools provide systematic approaches to addressing reading difficulties and accelerating literacy development for struggling learners. • Dual Language Literature Access: Students will have access to existing leveled classroom libraries containing literature in both English and Spanish. This bilingual approach supports the dual immersion model while providing appropriate reading materials at various proficiency levels to meet diverse student needs. 	\$656,899	Y

		<p>Extended Learning Opportunities</p> <ul style="list-style-type: none"> • After-School Tutoring: Students will have access to after-school tutoring programs led by CLIC teachers through structured 12-week cycles throughout the academic year. This additional instructional time provides targeted support for students who need extra practice and reinforcement of core academic concepts. • Intersession Programming: Academic support will be provided during school breaks through intersession programming, offering intensive intervention opportunities when students can focus on skill development without competing academic demands. • Summer Programming: Extended learning continues through summer programming as part of the Expanded Learning Opportunities Program (ELOP), ensuring that students maintain and build upon academic gains during traditional break periods. <p>Multi-Tiered Support Framework</p> <p>This comprehensive approach implements multiple tiers of academic support:</p> <ul style="list-style-type: none"> • Tier 1: Enhanced core instruction with Teacher Assistant push-in support and evidence-based intervention tools • Tier 2: Targeted after-school tutoring and access to leveled bilingual literature • Tier 3: Intensive intersession and summer programming for students requiring additional support <p>This multi-faceted approach to addressing academic needs will accelerate learning by providing targeted support at multiple levels, closing identified achievement gaps among student groups, and ensuring that all students have access to appropriate interventions and extended learning opportunities to reach grade-level proficiency and beyond.</p>		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>Social-Emotional Learning Programs</p> <p>City Language Immersion Charter is committed to providing comprehensive social-emotional and behavioral support to address</p>	\$247,840	Y

students' mental health needs through evidence-based programs and systematic interventions.

- **PBIS Implementation:** The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, partnering with LACOE to participate in the PBIS cohort (Title I Funded: \$5,000). This collaboration provides training and coaching to the PBIS committee to ensure effective implementation of positive behavioral interventions and supports.
- **DEIJ Curriculum:** The school will implement Little Justice Leaders Diversity, Equity, Inclusion, and Justice curriculum to promote cultural understanding and social justice awareness among students.
- **Classroom Champions:** Olympic, Paralympic, NCAA, and professional athletes are paired with classrooms as part of the 8-unit Champion Mindset Curriculum. Athlete Mentors take students on their athletic journey, demonstrating real-world applications of the 8 units and topics to build resilience and goal-setting skills.
- **Girls on the Run:** This evidence-based program inspires girl empowerment by building confidence, kindness, and decision-making skills through structured programming and community engagement.

Mental Health Support Services

Counseling Services: City Language Immersion Charter has partnered with Her Healing (Title I Funded: \$60,000) to provide students with professional counseling services, ensuring access to mental health support for students experiencing emotional or behavioral challenges.

Assessment and Data Systems

- **Panorama Education SEL Universal Screeners** (Title I Funded: \$1,993): Administered to students to provide comprehensive social-emotional learning assessment. Panorama surveys integrate social-emotional learning, multi-tiered systems of support, response to intervention, school climate, and student voice in one platform.

- **Data Dashboard:** School leaders receive visual dashboard reporting to interpret SEL data and take immediate action to improve student outcomes. The research-based surveys are identified as evidence-based by the Every Student Succeeds Act (ESSA) and provide educators with data to implement best practices for intervention management.
- **Staff Well-being:** Panorama surveys will also address and support educator and staff well-being and social-emotional capacity, ensuring a comprehensive approach to school climate.

Attendance Support System

- **Daily Tracking:** Attendance will be monitored daily with same-day family notification for absences. Families receive monthly updates on tardies and absences along with consistent messaging about attendance importance.
- **Incentive Programs:** School-wide attendance incentive system includes recognition for classrooms with perfect attendance and most improved attendance. Students with perfect attendance also receive individual recognition.
- **Goal Setting:** School-wide attendance goals will be established at milestone days (25th, 50th, 75th, 100th days) with benchmarks for individual absences and school/grade attendance rates.
- **Technology Integration:** Implementation of automated attendance notification systems through DeansList to streamline family communication and tracking processes.
- **SART Meetings:** Student Attendance Review Team meetings will be implemented to improve daily attendance and reduce chronic absenteeism rates through targeted interventions and family support.

Leadership and Implementation

- **PBIS Leadership:** The Assistant Principal will lead the PBIS Committee to ensure consistent implementation of positive behavioral supports schoolwide.
- **Restorative Practices:** The Director of Diversity, Equity, Inclusion, and Justice will lead restorative practices professional development

		<p>schoolwide and facilitate community circles to address behavioral concerns through restorative rather than punitive approaches.</p> <p>Expected Outcomes</p> <p>This comprehensive approach to social-emotional learning, behavioral support, and mental health services will create a positive school climate that supports student well-being, reduces behavioral incidents, improves attendance, and enhances overall academic achievement through addressing the whole child's needs.</p>		
4	BROAD COURSE OF STUDY	<p>All students receive comprehensive instruction in core subjects through the dual immersion model: English Language Arts (ELA), Spanish Language Arts (SLA), Mathematics, Science, Social Studies, and Physical Education.</p> <p>Enrichment Program</p> <p>Beyond core academics, all students participate in enrichment courses that provide well-rounded educational experiences:</p> <ul style="list-style-type: none"> • Art: Creative expression through various mediums, developing artistic skills and cultural appreciation. • Music: Instruction that builds musical literacy, performance skills, and supports language development. • Garden Classes: All grades participate in hands-on learning that integrates science, nutrition, environmental stewardship, and cultural connections to food and agriculture. • Health and Sex Education: Students in grades 3-5 receive age-appropriate health education in accordance with state standards. <p>This broad course of study ensures all students receive well-rounded education beyond core academics, supporting student engagement and preparing students for continued learning and personal growth.</p>	\$89,131	N
5	SUPPORTING EL – LANGUAGE ACQUISITION	<p>English Learners received RED performance levels on the 2024 California School Dashboard for English Language Proficiency Indicator (ELPI), Chronic Absenteeism, and ELA Academic Indicators. Only 30.2% of ELs</p>	\$22,125	Y

made progress in English Language Proficiency, representing a decline of 10.6% from the previous year's 40.8%.

Local Data Progress

2024-25 iReady diagnostics show positive trends for English Learners:

- **Reading:** Increased from 5% at or above grade level (fall) to 13% (winter)
- **Math:** Increased from 2% at or above grade level (fall) to 5% (winter)

Designated ELD Enhancement

The principal will collaborate with grade-level teacher teams to develop designated ELD lesson plans, strengthening the quality and delivery of designated English Language Development instruction.

Curriculum Implementation

- **Biliteracy para Todos:** Newly adopted curriculum will be used for both English Language Arts (ELA) and Spanish Language Arts (SLA) instruction. This curriculum addresses all language learners and examines languages side-by-side to support cross-linguistic transfer.
- **ARC Foundational Toolkits:** Teachers will use American Reading Company Foundational Toolkits to address, and target identified literacy goals for individual students in small group settings.

Professional Development

All teachers will participate in targeted professional development:

- **IRLA Assessment Implementation:** Training to improve reading instruction specifically for multilingual learners
- **Ensemble Coaching:** Curriculum planning with language acquisition focus
- **Inquiry Approach to Learning:** Emphasizing oracy and group collaboration to support language development

		<p>Support Systems: EL Master Plan</p> <p>The English Learner Master Plan will be reviewed and revised with input from educational partners to ensure comprehensive support for language acquisition.</p> <p>Instructional Support</p> <ul style="list-style-type: none"> • Credentialed Teachers: All ELs will receive designated and integrated ELD from credentialed teachers • Teacher Assistant Support: ELs will receive academic intervention and support from Teacher Assistants • Supplemental Tools: Access to BrainPOP EL and American Reading Company Foundations Intervention Toolkits focusing on foundational literacy skills <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • Data Analysis: Internal assessments will be disaggregated by student groups to assess EL performance, measure growth, identify gaps and needs, and strengthen instructional delivery and support. • Interim ELPAC: Regular administration of interim ELPAC assessments will familiarize students with the assessment format and provide staff with data to inform ELD instruction and monitor progress toward English proficiency. • Expected Outcomes: This comprehensive approach will improve English Language Proficiency Indicator performance, increase the percentage of ELs making progress toward proficiency, and support academic achievement in both English and Spanish while maintaining the dual immersion program goals. 		
6	COMPREHENSIVE SPED PROGRAM	New LA Charter School (CLIC’s CMO) has gone through a comprehensive review of the SPED program organization-wide and will be implementing some changes for 25-26. We will continue to be dedicated to a full inclusion model with efforts to implement a co-teaching model, using co-	\$815,934	Y

planning tools. Resource teachers will partner with general education teachers.

