

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0127886

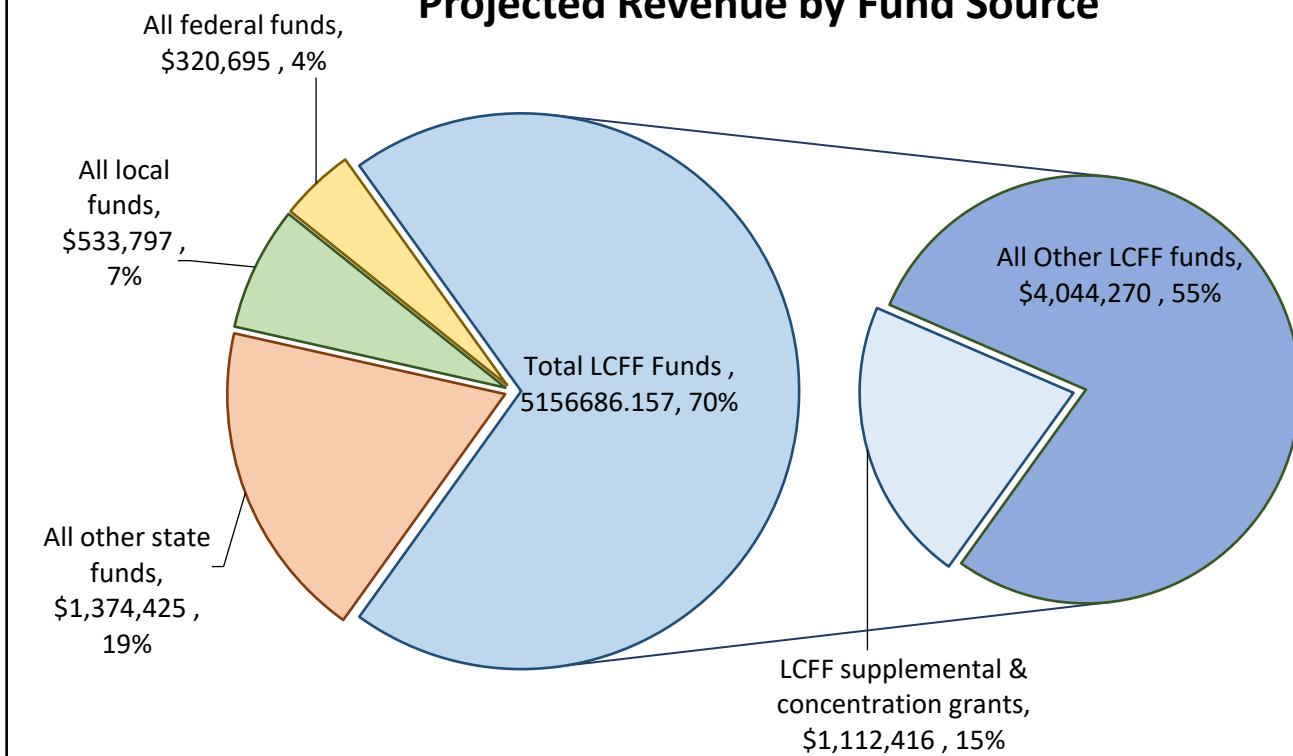
School Year: 2026-27

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 2026-27 School Year

Projected Revenue by Fund Source

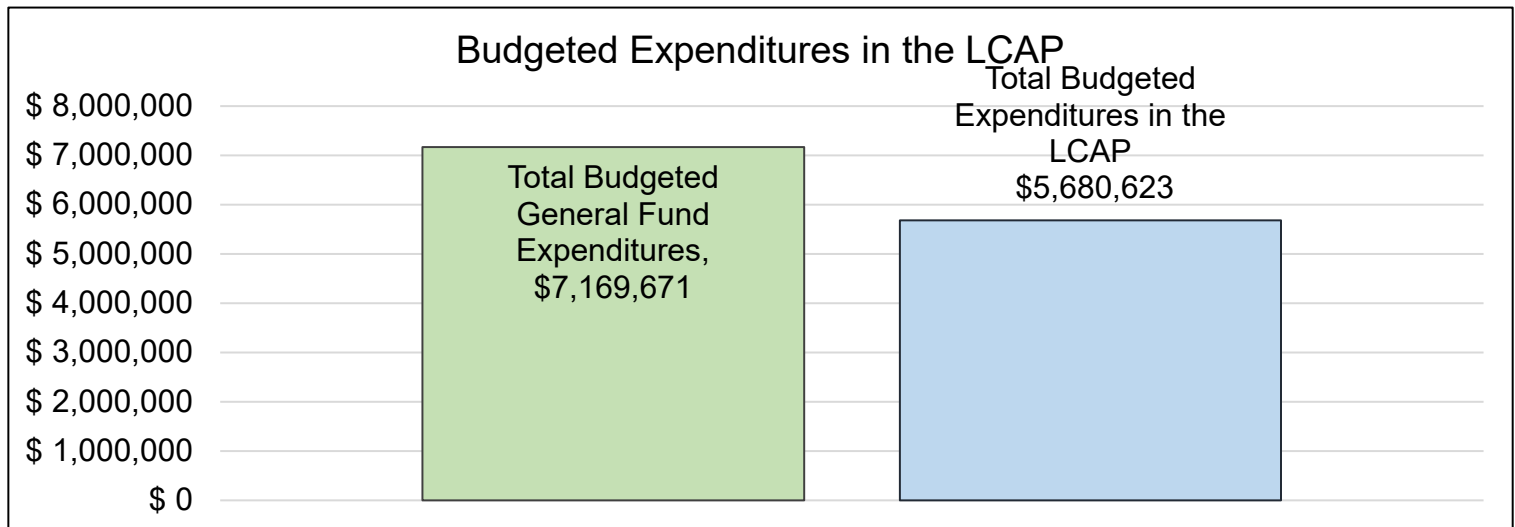


This chart shows the total general purpose revenue City Language Immersion Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for City Language Immersion Charter is \$7,385,603.49, of which \$5,156,686.16 is Local Control Funding Formula (LCFF), \$1,374,424.52 is other state funds, \$533,797.40 is local funds, and \$320,695.42 is federal funds. Of the \$5,156,686.16 in LCFF Funds, \$1,112,415.93 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

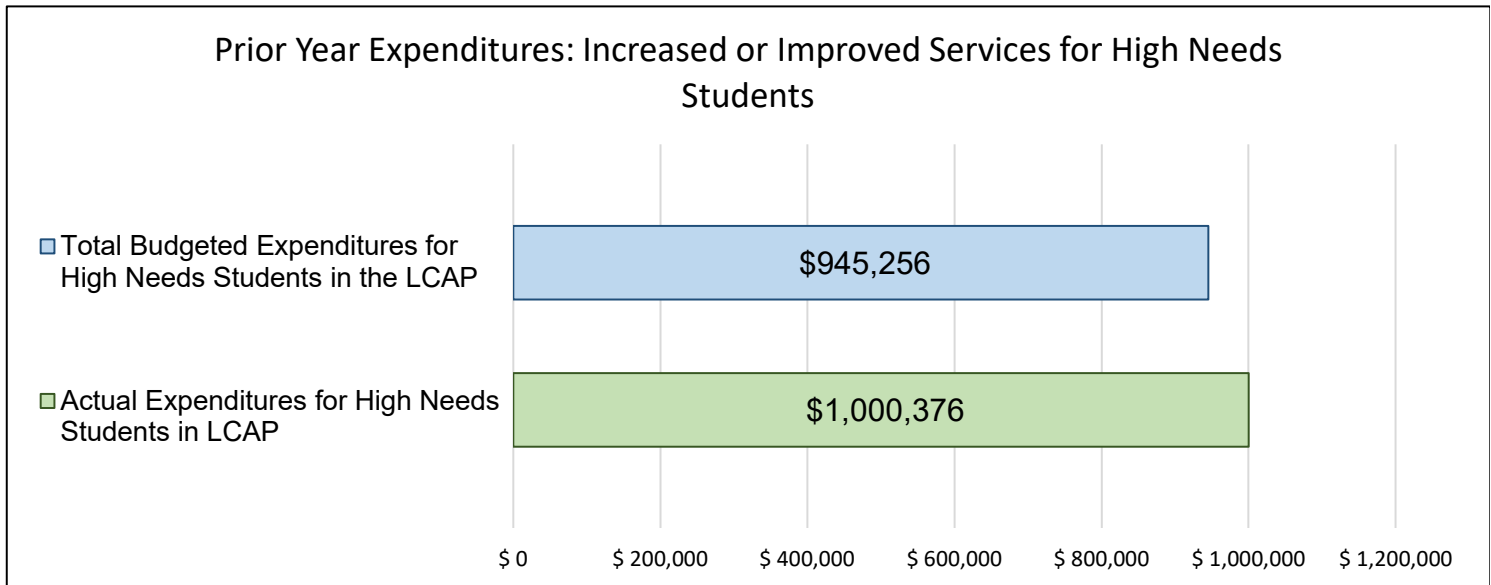
The text description of the above chart is as follows: City Language Immersion Charter plans to spend \$7,169,671.24 for the 2026-27 school year. Of that amount, \$5,680,623.00 is tied to actions/services in the LCAP and \$1,489,048.24 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, City Language Immersion Charter is projecting it will receive \$1,112,415.93 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 \$1,112,415.93 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 2025-26



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 2025-26, City Language Immersion Charter's LCAP budgeted \$945,256.42 for planned actions to increase or improve services for high needs students. City Language Immersion Charter actually spent \$1,000,376.06 for actions to increase or improve services for high needs students in 2025-26.

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 2026-27

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 a 90/10 (Spanish/English) language immersion, standards-aligned educational program in West Adams, currently serving 357 students in grades TK-5. The school's student demographics include 82% Hispanic, 12% African American, 3% White, and 2% Two or More Races, with 34% English Learners, 15% Students with Disabilities, 0.3% Homeless Youth, 0.6% Foster Youth, and 75% Socioeconomically Disadvantaged.

Mission and Vision

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

Dual Language Immersion Program

CLIC uses a 90/10 immersion model. In kindergarten, 90% of the instructional day is delivered 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 speaks only Spanish 90% of the day. Teachers guide students toward 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% each year until the program reaches a 50/50 ratio by 4th grade.

The 90/10 dual language immersion model integrates the best practices 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 Spanish beginning in kindergarten, when their cognitive development is most suited to acquiring a second language. Teachers differentiate instruction for students at varying 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 demonstrate elevated levels of academic and cognitive functioning, including enhanced problem solving, reasoning, and communication.

Educational Approach

CLIC's instructional approach is grounded in constructivist learning theory. Students are invited to explore their interests and use prior knowledge to build new understanding and make sense of the world around them. Within a standards-based program, students choose specific topics or projects and formulate the questions that drive their learning. Teachers design learning opportunities that are challenging and engaging while guiding students to become active learners who ask questions and seek understanding. Current research shows that this active inquiry approach develops deep and long-lasting conceptual understanding. Students graduate from CLIC able to think critically and independently, pursue their interests, ask substantive questions, and seek new understanding. This approach preserves and celebrates the natural curiosity of children and keeps learning engaging while challenging students to tackle rigorous content and problems.

As an intentionally integrated and diverse school, CLIC purposefully cultivates a community whose members embrace difference and seek to learn from one another. Students study specific aspects of multiculturalism to develop their own identities and learn how to work, play, and learn across lines of difference. The school's goals are to interrupt patterns of segregation in public schools; ensure that students are validated and affirmed by the school culture, curriculum, and community; develop a strong foundation of self-identity that students leverage to self-advocate and practice empathy; and build meaningful bridges between home and school that enrich students' experiences in both environments.

Key Program Features

CLIC's program is built on three interconnected pillars. First, constructivist teaching and learning anchors all instruction. Teachers plan units of study and learning experiences through an inquiry-based or project-based lens, building on students' prior knowledge and experiences, passions and interests, and specific needs identified through informal and formal assessment. Learning experiences are designed to be engaging and hands-on, with new content connected to students' lives.

Second, high-quality dual language education 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 the 90/10 dual immersion model.

Third, CLIC takes a whole-child approach, recognizing that a successful educational program emphasizes a student's social, emotional, cultural, mental, physical, and creative needs as fully as their academic development. The school continues to strengthen this model through ongoing development of its MTSS framework and through targeted resources including a school counselor, behavior specialists, and specialists in Visual Arts, Music, and Physical Education.

Recent Accomplishments and Community Partnerships

To deepen its presence in the community, CLIC has launched a Community Engagement Initiative that includes Pop-Up markets hosted on campus every other month. Many local vendors have participated, and the markets have created stronger connections between the school and the broader West Adams community while providing economic opportunities for local entrepreneurs.

City Language Immersion Charter School graduates are self-aware, reflective individuals who draw on social-emotional competencies, cultural competency, and critical thinking ability to thrive personally and positively impact their communities. To fulfill this Graduate Profile, CLIC provides a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking; establishes a culture that puts relationships and social-emotional support first so that every

student is known and supported; prioritizes the development of cultural competency at all levels of the organization, investing in anti-bias training for staff and multicultural curriculum for students; provides faculty with the time, resources, autonomy, and collaborative environment to continually develop their skills and to create, evaluate, and refine curricula while reflecting on student learning; and communicates regularly with families, creating multiple opportunities for family involvement to sustain a diverse and inclusive learning community.

City Language Immersion Charter School's charter was successfully renewed for an additional five years by its authorizer, Los Angeles Unified School District (LAUSD).

Governance and Compliance

City Language Immersion Charter has developed a Local Control and Accountability Plan (LCAP) that also serves as its School Plan for Student Achievement (SPSA) and TSI Planning requirements. The plan meets the educational partner engagement requirements outlined in California Education Code 64001(j). The school has fulfilled requirements per California Education Code 52062(a) as applicable to charter schools through consultation with its SELPA per California Education Code 52062(a)(5), establishment of a Parent Advisory Committee (PAC) per California Education Code 52062(a)(1), and creation of an English Learner Parent Advisory Committee per California Education Code 52062(a)(2). CLIC provides written responses to each committee regarding input and recommendations received, ensuring meaningful educational partner engagement throughout the planning process.

The 2026-27 LCAP was developed in consultation with educational partners and adheres to the California Department of Education's [TSI/ATSI Planning Summary](#) as applicable to charter schools.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, CLIC has \$200,518.0 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. A total of 4180,464.34 will be expended during the 2026-27 school year and the remaining \$20,049.67 will be expended in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

CLIC is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

Targeted Support & Improvement

City Language Immersion Charter (CLIC) has been identified for Targeted Support and Improvement (TSI) for the Students with Disabilities student group based on a Red performance level on the Chronic Absenteeism Indicator for two consecutive years on the 2024 and 2025 California School Dashboards.

Reflections: Annual Performance

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

The following table presents City Language Immersion Charter School’s performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

Suspension Rate Indicator: Blue Performance Level on the 2025 California School Dashboard: City Language Immersion Charter (CLIC) received a Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard, the highest performance level reported in California's accountability system. During the 2024-25 school year, CLIC maintained a zero suspension rate schoolwide, which produced the Blue performance level on the 2025 Dashboard. CLIC attributes this outcome to several interconnected practices and supports that the school has implemented as part of its whole-child approach to student behavior, school climate, and belonging.

CLIC implements Positive Behavioral Interventions and Supports (PBIS) and restorative practices schoolwide, establishing consistent behavioral expectations and using restorative responses to address conflict and repair relationships rather than relying on exclusionary discipline. The school provides counseling services that give students access to social-emotional support, and integrates Classroom Champions, an eight-unit champion mindset curriculum, into classroom instruction to build students' self-awareness, goal-setting, perseverance, and leadership skills.

In addition, CLIC has implemented a Diversity, Equity, Inclusion, and Justice (DEIJ) curriculum, and the school's Director of DEIJ provides training for all teachers on restorative practices. This combination of curriculum and ongoing professional learning reinforces the cultural competency and inclusive school culture described elsewhere in this LCAP and supports staff capacity to respond to student behavior in ways that strengthen, rather than disrupt, students' connection to school.

CLIC will continue these practices and the associated professional learning during the 2026-27 school year to sustain the Blue performance level on the Suspension Rate Indicator and to support equitable outcomes across all student groups.

TSI Eligibility Summary

City Language Immersion Charter (CLIC) has been identified by the California Department of Education (CDE) for Targeted Support and Improvement (TSI) based on the publication of the 2025 California School Dashboard. CLIC's TSI designation is confirmed in the 2025-26 ESSA Assistance Status Data File, which identifies CLIC's Assistance Status for 2025-26 as TSI, with one student group qualifying the school for TSI: the Students with Disabilities (SWD) student group. This is CLIC's first identification for ESSA assistance; all prior assistance status determinations from 2018-19 through 2024-25 had been No Status.