City Language Immersion Charter (CLIC) participates in LAUSD's (Option 3) SELPA. CLIC has identified academics (both ELA and Math), behavior and chronic absenteeism as areas of need for students with disabilities. The SPED team will provide instructional, social emotional and behavioral support as outlined by the student's IEP. In addition to support outlined in the IEP, CLIC provides Tier 1 and Tier 2 academic support to students with disabilities and those who are not identified. The SPED Director and SPED Assistant Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the SPED Program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments, and with planning universally designed lessons to support SWD. The SPED Team, composed of the SPED Director, SPED Coordinator, 2 RSTs, 1 Paraprofessional, BII, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. CLIC ensures that all providers meet state credentialing and training requirements, and we observe required caseload limits. BII and BID will follow the behavior plan written into the IEP with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities.

To support academic progress the SPED team will use curricular resources such as Read Naturally, Co-writer and Snap and Read and students also have full access to core and supplemental materials. Staff will be trained in all programs by internal and external experts on a bi-monthly basis. The SPED team will meet weekly to review compliance, best practices and participate in PD as directed by the Director of SPED. The SPED team will participate in professional learning offered by the SELPA as well as other opportunities such as conferences and will participate in a department-wide professional read. These efforts aim to improve delivery of instruction, student academic outcomes and accelerate student learning.

All resource specialist teachers participate in weekly grade level meetings with the general education teachers of the students they serve. These

meetings help RSTs be aware of topics and curriculum in the gen ed classrooms and allow opportunities for co-planning and co-teaching. Additionally, gen ed teachers will participate in PD provided by the SPED department throughout the year. They will address topics such as providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners and the role of gen ed teacher on the IEP team. CLIC uses iReady to monitor academic progress and the SPED team will be looking at disaggregated data from the iReady platform as well as other formative data monthly. This will support the team to set goals for the department and individually and monitor progress toward those goals. Through parent teacher conferences, committees, and the IEP process CLIC ensures that student/parent voice is included in decision making and feedback.

To address behavior the SPED team will implement BIPs with fidelity and will collaborate with the Assistant Principal and the PBIS committee to ensure that tier 1 supports for all students are in place to ensure a safe learning environment. If behavior becomes a challenge for students with disabilities the team will assess the need and may make amendments to the BIP, behavior goals or behavior services on the IEP, develop a safety plan for the student, and engage in alternatives to suspension to respond to actions that may require a consequence. In some cases, student behavior may result in a recommendation for re-evaluation. CLIC will continue to collaborate with and consult with the behavior team at our SELPA to both prevent behavior incidents and to respond appropriately when a behavior incident occurs. COP3 Behavior Specialists will also be providing organization wide professional development during our beginning of year summer session on responding to behaviors in and out of the classroom environment to meet the social-emotional needs of all students.

To address chronic absenteeism CLIC will implement our attendance policy with fidelity which includes responding to absences quickly with supportive measures before attendance becomes an issue. All parents are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates the topic is always discussed at IEP meetings and the Director of Special Ed is a part of the SART team which focuses on identifying the root causes of chronic absenteeism and collaborating with the student and the family to

		find solutions. The SPED Department will also be holding quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement and importance of school attendance to access curriculum and continuity of special education services as outlined in their students IEP.		
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Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and support staff with professional learning opportunities on the academic content standards and evidence-based strategies that supports our dual-immersion educational model, student motivation, competence and self-directed learning through well-scaffolded instruction and use of formative assessments to check for understanding.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>

An explanation of why the LEA has developed this goal.

<p>To provide a high-quality educational program, maintaining high teacher retention rates is critical. City Language Immersion Charter School will continue to provide robust professional development to support teachers and support staff, build expertise and capacity which will improve overall student outcomes, engagement, and attendance.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 55%	2022-23: 38.9%		2023-24: 50%	-16.1%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 2 PE: 3 VAPA: 3 World Language: 4	<u>2024-25</u> ELA: 3 ELD: 3 Math: 3 Social Science: 2 Science: 2 CTE: NA Health: 2 PE: 3 VAPA: 3 World Language: 3		<u>2025-26</u> ELA: 4 ELD: 3 Math: 3 Social Science: 3 Science: 3 CTE: NA Health: 2 PE: 3 VAPA: 3 World Language:3	ELA: -1 ELD: 0 Math: -1 Social Science: -2 Science: -2 CTE: NA Health: 0 PE: 0 VAPA: 0 World Language: -1

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. City Language Immersion Charter (CLIC) has fully implemented its planned action to support the core dual-immersion educational program. A principal and appropriately credentialed teachers have been employed to deliver instruction in ELA, SLA, Math, Social Studies, PE, and Science for all students. Substitute teachers have been utilized as needed to ensure classroom coverage and maintain instructional continuity.

All teachers participated in the planned 10 days of robust professional learning during Summer 2024, as well as the 3 scheduled non-instructional days focused on data analysis for instructional decision-making. Weekly professional development sessions have continued

throughout the academic year as planned. The implementation of this action has proceeded without any substantive differences from the original plan.

Action 2: This action was partially implemented. The action has been implemented largely as described, with teachers receiving professional development opportunities to enhance instruction, assessment practices, and curriculum implementation. However, there are several substantive differences to note:

First, we did not provide teachers with the planned training in Estrellitas/Lunitas literacy program this year, which represents a deviation from our original professional development schedule.

Second, our Director of Academic Data resigned in September, and we have not filled this position. The responsibilities of this role have been absorbed by the Chief of Schools, creating an organizational structure different from what was initially planned.

An additional enhancement not mentioned in the original action is the Chief of Schools' participation in the National Principal Supervisor's Academy through Relay Graduate School of Education. This year-long professional development program focuses on developing leadership coaching skills with specific emphasis on data-informed instructional practices. While not part of the original action plan, this training ultimately strengthens our capacity to support school leaders in implementing data-driven decision making.

Action 3: This action was fully implemented. All curricular purchases were made as planned. All students have access to standards aligned curriculum and instructional materials.

Action 4: This action was fully implemented. City Language Immersion Charter has fully implemented its technology plan this school year. All students have access to devices for curricular materials with necessary tech support and subscriptions for virtual meetings. The Tech team has maintained proper bandwidth schoolwide and ensured updated devices are available during both instructional hours and expanded

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences represent significant variances between planned budget allocations and actual spending that affect program implementation and service delivery. The following actions experienced substantial deviations from their original budget projections:

- **Action 1 - Substitute Teacher Services** The organization over-estimated both the costs and operational need for substitute teachers during the budget planning process. This resulted in a material decrease in estimated actual expenditures compared to the budgeted amount. Factors contributing to this variance may include lower-than-anticipated staff absence rates, improved staff retention, more effective scheduling practices, or changes in instructional delivery methods that reduced reliance on substitute coverage. While this created cost savings, the planned percentage of improved services was maintained through more efficient use of existing staff resources.
- **Action 4 - Infrastructure Equipment** New line panels that were included in the original budget were not purchased during this fiscal year, resulting in a material decrease in estimated actual expenditures. This variance may be attributed to factors such as postponed facility

upgrades, reassessment of infrastructure priorities, supply chain delays, or reallocation of resources to more immediate operational needs. The deferral of this capital expenditure did not impact the delivery of educational services, though it may affect future facility maintenance or safety upgrade timelines.

These material differences reflect the school's adaptive budget management and prioritization of resources based on actual operational needs and changing circumstances throughout the fiscal year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The action has been highly effective in making progress toward Goal 2's objective of providing robust professional learning opportunities that support the dual-immersion educational model and improve student outcomes.

Areas of Effectiveness: The action has been fully implemented as described with no substantive differences from the planned approach. The school successfully employed a principal and appropriately credentialed teachers to support the core dual-immersion educational program across all subject areas including ELA, SLA, Math, Social Studies, PE, and Science. A significant improvement occurred in staffing stability, with all positions filled in time for the start of the school year, contrasting with previous year vacancies that lasted all or part of the year. When a teacher departed in December, the school demonstrated organizational capacity by quickly filling the position with another credentialed teacher, maintaining continuity of instruction.

The comprehensive professional development program has proven highly effective, with teachers providing positive feedback on the 10 days of robust professional learning during summer 2024. This intensive training, combined with three non-instructional days focused on data analysis and weekly professional development during the academic year, has directly benefited classroom instruction and teacher preparedness for planning, implementing, and monitoring student progress.

Implementation Considerations: The action faces manageable challenges related to credential development, with several teachers holding intern credentials while working toward their preliminary credentials, and multiple teachers working toward earning their BCLAD certification for dual immersion instruction, currently operating with BCLAD waivers.

Impact on Goal Progress: The action effectively supports Goal 2 by ensuring high-quality instruction through appropriate staffing and comprehensive professional development. The combination of credentialed teachers and intensive professional learning directly supports the dual-immersion educational model while building teacher capacity and expertise. The improved staffing stability and positive teacher feedback on professional development contribute to teacher retention, which is critical for maintaining program quality and student outcomes.

Action 2: The action has been effective in making progress toward Goal 2's objective of providing robust professional learning that supports the dual-immersion educational model and builds teacher capacity, though some planned components were not implemented.

Areas of Effectiveness: The action has been substantially implemented with comprehensive professional development covering multiple focus areas including Cognitive Guided Instruction Math, DEI/Social Justice, literacy assessments, inquiry-based learning, social-emotional learning, and MTSS components. CGI training has proven extremely beneficial, with significant increases in teachers following the CGI model for math instruction and expressing desire to continue this approach. Teachers are increasingly using formative reading assessments to guide instruction, demonstrating improved data-driven decision making. The Chief of Schools' participation in the National Principal Supervisor's Academy

through Relay Graduate School of Education has enhanced leadership capacity for coaching administrators with specific focus on data-informed instruction.

Areas of Limited Implementation: Several substantive differences from the planned action impact effectiveness. Estrellita/Lunita training was not provided this year, and the Director of Academic Data position remained unfilled after the September resignation, transferring duties to the Chief of Schools. This staffing change has created minor challenges in developing streamlined data analysis processes and supporting newer administrators, though core functions continue. Teachers have requested additional training in Readers and Writers Workshop strategy lessons and CGI math, indicating demand exceeds current capacity.

Impact on Goal Progress: The action effectively supports Goal 2 by building teacher capacity through evidence-based professional learning that directly impacts classroom instruction. The positive response to CGI training and increased use of assessment data demonstrates improved instructional delivery and teacher expertise. The Relay strategies have provided leadership with tools to make strategic changes while maintaining focus on student success, contributing to teacher retention through enhanced support systems.

Action 3: The action has been partially effective in making progress toward Goal 2's objective of providing standards-aligned curriculum and instructional materials, demonstrating successful curriculum adoption while facing significant implementation barriers.

Areas of Effectiveness: The action has been fully implemented with all students having access to standards-aligned curriculum and instructional materials across all disciplines. The newly adopted Biliteracy Para Todos curriculum has received positive feedback from teachers who report it is easy to use and readily implemented into classroom routines. The curriculum supports the dual-immersion educational model by providing materials that address both English and Spanish language instruction, aligning with the school's bilingual program goals and supporting teacher effectiveness in delivering standards-based instruction.

Areas of Limited Effectiveness: Significant implementation challenges have constrained the action's effectiveness. The curriculum adoption lacked adequate training support, with no professional development available from the curriculum company, requiring the principal to provide internal training that could not fully substitute for expert-led implementation support. A critical resource shortage emerged when insufficient materials were purchased for the school size, preventing faithful program implementation. The inadequate quantity of student materials has compromised curriculum fidelity and optimal instructional delivery, directly impacting the action's ability to support high-quality instruction.

Impact on Goal Progress: The action supports Goal 2 by providing standards-aligned instructional materials that enable teachers to deliver dual-immersion education, and the curriculum's ease of use contributes to teacher confidence. However, the combination of insufficient training and inadequate materials significantly limits the action's potential impact on improving instructional delivery and building teacher capacity, which are core objectives of Goal 2's focus on professional learning and evidence-based strategies.

Action 4: This action has been highly effective in making progress toward Goal 2's objective of providing educators and support staff with the tools and resources necessary to deliver high-quality instruction and support the dual-immersion educational model.

Areas of Effectiveness: The action has been fully implemented as described with no substantive differences from the planned approach. All students have access to one-to-one devices, ensuring equitable access to curricular and instructional materials that support standards-based learning. The technology infrastructure has proven reliable during critical assessment periods, with no major technical issues occurring when

students took diagnostic tests, demonstrating the system's capacity to support data-driven instruction and progress monitoring. The on-campus tech support team, present several days per week, has been beneficial in maintaining updated computers and providing timely troubleshooting for technical difficulties, ensuring minimal disruption to instruction.

Implementation Challenges: The action faces manageable challenges related to aging technology infrastructure, particularly with overhead projectors requiring bulb replacements and one full projector replacement. Compatibility issues between newer laptops and older technology have required ongoing attention, and connectivity problems in two campus areas too distant from routers have created some access limitations. These challenges represent normal technology maintenance needs rather than fundamental implementation failures.

Impact on Goal Progress: The action effectively supports Goal 2 by ensuring that both students and teachers have consistent access to technology tools necessary for accessing educational resources, delivering lessons, providing skill practice, and conducting diagnostic assessments. The reliable technology infrastructure enables teachers to implement evidence-based strategies and utilize formative assessments effectively, directly supporting the goal's focus on improving instructional delivery. The one-to-one device access ensures that all students can participate in digital learning opportunities that enhance the dual-immersion educational program.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes Made to Planned Goal 2, Metrics, Target Outcomes, or Actions

Goal Structure: No changes will be made to Goal 2 for the coming year, as it continues to effectively address the need to provide educators and support staff with professional learning opportunities that support the dual-immersion educational model and evidence-based instructional strategies.

Action Refinements: Several Goal 2 actions will be modified based on implementation experience and teacher feedback. Professional development will be expanded to include additional Readers and Writers Workshop strategy training and enhanced CGI math instruction, as these were identified as high-priority needs by teaching staff. Curriculum implementation will be strengthened by ensuring adequate Biliteracy Para Todos materials are purchased for all students and securing comprehensive professional development from curriculum providers rather than relying solely on internal training.

Staffing Considerations: The duties of the Director of Academic Data were shifted to the Chief of Schools who will review, analyze, disaggregate and report student/school data.