TSI Entry Criteria for Charter Schools: The 2025 California School Dashboard Technical Guide establishes the criteria used to determine TSI eligibility. Charter schools are eligible for TSI if they have one or more student groups that, for two consecutive Dashboard years (the 2024 and 2025 California School Dashboards), meet the same criteria used to determine CSI-Low Performing eligibility. The same student group must meet the entry criteria in both Dashboard years. The eligibility criteria are: Criterion 1, all Red indicators; Criterion 2, all Red indicators except for one indicator of another performance color; or Criterion 3, five or more indicators where the majority are Red. To be eligible, a student group must also meet the n-size requirement of at least one state indicator with a performance color on both the 2024 and 2025 Dashboards. Additionally, schools eligible for CSI-Low Graduation, CSI-Low Performing, or Additional Targeted Support and Improvement (ATSI) are not eligible for TSI; CLIC is not eligible for any of those categories.

Basis for CLIC's TSI Identification: CLIC's TSI identification is based on the performance of the Students with Disabilities student group across the 2024 and 2025 California School Dashboards. The SWD student group received a Red performance level on the Chronic Absenteeism Indicator on both the 2024 California School Dashboard and the 2025 California School Dashboard. Combined with the SWD student group's performance on other state indicators with performance colors on those Dashboards, the SWD student group met the criteria used to determine CSI-Low Performing eligibility on both Dashboard years, satisfying the two-consecutive-year requirement for TSI identification under ESSA. No other student group at CLIC met the TSI criteria across both Dashboards.

CLIC's Use of the LCAP as the TSI Plan: CLIC will use its 2026-27 Local Control and Accountability Plan (LCAP) as the school's TSI plan, consistent with California's flexibility allowing single school districts and charter schools to use the LCAP as the TSI plan when the LCAP meets TSI planning requirements consistent with ESSA Section 1111(d)(2). To support this approach, CLIC will follow the [CDE's TSI/ATSI Planning Summary](#), which is guidance developed by the California Department of Education to assist single school districts and charter schools in using the LCAP to meet the TSI planning requirements. The TSI/ATSI Planning Summary identifies where in the LCAP each TSI planning requirement may be addressed, ensuring that the LCAP and the TSI plan are integrated and that the school's improvement work is coherent rather than fragmented across separate documents.

TSI Planning Requirements and How CLIC's LCAP Addresses Each: The TSI planning requirements established under ESSA Section 1111(d)(2) and reflected in the CDE TSI/ATSI Planning Summary are addressed in CLIC's 2026-27 LCAP as follows.

Requirement 1: Partner with the school and educational partners in the development of the TSI plan: CLIC has consulted with its educational partners throughout the development of this LCAP, including administrators and the Principal, teachers, classified staff and other personnel, students, parents (including parents of unduplicated pupils and Students with Disabilities), the Parent Advisory Committee, the combined ELAC, DELAC, and English Learner Parent Advisory Committee, and the LAUSD SELPA Option 3. CLIC has documented the schedule, topics, and recommendations from each educational partner group in the Engaging Educational Partners section of this LCAP, including the explicit discussion of CLIC's TSI eligibility with each partner group. The SELPA review of the Comprehensive SPED Program action on May 29, 2026 with feedback received on June 12, 2026 is documented separately and resulted in the addition of proactive Tier 1 behavior strategies to the action.

Requirement 2: Be informed by all state indicators: CLIC has developed needs assessments for the English Language Arts Academic Indicator, the Mathematics Academic Indicator, the Science Indicator, the English Learner Progress Indicator (ELPI), the Suspension Rate Indicator, and the Chronic

Absenteeism Indicator. Each needs assessment describes the indicator's methodology, CLIC's schoolwide and student group performance, identified strengths, identified needs and issues, resource inequities, root cause analysis, plan of action for 2026-27, educational partners engaged in the focus area, and data sources analyzed. Together, the six needs assessments ensure that the LCAP is informed by every applicable state indicator on the 2025 California School Dashboard. The LCAP goals also include measures of progress for each applicable State Priority area, as reflected in the Measuring and Reporting Results sections of the LCAP goals.

Requirement 3: Include evidence-based interventions and identify resource inequities: The needs assessments listed above identify resource inequities in the Resource Inequities section of each focus area, including inequitable access to reading materials, the vacancy in the Director of Academic Data position, the absence of formal professional development on OpenUp Resources, the lack of a core science curriculum, and the practical barriers (transportation, housing stability, federal immigration enforcement actions, and childcare capacity) that contribute to chronic absenteeism. The LCAP actions describe the evidence-based interventions CLIC will implement to address these inequities and to support student outcomes, including the Comprehensive SPED Program (which directly addresses the TSI identification for the SWD student group), the Addressing SEL, Behavioral, and Mental Health Needs action (which intensifies the school's response to chronic absenteeism), the Supporting EL Language Acquisition action, the Addressing Academic Needs to Accelerate Learning action, the Core Curricular Needs action, the Professional Learning action, and the broader set of actions described throughout the LCAP. Evidence-based programs referenced in the LCAP include PBIS (with LACOE coaching), Panorama SEL Universal Screeners (recognized as evidence-based under ESSA), Cognitively Guided Instruction in mathematics, IRLA and ENIL biliteracy assessments, ARC Core and ARC Foundational Toolkits, Open Up Resources mathematics, Estrellita and Lunita Spanish phonics, Kagan cooperative learning structures, and restorative practices.

Ongoing Monitoring and Reporting: CLIC will monitor implementation of the TSI plan through the annual update process described in the LCAP and through the data review structures described in the Assessment of Learning action and the Professional Learning action. Progress for the Students with Disabilities student group on the Chronic Absenteeism Indicator and on other applicable state indicators will be reviewed regularly by the Chief of Schools, the Principal, the Director of Special Education, the SPED team, and grade-level teacher teams. CLIC will continue to engage its educational partners in review of TSI plan progress throughout the 2026-27 school year and will incorporate feedback into the implementation and refinement of the actions described in this LCAP.

2026-27 Comprehensive Needs Assessment

City Language Immersion Charter School serves students in grades TK-5 and has conducted a comprehensive needs assessment in English Language Arts (ELA), Mathematics, English Learner Progress Indicator, Science, and Chronic Absenteeism Indicator due to the school's decline in performance resulting in eligibility for Targeted Support and Improvement (TSI), that will inform the development of the 2026-27 Local Control and Accountability Plan (LCAP). The following narrative synthesizes quantitative and qualitative performance data from the 2024 and 2025 California School Dashboards, local assessments, multiple types of data and input gathered from leadership, instructional staff, families, and students. In addition, the findings from the needs assessment guides the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, and Expanded Learning Opportunities Program (ELOP), while also measuring program effectiveness to improve student outcomes.

CLIC's TSI Identification: City Language Immersion Charter (CLIC) has been identified for Targeted Support and Improvement (TSI) for the Students with Disabilities student group based on a Red performance level on the Chronic Absenteeism Indicator for two consecutive years on the 2024 and 2025 California School Dashboards.

CLIC's Students with Disabilities (SWD) student group received a Red performance level on the Chronic Absenteeism Indicator on both the 2024 and 2025 California School Dashboards. On the Dashboard, a Red (Very High) performance level for Chronic Absenteeism reflects a chronic absenteeism rate of more than 20%, meaning more than one in five students in the identified student group were absent for 10% or more of the instructional days they were enrolled to

attend. Because this performance level was sustained for two consecutive Dashboard years for the same student group, CLIC has been identified for TSI based on the Students with Disabilities student group.

In response to this identification, CLIC has incorporated targeted actions into this LCAP to reduce chronic absenteeism among Students with Disabilities. The school will monitor progress through ongoing review of attendance data and will report on outcomes in the Reflections: Annual Performance section of subsequent LCAPs.

TSI Eligibility Criteria: The California Department of Education uses the California School Dashboard to determine TSI eligibility. Both Title I-funded and non-Title I-funded schools are eligible for TSI if they have one or more student groups that, for two consecutive years, meet the criteria used for 2024-25 CSI-Low Performing determinations. Eligibility criteria for charter schools is the same as for districts and county offices of education, except that charter schools must meet the criteria in two Dashboard years (2024 and 2025 Dashboards). The 2024 California School Dashboard marked the first year that California determined eligibility for schools under TSI, and the publication of the 2025 Dashboard requires California to determine eligibility for schools under TSI for the second time.

ELA Academic Indicator (2025 Dashboard)

The English Language Arts (ELA) Academic Indicator on the California School Dashboard measures schoolwide and student group performance on the Smarter Balanced Summative Assessment in ELA and the California Alternate Assessment (CAA) in ELA for students in grades three through eight. The indicator is calculated using two components: Distance from Standard (DFS) and participation rate. DFS is the distance between a student's score on the Smarter Balanced Summative Assessment and the lowest possible scale score for Level 3 (Standard Met). The average DFS across all tested students determines the school's Status, current year Status is compared to prior year Status to determine Change, and the combination of Status and Change produces a Performance Level reported as a color. A negative DFS indicates that, on average, students scored below the threshold for Level 3.

Schoolwide and Student Group Performance

On the 2025 California School Dashboard, City Language Immersion Charter (CLIC) received an Orange performance level on the ELA Academic Indicator schoolwide, with a Status of -27.3 DFS. This reflects a decline of 5.5 points from the 2024 Dashboard, when CLIC was also Orange at -21.8 DFS. Student group performance on the 2025 Dashboard included English Learners at -66.7 DFS (Yellow), Socioeconomically Disadvantaged students at -52.1 DFS (Orange), and Hispanic students at -37.3 DFS (Yellow). Compared to the 2024 Dashboard, the English Learner student group improved meaningfully, moving from a Red performance level at -75.1 DFS on the 2024 Dashboard to a Yellow performance level at -66.7 DFS on the 2025 Dashboard, an improvement of 8.4 points and a movement of two performance bands. Socioeconomically Disadvantaged students declined by 1.5 points (from -50.6 DFS, Orange on both Dashboards), and Hispanic students improved by 3.1 points and maintained the Yellow performance level (from -40.4 DFS, Yellow). The movement of the English Learner student group from Red to Yellow on the ELA Academic Indicator is a significant strength signal, while the school's continued Orange schoolwide performance and the persistence of Orange for Socioeconomically Disadvantaged students indicate ongoing schoolwide needs.

Educational Partners Engaged in this Focus Area: Educational partners engaged in the analysis of ELA performance and the development of the plan of action included the Leadership Team, teachers (through professional development and staff meetings), and parents (through the English Learner Advisory Committee, Parent Advisory Committee, and Coffee with the Principal sessions).

Strengths and Demonstrated Growth: CLIC operates as a dual immersion school under the 90/10 model, providing a strong foundation for biliteracy development across all students. The improvement of the English Learner student group from Red to Yellow on the ELA Academic Indicator between the 2024

and 2025 Dashboards is a particularly meaningful indicator of the early impact of CLIC's biliteracy and ELD work, given that the English Learner student group is CLIC's largest priority focus group. According to 2025-26 iReady data, students in grades 3 through 5 showed the greatest growth toward typical-growth targets in ELA, with 85% of 5th graders, 77% of 3rd graders, and 60% of 4th graders meeting their typical growth targets. The school implements the ENIL and IRLA reading assessment systems, which allow teachers to compare reading levels across English and Spanish using the same measurement standards. CLIC has invested in intervention toolkits for students reading below grade level in both languages, and teachers receive ongoing professional development in language acquisition strategies. The school provides after-school tutoring in ELA through 12-week cycles, with participating students receiving 12 hours of additional instruction each trimester.

Identified Needs and Issues: End-of-year i-Ready results from 2025-26 show that 59% of students met their typical growth target in ELA, a decline from 94% at the Spring 2025 administration. Students are not spending consistent time practicing reading skills either in the classroom or at home, and reading strategies are not being taught in ways that allow students to apply them during independent reading. CLIC does not have a consistent ELA or Spanish Language Arts (SLA) curriculum across grade levels. The Foundational Tool Kits currently in use are an intervention resource, not a core curriculum, and their use varies across classrooms.

Resource Inequities: CLIC has conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). The leadership team identified the following resource inequities: inequitable access to reading materials across the school, including inconsistent time allocated for reading in classrooms and uneven distribution of reading materials between classrooms. The school also faces a shortage of high-quality, engaging Spanish-language reading materials for students at varying reading levels.

Root Cause Analysis: Teachers in the lower grades have reduced the amount of English instruction in their classrooms in order to remain faithful to the 90/10 immersion model. The missing piece is the inclusion of bridging lessons that explicitly help students transfer language skills between Spanish and English, which is essential to support English literacy development in a dual immersion setting. CLIC also lacks a consistent, schoolwide ELA and SLA curriculum, leaving teachers to assemble lessons from multiple resources without a coherent scope and sequence. In addition, students are spending substantial reading time on devices rather than with physical books, contributing to device fatigue and a reduction in sustained reading stamina.

2026-27 Action Plan: For the 2026-27 school year, CLIC will adopt ARC Core as its bilingual reading, writing, and science curriculum, providing consistency in literacy instruction across grade levels. Teachers will receive professional development on how to implement ARC Core and how to integrate it with the existing Foundational Tool Kits. The school will purchase additional Spanish-language books for classrooms to address the identified shortage of Spanish reading materials. CLIC will promote reading and literacy schoolwide and will encourage and incentivize at-home reading to build stamina and consistent practice. These actions are designed to sustain the improvement of the English Learner student group from Red to Yellow on the ELA Academic Indicator and to address the identified needs in ELA performance across all student groups, with particular attention to English Learners, Socioeconomically Disadvantaged students, and Hispanic students.

Math Academic Indicator (2025 Dashboard)

The Mathematics Academic Indicator on the California School Dashboard measures schoolwide and student group performance on the Smarter Balanced Summative Assessment in mathematics and the California Alternate Assessment (CAA) in mathematics for students in grades three through eight. The indicator

is calculated using two components: Distance from Standard (DFS) and participation rate. DFS is the distance between a student's score on the Smarter Balanced Summative Assessment and the lowest possible scale score for Level 3 (Standard Met). The average DFS across all tested students determines the school's Status, current year Status is compared to prior year Status to determine Change, and the combination of Status and Change produces a Performance Level reported as a color. A negative DFS indicates that, on average, students scored below the threshold for Level 3.

Schoolwide and Student Group Performance: On the 2025 California School Dashboard, City Language Immersion Charter (CLIC) received an Orange performance level on the Mathematics Academic Indicator schoolwide, with a Status of -64.8 DFS. This reflects a decline of 28.8 points from the 2024 Dashboard, when CLIC was also Orange at -36 DFS. Student group performance on the 2025 Dashboard included English Learners at -103.1 DFS (Red), Socioeconomically Disadvantaged students at -88.4 DFS (Orange), and Hispanic students at -78.2 DFS (Orange). Compared to the 2024 Dashboard, English Learners declined by 31 points (from -72.1 DFS, Red), Socioeconomically Disadvantaged students declined by 25.7 points (from -62.7 DFS, Orange), and Hispanic students declined by 23.8 points (from -54.4 DFS, Orange). The English Learner student group remained at the Red performance level across both Dashboard years, indicating sustained low performance and the most urgent area for targeted action.

Educational Partners Engaged in this Focus Area: Educational partners engaged in the analysis of mathematics performance and the development of the plan of action included the Leadership Team, teachers (through professional development and staff meetings), and parents (through the English Learner Advisory Committee and Coffee with the Principal sessions).

Strengths and Demonstrated Growth: According to the 2025-26 i-Ready end-of-year diagnostic, 75% of CLIC students achieved typical growth in mathematics, representing a 10-point increase over the prior year. The school has implemented OpenUp Resources as a schoolwide mathematics curriculum, providing consistent instructional materials across grade levels. Teachers receive ongoing professional development in Cognitively Guided Instruction (CGI) strategies. CLIC has held Learning Nights with families that introduce math games and strategies families can use to build math fluency at home, extending instruction beyond the school day. The school also provides after-school tutoring in mathematics through 12-week cycles, with participating students receiving 12 hours of additional instruction each trimester.

Identified Needs and Issues: Despite positive i-Ready growth, the magnitude of the decline in CAASPP-based DFS, particularly for English Learners (Red, 31-point decline) and for Socioeconomically Disadvantaged and Hispanic students (Orange, declines of 25.7 and 23.8 points respectively), indicates a substantial gap between local progress measures and statewide summative performance. Teachers have not yet received formal professional development on the implementation of OpenUp Resources. There is a need for greater focus on foundational mathematics skills, including math fluency, problem solving, and decomposing numbers. There is also a need to strengthen the literacy skills that students draw on when working in mathematics, so that students can unpack word problems and comprehend what each problem is asking them to do. Teachers have responded positively to OpenUp Resources and are teaching the lessons, but there is a lack of clarity about how to teach each section of a lesson in ways that are engaging and that meet the varied needs of students. Opportunities for students to work independently, explain their thinking, and use manipulatives are inconsistent across classrooms.

Resource Inequities: CLIC Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). CLIC has identified staffing gaps as a primary resource inequity, with the Director of Academic Data position remaining vacant and responsibilities redistributed to the Principal and Chief of Schools. The absence of dedicated data leadership has limited the school's capacity to analyze mathematics performance for English Learners and to plan and monitor targeted interventions for this student group. CLIC has not delivered formal professional development on OpenUp Resources, leaving teachers to interpret and implement the curriculum without structured support. In addition, teaching slides for OpenUp Resources are not consistently translated into Spanish, which limits access for teachers and students in Spanish-medium

instructional contexts within the dual immersion model.

Root Cause Analysis: CLIC follows the Cognitively Guided Instruction (CGI) philosophy of teaching mathematics. While some teachers feel comfortable teaching CGI, the majority, despite having received training, do not yet feel comfortable with the foundational knowledge required to teach mathematics through a CGI approach. Continued professional development in CGI, paired with structured professional development in OpenUp Resources, will build teacher capacity and is expected to lead to increased student achievement in mathematics over time.

2026-27 Action Plan: For the 2026-27 school year, CLIC will provide structured professional development for teachers in both Cognitively Guided Instruction (CGI) and OpenUp Resources implementation. This professional development is designed to build teacher capacity to deliver engaging, rigorous mathematics instruction that meets the needs of all students, with particular attention to English Learners, Socioeconomically Disadvantaged students, and Hispanic students. CLIC will continue to provide after-school tutoring in mathematics through 12-week cycles and will continue Family Learning Nights focused on math fluency and home-based practice.

English Language Progress Indicator (ELPI) (2025 Dashboard)

The English Learner Progress Indicator (ELPI) on the California School Dashboard represents the percentage of English Learner (EL) students progressing toward English language proficiency. The California Department of Education measures progress toward English language proficiency by comparing EL students' results from the current Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC to the prior year Summative ELPAC and Summative Alternate ELPAC results. The four ELPAC levels are divided into six ELPI levels to determine whether EL students made progress toward English language proficiency. EL students are counted as making progress when they advance at least one ELPI level from the prior year, maintain a Level 4 across both years, or otherwise meet the progress criteria established in the Dashboard Technical Guide. Unlike other state indicators, the ELPI reports on two student groups, English Learners and Long-Term English Learners (LTELs). The Long-Term English Learner student group is reported separately when minimum n-size requirements are met.

Student Group Performance: On the 2025 California School Dashboard, City Language Immersion Charter (CLIC) received a Red performance level on the ELPI for the English Learner student group, with 27.6% of EL students making progress toward English language proficiency. This represents a decline of 2.6 percentage points from the 2024 Dashboard, when 30.2% of EL students made progress and the school also received a Red performance level. On the 2023 California School Dashboard, CLIC similarly received a Red performance level on the ELPI for the EL student group. This sustained pattern of Red performance across three consecutive Dashboard years identifies the English Learner student group's progress toward English language proficiency as the school's most persistent area of need.

Additional EL student outcome data reinforces this finding. The schoolwide reclassification rate was 1% in 2024-25, down from 2.4% in 2023-24. The percentage of EL students scoring at the Proficient level on the Summative ELPAC was 3.7% in 2024-25, a slight increase from 3.3% in 2023-24.

Broader Academic Performance Pattern for the English Learner Student Group

The Red ELPI performance is part of a broader pattern of academic performance challenges for CLIC's English Learner student group on the California School Dashboard. On the 2024 California School Dashboard, the English Learner student group received Red performance levels on the English Language Arts Academic Indicator, the Mathematics Academic Indicator, and the Chronic Absenteeism Indicator, in addition to the Red on the ELPI. On the 2025 California School Dashboard, the English Learner student group received a Red performance level on the Mathematics Academic Indicator, a Yellow performance level on the ELA Academic Indicator (an improvement from Red), and an Orange performance level on the Chronic Absenteeism Indicator (an improvement from

Red), in addition to the sustained Red on the ELPI. The English Learner student group received Red performance levels on the Mathematics Academic Indicator across both the 2024 and 2025 Dashboards, indicating sustained low performance in mathematics. The improvement from Red to Yellow on ELA and from Red to Orange on Chronic Absenteeism between Dashboard years reflects early progress on those indicators, while the ELPI and the Mathematics Academic Indicator remain priority concerns.

Educational Partners Engaged in this Focus Area: Educational partners engaged in the analysis of EL student progress and the development of the plan of action included the Leadership Team, teachers (through professional development and staff meetings), and parents (through the English Learner Advisory Committee, Parent Advisory Committee, and Coffee with the Principal sessions).

Strengths and Demonstrated Growth: CLIC operates as a dual immersion school under the 90/10 model, which provides a structured foundation for biliteracy and academic language development across both English and Spanish. According to the 2025 CAASPP results, the English Learner student group improved by 26 points, indicating progress toward closing the achievement gap in academic performance for ELs. The school implements the ENIL and IRLA reading assessment systems, which allow teachers to compare reading levels across English and Spanish using a common measurement framework. CLIC has invested in intervention toolkits for students reading below grade level in both languages, and teachers are implementing these toolkits in classroom instruction. Teachers receive ongoing professional development in language acquisition strategies, including Specially Designed Academic Instruction in English (SDAIE) methods. CLIC provides after-school tutoring in ELA through 12-week cycles, with participating students receiving 12 hours of additional instruction each trimester.

Identified Needs and Issues: CLIC has experienced a 2.6-percentage-point decline in EL progress on the ELPI between the 2024 and 2025 Dashboards, accompanied by a decline in the reclassification rate from 2.4% to 1%. According to SchoolPace data, 29% of CLIC students are reading at grade level proficiency in English and only 5% are reading at grade level proficiency in Spanish. Implementation of intervention toolkits is inconsistent across grade levels and across both languages. Although foundational literacy skills are taught in Spanish under the 90/10 model, there has not been significant progress in Spanish literacy instruction that translates into stronger English literacy outcomes for EL students. CLIC does not have a consistent ELA or Spanish Language Arts (SLA) curriculum for teachers to follow. Use of the ENIL and IRLA materials, as well as ongoing reading support, is inconsistent across classrooms. Teacher documentation and data entry of student reading progress in SchoolPace is also inconsistent. EL students are not yet receiving consistent opportunities to practice academic language in classrooms. While teachers have received instruction and strategies on increasing turn-and-talks, structured discussion, and oral language opportunities, and student participation has increased, instruction has not yet moved to the next level of accountable talk in which students are expected to respond in the language of instruction using key academic vocabulary and modeled sentence structures. CLIC also lacks regular assessment of student oral language development, leaving teachers without clear data on where to support each student along the language development trajectory.

Resource Inequities: CLIC conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#).

CLIC has identified several resource inequities affecting EL student outcomes. The Director of Academic Data position has remained vacant since September 2024, with the role's responsibilities redistributed to the Principal and Chief of Schools. The vacancy has reduced the school's capacity to analyze EL student data and to plan and monitor targeted interventions for this student group. Planned Kagan Structures training, which provides cooperative learning strategies particularly beneficial for English Learners, was not implemented in 2025-26 due to scheduling challenges. Implementation of interim ELPAC assessment tools

has been limited, reducing opportunities for targeted preparation and data-informed instruction in advance of the Summative ELPAC. CLIC also lacks efficient oral language assessment tools that teachers can use to track student language development on a regular basis.

Root Cause Analysis: CLIC's teaching faculty includes a large proportion of novice teachers, and the school does not have a core curriculum for reading, writing, science, or history. Teachers are expected to create their lessons from a variety of resources. While CLIC's instructional philosophy is centered on the whole child, on following students' thinking, and on project-based learning, curriculum creation is time-consuming and challenging, particularly for novice teachers. The burden of curriculum creation has resulted in lessons that often lack cohesion and that do not consistently foreground language development skills. Additional teaching experience and the adoption of a consistent bilingual curriculum are expected to support stronger and more consistent language development outcomes for EL students.

2026-27 Action Plan: For the 2026-27 school year, CLIC will purchase and implement ARC Core, a bilingual reading, writing, and science curriculum that integrates the study of language through the Foundational Tool Kits. ARC Core will provide teachers with a consistent scope and sequence in both English and Spanish literacy instruction. In addition, CLIC will adopt an ELD curriculum called Language Study, paired with multi-year professional development and coaching for 3rd through 5th grade teachers. Together, these adoptions are designed to build teacher capacity to deliver consistent, language-focused instruction across grade levels and to accelerate EL student progress toward English language proficiency, reclassification, and grade-level academic achievement.

Science Academic Indicator (2025 Dashboard)

The Science Indicator on the California School Dashboard reports performance on the California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for students in grades five, eight, and high school. The Science Indicator is calculated using two components: Science Points (SPs) and participation rate. SPs are a simplified way to understand student performance on the CAST and CAA for Science. While each grade level has its own unique scale score range, SPs always range from 0 to 100, where 0 is the lowest possible score and 100 is the highest possible score. The school's Status is the average SPs across all tested students, and current year Status is compared to prior year Status to determine Change. The combination of Status and Change produces a Performance Level reported as a color.

The 2025 California School Dashboard is the first Dashboard on which the Science Indicator has been assigned performance colors. On the 2024 Dashboard, the Science Indicator was reported for informational purposes only, without an assigned color. The Science Indicator will not be used for state or federal support determinations based on the 2025 Dashboard and will be displayed for informational purposes. Because City Language Immersion Charter (CLIC) serves students in transitional kindergarten through grade 5, only the school's 5th grade students contribute to this indicator.

Schoolwide and Student Group Performance: On the 2025 California School Dashboard, CLIC received a Yellow performance level on the Science Indicator schoolwide, with a Status of 47.1 Science Points. This reflects a decline of 7 Science Points from the prior year (54.1 SPs in 2024). The English Learner student group received an Orange performance level, with a Status of 38.7 Science Points, a decline of 2 points from the prior year (40.7 SPs in 2024). Although both the schoolwide and English Learner results declined, the achievement gap between English Learners and all students narrowed during this period, from a difference of 13.4 Science Points in 2024 to a difference of 8.4 Science Points in 2025. The narrowing of the gap, however, reflects a steeper decline in schoolwide performance rather than meaningful growth in English Learner performance, and should be interpreted with caution.

Educational Partners Engaged in this Focus Area: Educational partners engaged in the analysis of Science Indicator performance and the development of the plan of action included the Leadership Team, teachers (through professional development and staff meetings), and parents (through the English Learner Advisory Committee, Parent Advisory Committee, and Coffee with the Principal sessions).

Strengths and Demonstrated Growth: CLIC has made steady progress in increasing the consistency and breadth of science instruction. Teachers have been using Mystery Science materials more consistently in 5th grade, and the school was able to cover more of the science standards in 2025-26 than in prior years. Mystery Science lessons are interactive and highly engaging for students. For the 2025-26 school year, CLIC dedicated a specific budget for science materials, which enabled teachers to purchase the supplies needed for hands-on science lessons. As noted above, the achievement gap between English Learners and all students on the Science Indicator narrowed between 2024 and 2025, indicating that EL student outcomes held more steady than schoolwide outcomes during this period.

Identified Needs and Issues: CLIC schoolwide Science Indicator performance declined by 7 Science Points between the 2024 and 2025 Dashboards, indicating a need to strengthen and stabilize science instruction. The frequency and consistency with which Mystery Science lessons are taught varies across grade levels. Mystery Science lessons frequently require materials that need to be purchased in advance, and without consistent pre-planning, lesson delivery has been uneven. CLIC has identified the need for an interdisciplinary curriculum that integrates science with reading and writing, both to support consistency across grade levels and to allow students to connect scientific content with the literacy skills they are developing.

Resource Inequities: CLIC conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#).

CLIC has identified the lack of a core science curriculum as a primary resource inequity. Teachers currently use Mystery Science as a supplemental resource rather than working from an adopted science curriculum, which contributes to inconsistent coverage of standards across classrooms. Garden classes, which provide hands-on earth science learning, are not consistently offered at each grade level due to funding constraints. Some grades receive 5 weeks of garden instruction, others receive 10 weeks, and others receive the entire year. In addition, materials required for many science lessons must be purchased in advance, and without consistent pre-planning processes, teachers have not always had the materials they need in place at the time of instruction.

Root Cause Analysis: The absence of a core science curriculum is the primary root cause of inconsistent science instruction at CLIC. Without an adopted curriculum, teachers have relied on supplemental resources, which they incorporate into instruction at different rates and depths. This has resulted in uneven coverage of science standards across grade levels and in variable opportunities for students to engage with hands-on science learning.

Plan of Action for 2026-27: For the 2026-27 school year, CLIC will adopt ARC Core, an interdisciplinary curriculum that integrates science, reading, and writing. ARC Core will provide teachers with a consistent scope and sequence for science instruction across grade levels and will align science learning with literacy instruction across classrooms. CLIC will also increase the number of garden classes available across grade levels, with an emphasis on earth sciences as a supplemental, hands-on learning experience. The school will provide teachers with structured opportunities to pre-plan science lessons and will purchase Mystery Science materials in advance, ensuring that teachers have the supplies they need to deliver the full set of lessons. Teachers will also receive ongoing professional development opportunities in science instruction. Together, these actions are designed to reverse the 2024 to 2025 decline, increase the consistency of science instruction across grade levels, and support stronger science outcomes for all students, including English Learners.

Chronic Absenteeism Indicator (2025 Dashboard)

The Chronic Absenteeism Indicator on the California School Dashboard reports the percentage of students enrolled in transitional kindergarten through grade eight who are chronically absent. A student is considered chronically absent when they are absent for 10% or more of the instructional days they were enrolled to attend, provided they attended at least one day and were enrolled for at least 31 instructional days. Unlike most state indicators, the Chronic Absenteeism Indicator has a reverse goal: a low percentage is the desired outcome. Performance is based on the current year chronic absenteeism rate (Status) and the change in rate from the prior year (Change), with the combination of Status and Change producing a Performance Level reported as a color. Status cut scores for the indicator are defined as 2.5% or less (Blue, Very Low), more than 2.5% to 5% (Green, Low), more than 5% to 10% (Yellow, Medium), more than 10% to 20% (Orange, High), and more than 20% (Red, Very High).

Schoolwide and Student Group Performance: On the 2024 California School Dashboard, City Language Immersion Charter (CLIC) received Red performance levels on the Chronic Absenteeism Indicator schoolwide and for the English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups. The African American student group received an Orange performance level on the 2024 Dashboard. Schoolwide, CLIC's chronic absenteeism rate on the 2024 Dashboard was 31.8%, with student group rates ranging from 17.6% (African American) to 34.8% (Hispanic).

On the 2025 California School Dashboard, CLIC's chronic absenteeism performance improved meaningfully. The schoolwide rate decreased to 28.1%, moving CLIC's schoolwide performance from Red on the 2024 Dashboard to Yellow on the 2025 Dashboard. Most student groups that received Red performance levels on the 2024 Dashboard also moved out of Red on the 2025 Dashboard. Specifically, schoolwide moved to 28.1% (Yellow), English Learners to 30% (Orange), Socioeconomically Disadvantaged students to 30.6% (Yellow), and Hispanic students to 30% (Yellow). Two student groups, however, received Red performance levels on the 2025 Dashboard: Students with Disabilities at 38.5%, and African American students at 20.4%.

The Students with Disabilities student group received Red performance levels on both the 2024 and 2025 Dashboards. The African American student group moved from Orange (17.6%) on the 2024 Dashboard to Red (20.4%) on the 2025 Dashboard, an increase of 2.8 percentage points. As a result of the sustained Red performance for the Students with Disabilities student group across two consecutive Dashboard years, CLIC has been identified for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA).

Educational Partners Engaged in this Focus Area: Educational partners engaged in the analysis of chronic absenteeism and the development of the plan of action included the Leadership Team, teachers (through professional development and staff meetings), and parents (through the English Learner Advisory Committee, Parent Advisory Committee, and Coffee with the Principal sessions).

Strengths and Demonstrated Growth: CLIC's Attendance Plan is in full implementation, and the school has communicated with families about attendance more consistently than in prior years. The improvement in CLIC's overall chronic absenteeism performance between the 2024 and 2025 California School Dashboards reflects the early impact of this work. Schoolwide chronic absenteeism declined by 3.7 percentage points, and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups each moved out of the Red performance level. Families who participate most actively in school events (Cafecito, the Parent Advisory Committee, the English Learner Advisory Committee, and volunteer activities) have students with stronger attendance patterns, suggesting that family engagement is associated with improved attendance outcomes. Importantly, current-year 2025-26 data through April shows that Students with Disabilities have the lowest chronic absenteeism rate of any student group at 27.27%, indicating significant in-year improvement for a student group that was at 38.5% on the 2025 Dashboard.

Identified Needs and Issues: Despite meaningful improvement in the schoolwide rate and in most student group rates between the 2024 and 2025 Dashboards, chronic absenteeism remains a persistent challenge. Two student groups received Red performance levels on the 2025 Dashboard: Students with

Disabilities (Red on both 2024 and 2025) and African American students (Orange in 2024, Red on 2025). Current-year 2025-26 attendance data through April shows that Socioeconomically Disadvantaged students currently have the highest chronic absenteeism rate at 37.36%, and Hispanic students, who make up approximately 82% of CLIC's enrollment, currently have the second highest rate at 35.29%. The grade level with the highest current chronic absenteeism rate is transitional kindergarten at 41.03%, and the combined average rate for TK through 1st grade was 39.77% as of April. The lower grades are driving a significant share of the school's overall chronic absenteeism, with student illness identified as a primary contributor. CLIC has also identified a lack of shared understanding between the school and families regarding when a student is too sick to attend school. The families who consistently participate in school events and family engagement opportunities are not the families whose students are chronically absent, indicating a gap in the school's reach to the families whose students are most affected.