Annual Reflection Approach: As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing for responsive adjustments that enhance teacher capacity building, improve instructional delivery, and strengthen the dual-immersion program while addressing identified professional development gaps and resource needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	<p>City Language Immersion Charter (CLIC) will employ a principal and appropriately credentialed teachers to support the core dual-immersion educational program across all subject areas: English Language Arts (ELA), Spanish Language Arts (SLA), Mathematics, Social Studies, Physical Education, and Science.</p> <p>Instructional Continuity</p> <p>Substitute teachers will be employed to ensure a credentialed teacher is always present in every classroom, maintaining continuity of instruction and supporting student learning when regular teachers are absent.</p> <p>Professional Development Program</p> <p>Summer Professional Learning: All teachers will participate in 5 days of comprehensive professional learning during Summer 2025, providing intensive training and preparation for the upcoming academic year.</p> <p>Academic Year Professional Development</p> <p>Teachers will engage in ongoing professional development throughout the 2025-26 academic year through:</p> <ul style="list-style-type: none"> • 3 Non-Instructional Days: Dedicated to data analysis and instructional decision-making, allowing teachers to examine student performance data and adjust instruction accordingly • Weekly Professional Learning: Regular professional development sessions during the academic year to ensure continuous improvement and support for dual-immersion instruction <p>This comprehensive staffing and professional development approach will ensure that all students receive high-quality dual-immersion instruction from credentialed educators who are continuously developing their skills in data-driven instruction and bilingual education practices.</p>	\$1,778,880	Y

2	PROFESSIONAL LEARNING OPPORTUNITIES	<p>City Language Immersion Charter will provide all teachers with robust evidence-based professional learning opportunities to improve instructional delivery, build teacher capacity and expertise, and enhance teacher retention to positively impact student outcomes. Professional development focus areas are determined through analysis of student assessment results, educational partner feedback, classroom observations, and staff surveys.</p> <p>Professional Development Focus Areas</p> <ul style="list-style-type: none"> • Academic Instruction: Teachers will receive training in Cognitive Guided Instruction (CGI) Math, literacy assessment tools for both English and Spanish (IRLA/ENIL), strategy lesson planning for Readers & Writers Workshop, Inquiry Approach to Learning and Project-based Learning methodologies, language acquisition techniques for ELD and SLD, iReady platform utilization, and Estrellita/Lunita Spanish phonics instruction for grades K-2. • Multi-Tiered System of Support (MTSS): Professional development will include PBIS implementation, Responsive Classroom strategies, Restorative Justice practices, Tier 1 Academic interventions, small group instruction techniques, and Student Study and Progress Team (SSPT) processes to support all learners effectively. • Equity and Social-Emotional Learning: Staff will participate in Diversity, Equity, Inclusion & Justice (DEIJ) and Social Justice professional development alongside Social-emotional Learning strategies to create inclusive learning environments. • Data-Driven Decision Making: Training will focus on data analysis and progress monitoring techniques, enabling staff to use assessment data effectively to inform instructional decisions and improve student outcomes. <p>Leadership Development and Support</p> <ul style="list-style-type: none"> • Administrative Coaching: The Chief of Schools will provide mentoring and coaching support to the Principal, Assistant Principal, and Director of Special Education to strengthen leadership capacity and instructional oversight. • Leadership Professional Development: Leadership team will participate in leadership coaching sessions, teacher and staff 	\$174,851	Y
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		<p>evaluation training, data analysis and goal-setting processes, and collaboration strategies between General Education, Special Education, and DEIJ initiatives.</p> <p>Specialized Support Roles</p> <ul style="list-style-type: none"> • Director of Academics and Data: Will collaborate with site leadership to collect and analyze formative and summative data, identify areas of academic need and develop targeted goals and plans, create systems for ongoing progress monitoring, train and support staff on data tools and reports for informed decision-making, and provide additional data reporting and analysis for external accountability, compliance reporting, surveys, and teacher evaluation. • Director of Diversity, Equity, Inclusion, & Justice (DEIJ): (Funded with Title II: \$10,000; and LCFF Base \$43,778.55). Will collaborate with site and organizational leadership to implement the Strategic Plan for Equity, analyze progress toward equity goals, develop scope and sequence for staff-wide professional development, facilitate professional development sessions, design DEIJ and social justice curriculum for students, and partner with families and staff to ensure welcoming spaces for all community members. • Expected Outcomes: This comprehensive professional learning system will strengthen instructional practices, build leadership capacity, promote equity and inclusion, and support data-driven decision making to improve student outcomes across all academic and social-emotional areas. <p>Support for Teacher Effectiveness and Retention</p> <p>To further support teacher effectiveness, retention, and credential clearance, CLIC will partially fund induction expenses for teachers. (Title II Funded: \$11,535)</p>		
3	CORE CURRICULAR NEEDS	<p>City Language Immersion Charter School will ensure all students have access to standards-aligned curriculum and instructional materials across all academic disciplines. This comprehensive approach supports the dual immersion educational model while meeting state content standards in</p>	\$15,667	N

		<p>English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and all other core subjects.</p> <p>CLIC will conduct annual assessments of curricular needs and make necessary purchases to maintain current, effective instructional materials. This includes replacement of consumable materials, updates to reflect revised standards, and acquisition of new resources to support evolving instructional practices and student needs.</p> <p>This commitment to providing comprehensive, standards-aligned curricular resources will ensure that all students receive high-quality instruction supported by appropriate materials, contributing to academic achievement and successful dual language development.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>City Language Immersion Charter will ensure all students have access to technology devices necessary for accessing curricular and instructional materials, eliminating barriers to digital learning opportunities.</p> <p>Infrastructure and Support</p> <p>The Technology Manager will maintain adequate schoolwide bandwidth and provide technical support to ensure devices function properly during instructional time and extended learning programs. Technology devices will be regularly updated and maintained for optimal performance.</p> <p>Digital Services</p> <p>The school will maintain necessary subscriptions for virtual meetings and digital collaboration to support remote learning capabilities and family communication.</p> <p>This technology program ensures all students can fully participate in digital learning, access online resources, and develop essential technology skills for academic success.</p>	\$59,885	N

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement & Family Engagement</p> <p>Priority 6: School Climate</p>
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An explanation of why the LEA has developed this goal.

<p>Ensuring parents/families feel a sense of belonging and connected is essential to our whole child approach to education, for our students and our school to excel. There is a need to continue to align school and community resource to support our families in addressing student barriers to learning and barriers to attendance.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase;	<u>2023-24:</u> 9.3 10.3 11.3 12.3	<u>2024-25:</u> 9.3 10.3 11.3 12.3		<u>2025-26:</u> 9.3 10.3 11.4 12.3	9.0 10.0 11.0 12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 4 2. 4 3. 4 4. 4	<u>2024-25:</u> 1. 3 2. 3 3. 3 4. 4		<u>2025-26:</u> 1. 4 2. 3 3. 3 4. 4	1. -1 2. -1 3. -1 4. 0
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 60% Sense of Safety 57% School connectedness	<u>2024-25:</u> 58% Sense of Safety 48% School Connectedness		<u>2025-26:</u> 60% Sense of Safety 50% School Connectedness	-2% Sense of Safety -9% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source:	<u>2023-24:</u> 81% Sense of Safety 83% School connectedness	<u>2024-25:</u> 81% Sense of Safety 97% School Connectedness		<u>2024-25:</u> 82% Sense of Safety >90%% School Connectedness	0% Sense of Safety +14% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 54% Sense of Safety 38% School connectedness	<u>2024-25:</u> 75% Sense of Safety 35% School Connectedness		<u>2024-25:</u> 77% Sense of Safety 40% School Connectedness	+21% Sense of Safety -3% School Connectedness

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. City Language Immersion Charter has fully implemented its enrichment plan this school year. Students have participated in field trips and outdoor education with proper supervision and restorative practices. The school has hosted various spirit events, implemented attendance recognition programs, provided PBIS incentives, and supplied uniforms and bus passes to students in need. LA Public Library Student Success Cards have been distributed to all students.

Panorama SEL surveys have been administered to all stakeholders to assess school climate metrics for LCAP reporting. The School Safety Plan has been reviewed with stakeholder input, all classrooms are equipped with necessary emergency supplies, and vision screenings have been completed as scheduled.

Action 2: This action was fully implemented. City Language Immersion Charter has fully implemented its parent engagement plan this school year. Parent input has been facilitated through the English Language Advisory Committee (ELAC), DELAC, EL Parent Advisory Committee (EL-PAC), Parent Advisory Committee (PAC), and Community Schools Steering Committee. The school has ensured representation of parents of Unduplicated Pupils and Students with Disabilities across these committees. Bilingual administrators have provided translation services for all meetings and materials as needed, ensuring language access for all families.

Action 3: This action was partially implemented. City Language Immersion Charter has implemented its family engagement plan this school year with one adjustment. The school has provided parents, including those of unduplicated pupils and Students with Disabilities, with numerous opportunities to engage in their children's education through schoolwide events including Back to School Night, Open House, Math Night, Literacy Night, Winter Celebration, and Inquiry Day. Regular Coffee with the Principal sessions have maintained open communication channels. Parent workshops have addressed identified needs in attendance, literacy, mathematics, social-emotional learning, the immersion program, and diversity/equity/inclusion practices. While the originally planned FACTOR Parent Educational Workshops were not implemented due to budget constraints, the school successfully partnered with Her Healing to provide alternative parent workshops focusing on social-emotional learning, behavior management, and parenting strategies.

The bilingual Family Engagement Manager has established community partnerships with organizations supporting family needs and worked individually with identified families to connect them with community resources. This role has also collaborated with leadership to increase family participation in school functions and strengthen representation in school committees and decision-making bodies.

Action 4: This action was fully implemented. City Language Immersion Charter School has fully implemented its plan to provide all students and staff with a safe, clean facility. Janitorial services have maintained the campus and implemented procedures safeguarding health and safety. The annual Facility Inspection Tool (FIT) report was completed as required, with results reported on the SARC, Local Indicators Report, and LCAP. All identified findings have been promptly addressed. This action has been implemented without any substantive differences from the original plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures for any actions within Goal 3. Additionally, there were no material differences between planned percentages of improved services and estimated actual percentages of improved services for this goal.

This indicates that all actions under Goal 3 were implemented as planned, with actual spending closely aligning with the original budget allocations. The absence of material differences demonstrates effective budget planning, accurate cost estimation, and successful program implementation. All planned services and activities were delivered within the anticipated financial parameters, suggesting strong fiscal management and operational execution.

The consistency between planned and actual expenditures reflects the school's ability to accurately forecast resource needs and maintain spending discipline while achieving the intended service delivery outcomes for Goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The action has been effective in making progress toward Goal 3's objective of engaging parents as partners and strengthening relationship-centered community engagement to build a positive and nurturing school environment.

Areas of Effectiveness: The action has been fully implemented as described with no substantive differences from the planned approach. Schoolwide events have been well-attended by families, demonstrating strong community engagement and connection to the school. Families have appreciated practical support services including bus passes for transportation needs and LA Public Library Student Success Cards that expand educational access beyond the school day. Panorama survey participation has increased, providing valuable data on school connectedness, safety, satisfaction, and engagement that informs continuous improvement efforts. The comprehensive approach including field trips, events, emergency preparedness, and health screenings creates multiple touchpoints for family engagement while ensuring student safety and wellness.

Implementation Challenges: The primary challenge has been financial constraints, with bus charter costs becoming prohibitively expensive and requiring fundraising efforts to supplement transportation costs for field trips. This financial barrier has limited some extended learning opportunities and real-world educational experiences that support standards-based learning through authentic contexts.

Impact on Goal Progress: The action effectively supports Goal 3 by creating multiple opportunities for family engagement and building school connectedness through events, practical support services, and communication systems. The well-attended schoolwide events demonstrate successful relationship-building between families and the school community. The focus on safety through emergency preparedness, health screenings, and comprehensive support services aligns with the whole child approach that fosters strong relationships and community engagement central to Goal 3's objectives.

Action 2: The action has been effective and fully implemented as described with no substantive differences from the planned approach. The comprehensive advisory committee structure including English Language Advisory Committee (ELAC), DELAC, English Learner Parent Advisory Committee (EL-PAC), and Parent Advisory Committee (PAC) provides multiple formal pathways for parent input in school governance and LCAP development. Parents representing diverse student populations including English Learners, low-income students, foster youth, and Students with Disabilities are actively engaged in schoolwide decision-making processes. Translation and interpreter services provided by bilingual administrators ensure language accessibility and meaningful participation across the school's diverse community.

Parent engagement and involvement has increased substantially, with parents expressing satisfaction about being included in decision-making processes. This increased participation demonstrates successful efforts to create welcoming spaces for all community members and foster the collaborative relationships central to Goal 3's community engagement objectives.

Implementation Challenges

The primary challenge involves recruiting and retaining ELAC parents who can participate in scheduled meetings. Many families with English Learner children lack scheduling flexibility to attend school meetings due to work constraints and other barriers, requiring creative scheduling approaches to ensure representative participation from this critical stakeholder group.

Impact on Goal Progress

The action effectively supports Goal 3 by creating systematic opportunities for parent voice in school governance and educational planning. The increased parent engagement and satisfaction with inclusion in decision-making directly addresses the goal's focus on collaborative relationships and participatory practices. By ensuring diverse representation including parents of unduplicated pupils and students with disabilities, the action promotes equitable engagement that addresses barriers to family participation and strengthens community connections.

Action 3: The action has been highly effective in making progress toward Goal 3's objective of engaging parents as partners through education, communication, and collaboration that fosters strong relationships and community connection.

Areas of Effectiveness: The action has been substantially implemented as described with strong results across multiple engagement strategies. Parent involvement and participation has increased significantly, with large family turnouts at schoolwide events and activities demonstrating successful community building. Coffee with the Principal sessions and various parent workshops focusing on attendance, literacy, math, SEL, immersion program support, and DEIJ/restorative practices have been actively attended, indicating families value these educational opportunities. The bilingual Family Engagement Manager has excelled at building relationships with families across the three schools and establishing community partnerships that connect families to needed resources.

Her Healing has enhanced the parent education component by providing virtual parent workshops throughout the year covering SEL, behavior, and parenting topics, expanding beyond the originally planned programming. This partnership demonstrates the action's adaptability and responsiveness to family needs while building capacity for ongoing engagement.

Implementation Adjustments: The planned FACTOR parent educational workshops were not implemented due to budget constraints, representing a substantive difference from the original action description. However, the Her Healing workshops have effectively filled this gap by providing similar educational content around navigating school systems, supporting children academically, and addressing social-emotional needs.

Impact on Goal Progress: The action effectively supports Goal 3 by providing diverse opportunities for family engagement that strengthen parent-school partnerships and build community connections. The increased participation demonstrates successful efforts to create welcoming spaces for all families and address barriers to engagement. The Family Engagement Manager's work in connecting families to community resources directly supports the goal's focus on relationship-centered engagement and community collaboration.

Action 4: This action has been highly effective in making progress toward Goal 3's objective of creating a positive and nurturing school environment that supports relationship-centered community engagement.

Areas of Effectiveness: The action has been fully implemented as described with no substantive differences from the planned approach. The school maintains clean, safe, and secure facilities through a fully implemented system of procedures designed to safeguard student, faculty, and staff health and safety. The comprehensive approach to facility maintenance creates a welcoming physical environment that supports the whole child educational approach and demonstrates the school's commitment to providing quality learning spaces for all community members.

The facility's condition directly contributes to student engagement and success by creating an environment that families and students can take pride in. A clean, well-maintained facility serves as a foundation for positive school climate and community connection, supporting Goal 3's emphasis on building strong relationships and nurturing environments.

Implementation Challenges: The action faces two primary challenges that impact effectiveness. Training and retaining competent night janitorial staff has proven difficult, requiring ongoing attention to maintain consistent cleaning standards. Additionally, the facility design presents safety challenges for the school's youngest students, as the campus lacks appropriate enclosed spaces and door security systems for TK-age children who might elope, creating potential safety concerns that require additional supervision and monitoring.

Impact on Goal Progress: The action effectively supports Goal 3 by providing a physical environment that welcomes families and students, contributing to the sense of belonging and community connection central to the goal's objectives. The safe, clean facility demonstrates the school's commitment to the whole child approach and creates conditions that facilitate positive family engagement and community partnerships. However, facility limitations with very young students may impact some families' sense of security and confidence in the school environment.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes Made to Planned Goal 3, Metrics, Target Outcomes, or Actions

Goal Structure: No changes will be made to Goal 3 for the coming year, as it continues to effectively address the need to engage parents as partners through education, communication, and collaboration that fosters strong relationships and community connections.

Action Refinements: Several Goal 3 actions will be modified based on implementation experience and family feedback. Transportation funding strategies will be enhanced to address prohibitive bus charter costs that have limited field trip opportunities, potentially through expanded fundraising or alternative transportation arrangements. Parent engagement programming will build upon successful partnerships, particularly expanding Her Healing workshop offerings that effectively replaced the planned FACTOR workshops due to budget constraints.