Resource Inequities: CLIC conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#).

CLIC has identified several resource inequities that contribute to chronic absenteeism. Inadequate transportation and housing stability create practical barriers that disproportionately affect students from low-income families, making consistent attendance physically difficult. Federal immigration enforcement actions have affected students with immigrant parents in the CLIC community, contributing to absences when families perceive risk in leaving home or traveling to school. Childcare capacity is also a constraint, as many families are waitlisted for CLIC's after-school program because the program is at capacity, leaving families without consistent after-school care.

Root Cause Analysis: CLIC's root cause analysis identifies four categories of factors that contribute to chronic absenteeism. The first is barriers to attendance, including unreliable transportation, housing insecurity, chronic health conditions (with a particular impact on Students with Disabilities), and family caregiving responsibilities. These barriers disproportionately affect Socioeconomically Disadvantaged students. The second is school aversion, including factors that make students unwilling to attend school such as bullying and negative peer interactions. The third is student disengagement, reflecting a lack of connection to school resulting from boredom, an absence of meaningful relationships with adults at school, or repeated academic failure. The fourth is misconceptions about attendance, including family beliefs that underestimate the impact of absences, such as the belief that only unexcused absences matter or that regular attendance is only important in higher grades. Each of these root causes points to distinct intervention strategies, ranging from logistical supports to school climate work to family education.

2026-27 Action Plan: For the 2026-27 school year, CLIC will build stronger relationships with families starting at the beginning of the school year, using home visits and positive calls home to create a deeper sense of commitment and community between families and the school. At the new family orientation, CLIC will provide families with a workshop on attendance expectations and on what constitutes a sick day, addressing the identified gap in shared understanding between school and home about when a student is too sick to attend. CLIC will also create opportunities for parent groups from each grade level to come together for fellowship and information sharing, with the goal of extending the school's engagement reach to families who do not currently participate in existing events. In addition, CLIC will introduce monthly attendance recovery opportunities for families as a new strategy for 2026-27, providing flexible and accessible ways for families to address absences and re-engage with the school community. These actions are designed to sustain the improvement reflected in the 2025 Dashboard while focusing additional attention on the Students with Disabilities student group, identified for TSI based on Red performance across two consecutive Dashboard years, and the African American student group, which moved from Orange to Red between the 2024 and 2025 Dashboards.

Metrics: Chronic Absenteeism Rates as reported on the CA School Dashboard – Student groups: EL, SED, SWD, African American, and Hispanic. (Metric#8)

Learning Recovery Emergency Block Grant (LREBG) 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

As of the development of this LCAP, City Language Immersion Charter (CLIC) has \$200,518.00 in unexpended Learning Recovery Emergency Block Grant funds. A total of \$180,468.34 will be expended during the 2026-27 school year, and the remaining \$20,049.66 will be expended during the 2027-28 school year, as authorized through EC Section 32526.

Needs Assessment

CLIC's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional and behavioral needs, and instructional capacity for the English Learner student group and the Students with Disabilities student group as CLIC's most significant learning recovery priorities. On the 2025 California School Dashboard, CLIC received an Orange performance level on the ELA Academic Indicator schoolwide (Status -27.3 DFS) and an Orange performance level on the Mathematics Academic Indicator schoolwide (Status -64.8 DFS). The English Learner student group received a Red performance level on the English Learner Progress Indicator for three consecutive Dashboards (2023, 2024, and 2025), with 27.6% of EL students making progress on the 2025 Dashboard, and a Red performance level on the Mathematics Academic Indicator on the 2025 Dashboard (Status -103.1 DFS). The Students with Disabilities student group received a Red performance level on the Chronic Absenteeism Indicator on both the 2024 and 2025 Dashboards, resulting in CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act for the 2025-26 school year. CLIC will use LREBG funds to address the academic, social-emotional, behavioral, and instructional capacity needs identified in the needs assessment, with a focus on the English Learner and Students with Disabilities student groups and on the schoolwide investments that benefit all priority focus student groups.

Expenditure 1: i-Ready Assessments

Position (LCAP Goal and Action): i-Ready Assessments (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: \$20,660.00

Rationale: CLIC uses i-Ready as a universal screening and diagnostic assessment in reading and mathematics for students in grades K through 5. The diagnostic is administered three times per year (fall, winter, and spring) and provides standards-aligned data on student performance, instructional priorities, and growth toward grade-level proficiency. The i-Ready diagnostic enables teachers to identify learning gaps, monitor progress for priority focus student groups (English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students), and target classroom and intervention instruction to address the specific skills each student needs to develop. CLIC's reflection on prior practice has identified inconsistent data documentation and the need for stronger data-informed instructional planning, both of which are directly addressed by the i-Ready platform's reporting structure. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services, including universal screening and diagnostic assessment, that support evidence-based identification of student needs.

Evidence Tier: Tier 2 (Moderate Evidence). i-Ready meets ESSA Tier 2 evidence standards based on quasi-experimental studies demonstrating that students who receive i-Ready diagnostic-driven instruction make measurable academic gains in reading and mathematics, particularly when the diagnostic is used to inform tiered instruction and intervention planning.

Metric(s): i-Ready diagnostic results disaggregated by student group, including percent of students at or above grade level in reading and mathematics at fall, winter, and spring administrations; percent of students meeting typical growth targets.

Expenditure 2: SchoolPace Assessments (American Reading Company IRLA/ENIL)

Position (LCAP Goal and Action): SchoolPace Assessments from the American Reading Company IRLA and ENIL (Goal 1, Action 1: Assessment of Learning)

Amount of LREBG Funds: \$9,000.00

Rationale: CLIC uses SchoolPace as the platform supporting the American Reading Company's Independent Reading Level Assessment (IRLA) and Evaluación del nivel independiente de lectura (ENIL) biliteracy assessment systems for students in grades K through 5. The IRLA assesses students' independent reading levels in English, and the ENIL assesses students' independent reading levels in Spanish, using a parallel measurement framework that allows teachers to compare student progress across both languages within CLIC's 90/10 dual immersion model. The SchoolPace platform provides teachers with structured data entry, progress monitoring, and goal-setting tools that support consistent biliteracy assessment across classrooms. CLIC's needs assessment identified inconsistent use of the ENIL and IRLA materials and inconsistent teacher documentation in SchoolPace as barriers to data-informed instruction for the English Learner student group, which received three consecutive years of Red performance on the ELPI. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services, including reading assessments and biliteracy progress monitoring tools.

Evidence Tier: Tier 2 (Moderate Evidence). The IRLA and ENIL biliteracy assessment systems meet ESSA Tier 2 evidence standards based on quasi-experimental studies demonstrating measurable gains in independent reading levels for students who receive IRLA-aligned instruction in dual immersion and bilingual education settings.

Metric(s): Summative ELPAC proficiency rates; English Learner Progress Indicator performance level on the California School Dashboard.

Expenditure 3: Counseling Services Provided by HER Healing

Position (LCAP Goal and Action): Counseling Services Provided by HER Healing (Goal 1, Action 3: Addressing SEL, Behavioral, and Mental Health Needs)

Amount of LREBG Funds: \$75,294.00

Rationale: CLIC contracts with HER Healing to provide school-based counseling and mental health services for students in grades TK through 5. HER Healing counselors deliver one-on-one counseling, small group sessions, classroom presentations, family workshops, and crisis support, addressing the social-emotional, behavioral, and mental health needs that contribute to student engagement, attendance, and academic performance. HER Healing services directly support the social-emotional well-being purpose required under EC Section 32526(b) and address the conditions that contribute to the Red performance level on the Chronic Absenteeism Indicator for the Students with Disabilities student group on the 2024 and 2025 California School Dashboards, which resulted in CLIC's identification for Targeted Support and Improvement. HER Healing services also support priority focus student groups (English Learners, Socioeconomically Disadvantaged students, African American students, and Hispanic students) by reducing the social-emotional and mental health barriers to school attendance and academic engagement. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). School-based counseling and mental health programs meet ESSA Tier 2 evidence standards based on quasi-experimental studies demonstrating reductions in suspensions, improvements in attendance, and gains in student connectedness and sense of safety when school-based counseling is delivered consistently and integrated with schoolwide social-emotional learning structures.

Metric(s): California School Dashboard Chronic Absenteeism Indicator performance levels, disaggregated by student group (with particular focus on the Students with Disabilities student group identified for TSI); California School Dashboard Suspension Rate Indicator performance level.

Expenditure 4: Behavioral Intervention Implementers (BII)

Position (LCAP Goal and Action): Behavioral Intervention Implementers (Goal 1, Action 3: Addressing SEL, Behavioral, and Mental Health Needs)

Amount of LREBG Funds: \$48,766.01 (partial funding; the remaining balance is funded with Local Control Funding Formula Supplemental and Concentration funds)

Rationale: Behavioral Intervention Implementers (BII) provide one-on-one and small group behavior support for Students with Disabilities and other students requiring Tier 2 and Tier 3 behavioral intervention, in alignment with each student's Individualized Education Program (IEP) and Behavior Intervention Plan (BIP). BII staff follow the behavior plan written into each student's IEP with fidelity, support student access to grade-level instruction, and reduce the frequency with which behavior concerns escalate to require exclusionary discipline or to disrupt the school day. The continued staffing of BII directly supports the conditions that contribute to CLIC's Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard and addresses the behavioral and attendance challenges that contribute to the Red performance level on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 Dashboards, which resulted in CLIC's identification for TSI. The BII expenditure is partially funded with LREBG funds and partially funded with LCFF Supplemental and Concentration funds, consistent with the principles of supplement-not-supplant. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and supports, including behavioral and mental health supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Behavioral intervention support delivered by trained staff under the supervision of credentialed special education personnel meets ESSA Tier 2 evidence standards based on quasi-experimental studies demonstrating reductions in problem behaviors, improvements in classroom engagement, and reductions in exclusionary discipline when BII services are delivered consistently and integrated with IEP-aligned behavior plans.

Metric(s): California School Dashboard Chronic Absenteeism Indicator performance level for the Students with Disabilities student group; California School Dashboard Suspension Rate Indicator performance level for the Students with Disabilities student group.

Expenditure 5: Professional Development to Support Multilingual Learners

Position (LCAP Goal and Action): Professional Development to Support Multilingual Learners (Goal 1, Action 5: Supporting EL Language Acquisition)

Amount of LREBG Funds: \$5,000.00

Rationale: CLIC will provide professional development to all teachers on evidence-based strategies for supporting multilingual learners, including designated and integrated English Language Development instruction, Spanish Language Development instruction, language acquisition techniques, cross-linguistic transfer, and language-rich content instruction. The professional development is targeted to the English Learner student group, which received three consecutive years of Red performance on the English Learner Progress Indicator on the 2023, 2024, and 2025 California School Dashboards, and which received a Red performance level on the Mathematics Academic Indicator on the 2025 Dashboard. The professional development is delivered in coordination with CLIC's continued Ensemble partnership for dual immersion instructional coaching and is designed to build sustained teacher capacity to deliver high-quality, language-focused instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils, including English Learners.

Evidence Tier: Tier 1 (Strong Evidence). Sustained, content-focused professional development on language development for English Learners meets ESSA Tier 1 evidence standards based on multiple large-scale, rigorous studies demonstrating that ongoing teacher training in EL instructional strategies produces statistically significant improvements in EL student academic achievement and English language proficiency growth.

Metric(s): California School Dashboard English Learner Progress Indicator performance level; Summative ELPAC results, reclassification rates for English Learners.

Expenditure 6: BrainPOP for English Learners

Position (LCAP Goal and Action): BrainPOP for English Learners (Goal 1, Action 5: Supporting EL Language Acquisition)

Amount of LREBG Funds: \$5,125.00

Rationale: BrainPOP EL is a supplemental digital learning platform that supports English Learner students' development of foundational literacy and content knowledge through scaffolded video lessons, interactive activities, and language-focused tasks designed specifically for multilingual learners. BrainPOP EL provides English Learners with additional, accessible practice opportunities that reinforce the language acquisition skills introduced during designated and integrated ELD instruction. The platform supports the school's response to three consecutive years of Red performance for the English Learner student group on the ELPI and to the new Red performance level on the Mathematics Academic Indicator for English Learners on the 2025 California School Dashboard. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and instructional materials that support evidence-based practices for English Learners.

Evidence Tier: Tier 3 (Promising Evidence). BrainPOP EL meets ESSA Tier 3 evidence standards based on correlational studies with statistical controls demonstrating that English Learners who engage regularly with BrainPOP EL content show measurable gains in vocabulary acquisition, content learning, and language proficiency growth.

Metric(s): English Learner Progress Indicator performance level; Summative ELPAC results; reclassification rates for English Learners.

Expenditure 7: Language Study Instructional Materials and Resources

Position (LCAP Goal and Action): Language Study Instructional Materials and Resources (Goal 1, Action 5: Supporting EL Language Acquisition)

Amount of LREBG Funds: \$6,873.33

Rationale: CLIC will adopt the Language Study program in partnership with The Language Study Group, beginning with 3rd grade students in 2026-27 and expanding to 4th grade in 2027-28 and 5th grade in 2028-29. Language Study is an English Language Development curriculum focused on accelerated academic writing and language study, designed to develop the academic writing skills required for reclassification and for grade-level performance on the CAASPP ELA assessment. The Language Study instructional materials provide 3rd grade teachers and students with structured, sequential, language-focused lessons that build on the foundational literacy work students complete in earlier grades. This curriculum adoption directly addresses the three consecutive years of Red performance for the English Learner student group on the ELPI and the related needs assessment finding that EL students are not receiving consistent opportunities to engage in accountable talk and academic writing. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for instructional materials and supports for English Learners.

Evidence Tier: Tier 4 (Demonstrates a Rationale). The Language Study program is supported by a logic model and research-based instructional principles for accelerated academic language development, including explicit instruction in academic vocabulary, sentence-level grammar, and structured writing scaffolds. As a newly adopted curriculum at CLIC, Language Study will be evaluated against established metrics during the 2026-27 school year and beyond to build CLIC's local evidence base.

Metric(s): English Learner Progress Indicator performance level; reclassification rates for English Learners; CAASPP ELA Distance from Standard for the English Learner student group.

Expenditure 8: Professional Development for Language Study Implementation

Position (LCAP Goal and Action): Professional Development for Language Study Implementation (Goal 1, Action 5: Supporting EL Language Acquisition)

Amount of LREBG Funds: \$5,000.00

Rationale: Third grade teachers will receive training and one-on-one coaching from The Language Study Group on the implementation of the Language Study curriculum during the 2026-27 school year. The training and coaching are designed to ensure that teachers can deliver Language Study lessons with fidelity, integrate Language Study practices into broader ELD and ELA instruction, and use Language Study assessment data to inform classroom-level adjustments. The professional development directly supports the implementation of Expenditure 7 (Language Study Instructional Materials and Resources) and is essential to translating the curriculum adoption into measurable improvements in EL student academic writing and language proficiency outcomes. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers on evidence-based strategies to meet the needs of pupils, including English Learners.

Evidence Tier: Tier 1 (Strong Evidence). Curriculum-aligned professional development that combines training with sustained instructional coaching meets ESSA Tier 1 evidence standards based on large-scale, rigorous studies demonstrating that coaching is the most effective mechanism for translating curriculum adoption into sustained classroom-level changes in instructional practice.

Metric(s): CAASPP ELA Distance from Standard for the English Learner student group; and English Learner Progress Indicator performance level.

Expenditure 9: Professional Development on Open Up Resources Mathematics Curriculum

Position (LCAP Goal and Action): Professional Development on the Math Curriculum Adoption of Open Up Resources (Goal 2, Action 2: Professional Learning)

Amount of LREBG Funds: \$4,750.00

Rationale: CLIC adopted Open Up Resources as its schoolwide mathematics curriculum and identified, through the 2026-27 needs assessment for the Mathematics Academic Indicator, that teachers have not yet received formal professional development on the implementation of Open Up Resources. The absence of structured professional development was identified as a resource inequity affecting mathematics outcomes, particularly for the English Learner student group, which received a Red performance level on the Mathematics Academic Indicator on the 2025 California School Dashboard. This expenditure funds professional development for all teachers on the implementation of Open Up Resources, with attention to language-rich mathematics instruction that supports English Learners in unpacking word problems, using mathematical academic language, and explaining mathematical thinking. The professional development is delivered in coordination with the broader summer 2026 professional learning calendar and is organized in partnership with New LA Charter School (New LA ES) to leverage shared planning capacity across the organization. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Curriculum-aligned mathematics professional development that includes implementation training, coaching, and ongoing teacher collaboration meets ESSA Tier 1 evidence standards based on large-scale, rigorous studies demonstrating that mathematics professional development of this type produces statistically significant improvements in teaching quality and student mathematics achievement.

Metric(s): CAASPP Mathematics Distance from Standard, disaggregated by student group and California School Dashboard Mathematics Academic Indicator performance levels schoolwide and for the English Learner student group. .