Facility Considerations: Safety protocols and facility modifications will be explored to better serve TK-age students, addressing the current challenge of inadequate enclosed spaces and door security systems for very young children who might elope, ensuring family confidence in campus safety.

Scheduling Flexibility: Creative scheduling solutions will be expanded to improve ELAC parent participation, addressing the ongoing challenge of engaging families with English Learner children who face work schedule constraints and other barriers to meeting attendance.

Annual Reflection Approach: As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing for responsive adjustments that strengthen family engagement, improve facility safety, and enhance community partnerships while maintaining the school's commitment to relationship-centered education and participatory decision-making.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	Field trips will provide students with real-world learning experiences that connect academic standards to practical applications. Teaching assistants will provide supervision during these activities to ensure safe learning	\$39,729	N

environments while implementing schoolwide restorative practices that support positive student behavior and conflict resolution.

Student Engagement and School Culture

To support student engagement and school spirit, City Language Immersion Charter will host schoolwide events and Spirit Weeks that build community and celebrate student achievements. The school will implement multiple recognition systems including attendance awards through the Student Attendance Review Team (SART) process, PBIS incentives using "boletos de oro" (golden tickets), and perfect attendance recognition to motivate consistent school participation.

Student Support Services

The school will provide essential support services to ensure all students can fully participate in the educational program. This includes providing uniforms as needed and bus passes for homeless youth to eliminate barriers to school attendance. Students will also receive LA Public Library Student Success Cards to expand access to educational resources and support literacy development beyond the school day.

School Climate Assessment

City Language Immersion Charter will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the school's LCAP, and local indicators report to inform continuous improvement efforts and ensure responsive programming.

Safety and Health Services

The School Safety Plan will be reviewed and revised annually with input from educational partners to ensure comprehensive emergency preparedness. Staff will maintain sufficient emergency supplies and equipment in every classroom to support student and staff safety during any emergency situation. Additionally, health screenings including vision testing will be conducted to support student wellness and identify any health-related barriers to learning.

This comprehensive approach to student engagement and safety will create a positive school climate where all students feel connected,

		supported, and safe while participating in meaningful learning experiences both inside and outside the classroom.		
2	PARENT INPUT IN DECISION-MAKING	<p>City Language Immersion Charter ensures meaningful parent input in decision-making through formal advisory committees that provide diverse perspectives on school policies and programs.</p> <ul style="list-style-type: none"> • English Learner Committees: The English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide input on programs and services for English Learner students in accordance with California Education Code 52062(a)(2). • Parent Advisory Committee (PAC): The Parent Advisory Committee (PAC) serves as the primary forum for parent input on school governance and the Local Control and Accountability Plan (LCAP) as required by California Education Code 52062(a)(1). <p>City Language Immersion Charter will ensure that parents representing Unduplicated Pupils including English Learners, low-income students, and foster youth are actively represented on advisory committees. Additionally, parents of Students with Disabilities (SWD) will be included to ensure diverse voices contribute to schoolwide decision-making processes.</p> <p>Language Accessibility</p> <p>Translation of materials and interpreter services will be provided by bilingual administrators for all committee meetings and when requested by families. This ensures that language barriers do not prevent meaningful participation in school governance and decision-making.</p> <p>This comprehensive advisory structure will ensure that all parent voices, particularly those representing the school's most vulnerable student populations, have meaningful opportunities to influence school policies, programs, and resource allocation decisions.</p>	\$0	N

3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	<p>City Language Immersion Charter will provide parents, including those of unduplicated pupils (English Learners, low-income, and foster youth) and Students with Disabilities (SWD), with multiple opportunities to engage in their child's education through diverse activities and events designed to strengthen the home-school partnership.</p> <p>Schoolwide Events and Celebrations</p> <p>The school will host various events throughout the 2025-26 school year to build community and showcase student learning. These include Back to School events, Open House, two Family Learning Nights, two Celebration of Learning Days showcasing student projects and achievements, Winter Celebration, Music Class Performances in both fall and spring, and Festival de las Américas celebrating the diverse cultures represented in the dual immersion program.</p> <p>Direct Communication and Support</p> <p>Coffee with the Principal sessions will provide informal opportunities for families to connect with school leadership, ask questions, and provide feedback on school programs and policies. These regular meetings ensure ongoing communication between families and administration.</p> <p>Targeted Parent Education</p> <p>Parent workshops will focus on critical areas of identified need to support families in helping their children succeed academically and socially. Workshop topics will include attendance importance and strategies, literacy support at home, mathematics assistance, social-emotional learning, understanding and supporting the dual immersion program, and Diversity, Equity, Inclusion & Justice (DEIJ) and restorative practices.</p> <p>Family Engagement Manager Support</p> <p>The bilingual Family Engagement Manager will establish community partnerships with organizations that support family needs and collaborate individually with identified families to connect them to community resources. This position will also work with leadership to increase family participation in school functions and enhance representation and voice in school committees and decision-making bodies.</p> <p>This comprehensive approach to family engagement will strengthen parent participation in their children's education, increase representation of</p>	\$130,142	N
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		diverse families in school governance, and build stronger connections between home, school, and community to support student success.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	<p>City Language Immersion Charter School is committed to providing all students and staff with a safe and clean school facility that supports effective teaching and learning. The school will maintain comprehensive janitorial services and implement systematic procedures to safeguard the health and safety of students, teachers, and school staff throughout all areas of the campus.</p> <p>Facility Improvements and Maintenance</p> <p>The school will undertake necessary facility improvements to ensure optimal learning conditions, including resurfacing the playground area to provide a safe outdoor environment for student recreation and physical activity. Regular maintenance and upgrades will be completed as needed to maintain facility standards and address safety concerns.</p> <p>Annual Facility Assessment and Reporting</p> <p>On an annual basis, the Facility Inspection Tool (FIT) report will be completed to assess the condition of school facilities and identify any areas requiring attention. Results will be reported in the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP) to ensure transparency and accountability. Any identified findings or deficiencies will be promptly addressed through appropriate remediation measures.</p> <p>This comprehensive approach to facility maintenance will ensure that all students and staff have access to a safe, clean, and well-maintained learning environment that supports academic achievement and promotes health and safety for the entire school community.</p>	\$942,944	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$945,256	\$91,623

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
\$945,256	\$91,623	\$945,256	\$91,623

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Academic Achievement Gaps Among Student Groups: A comprehensive needs assessment was conducted that included review and analysis of internal and external data, performance on the 2024 California Schools Dashboard, student work analysis, and educator feedback. This assessment, aligned with the Multi-tiered System of Support (MTSS) and California Community Schools Framework, identified significant achievement gaps among grade levels and student groups that require targeted intervention.	The action directly addresses the identified achievement gaps and academic performance concerns through a comprehensive Multi-Tiered System of Support (MTSS) that provides differentiated interventions at multiple levels: <ul style="list-style-type: none"> Tier 1 Enhancement: Teacher Assistant push-in support and evidence-based intervention toolkits strengthen core classroom instruction for all students while providing targeted support during regular instruction 	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Specific Performance Concerns:

- English Learners received RED performance levels on the 2024 California School Dashboard for English Language Proficiency Indicator (ELPI), Chronic Absenteeism, and ELA Academic Indicators
- Only 30.2% of English Learners made progress in English Language Proficiency, representing a decline of 10.6% from the previous year's 40.8%
- Students are performing below grade level standards across multiple academic areas, with particular gaps evident among English Learners, Students with Disabilities, and socioeconomically disadvantaged students

Need for Multi-Tiered Academic Support: The assessment revealed that students require differentiated levels of academic intervention beyond core classroom instruction to close achievement gaps and accelerate learning. This includes the need for individualized support during instruction, evidence-based intervention programs, extended learning opportunities, and comprehensive support systems that address barriers to learning for the school's most vulnerable student populations. The action is designed to implement a comprehensive multi-tiered approach that provides targeted academic interventions at multiple levels to ensure all students, particularly those in unduplicated pupil categories, receive the support necessary to achieve grade-level proficiency and beyond.

Why Provided on a Schoolwide Basis:

- **Universal Benefit with Targeted Impact:** While principally directed toward unduplicated pupils (English Learners, socioeconomically disadvantaged students, and foster youth), the schoolwide implementation ensures that all students benefit from enhanced instructional support, which is particularly effective in a dual immersion setting where language learners at various proficiency levels are integrated throughout all classrooms.
- **Systemic Implementation:** Providing Teacher Assistant support and intervention toolkits schoolwide creates consistent, high-quality instructional practices across all grade levels and classrooms, ensuring that the 80% of students who are Hispanic, 36% who are English Learners, and 70% who are socioeconomically disadvantaged receive seamless support regardless of their specific classroom placement.
- **Efficient Resource Utilization:** Schoolwide implementation maximizes the impact of limited resources by ensuring that professional development, intervention materials, and support staff benefit the entire learning community while maintaining focus on closing achievement gaps for the highest-need student populations.

Goal 1,
Action 3

Chronic Absenteeism Crisis: City Language Immersion Charter School received a RED Performance level on the 2024 Dashboard for the Chronic Absenteeism Indicator for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students, with an Orange Performance level for the African American student group. The 31.8% chronic absenteeism rate remains significantly above the state average of 18.6% and requires substantial reduction.

Social-Emotional and Behavioral Support

Gaps: Students demonstrate concerning patterns in peer relationships and social-emotional well-being. Student survey data reveals that while students report feeling safe and respected by adults, they do not feel safe with their peers, indicating ongoing social-emotional challenges among students that require systematic intervention.

Assistant Principal:

- **PBIS Leadership:** Leads the schoolwide PBIS team in partnership with LACOE to implement positive behavioral interventions that create a welcoming school environment, directly addressing attendance barriers for the 31.8% of chronically absent students
- **Systematic Intervention:** Coordinates tiered attendance response systems including SART meetings and daily tracking protocols to proactively address absenteeism before it becomes chronic

BII (Behavioral Intervention)

- **Specialized Support:** Implements behavior intervention plans (BIPs) with fidelity for students with disabilities, who show elevated chronic absenteeism rates, by addressing specific behavioral and social-emotional barriers that prevent consistent school attendance
- **Collaborative Intervention:** Works with the Assistant Principal to ensure Tier 1 PBIS supports create safe learning environments that encourage attendance for all students

Combined Impact on Chronic Absenteeism: Both roles create a comprehensive behavioral support system that addresses root causes of absenteeism - the Assistant Principal establishes universal positive school climate through PBIS implementation, while the BII provides intensive, individualized interventions for students with

The metric that will be used to monitor effectiveness:

- #7: Attendance Rates
- #8: Chronic Absenteeism Rates

		<p>disabilities. This dual approach targets the specific needs of high-absenteeism student groups (English Learners, Students with Disabilities, Socioeconomically Disadvantaged students) through both preventive schoolwide supports and targeted behavioral interventions, directly supporting the goal of reducing chronic absenteeism from 31.8% to below 25%.</p>	
<p>Goal 1, Action 6</p>	<p>Academic Performance Gaps for Students with Disabilities: CLIC has identified academics (both ELA and Math), behavior, and chronic absenteeism as primary areas of need for students with disabilities. Students with disabilities require comprehensive instructional, social-emotional, and behavioral support as outlined in their IEPs, in addition to Tier 1 and Tier 2 academic support within the MTSS framework.</p> <p>Behavioral and Mental Health Support Needs: The school faces more severe behavior and mental health needs post-pandemic, requiring strategic planning and enhanced staffing. Students with disabilities need systematic behavior intervention plan (BIP) implementation, safety planning, and alternatives to suspension to address behavioral challenges while maintaining access to education.</p>	<p>Behavioral Intervention Implementation: Blls follow behavior intervention plans (BIPs) written into IEPs with fidelity to meet the cognitive, social-emotional, and physical needs of students with disabilities, directly addressing the post-pandemic increase in severe behavioral issues and mental health needs.</p> <p>Collaborative Tier 1 Support: Blls work with the Assistant Principal and PBIS committee to ensure tier 1 supports for all students create safe learning environments, addressing the identified need for systematic behavioral support that prevents escalation and maintains educational access.</p> <p>Why Provided on a Schoolwide Basis:</p> <ul style="list-style-type: none"> • Inclusion Model Requirements: The full inclusion model with co-teaching requires Bll services to be integrated schoolwide rather than isolated, ensuring students with disabilities receive behavioral support within the general education environment alongside their peers. • Universal Design Benefits: Schoolwide implementation of behavioral interventions and PBIS supports benefits all students while ensuring intensive, specialized support reaches the students with 	<p>The metric that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7: Attendance Rates • #8: Chronic Absenteeism Rates

		<p>disabilities who demonstrate the highest needs in academics, behavior, and chronic absenteeism.</p> <ul style="list-style-type: none"> • System-Wide Culture: Effective behavioral intervention requires consistent approaches across all settings and staff interactions. Blls working schoolwide creates coherent behavioral expectations and interventions that support students with disabilities in all environments while contributing to overall positive school climate. • Preventing Behavioral Escalation: Schoolwide Bll support provides preventive interventions that address behavioral challenges before they require more restrictive interventions, maintaining students with disabilities in their least restrictive environment while supporting the 70% socioeconomically disadvantaged and 36% English Learner populations who may also benefit from enhanced behavioral supports. 	
<p>Goal 2, Action 1</p>	<p>Teacher Retention and Program Quality: To provide a high-quality educational program, maintaining high teacher retention rates is critical. City Language Immersion Charter School must continue to provide robust professional development to support teachers and support staff, build expertise and capacity which will improve overall student outcomes, engagement, and attendance.</p> <p>Professional Learning Time Requirements: The complexity of implementing effective dual immersion education, combined with the need to address achievement gaps among student groups,</p>	<p>Dual Immersion Program Coherence: The 90/10 Spanish/English model requires all teachers to implement consistent bilingual education practices across grade levels. Schoolwide professional development ensures coherent instructional approaches that benefit all students while providing specialized support for English Learners integrated throughout all classrooms.</p> <p>Universal High-Quality Instruction: While principally directed toward improving outcomes for unduplicated pupils, schoolwide implementation ensures all students receive</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

	<p>requires substantial professional development time beyond traditional approaches. Teachers need intensive preparation time (5 days summer professional learning), dedicated data analysis time (3 non-instructional days), and ongoing weekly professional development to build and maintain the specialized expertise required for high-quality dual immersion instruction.</p>	<p>instruction from well-prepared educators who understand dual language acquisition, data analysis, and evidence-based strategies, creating optimal learning conditions for the school's diverse population.</p> <p>System-Wide Expertise: Effective dual immersion education requires coordinated implementation across all subjects and grade levels. Schoolwide professional development creates shared knowledge and common approaches that maximize program effectiveness while ensuring teachers can address the specific needs of English Learners, socioeconomically disadvantaged students, and other high-need populations.</p>	
<p>Goal 2, Action 2</p>	<p>Critical Data Analysis Leadership for Struggling Learners: Due to significant declines in student performance on the 2024 CA School Dashboard - including RED performance levels for English Learners on ELPI, Chronic Absenteeism, and ELA indicators - there is an urgent need to ensure all local and state data is systematically reviewed, analyzed, disaggregated, and presented to educational partners to make data-driven decisions that support struggling learners.</p> <p>Chief of Schools Expanded Role Requirements: The Chief of Schools must now fulfill comprehensive data analysis responsibilities including:</p> <ul style="list-style-type: none"> Collecting and analyzing formative and summative data from multiple sources 	<p>Urgent System-Wide Response Required: With RED performance levels across multiple indicators (ELPI, Chronic Absenteeism, ELA) affecting the majority of the student population, schoolwide professional development ensures all staff can quickly implement data-informed interventions rather than limiting capacity to individual teachers or grade levels.</p> <p>Data Integration Across All Classrooms: Effective data-driven decision making requires consistent implementation across all grade levels and subject areas. Schoolwide professional development ensures all teachers can interpret and respond to disaggregated data showing achievement gaps among English Learners (36%), Hispanic students (80%), and socioeconomically disadvantaged students (70%).</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