LCAP Alignment

All nine LREBG expenditures are included in CLIC's 2026-27 LCAP in compliance with EC Section 52064.4. Expenditures 1 and 2 (i-Ready Assessments and SchoolPace IRLA/ENIL Assessments) are included under Goal 1, Action 1 (Assessment of Learning). Expenditures 3 and 4 (HER Healing Counseling Services and Behavioral Intervention Implementers) are included under Goal 1, Action 3 (Addressing SEL, Behavioral, and Mental Health Needs). Expenditures 5, 6, 7, and 8 (Professional Development to Support Multilingual Learners, BrainPOP EL, Language Study Instructional Materials, and Professional Development for Language Study Implementation) are included under Goal 1, Action 5 (Supporting EL Language Acquisition). Expenditure 9 (Professional Development on Open Up Resources) is included under Goal 2, Action 2 (Professional Learning). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF Base, LCFF Supplemental and Concentration funds, Title I, Title II, Title III, Title IV, and other applicable funding sources.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process, including the documented review of the LREBG comprehensive needs assessment with administrators, the Principal, teachers, classified staff and other personnel, parents, the Parent Advisory Committee (PAC), and the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee (ELAC, DELAC, and EL-PAC). Administrators identified continued investment in assessment systems, counseling services, behavioral intervention staffing, and curriculum-aligned professional development as priorities. Teachers emphasized the need for structured professional development on Open Up Resources and on Language Study, as well as continued investment in i-Ready and IRLA/ENIL assessment tools. The PAC and the combined ELAC, DELAC, and EL-PAC expressed support for sustained investment in counseling services, EL-focused curriculum, and behavioral support staffing. The needs assessment and expenditure plan were reviewed through CLIC's PAC and ELAC/DELAC/EL-PAC advisory processes.

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 (2024 Dashboard)

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 (2024 Dashboard)

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:

- I-Ready 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 i-Ready 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 (2024 Dashboard)

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.

2023 CA School Dashboard

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.

Reflections: Technical Assistance

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

City Language Immersion Charter School is not eligible for technical assistance.

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 Comprehensive Support and Improvement.

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 eligible.

Monitoring and Evaluating Effectiveness

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

Not eligible.

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	City Language Immersion Charter (CLIC) engaged its administrators and Principal as educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). Administrator engagement was structured through recurring weekly leadership meetings, providing consistent opportunities for the school's leadership team to review school performance, plan operations, and shape the strategic direction reflected in this LCAP. Meeting Schedule and Format CLIC's administrators and Principal met on a recurring weekly schedule, with sessions held on Wednesdays from 9:30 to 10:30 AM and on Thursdays from 9:00 to 10:00 AM. The consistent meeting cadence ensured that leadership-level discussion of the LCAP's goals, actions, and budget priorities was sustained across the development cycle rather than concentrated in a single planning window. Topics Discussed Discussion during administrator meetings spanned the full scope of school operations and instructional leadership. Topics included school operations, schoolwide events, teacher and staff supports and supervision, student progress and intervention, and professional development planning. Administrators reviewed California School Dashboard performance for priority focus student groups, internal academic and attendance data, and the implementation of curriculum and instructional initiatives such as ARC Core, Open Up Resources mathematics, Estrellita and Lunita Spanish phonics, and the Language Study program. Administrator discussion also included review of CLIC's use of federal Title funds, including Title I, Title II, and Title IV expenditures that support priority initiatives described throughout the LCAP. Administrators reviewed the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. Administrators also discussed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification.

Educational Partner(s)	Process for Engagement
	Recommendations from the Administrator Group Administrators and the Principal recommended maintaining the same recurring weekly meeting times to support consistent attendance and continuity of discussion, with reschedules used only when conflicts arise. Administrators also recommended strengthening collaboration between the Principal and Assistant Principal in the planning and design of professional development, to ensure that schoolwide professional learning is coordinated, sequenced, and aligned with the priorities identified in the LCAP. These recommendations have been integrated into the leadership coaching, professional development planning, and meeting structures described in the Professional Learning action.
Teachers	City Language Immersion Charter (CLIC) engaged its teachers as central educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). Teacher engagement was structured through summer professional learning, scheduled pupil-free days, weekly Tuesday professional development sessions, and recurring staff meetings, ensuring that teacher voice informed both the analysis of school performance and the design of the actions described throughout this LCAP. Meeting Schedule and Format CLIC's teachers participated in LCAP-related discussion through multiple formal engagement opportunities during the 2025-26 school year. These included the summer professional learning week from August 4 through August 8, 2025; a pupil-free professional development day on September 26, 2025; a pupil-free professional development day on February 13, 2026; and a pupil-free professional development day on April 24, 2026. Teachers also met for weekly professional development on Tuesdays from 1:45 to 4:00 PM throughout the school year, and for staff meetings held on the 1st and 3rd Thursdays of each month. The combination of dedicated full-day sessions and ongoing weekly meetings ensured that teacher engagement in the LCAP development process was sustained, deep, and integrated with the school's regular planning rhythms. Topics Discussed Discussion during teacher engagement opportunities spanned the full scope of CLIC's instructional program and the student outcomes reported in the California School Dashboard. Topics included Exceptional Education and supports for Students with Disabilities, curriculum development across English Language Arts, Spanish Language Arts, reading, writing, and mathematics, language development and English Language Development instruction for English Learners, Universal Design for Learning, data analysis, student academic achievement, and Positive Behavioral Interventions and Supports (PBIS). Teachers reviewed California School Dashboard performance for priority focus student groups, examined internal formative and benchmark assessment data including IRLA, ENIL, i-Ready, and Interim Assessment Block results, and discussed the implementation of newly adopted curriculum and instructional initiatives for 2026-27. Teacher discussion also included review of CLIC's use of federal Title funds, including Title I, Title II, and Title IV expenditures that support priority initiatives such as PBIS coaching, counseling services, Panorama SEL screening, the Director of DEI, and teacher induction support. Teachers reviewed the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. Teachers also discussed CLIC's

Educational Partner(s)	Process for Engagement
	identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification. Recommendations from Teachers Teachers offered several recommendations that have shaped the 2026-27 LCAP. Teachers recommended continuing to use student data to inform instruction, including disaggregated data by student group, and structuring regular cycles of collaborative data review during faculty meetings, grade-level meetings, and pupil-free days. Teachers recommended allowing for more choice during Tuesday professional development by offering more than one session at a time, so that teachers can select the session most relevant to their classroom and grade level rather than receiving a single session that must be differentiated for all participants. Teachers also recommended including dedicated time during professional development for processing new information and for teacher planning, so that learning translates more reliably into classroom implementation. These recommendations have been integrated into the Professional Learning action, the Assessment of Learning action, and the data review structures described throughout this LCAP.
Classified/Other Staff	City Language Immersion Charter (CLIC) engaged its classified staff and other personnel as educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). Classified staff and other personnel were included in the school's full-staff professional learning, pupil-free days, and weekly meeting structures, ensuring that the perspectives of teaching assistants, instructional aides, operations staff, and other school personnel informed the design of the actions described throughout this LCAP. Meeting Schedule and Format CLIC's classified staff and other personnel participated in LCAP-related discussion through multiple formal engagement opportunities during the 2025-26 school year. These included the summer professional learning week from August 4 through August 8, 2025; pupil-free professional development days on September 26, 2025, February 13, 2026, and April 24, 2026; weekly professional development sessions held on Tuesdays from 1:45 to 4:00 PM; and staff meetings held on the 1st and 3rd Thursdays of each month. The combination of dedicated full-day sessions and ongoing weekly meetings ensured that classified staff and other personnel were consistently engaged across the LCAP development cycle alongside their certificated colleagues. Topics Discussed Discussion during classified staff and other personnel engagement opportunities included Exceptional Education and supports for Students with Disabilities, curriculum development across English Language Arts, Spanish Language Arts, reading, writing, and mathematics, language development and English Language Development instruction for English Learners, Universal Design for Learning, data analysis, student academic achievement, and Positive Behavioral Interventions and Supports (PBIS). In addition to instructional topics, classified staff and other personnel raised and discussed student safety on the yard and student supervision practices during recess, transitions, and outdoor learning. These supervision and safety topics are particularly relevant to teaching assistants and other personnel who provide direct supervision during outdoor and unstructured time.

Educational Partner(s)	Process for Engagement
	Classified staff and other personnel also participated in discussion of CLIC's use of federal Title funds, including Title I expenditures supporting the priority initiatives described throughout this LCAP. Staff reviewed the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. Classified staff and other personnel also discussed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification. Recommendations from Classified Staff and Other Personnel Classified staff and other personnel offered recommendations that have shaped the 2026-27 LCAP. Staff recommended that CLIC continue to provide professional development that reflects the work classified staff and other personnel do both in and outside the classroom, including supervision, intervention support, and student engagement. Staff also recommended that the school work collaboratively with classified staff to create a safe and secure playground environment and to maintain consistent schoolwide expectations during outdoor and unstructured time. These recommendations have been integrated into the Professional Learning action, the Promoting Student Engagement in a Safe Learning Environment action (including the planned playground resurfacing, the soft rubber play structure repair, and the biennial CPR training for all staff), and the broader PBIS and MTSS structures described in this LCAP.
Students	City Language Immersion Charter (CLIC) engaged its students as educational partners in the development of the 2026-27 Local Control and Accountability Plan (LCAP). Student input was gathered through structured student surveys administered during the 2025-26 school year, providing the school with direct perspective from students on their experiences with rigor, safety, school climate, belonging, and engagement. Engagement Schedule and Format Student input was gathered through formal surveys administered in Fall 2025 and Spring 2026. The two administration windows provided CLIC with both a beginning-of-year baseline and an end-of-year reflection, allowing the school to track changes in student perception over the course of the school year. Surveys included items from CLIC's Panorama Education SEL Universal Screener and from school climate surveys, both of which are evidence-based instruments under the Every Student Succeeds Act (ESSA). Topics Discussed Student survey items covered the topics most central to student experience at CLIC. These included school rigor, student safety, school climate, students' valuing of school, teacher and student relationships, sense of belonging, and student engagement in learning. Survey responses were reviewed by CLIC's leadership team and shared with teachers during data review cycles to inform planning of instructional and social-emotional supports for 2026-27. Recommendations from Students Student feedback produced two specific recommendations that have shaped the 2026-27 LCAP. Students recommended that CLIC continue to maintain academic rigor while finding ways to make lessons more engaging, so

Educational Partner(s)	Process for Engagement
	that challenging content is paired with active, hands-on, and student-centered instructional approaches. Students also recommended that CLIC provide more social-emotional learning (SEL) lessons at the beginning of the school year and throughout the year, to support a stronger sense of belonging and safety among peers from the first day of school forward. These recommendations have been integrated into the Professional Learning action (with summer and ongoing professional development for teachers focused on engagement, inquiry-based learning, and SEL instruction), the Addressing SEL, Behavioral, and Mental Health Needs action (with continued PBIS, restorative practices, Little Justice Leaders DEIJ curriculum, Classroom Champions, and the new SchoolBeat and Kagan training for 2026-27), and the Core Curricular Needs action (with the adoption of ARC Core, Open Up Resources mathematics, Estrellita and Lunita, and the Language Study program to strengthen the consistency and engagement of classroom instruction).
Student Advisory Committee (SAC)	City Language Immersion Charter serves grades TK-5 and does not meet the eligibility requirements to form a Student Advisory Committee.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	City Language Immersion Charter (CLIC) engaged parents and families as educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP), including parents of unduplicated pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and parents of Students with Disabilities (SWD). Parent engagement was structured through recurring monthly gatherings, parent education events, and schoolwide learning showcases, ensuring that family voice from CLIC's diverse community informed both the analysis of school performance and the design of the actions described throughout this LCAP. Meeting Schedule and Format Parents participated in LCAP-related discussion through multiple recurring engagement opportunities during the 2025-26 school year. CLIC hosted Cafecito with the Principal on the 1st Friday of each month, providing an informal, bilingual setting for families to share questions and feedback with school leadership. Parent education sessions were held on the 2nd Thursday of each month, addressing topics relevant to family support of student learning and well-being. Parents also engaged through Demonstration of Learning days, Family Learning Nights, and Planned Parenthood workshops, which combined opportunities to see student work, support learning at home, and access community resources. The combination of monthly recurring meetings and event-based engagement allowed parents to participate in ways that fit their availability across the school year. Topics Discussed Discussion during parent engagement opportunities spanned the topics most relevant to CLIC's school community. These included restorative practices and the school's approach to behavior, chronic absenteeism and its impact on student learning, Positive Behavioral Interventions and Supports (PBIS), playground safety, inclusion-school practices that support Students with Disabilities in the general education environment, family volunteering, fundraising, and community involvement. Parents reviewed California School Dashboard performance for priority focus student groups and discussed how CLIC's planned actions for 2026-27 will support measurable progress for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Hispanic students.

Educational Partner(s)	Process for Engagement
	Parent discussion also included review of CLIC's use of federal Title funds and the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. Parents also discussed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification. Recommendations from Parents Parents offered several recommendations that have shaped the 2026-27 LCAP. Parents emphasized the importance of maintaining paraprofessionals and teaching assistants, who provide in-class push-in support that allows students, including English Learners and Students with Disabilities, to access grade-level instruction. Parents recommended that the school continue to address chronic absenteeism as a persistent schoolwide concern, with particular focus on the Students with Disabilities and African American student groups identified at the Red performance level on the 2025 California School Dashboard. Parents recommended that CLIC develop a proactive approach to re-engaging students whose attendance has lapsed, rather than relying on reactive intervention once chronic absenteeism is established. Parents also recommended that CLIC provide additional support for English Learners, given the three consecutive years of Red performance for the EL student group on the English Learner Progress Indicator. These recommendations have been integrated into the Addressing Academic Needs to Accelerate Learning action (with continued teaching assistant push-in support), the Addressing SEL, Behavioral, and Mental Health Needs action (with the new monthly attendance recovery opportunities and intensified SART interventions), the Comprehensive SPED Program action (which addresses TSI for the Students with Disabilities student group), and the Supporting EL Language Acquisition action (with the new Language Study program for 3rd grade and continued partnership with Ensemble).
Parent Advisory Committee (PAC)	City Language Immersion Charter (CLIC) engaged its Parent Advisory Committee (PAC) as an educational partner throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP), as required under California Education Code 52062(a)(1) for charter schools. The PAC provides a structured forum for parent leaders to review school performance data, evaluate the use of supplemental and federal funds, and provide formal input that shapes the goals, actions, and budget priorities of the LCAP. Meeting Schedule and Format The PAC met on a recurring schedule during the 2025-26 school year. Meetings were held on September 15, October 21, and November 9, 2025, and on January 20, February 17, March 17, April 21, and June 2, 2026. The recurring meeting schedule supported sustained engagement across the full LCAP development cycle, allowing PAC members to participate in successive rounds of data review, action design, and feedback rather than receiving a single end-of-year briefing. Topics Discussed

Educational Partner(s)	Process for Engagement
	PAC discussion spanned the topics most central to schoolwide performance and family engagement at CLIC. These included chronic absenteeism and the school's coordinated response, Positive Behavioral Interventions and Supports (PBIS), playground safety, inclusion-school practices that support Students with Disabilities in the general education environment, schoolwide academic achievement and student performance data, data analysis across student groups, the status of the school and progress against prior year LCAP goals, family fundraising, and family volunteering at school events. The PAC reviewed California School Dashboard performance for priority focus student groups and examined how CLIC's planned actions for 2026-27 are designed to support measurable progress for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Hispanic students. PAC discussion also included review of CLIC's use of federal Title funds and the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. The PAC also discussed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification. Recommendations from the Parent Advisory Committee The PAC offered several recommendations that have shaped the 2026-27 LCAP. The PAC recommended that CLIC increase the school's reading culture across classrooms and at home, building consistent reading habits that support biliteracy development and that respond to the schoolwide ELA performance pattern. The PAC recommended that the school improve parent engagement in family surveys, so that survey results more fully reflect the perspectives of CLIC's diverse family community and not just the perspectives of families who already participate consistently. The PAC also recommended that the school improve parent engagement in community events and increase parent participation in classrooms as volunteers, expanding the visible role of families in the day-to-day life of the school. These recommendations have been integrated into the ELA needs assessment Plan of Action (with at-home reading promotion and the purchase of Spanish-language reading materials), the Core Curricular Needs action (with the adoption of ARC Core to provide consistent literacy instruction across grade levels), the Promoting Parent Engagement and Participation action (with expanded reach of family surveys and engagement events through the Family Engagement Manager), and the Addressing SEL, Behavioral, and Mental Health Needs action (with the new monthly attendance recovery opportunities that broaden the school's engagement with families). Written Response to PAC Recommendations Consistent with the requirements of California Education Code 52062(a), CLIC provides a written response to the PAC regarding the input and recommendations received during the LCAP development process. The written response identifies how each PAC recommendation was considered, the LCAP actions that respond to the recommendation, and any items that remain for ongoing discussion. The written response will be shared with the PAC and included as part of CLIC's LCAP educational partner engagement documentation.

Educational Partner(s)	Process for Engagement
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	City Language Immersion Charter (CLIC) engaged its English Learner parent advisory bodies as central educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). Because CLIC is an independent charter school authorized by the Los Angeles Unified School District (LAUSD), the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC) functions were combined into a single advisory body that fulfills the parent engagement requirements of California Education Code 52062(a)(2) and 52063(b)(1) for charter schools serving English Learners. This combined body provides parents of English Learners with a structured forum to review school performance data for the EL student group, evaluate the use of supplemental funds dedicated to EL services, and provide formal input that shapes the LCAP. Meeting Schedule and Format The combined ELAC, DELAC, and EL-PAC met on a recurring schedule during the 2025-26 school year, with meetings held on September 15, October 21, and November 9, 2025, and on January 20, February 17, March 17, April 21, and June 2, 2026. Meetings were conducted bilingually in Spanish and English to ensure that parents of English Learners could participate fully in discussion and decision-making. The recurring meeting schedule supported sustained engagement across the full LCAP development cycle, allowing parent leaders to participate in successive rounds of data review, action design, and feedback. Topics Discussed Discussion during the combined ELAC, DELAC, and EL-PAC meetings spanned the topics most central to the experience and progress of English Learner students at CLIC. These included chronic absenteeism and the school's coordinated response, Positive Behavioral Interventions and Supports (PBIS), playground safety, inclusion-school practices that support Students with Disabilities in the general education environment, schoolwide academic achievement and student performance data, data analysis across student groups, the status of the school, family fundraising, family volunteering, designated and integrated English Language Development (ELD) instruction, and English Learner progress. Parents reviewed California School Dashboard performance for the English Learner student group, including the sustained Red performance on the English Learner Progress Indicator (ELPI) across three consecutive Dashboards (2023, 2024, and 2025), the Red performance on the ELA Academic Indicator on the 2024 Dashboard, and the Red performance on the Mathematics Academic Indicator on the 2025 Dashboard. Parents also reviewed CLIC's reclassification rate and Summative ELPAC proficiency rates and discussed how CLIC's planned actions for 2026-27 will support EL student progress. The combined body also reviewed CLIC's use of federal Title funds, including Title III expenditures dedicated to English Learner services, and the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including the comprehensive needs assessment that informs how those funds will be used. Parents also discussed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards, and the LCAP actions designed to address the conditions underlying this identification. Recommendations from the Combined ELAC, DELAC, and EL-PAC

Educational Partner(s)	Process for Engagement
	The combined body offered several recommendations that have shaped the 2026-27 LCAP. Parents recommended that CLIC increase the school's reading culture across classrooms and at home, building consistent reading habits in both English and Spanish that support biliteracy development. Parents recommended that the school improve parent engagement in family surveys, so that survey results more fully reflect the perspectives of CLIC's diverse family community and not just the perspectives of families who already participate consistently. The combined body also recommended that the school improve parent engagement in community events and increase parent participation in classrooms as volunteers, expanding the visible role of families in the day-to-day life of the school. Parents specifically recommended that CLIC provide parent education on the reclassification process and on how parents can support their children at home in preparation for the Summative ELPAC, given the importance of reclassification and English language proficiency for EL student academic outcomes. These recommendations have been integrated into the ELA needs assessment Plan of Action (with at-home reading promotion and the purchase of Spanish-language reading materials), the Supporting EL Language Acquisition action (with the new Language Study program for 3rd grade, continued Ensemble coaching, and revised EL Master Plan), the Promoting Parent Engagement and Participation action (with targeted parent workshops on the dual immersion program, reclassification, and ELPAC preparation), the Core Curricular Needs action (with the adoption of ARC Core and continued Estrellita and Lunita Spanish phonics), and the Addressing SEL, Behavioral, and Mental Health Needs action (with the new monthly attendance recovery opportunities). Written Response to ELAC, DELAC, and EL-PAC Recommendations Consistent with the requirements of California Education Code 52062(a), CLIC provides a written response to the combined ELAC, DELAC, and EL-PAC regarding the input and recommendations received during the LCAP development process. The written response identifies how each recommendation was considered, the LCAP actions that respond to the recommendation, and any items that remain for ongoing discussion. The written response will be shared with the combined body and included as part of CLIC's LCAP educational partner engagement documentation.
SELPA	City Language Immersion Charter (CLIC) engaged its Special Education Local Plan Area (SELPA) as an educational partner throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP), as required under California Education Code 52062(a)(5) for charter schools. CLIC participates in the Los Angeles Unified School District (LAUSD) SELPA, Option 3, and engagement with SELPA representatives provided CLIC with expert input on special education services, behavior support, and the school's response to the Targeted Support and Improvement (TSI) identification for the Students with Disabilities student group. Meeting Schedule and Format CLIC's Director of Special Education and Chief of Schools met weekly with the Children's Options Program 3 (COP3) Specialist throughout the 2025-26 school year. These weekly meetings provided a sustained, ongoing forum for SELPA-level input into CLIC's special education program design, IEP implementation practices, behavior support planning, and the LCAP actions affecting Students with Disabilities. In addition to the weekly meetings, Goal 1, Action 6 of the draft LCAP was shared formally with the SELPA on May 29, 2026, and the SELPA provided written and verbal feedback on June 12, 2026. The combination of recurring meetings and a formal review and feedback cycle on

Educational Partner(s)	Process for Engagement
	the LCAP draft ensured that SELPA expertise informed both the design and the refinement of the special education action. Topics Discussed Discussion during SELPA engagement spanned the technical, programmatic, and instructional topics most central to CLIC's special education program. Topics included Welligent technical assistance and IEP system implementation, best practices in special education service delivery, student program placement decisions and the continuum of services, professional development opportunities and other SELPA-provided resources to support instruction for Students with Disabilities, chronic absenteeism patterns for the Students with Disabilities student group, and the school's response to student behavior challenges. The SELPA also reviewed CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act, which was triggered by Red performance on the Chronic Absenteeism Indicator for the Students with Disabilities student group across the 2024 and 2025 California School Dashboards. The SELPA provided input on the LCAP actions designed to address the conditions underlying this identification, including IEP-team attendance monitoring, SART team participation by the Director of Special Education, and quarterly parent meetings on special education policy and the importance of consistent attendance. Recommendations from the SELPA The SELPA offered specific recommendations following its review of Goal 1, Action 6 of the draft LCAP. The SELPA recommended that the Comprehensive SPED Program action include proactive strategies for behavior support, in addition to the reactive measures the school will use to respond to behavior challenges. The SELPA's recommendation reflects the principle that strong Tier 1 behavior supports, early identification, and consistent universal practices reduce the frequency with which behavior concerns escalate to require Tier 2 or Tier 3 intervention. This recommendation has been integrated into the Comprehensive SPED Program action and the Addressing SEL, Behavioral, and Mental Health Needs action, with explicit attention to proactive Tier 1 strategies including PBIS implementation, restorative practices, the DEIJ curriculum, Classroom Champions, the new SchoolBeat and Kagan training for 2026-27, and the COP3 Behavior Specialist professional development during the beginning-of-year summer session. How SELPA Engagement Informed the 2026-27 LCAP SELPA input shaped the Comprehensive SPED Program action and the broader response to the TSI identification for the Students with Disabilities student group. Specific elements of the LCAP that reflect SELPA input include the integration of Welligent IEP system practices, the IEP-team attendance monitoring process, the SART team structure with Director of Special Education participation, the quarterly parent meetings on special education policy and attendance, the addition of proactive Tier 1 behavior strategies, and the COP3 Behavior Specialist professional development for staff. Engagement with the SELPA will continue throughout 2026-27 through the weekly Director of Special Education, Chief of Schools, and COP3 Specialist meetings.

City Language Immersion Charter (CLIC) consulted with its educational partners throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP), including administrators and the Principal, teachers, classified staff and other personnel, students, parents (including parents of unduplicated pupils and Students with Disabilities), the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee (ELAC, DELAC, and EL-PAC), and the Los Angeles Unified School District SELPA Option 3. The recommendations from each partner group were considered as the LCAP was drafted, refined, and adopted. The following description identifies, by goal and action, the specific elements of the 2026-27 LCAP that reflect educational partner feedback.

Goal 1: Student Learning

- **Action 1: Assessment of Learning.** Teacher recommendations to continue using student data to inform instruction, including disaggregated data by student group, and to structure regular cycles of collaborative data review, shaped the design of the Assessment of Learning action. The data review cycles during faculty meetings, grade-level meetings, and pupil-free days reflect this feedback, as does the continued use of i-Ready, IRLA, ENIL, and Interim Assessment Block data in the action's monitoring structures.
- **Action 2: Addressing Academic Needs to Accelerate Learning.** Parent feedback emphasizing the importance of maintaining paraprofessionals and teaching assistants, who provide in-class push-in support for English Learners, Students with Disabilities, and other students needing additional support, is reflected in the continued staffing of Teacher Assistants for direct in-class services described in this action.
- **Action 3: Addressing SEL, Behavioral, and Mental Health Needs.** Multiple partner groups influenced this action. Student recommendations to provide more social-emotional learning (SEL) at the beginning of the year and throughout the year are reflected in the addition of SchoolBeat curriculum, Little Justice Leaders curriculum, and Kagan cooperative learning structures training for 2026-27, replacing Classroom Champions and strengthening Tier 1 SEL and behavior responses across all classrooms. Parent and PAC recommendations to address chronic absenteeism with a proactive approach to re-engaging students whose attendance has lapsed, rather than relying on reactive intervention, are reflected in the new monthly attendance recovery opportunities for families and in the intensified SART process described in this action. Classified staff recommendations on consistent schoolwide expectations during outdoor and unstructured time are reflected in the continued and strengthened PBIS implementation referenced in this action.
- **Action 4: Broad Course of Study.** Student recommendations to find ways to make lessons more engaging are reflected in the continued investment in enrichment programming, including Visual Arts, Music, Physical Education, garden classes, Girls on the Run, and the addition of dance for 2026-27, all of which provide multiple avenues for students to experience success and engagement with school.
- **Action 5: Supporting EL Language Acquisition.** Parent and ELAC/DELAC/EL-PAC recommendations to provide additional support for English Learners, given the three consecutive years of Red performance on the English Learner Progress Indicator, are reflected in the new Language Study program for 3rd grade (with multi-year expansion through 5th grade by 2028-29), the continued partnership with Ensemble for dual immersion coaching, and the new Kagan cooperative learning structures training, which is particularly beneficial for ELs because it provides frequent, structured opportunities for students to interact with peers using academic language. The ELAC/DELAC/EL-PAC recommendation that CLIC provide parent education on the reclassification process and on how parents can support their children at home in preparation for the Summative ELPAC is reflected in the parent workshops on these topics described in the Promoting Parent Engagement action under Goal 3.
- **Action 6: Comprehensive SPED Program.** The LAUSD SELPA Option 3 reviewed the draft of Goal 1, Action 6 on May 29, 2026, and provided feedback on June 12, 2026, recommending that the action include proactive strategies for behavior support, in addition to the reactive measures the school will use to respond to behavior challenges. The SELPA's recommendation has been integrated into the Comprehensive SPED Program action and into the linked Addressing SEL action, with explicit attention to proactive Tier 1 strategies including PBIS implementation, restorative practices, the DEIJ curriculum, Little

Justice Leaders, SchoolBeat, Kagan training, and COP3 Behavior Specialist professional development during the beginning-of-year summer session. Parent feedback emphasizing the importance of inclusion-school practices that support Students with Disabilities in the general education environment is reflected in the action's continued investment in the co-teaching model and the resource specialist teachers' weekly grade-level meetings with general education teachers.

Goal 2: Professional Learning

- **Action 1: Staffing.** Administrator and Principal feedback informed the continued staffing model, including credentialed teachers across all classrooms and substitute teachers who ensure instructional continuity. Teacher and classified staff feedback also informed the continued investment in the bilingual Family Engagement Manager and the Director of DEI, both of which were affirmed through partner discussions as positions essential to CLIC's family engagement and equity work.
 - **Action 2: Professional Learning.** Teacher recommendations directly shaped this action. The recommendation to allow for more choice during Tuesday professional development by offering more than one session at a time is reflected in the redesigned Tuesday PD structure for 2026-27, which provides teachers with concurrent session options matched to grade-level and classroom needs. The teacher recommendation to include dedicated time during professional development for processing new information and for teacher planning is reflected in the protected planning time built into the Tuesday PD schedule. Administrator recommendations to strengthen collaboration between the Principal and Assistant Principal in the planning and design of professional development are reflected in the leadership coaching cycles and in the integrated PD planning described in this action. The summer 2026 professional learning calendar has also been expanded to ten days in response to teacher requests for more intensive training and preparation prior to the start of the year, with new components including coaching in mathematics (responsive to the EL student group's Red performance on the Mathematics Academic Indicator on the 2025 Dashboard) and training on the IRLA and ENIL biliteracy assessments. The new Kagan Structures training, the Ensemble dual immersion coaching, the Estrellita professional development, the Open Up Resources professional development organized with New LA Charter School, and the IRLA/ENIL training are also new for 2026-27 and reflect teacher requests for stronger curriculum-aligned PD. Classified staff recommendations that CLIC continue to provide professional development reflecting the work classified staff do both in and outside the classroom are reflected in the inclusion of classified staff in the summer PD week, the pupil-free PD days, and the Tuesday PD sessions.
 - **Action 3: Core Curricular Needs.** PAC and ELAC/DELAC/EL-PAC recommendations to increase the school's reading culture across classrooms and at home, and teacher feedback on the absence of a consistent core curriculum, are reflected in the adoption of ARC Core as CLIC's bilingual reading, writing, and science curriculum, the Open Up Resources mathematics curriculum, the full Estrellita and Lunita Spanish phonics kits for K-2, and the Language Study program for 3rd grade. These curriculum adoptions were directly informed by the partner feedback and by the needs assessments developed for the ELA, Mathematics, Science, and ELPI focus areas.
 - **Action 4: Closing the Digital Divide.** Teacher feedback on the use of i-Ready, IRLA, and other digital assessment tools, and the need for reliable connectivity and device access for state-mandated assessments (CAASPP and ELPAC), are reflected in the continued investment in the Technology Manager position, schoolwide bandwidth, and digital subscriptions described in this action.
-

Goal 3: Family and Community Engagement

- **Action 1: Promoting Student Engagement in a Safe Learning Environment.** Parent and classified staff feedback on playground safety and student supervision is reflected in the planned playground resurfacing, the soft rubber play structure surface repair, and the new biennial CPR training for all staff for 2026-27. The new 5th grade overnight outdoor education trip described in this action also responds to student feedback on engagement and to the school's commitment to whole-child development.

- **Action 2: Maintaining Educational Partner Advisory Committees.** Parent, PAC, and ELAC/DELAC/EL-PAC engagement throughout the LCAP development cycle, including the recurring monthly meetings on the schedules described in the Engaging Educational Partners section, has affirmed the value of the school's advisory committee structure. The continued investment in maintaining the PAC and the combined ELAC/DELAC/EL-PAC, with bilingual meeting formats, reflects parent recommendations to ensure that diverse families are represented in school decision-making.
- **Action 3: Promoting Parent Engagement and Participation.** PAC and ELAC/DELAC/EL-PAC recommendations to improve parent engagement in surveys, improve parent engagement in community events, and increase parent participation in classrooms as volunteers are reflected in the bilingual Family Engagement Manager's expanded role in 2026-27, including outreach to families whose students are most affected by chronic absenteeism and outreach to families of priority focus student groups. The ELAC/DELAC/EL-PAC recommendation to provide parent education on reclassification and ELPAC preparation is reflected in the targeted parent workshops described in this action.
- **Action 4: Maintaining a Safe and Clean School Facility.** Classified staff and parent feedback on playground safety, combined with operational identification of the malfunctioning playhouse structure, is reflected in the 2026-27 facility plan, which includes resurfacing the playground, repairing the soft rubber surface area in the play structure, and replacing the malfunctioning playhouse structure with a new playhouse. These adjustments were directly informed by classified staff and parent input on student safety during outdoor and unstructured time.

Cross-Cutting Influence on the LCAP: In addition to these goal-and-action-level influences, educational partner feedback shaped the cross-cutting elements of the LCAP, including the Reflections: Annual Performance section (informed by all partner groups' review of California School Dashboard performance), the TSI Eligibility Summary and the embedded TSI plan in Goal 1, Action 6 (informed by SELPA, administrator, teacher, and parent discussion of CLIC's TSI identification for the Students with Disabilities student group), and the planned expenditure of CLIC's remaining Learning Recovery Emergency Block Grant funds during 2026-27 and 2027-28 (informed by administrator, teacher, classified staff, parent, PAC, and ELAC/DELAC/EL-PAC review of the LREBG comprehensive needs assessment).

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.

City Language Immersion Charter (CLIC) developed this goal in response to a clear set of needs and opportunities identified through analysis of California School Dashboard performance, internal attendance and behavior data, educational partner input, and CLIC's commitment to addressing the whole child within an integrated, evidence-based system of support. Strengthening the school's Multi-Tiered System of Supports (MTSS), expanding the integration of the California Community Schools Framework, and aligning these structures with the Four Key Conditions for Learning are the primary mechanisms through which CLIC will identify and address barriers to learning for every student.