	<p>(iReady, IRLA/ENIL, CAASPP, ELPAC, SchoolPace Assessments)</p> <ul style="list-style-type: none"> • Disaggregating data by student groups to identify trends for English Learners (36%), Hispanic students (80%), and socioeconomically disadvantaged students (70%) • Providing timely data presentation to educational partners for immediate instructional adjustments • Creating systems for ongoing progress monitoring to support struggling learners • Provide leadership coaching to the Principal 	<p>Dual Immersion Model Coordination: The complex dual immersion program requires coordinated data analysis and instructional responses across both English and Spanish instruction. Schoolwide implementation ensures consistent approaches to supporting struggling learners in both languages while maintaining program coherence.</p> <p>Resource Efficiency for Maximum Impact: With limited resources and urgent need for improvement, schoolwide professional development maximizes the impact of training investments while ensuring that all staff can contribute to supporting the highest-need student populations identified through data analysis.</p>	
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	<p>Critical English Learner Performance Decline: English Learners received RED performance levels on the 2024 California School Dashboard for English Language Proficiency Indicator (ELPI), Chronic Absenteeism, and ELA Academic Indicators. Only 30.2% of English Learners made progress in English Language Proficiency, representing a significant decline of 10.6% from the previous year's 40.8%.</p> <p>Low Proficiency and Reclassification Rates: Only 3.33% of students achieved English language proficiency on the Summative ELPAC in 2023-24, falling well short of the 8% target. The reclassification rate of 2.44% is less than half the target of 5.9%, indicating that students are not progressing through the English Learner system effectively toward English proficiency.</p>	<p>Systematic English Language Development Enhancement:</p> <ul style="list-style-type: none"> • Designated ELD Strengthening: The principal will collaborate with grade-level teacher teams to develop designated ELD lesson plans, directly addressing the inconsistent dELD implementation by strengthening the quality and delivery of designated English Language Development instruction <p>Evidence-Based Supplemental Tools:</p> <ul style="list-style-type: none"> • BrainPOP EL: English Learners will have access to this specialized digital platform that provides scaffolded content and vocabulary development specifically designed for language learners, directly addressing the low 3.33% English proficiency achievement rate by offering engaging, research-based language learning support • American Reading Company Foundations Intervention Toolkits: These evidence-based interventions focus specifically on foundational literacy skills for English Learners, targeting the critical gap in reading proficiency that contributes to the declining ELPI performance and low reclassification rates 	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

Professional Development for Language Acquisition:

- **Ensemble Learning Professional Development:** This specialized coaching program focuses on curriculum planning with language acquisition as the primary lens, providing teachers with research-based strategies to support the 36% English Learner population. Ensemble PD directly addresses the instructional framework gaps by building teacher capacity to integrate language development objectives across all content areas within the dual immersion model
- **IRLA Assessment Training:** Specialized training to improve reading instruction specifically for multilingual learners, addressing the assessment and progress monitoring gaps identified in the needs assessment

This targeted approach specifically leverages research-based digital tools (BrainPOP EL), evidence-based intervention materials (American Reading Company), and specialized professional development (Ensemble Learning) to directly address the 10.6% decline in English Learner progress while supporting the school's dual immersion model and growing EL population.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to fund additional Behavior Interventionist Assistants to provide direct services to students. (Goal 1, Action 6)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,684,263.16	\$ 4,854,555.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENT OF LEARNING	No	\$ 120,369	\$ 52,538
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 306,470	\$ 521,428
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 272,824	\$ 310,577
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 130,041	\$ 130,041
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	\$ 68,000	\$ 64,279
1	4	BROAD COURSE OF STUDY	No	\$ 99,593	\$ 88,768
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	No	\$ 50,649	\$ 46,758
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ -	\$ 220,688
1	6	COMPREHENSIVE SPED PROGRAM	No	\$ 549,887	\$ 570,608
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	\$ 1,774,886	\$ 1,651,074
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	\$ 212,422	\$ 197,770
2	3	CORE CURRICULAR NEEDS	No	\$ 18,963	\$ 9,409
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 20,000	\$ 9,665
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	\$ 55,655	\$ 45,737
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	\$ 47,770	\$ 46,230
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 956,735	\$ 888,985

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 872,157	\$ 436,511	\$ 872,157	\$ (435,646)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 306,470	\$ 521,428.00	0.000%	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 130,041	\$ 130,041.00	0.000%	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ -	\$ 220,688.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,747,345	\$ 872,157	0.000%	23.274%	\$ 872,157	0.000%	23.274%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 3,959,234	\$ 945,256	23.875%	0.000%	23.875%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,299,799	\$ 1,506,109	\$ -	\$ 197,703	\$ 5,003,611.00	\$ 3,083,467	\$ 1,920,144

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENT OF LEARNING	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ 29,584	\$ 9,834	\$ -	\$ -	\$ 19,750	\$ 29,584	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	New LA - CLIC	2025-26	\$ 287,070	\$ -	\$ 287,070	\$ -	\$ -	\$ -	\$ 287,070	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 54,160	\$ 315,669	\$ 500	\$ 369,329	\$ -	\$ -	\$ 369,829	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	New LA - CLIC	2025-26	\$ 165,822	\$ -	\$ 165,822	\$ -	\$ -	\$ -	\$ 165,822	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ 82,018	\$ 9,025	\$ 6,000	\$ -	\$ 66,993	\$ 82,018	0.000%
1	4	BROAD COURSE OF STUDY	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ 89,131	\$ 47,693	\$ 41,438	\$ -	\$ -	\$ 89,131	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	English Learners	Yes	Limited	English Learners	New LA - CLIC	2025-26	\$ -	\$ 22,125	\$ 22,125	\$ -	\$ -	\$ -	\$ 22,125	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	All	Yes	Schoolwide	All	New LA - CLIC	2025-26	\$ 163,024	\$ 102,971	\$ 265,995	\$ -	\$ -	\$ -	\$ 265,995	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 345,101	\$ 204,838	\$ 145,323	\$ 315,191	\$ -	\$ 89,425	\$ 549,939	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	New LA - CLIC	2025-26	\$ 72,072	\$ 46,000	\$ 118,072	\$ -	\$ -	\$ -	\$ 118,072	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 1,597,025	\$ 63,783	\$ 1,597,025	\$ 63,783	\$ -	\$ -	\$ 1,660,808	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	New LA - CLIC	2025-26	\$ 86,172	\$ -	\$ 86,172	\$ -	\$ -	\$ -	\$ 86,172	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 69,779	\$ 18,900	\$ 67,144	\$ -	\$ -	\$ 21,535	\$ 88,679	0.000%
2	3	CORE CURRICULAR NEEDS	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ 15,667	\$ 15,667	\$ -	\$ -	\$ -	\$ 15,667	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 26,961	\$ 32,924	\$ 26,961	\$ 32,924	\$ -	\$ -	\$ 59,885	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ 39,729	\$ 39,729	\$ -	\$ -	\$ -	\$ 39,729	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 125,727	\$ 4,415	\$ 130,142	\$ -	\$ -	\$ -	\$ 130,142	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No	Schoolwide	All	New LA - CLIC	2025-26	\$ 90,554	\$ 852,390	\$ 265,500	\$ 677,444	\$ -	\$ -	\$ 942,944	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,959,234	\$ 945,256	23.875%	0.000%	23.875%	\$ 945,256	0.000%	23.875%	Total:	\$ 945,256
								LEA-wide Total:	\$ -
								Limited Total:	\$ 22,125
								Schoolwide Total:	\$ 923,131

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	New LA - CLIC	\$ 287,070	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	New LA - CLIC	\$ 165,822	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	Limited	English Learners	New LA - CLIC	\$ 22,125	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	Yes	Schoolwide	All	New LA - CLIC	\$ 265,995	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	New LA - CLIC	\$ 118,072	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	New LA - CLIC	\$ 86,172	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC Section 52062(a)*.
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #
<ul style="list-style-type: none"> • Enter the action number.
Title
<ul style="list-style-type: none"> • Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> • Provide a brief description of the action. <ul style="list-style-type: none"> ○ For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. ○ As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures. ○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
Total Funds
<ul style="list-style-type: none"> • Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496* in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).