California School Dashboard Performance and the Identification of Student Group Needs: CLIC's California School Dashboard performance points to clear needs in attendance, school climate, and academic achievement for several priority focus student groups. On the 2024 California School Dashboard, CLIC received Red performance levels on the Chronic Absenteeism Indicator schoolwide and for the English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups. On the 2025 California School Dashboard, the school's schoolwide rate improved to Yellow, and most student groups moved out of Red, while the Students with Disabilities and African American student groups received Red performance levels on the 2025 Dashboard. The sustained Red performance for the Students with Disabilities student group across the 2024 and 2025 Dashboards resulted in CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act. The English Learner student group also received Red performance levels on the English Learner Progress Indicator across three consecutive Dashboards. These patterns indicate that CLIC needs a coordinated, multi-tiered system that can identify students at risk early, deliver tiered supports that match the intensity of student need, and respond flexibly to the barriers that students and families experience.

The Role of MTSS, PBIS, and Restorative Practices: CLIC's MTSS framework organizes academic, social-emotional, and behavioral supports across three tiers, with Positive Behavioral Interventions and Supports (PBIS) and restorative practices forming the foundation of Tier 1. CLIC's investments in PBIS, restorative practices, the Diversity, Equity, Inclusion, and Justice curriculum, counseling services, Classroom Champions, and the addition of SchoolBeat and Kagan training for 2026-27 reflect the school's commitment to building a strong Tier 1 foundation that reduces the frequency with which student concerns escalate

to require Tier 2 or Tier 3 intervention. CLIC's Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard reflects the effectiveness of this Tier 1 approach. Strengthening MTSS further is necessary to ensure that the Tier 2 and Tier 3 supports are equally robust, particularly for students experiencing chronic absenteeism, academic challenges, or social-emotional needs that exceed what Tier 1 can address.

The Four Pillars of Community Schools and the Four Key Conditions for Learning: The California Community Schools Framework identifies four pillars (integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices) that, when implemented together, transform schools into hubs of support for the whole child. The Four Key Conditions for Learning (supportive environmental conditions that foster strong relationships and a sense of belonging, productive instructional strategies that support motivation, competence, and self-directed learning, social and emotional competencies that foster resilience and academic mindsets, and individualized supports) describe the school-level conditions under which all students can thrive. CLIC's integration of these two frameworks provides a coherent structure that connects the school's academic, social-emotional, behavioral, attendance, and family engagement work into a single system, rather than treating each area as a separate initiative. This integration is particularly important for the priority focus student groups identified by CLIC's needs assessments, since the barriers these students face are often interconnected and require a coordinated response.

Educational Partner Input and Family Voice: Educational partner input gathered through the English Learner Advisory Committee, the Parent Advisory Committee, Coffee with the Principal sessions, family surveys, student climate surveys, and staff surveys has consistently emphasized the importance of strong relationships, accessible support services, responsive communication, and a school environment that meets students where they are. Educational partners have identified attendance, mental health support, family engagement reach, and consistency of supports across classrooms as the most important areas for continued investment. CLIC's commitment to participatory practices and shared decision-making, reflected throughout this LCAP, depends on the kind of integrated, community-centered school structure that this goal is designed to strengthen.

Alignment of the Goal with CLIC's Mission and Strategy: This goal was developed to organize CLIC's investments in MTSS, PBIS, restorative practices, mental health services, attendance interventions, family engagement, and integrated student supports into a single coordinated system aligned with the California Community Schools Framework and the Four Key Conditions for Learning. By framing this work as a goal in its own right, CLIC ensures that the systems supporting school responsiveness and barrier reduction receive the visibility, resources, and accountability necessary to drive the student outcomes described elsewhere in this LCAP. The goal also reflects CLIC's core conviction that academic achievement, social-emotional well-being, and school belonging are inseparable, and that sustained progress for the priority focus student groups identified in CLIC's needs assessments, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Hispanic students, depends on a school environment in which barriers to learning are identified early and addressed through coordinated, tiered support.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP		2024-25 ELA CAASPP		2025-26 ELA CAASPP	All Students: -15.6 EL: +3.1 SED: +3 Hispanic: -3.2
		DFS		DFS		DFS		DFS	
		All Students	-11.7	All Students	-21.8	All Students	-27.3	All Students	
		EL	-69.8	EL	-75.1	EL	-66.7	EL	
		SED	-55.1	SED	-50.6	SED	-52.1	SED	
		Hispanic	-34.1	Hispanic	-40.4	Hispanic	-37.3	Hispanic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -37.3 EL -83.1 SED -76.6 Hispanic -56.9	2023-24 Math CAASPP DFS All Students -36.2 EL -72.1 SED -62.7 Hispanic -54.4	2024-25 Math CAASPP DFS All Students -64.8 EL -103.1 SED -88.4 Hispanic -78.2	2025-26 Math CAASPP DFS All Students -62 EL -100 SED -86 Hispanic -76	All Students: -27.5 EL: -20 SED: -11.8 Hispanic: -21.3
3	CA Science Test Points from Standard (PFS) Source: CA School Dashboard	2022-23 CAST % Met/exceeded All Students 31.34% SED 12.12% Hispanic 23.81% Source: CAASPP	2023-24 CAST % Met/exceeded All Students 32.07% SED 20.00% Hispanic 21.63% Source: CAASPP 2023-24 CAST % Met/exceeded All Students 32.07% SED 20.00% Hispanic 21.63% Source: Dashboard	2024-25 CAST % Met/exceeded All Students 20.75% SED 6.66% Hispanic 14.28% Source: CAASPP 2024-25 CAST (Science Points) All Students 47.1 Hispanic 39.7 SED 44.3 Source: Dashboard	2025-26 CAST (Science Points) All Students 49.0 Hispanic 41.0 SED 46.0	All Students: -10.59% *EL: N/A SED: 5.46% Hispanic: -9.53% *Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	40.8% Source: 2023 Dashboard	30.2% Source: 2024 Dashboard	27.6% Source: 2025 Dashboard	2025-26: 35%	-13.2%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 6.8% Proficient	2023.-24: 3.33% Proficient	2024-25: 3.7% Proficient	2025-26: 7%	-3.1%
6	Reclassification Rate Source: CALPADS	2022-23: 3.9%	2023-24: 2.44%	2024-25: 1%	2025-26: 5%	-2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Attendance Rate Source: CALPADS	2022-23: 91%	2023-24: 91.08%	2024-25: 91.7%	2025-26: 91%	+0.7%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23:0%	2023-24: Chronic Absenteeism Rate All Students 31.8% EL 32.8% SED 34.6% SWD 34.0% African American 17.6% Hispanic 34.8%	2024-25: Chronic Absenteeism Rate All Students 28.1% EL 30.0% SED 30.6% SWD 38.5% African American 20.4% Hispanic 30.0%	2024-25 Chronic Absenteeism Rate All Students 34.0% EL 34.0% SED 38.0% SWD 27.0% African American 30.0% Hispanic 36.0%	All Students: +28.1% EL: +30% SED: +30.6% SWD: +38.5% African Am: +20.4% Hispanic: +30%
9	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 0.2% EL 0.0% SED 0.4% SWD 2.0% African American 1.6% Hispanic 0.0%	2023-24: Suspension Rate All Students 0.5% EL 0.8% SED 0.7% SWD 0.0% African American 0.0% Hispanic 0.7%	2024-25: 0% (All students)	2024-25 Suspension Rate All Students 0.5% EL 0.0% SED 0.5% SWD 0.0% African American 2.5% Hispanic 0.0%	All Students: -0.2% EL: 0% SED: -0.4% SWD: -2% African Am: -1.6% Hispanic: 0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 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: 96%	2025-26: 100%	0%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	○ % 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 2025-26

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: City Language Immersion Charter (CLIC) administers universal screeners, diagnostic assessments, and benchmark assessments to identify learning gaps, close achievement gaps among student groups, and develop annual growth targets. This comprehensive assessment system supports CLIC's dual language model while ensuring accountability and targeted intervention across all grade levels.

Assessment Portfolio: CLIC maintains a robust assessment portfolio designed to monitor student progress and inform instructional decisions. The i-Ready Reading and Math diagnostic is administered three times per year to track student progress in core academic areas and provides actionable data for teachers to address individual learning needs. To support dual language literacy development, IRLA and ENIL reading assessments are conducted for English and Spanish Language Arts across grades K-5, allowing teachers to monitor biliteracy growth in both program languages.

For early literacy support, CLIC has implemented dyslexia screening through the Multitudes platform for students in grades TK-2, providing early identification and intervention opportunities for reading difficulties. Interim assessments, including ICAs for ELA and Math in grades 3-5, offer students practice with state assessment formats, while IABs and FIABs provide targeted standards-based assessment data. The school also administers all state-mandated assessments, including CAASPP, ELPAC, CAST, and PFT, to meet accountability requirements.

Successes: This action has yielded significant progress in strengthening CLIC's multi-tiered systems of support and effectively identifying and addressing barriers to student learning. There has been a notable increase in the implementation of ENIL and IRLA assessments across the school. All teachers successfully obtained reading levels for their students at the beginning of the year and used that data to inform their instructional planning. This information also guided teachers in selecting appropriate foundational tool kits for small group instruction, creating a direct link between assessment and targeted intervention.

Teachers have demonstrated increased engagement with i-Ready by implementing classroom incentives that encourage students to complete lessons, which has contributed to improved growth on diagnostic assessments. Professional development has resulted in teachers feeling more confident using small instructional groupings and targeted lessons to support students who need additional intervention.

Monthly data chats with teachers have proven particularly effective in increasing the early identification of learning gaps, enabling teachers to provide timely, targeted support. Ongoing training in data-informed decision-making occurs monthly, and teachers are now consistently using data to identify gaps, plan responsive instruction, and increase student success.

Challenges: Despite these successes, CLIC has identified several areas requiring continued attention. Student participation rates with local and interim assessments remain a challenge. During testing windows, student absences have impacted completion rates, and follow-up protocols for make-up assessments have not been consistently implemented by teachers. This is particularly evident with i-Ready diagnostics, where incomplete data limits the school's ability to accurately measure student progress.

Consistent data entry into the SchoolPace platform for ENIL and IRLA assessments continues to present difficulties. While teachers are conferencing with students about their reading progress, they are not consistently documenting this work in the platform, resulting in incomplete and potentially inaccurate schoolwide data on student reading growth.

The implementation of Multitudes, the new dyslexia screener, has introduced logistical challenges. Training all teachers on the platform and finding adequate time for teachers to assess all students in both languages has been difficult, as the assessment requires 10-15 minutes of one-on-one testing per student in each language.

Action 2: CLIC has fully implemented this action through its comprehensive intervention and extended learning program. CLIC provides multiple layers of academic support, including classroom-based interventions, after-school tutoring, and expanded learning opportunities during intersession and summer periods. The program specifically targets achievement gaps while supporting CLIC's dual language mission through bilingual resources and instruction.

Multi-Tiered Support Framework: CLIC has established a robust multi-tiered system of support (MTSS) to ensure all students receive appropriate interventions based on their individual needs.

At Tier 1, enhanced core instruction is supported through Teacher Assistant push-in support in classrooms. Teachers utilize evidence-based intervention toolkits to target specific learning gaps in reading foundational skills in both English and Spanish. The school continues to expand leveled libraries in classrooms in both languages, ensuring students have access to appropriate texts for guided and independent reading practice.

Tier 2 support includes targeted after-school tutoring offered in three six-week cycles, with twelve sessions per cycle, led by CLIC teachers. Tutoring focuses on literacy in both English and Spanish, Spanish language development, and mathematics. Students also benefit from access to leveled bilingual literature and free books distributed to families to encourage reading at home. Reading logs help families track at-home reading and build connections between school and home literacy practices.

Tier 3 provides intensive support through intersession and summer programming offered through the Expanded Learning Opportunities Program (ELOP). These extended learning sessions target students requiring the most significant academic intervention.

MTSS meetings, called Data Chats, take place monthly to review student progress and adjust interventions accordingly. Data is also reviewed by the STEM and Literacy Committee and school leadership to ensure coordinated support across the school.

Successes: CLIC continues to see an overwhelmingly strong response to tutoring, intersession, and summer programming. The addition of two teachers for after-school tutoring has allowed the school to accept more students into the program, and families have expressed appreciation for the additional programming opportunities.

The purchase of a new summer school curriculum from the American Reading Company has been well received. While implementing new curriculum presents inherent challenges, teachers responded positively to the materials and look forward to using them again next summer. Students remained engaged and continued learning throughout the summer session.

Intervention toolkits are now being used consistently by teachers across all grade levels in both languages, including during after-school tutoring sessions. This consistency has strengthened the alignment between core instruction and intervention support.

The MTSS framework has been particularly successful this year. CLIC has increased Tier 1 interventions through the systematic use of intervention and foundational toolkits, expanded Tier 2 support through after-school tutoring, and maintained Tier 3 support through intersession and summer school programming.

Challenges: One of the most significant challenges CLIC faces is building a strong reading culture, as students demonstrate limited stamina for independent reading. The school also lacks a sufficient variety of high-interest books at different reading levels. While CLIC has distributed hundreds of free donated books to support literacy at home, the majority of these books are in English. Many families do not have access to Spanish-language books at home, and students across the school do not have equal access to technology for reading ebooks, creating inequities in at-home literacy resources.

Staffing constraints present additional challenges. Each grade level shares one Teacher Assistant across three classrooms, limiting the amount of individualized support available. Teacher Assistants are also assigned yard supervision duties, which further reduces their time in the classroom for academic support.

The implementation of the new American Reading Company curriculum for summer school presented initial challenges, as teachers needed time to build confidence in using the new materials effectively.

Action 3: CLIC has implemented a comprehensive, schoolwide system to address students' social-emotional learning (SEL), behavioral, and mental health needs, aligned to improving school climate, reducing exclusionary discipline, and strengthening engagement and attendance to mitigate chronic absenteeism. Implementation has closely followed the school's planned approach and is grounded in evidence-based practices, universal screening, and tiered supports.

Schoolwide SEL, behavior, and mental health supports (implemented): CLIC strengthened Tier 1 systems by partnering with the Los Angeles County Office of Education (LACOE) and participating in a PBIS cohort with a team of teachers. PBIS structures are implemented to establish and reinforce consistent schoolwide expectations, recognize positive behavior, and create predictable learning environments that reduce behavioral escalation and the need for suspension. CLIC also implemented Classroom Champions and continued Year 2 implementation of the Little Justice Leaders curriculum, which delivers SEL instruction through a restorative lens and builds students' skills in self-management, relationships, and repairing harm. To expand mental health supports, CLIC continued its partnership with Her Healing, providing counseling services for students and virtual parent workshops throughout the year. Panorama universal screeners continue to be implemented and used to guide decision-making, identify needs early, and adjust supports across tiers. In addition, CLIC is preparing to implement Girls on the Run in the spring as an additional SEL and wellness support (planned and scheduled for full spring implementation).

Attendance systems aligned to SEL and behavior supports (implemented)

CLIC has implemented a multi-pronged attendance system that emphasizes proactive outreach, shared accountability, and timely interventions. Attendance is tracked daily, and families receive consistent communications regarding attendance expectations. Students and classrooms are recognized for strong attendance to reinforce engagement and belonging.

To strengthen implementation and reduce chronic absenteeism, CLIC has added clear structures for monitoring and continuous improvement:

- **Goal setting:** Attendance goal setting is implemented to establish clear expectations and targets for students/classrooms and to support shared ownership with families.
- **Weekly family updates:** The Principal leads weekly updates with families to reinforce attendance expectations, share progress, and provide reminders and supports.

- **Monthly administrative monitoring:** Administrators conduct monthly attendance monitoring to review trends, identify students approaching chronic thresholds, and ensure follow-through on interventions.

When absences begin to accumulate, CLIC convenes SART meetings with parents to identify barriers, connect families to supports, and formalize improvement plans. Relationship-based strategies—including telephone calls, consistent messaging, and strengthened connections between families and staff—have been used to improve attendance, particularly for student groups with historically higher absenteeism (including African American students and Students with Disabilities).

Challenges (implementation barriers being addressed): CLIC has identified operational and fidelity challenges that affect timeliness and data reliability. Scheduling SART meetings can be difficult because it requires coordinating multiple administrators; the school is addressing this by improving early flagging and coordination between the front office and administrators, so meetings occur earlier—before absences become chronic. In addition, while teachers were provided a digital calendar to support yearlong SEL lesson implementation, delivery has been inconsistent across classrooms, and Classroom Champions implementation has varied as staff build confidence in first-year use. Finally, consistent documentation of behavioral incidents and interventions in DeansList remains an area of active strengthening as staff continue to develop new routines for logging behaviors with fidelity.

Action 4: CLIC has fully implemented this action that provides all students with comprehensive instruction in core subjects through its dual immersion model, complemented with a well-rounded educational experience that develops academic proficiency in two languages while nurturing diverse talents and interests.

Enrichment Program: Beyond core academics, all students participate in enrichment courses that provide well-rounded educational experiences and support the development of the whole child.

Art instruction offers students opportunities for creative expression through various mediums, developing artistic skills and cultural appreciation that complement the school's dual language mission. Music instruction builds musical literacy and performance skills while supporting language development, creating meaningful connections between artistic expression and academic growth.

Garden classes engage all grade levels in hands-on learning that integrates science, nutrition, environmental stewardship, and cultural connections to food and agriculture. These experiential learning opportunities extend classroom instruction into authentic, real-world contexts. Students in grades 3-5 receive age-appropriate health and sex education in accordance with California state standards, ensuring they develop essential knowledge for healthy decision-making.

Successes: CLIC has observed meaningful growth in student development across enrichment areas. Students have demonstrated increased musical literacy and artistic skill through their participation in music and art classes. Garden classes have expanded students' appreciation of fresh food and fostered increased curiosity about the natural world, including heightened attention to bugs and insects in the garden environment.

The enrichment program has proven particularly valuable in providing alternative pathways for student success. Students who may struggle in traditional academic areas have opportunities to demonstrate their strengths and experience success in front of their peers through enrichment courses. This has contributed to improved student confidence and engagement across the school.

Challenges: There have been no significant challenges implementing this action. The primary logistical consideration has been scheduling, which requires careful coordination due to space constraints on campus. The school continues to manage these scheduling needs effectively to ensure all students have access to the full enrichment program.

Action 5: Supporting English Learner (EL) students is and continues to be a priority for CLIC. This action focuses on targeted language acquisition support through specialized curriculum, evidence-based instructional strategies, professional development, and data-driven intervention to ensure EL students make meaningful progress toward language proficiency and academic achievement.

The overall implementation of this action has been consistent and is ongoing. CLIC has adopted Biliteracy Para Todos as a core curriculum to support bilingual language development. Teachers utilize Foundational Toolkits for small group instruction in both English and Spanish, targeting specific language and literacy needs. Data from ENIL and IRLA reading assessments informs the creation of small instructional groups that provide targeted language and reading instruction.

Interim ELPAC assessments are being administered to EL students in grades 2-5 to expose students to the assessment format and gather data on areas of strength and need. This practice assessment supports student familiarity with state testing while providing teachers with actionable information to guide language instruction.

A key instructional focus has been increasing oral language development across grade levels. Teachers are implementing an Inquiry Approach to Learning that allows for accountable student talk and provides students with meaningful opportunities for language practice. This includes the use of turn-and-talk structures, sentence stems, and sentence frames to build students' oracy skills while allowing for student choice and collaboration.

CLIC maintains a partnership with Ensemble to provide coaching support for dual language instruction, though the level of support has varied this year due to leadership transitions within the organization.

Successes: Teachers have grown increasingly comfortable using the Foundational Toolkits for small group instruction in both English and Spanish. The user-friendly design of these materials has supported consistent implementation and allowed teachers to effectively target specific learning needs during intervention time.

There has been notable growth in oral language development across grade levels as teachers provide students with structured opportunities to engage in academic discourse. The consistent use of sentence stems, sentence frames, and turn-and-talk protocols has built students' oracy skills and increased meaningful student talk in classrooms.

Teachers are effectively using data from ENIL and IRLA reading assessments to create targeted small groups and deliver responsive language and reading instruction. This data-driven approach ensures EL students receive instruction matched to their current proficiency levels.

Challenges: Several challenges have impacted full implementation of this action. While Biliteracy Para Todos is an effective curriculum, it does not offer professional development support, and the instructional materials are not user-friendly for educators, creating barriers to faithful implementation. Full implementation with fidelity will require a multi-year phased approach.

The Foundational Toolkit presents a structural limitation in that it addresses languages individually rather than examining them side by side, which does not fully align with CLIC's dual language model. Additionally, teachers have expressed that there are insufficient materials available to use with a full class, limiting the scope of implementation.

Participation in i-Ready diagnostics has been inconsistent, with some students absent during testing windows who never completed make-up assessments. This incomplete data limits the school's ability to accurately measure progress for all EL students.

The partnership with Ensemble has provided less coaching support this year than in previous years due to a change in leadership. The former Ensemble lead was based in Los Angeles and provided regular on-site support, while the new lead is based in Texas and has visited the school only once this year, reducing the level of direct coaching available to teachers.

Additionally, CLIC's 2024-2025 ELPAC results were compromised due to circumstances beyond the school's control. ETS reported that most of the K-2 writing answer books for CLIC were damaged or lost in transit after being mailed and before receipt by the testing contractor. As a result, care should be used when interpreting ELPAC results, as they do not accurately reflect the full performance of CLIC's early elementary English Learners.

Action 6: City Language Immersion Charter participates in LAUSD's SELPA Option 3 and is committed to a full inclusion model with co-teaching practices. The SPED team provides instructional, social-emotional, and behavioral support as outlined in students' IEPs, with identified areas of need including academics in both ELA and Math, behavior, and chronic absenteeism. In addition to IEP-mandated services, CLIC provides Tier 1 and Tier 2 academic support to students with disabilities.

The SPED team, composed of two Resource Specialist Teachers (RSTs), one Paraprofessional, Behavior Intervention Implementers (BIIs), and contracted service providers, delivers all required services to ensure academic, social-emotional, and behavioral needs are met. The team meets weekly to review compliance, best practices, and participate in professional development. Education Specialist teachers meet with grade level teams weekly to co-plan and have been co-teaching one to two times per month.

To support academic progress, the SPED team utilizes curricular resources including Read Naturally, Co-Writer, and Snap and Read, with students maintaining full access to core and supplemental materials. CLIC uses i-Ready to monitor academic progress, with the team reviewing disaggregated data monthly to set and monitor departmental and individual goals.

To address behavior, the team implements Behavior Intervention Plans with fidelity and collaborates with the Assistant Principal and PBIS committee to ensure Tier 1 supports are in place. To address chronic absenteeism, the school implements its attendance policy with fidelity, discusses attendance at IEP meetings for students with high absentee rates, and includes SPED leadership on the SART team. The SPED Department holds quarterly parent meetings to support special education policy, parent engagement, and the importance of attendance.

Successes: CLIC has internally hired BIIs rather than using outside providers, which has provided consistency and greater accountability within the school community. Having two RSTs allows for consistent collaboration and unified support around the vision of the department and school.

The special education department provided comprehensive professional development to all staff during the summer session, including department goals, interactive engagement strategies, alignment with school mission and vision, special education policy and best practices, and practical resources for accommodation implementation. Weekly meetings with the Chief of Schools have been implemented to review 300 reports, IEP calendars, and compliance. Professional development days are scheduled throughout the year to provide all teaching staff with knowledge and tools for co-teaching and strategies to meet the needs of students with disabilities.

Challenges: Despite a robust recruitment process, CLIC was unable to hire a SPED Director or Assistant SPED Director this year. The Chief of Schools has played a major role in supporting the SPED program with oversight, training, and implementation of the full inclusion model, but the lack of a fully staffed leadership team has been a significant challenge.

Additional challenges include integrating information for parents about CLIC's inclusion model into Coffee with the Principal sessions and collaborating with Her Healing to provide workshops for families focused on parenting students with disabilities.

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.

Of the six actions implemented under Goal 1 during the 2025-26 school year, one action resulted in estimated actual expenditures that materially exceeded budgeted expenditures, as described below.

Action 6: Comprehensive SPED Program: Estimated actual expenditures exceeded budgeted expenditures for this action due to outsourced contracted special education services delivered to Students with Disabilities. These contracted services included related services and specialized supports required by student Individualized Education Programs (IEPs) that were not fully anticipated in the original budget development. The contracted services were necessary to deliver

each student's free appropriate public education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA) and with each student's IEP. The resulting expenditures materially exceeded the budgeted amount for this action.

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

Action 1: This assessment action has been effective in advancing CLIC's goals for comprehensive student support through its MTSS. The school has made meaningful progress in strengthening multi-tiered systems of support and identifying barriers to student learning. Moving forward, CLIC is actively working to address identified challenges, with particular focus on ensuring 100% participation rates and improving data documentation practices to maximize the effectiveness of this assessment system.

Action 2: This action has proven effective as demonstrated by growth in student achievement across all student population groups. i-Ready data shows that CLIC met its targeted mid-year growth goal of 50% in both Reading and Math. While English Learner students continue to perform below their English Only peers, they have made measurable progress in both reading and math.

Teachers are actively using intervention toolkits to target specific learning goals for individual students. Data from i-Ready scores and reading assessments has been used to create targeted learning groups for after-school tutoring, ensuring students receive instruction matched to their needs. Teachers have also incorporated more small group instruction in their classrooms, allowing for meaningful differentiation during core instruction.

This multi-faceted approach to addressing academic needs continues to accelerate learning by providing targeted support at multiple levels, closing identified achievement gaps among student groups, and ensuring all students have access to appropriate interventions and extended learning opportunities to reach grade-level proficiency and beyond.

Action 3: CLIC has seen strong results from PBIS implementation, including improved consistency in schoolwide expectations and incentive systems that promote positive behavior. Students are highly engaged with the PBIS store, where points earned for positive behavior can be redeemed. CLIC also created recognition systems that reinforce desired behaviors and engagement, including the R.O.A.R. Model Award for students who consistently demonstrate school expectations. Attendance culture has been strengthened through positive incentives, including the monthly "G.O.A.T." recognition tied to classroom attendance (ADA), which has increased motivation and normalized attendance as a schoolwide priority. Mental health supports through Her Healing have also been meaningful, including crisis supports for students and increasing family engagement in workshops (with 26 families attending the most recent virtual session reported by the school). Staff also review SEL, behavior, and attendance data monthly to adjust supports and refine implementation.

Effectiveness (aligned to suspensions and chronic absenteeism): This action has strengthened CLIC's school responsiveness systems by integrating universal screening (Panorama), consistent Tier 1 behavioral systems (PBIS and restorative SEL), targeted supports (counseling and family workshops), and reinforced attendance systems (daily monitoring, goal setting, weekly principal-led family updates, monthly administrative monitoring, and SART). Staff report improvements in behavior and engagement, supported by consistent expectations and incentives. However, chronic absenteeism remains a persistent schoolwide challenge: as of January 2026, CLIC's unofficial internal chronic absenteeism rate is 29%, which is not an improvement from last year and presents a risk of worsening accountability outcomes if the trend increases. The heaviest impact is in lower grades, and because CLIC has multiple TK and kindergarten classes, early-grade absenteeism significantly influences the overall rate. CLIC is using this data to intensify early identification, increase the timeliness of SART interventions, strengthen attendance goal setting and weekly family communication, and improve implementation fidelity for SEL lessons and documentation—while sustaining the PBIS and mental health supports that are contributing to improved climate and student engagement.

Action 4: This action has been effective in supporting student growth and addressing diverse learning needs. Not all students learn in the same way or possess the same strengths, and the enrichment program provides multiple avenues for students to experience success. For example, a student who struggles with reading has demonstrated exceptional musical ability and is able to succeed in music class in front of his peers, building confidence that transfers to other areas of learning.

Providing enrichment opportunities to all students is an effective strategy for identifying, addressing, and removing barriers to learning. By offering diverse pathways to success, CLIC ensures that every student has the opportunity to discover and develop their unique talents while building the confidence and engagement necessary for academic growth.

Action 5: This action is effective in making progress toward CLIC's goal of supporting EL language acquisition. The school is targeting the specific needs of EL students through specialized curriculum and ongoing professional training focused on language development strategies.

End-of-year i-Ready results demonstrate measurable growth among EL students. In Reading, the percentage of EL students performing at or above grade level increased from 15% to 20%, with 29% of students meeting their growth targets. 41% of students showed improvement. In Math, the percentage of EL students at or above grade level increased from 7% to 21%, with 42% meeting growth targets compared to only 32% at this time last year, representing a 10% improvement in mathematics growth.

As CLIC continues to refine implementation and address identified challenges, the school remains committed to ensuring EL students receive the targeted support necessary to achieve language proficiency and academic success.

Action 6: By consistently accessing resources, tools, and professional learning opportunities, the department has been effective in its efforts to partially achieve its goals. EOY-year i-Ready results demonstrate academic growth for SWD: Reading proficiency increased from 12% to 35% with 47% growth (vs. 38% last year at mid-year) and Math proficiency increased from 12% to 12% with 50% growth (vs. 30% last year at mid-year), indicating progress toward the action's goals despite partial implementation.

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.

City Language Immersion Charter (CLIC) develops a one-year LCAP annually based on an analysis of multiple types of data, including local internal data, state data, the California School Dashboard, schoolwide surveys, and feedback from CLIC's educational partners. The 2026-27 LCAP reflects the results of this annual review and incorporates updates that respond to changes in state accountability methodology and to refinements identified through CLIC's reflection on the implementation of the 2025-26 LCAP.

No Changes to the Goal: There are no changes to Goal 1 for 2026-27. CLIC's reflection on the prior year confirmed that the goal continues to express the school's instructional and support priorities for student learning, and that the structure of the goal remains appropriate for guiding the school's improvement work.

No Changes to the Metrics: There are no changes to the set of metrics under Goal 1 for 2026-27. The metrics used to measure progress against the goal continue from the prior year.

Change to California Science Test Reporting Methodology: The California State Board of Education added the Science Academic Indicator to the 2025 California School Dashboard, with performance reported using science points. Because CLIC's LCAP is aligned to the California School Dashboard, the California Science Test metric under Goal 1 will now be reported using science points rather than the prior reporting in percent of students meeting or exceeding the standard. This change is reflected in the Metrics and Measuring and Reporting Results section of the LCAP. The change is methodological rather than substantive: the underlying assessment data and the school's commitment to monitoring science achievement remain unchanged.

No Changes to the Actions: There are no changes to the actions under Goal 1 for 2026-27. The actions developed in the prior LCAP have been effective to date, and CLIC's reflection on prior practice confirmed that continuing these actions is the appropriate course for 2026-27. The continued implementation of CLIC's core curriculum portfolio, professional learning structures, SEL programming, intervention systems, and family engagement strategies remains the foundation of the school's improvement work under this goal.

Curriculum and Professional Development Adjustments Within Existing Actions: While no actions are being added or removed under Goal 1, CLIC is making targeted adjustments within existing actions based on reflection on prior practice. CLIC will discontinue the use of the Classroom Champions curriculum and will adopt the SchoolBeat curriculum and the Little Justice Leaders curriculum in its place. Teachers will receive training in SchoolBeat and Little Justice Leaders during the 2026-27 school year. In addition, teachers will participate in Kagan Structures Professional Development, which provides research-based cooperative learning structures that strengthen student engagement and academic discourse across all content areas. The purpose of these curriculum and professional development adjustments is to strengthen Tier 1 responses to behaviors in the classroom and to strengthen Tier 1 instruction, ensuring that all students experience consistent, high-quality first instruction and positive, responsive classroom environments. These adjustments are reflected in the Addressing SEL, Behavioral, and Mental Health Needs action, the Professional Learning action, and the Supporting EL Language Acquisition action.

TSI Identification and the Embedded TSI Plan in Goal 1 Action 6: Based on the 2025 California School Dashboard, the California Department of Education has identified CLIC as eligible for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act. The identification is based on the performance of the Students with Disabilities student group on the Chronic Absenteeism Indicator, which received a Red performance level on both the 2024 and 2025 California School Dashboards. In response, CLIC has developed a plan to remediate chronic absenteeism for the Students with Disabilities student group and to reduce chronic absenteeism rates during the 2026-27 school year. This plan is embedded into Goal 1, Action 6, the Students with Disabilities (Comprehensive SPED Program) action, which describes the SART team participation by the SPED Director, the structured discussion of attendance at IEP meetings for students with high absentee rates, the quarterly parent meetings on special education policy and the importance of attendance, the proactive Tier 1 behavior strategies added to the action in response to SELPA feedback, and the broader system of supports CLIC will use to address the conditions underlying the TSI identification. CLIC will follow the California Department of Education's TSI/ATSI Planning Summary, using this LCAP as the school's TSI plan.

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	CLIC will administer a coordinated system of universal screeners, diagnostic assessments, and benchmark assessments designed to identify learning gaps, close achievement gaps among student groups, and inform annual growth targets for every student. The assessment system is designed to give teachers and leaders timely, actionable data and to support targeted instruction for English Learners, Students with Disabilities, and other student groups. Assessment Portfolio	\$30,995	N

Action #	Title	Description	Total Funds	Contributing
		CLIC's assessment portfolio includes a balanced set of universal screeners, diagnostic tools, interim assessments, and state-mandated assessments. The i-Ready Reading and Mathematics diagnostic assessments (LREBG funded: \$20,660) will be administered three times per year to monitor student progress in core academic areas and to inform tiered instruction. The IRLA and ENIL reading assessments (LREBG funded; \$9,000) will be administered across grades TK through 5 in English and Spanish respectively, supporting biliteracy development under CLIC's 90/10 dual immersion model and enabling comparison of reading levels across both languages. A dyslexia screener will be administered in grades TK through 2 to support early identification of and intervention for reading difficulties, in alignment with California's universal screening requirements for risk of reading difficulties. Interim Comprehensive Assessments (ICAs) in ELA and mathematics will be administered in grades 3 through 5 to provide students with practice in the state assessment environment, while Interim Assessment Blocks (IABs) and Focused IABs will be used by teachers to assess student mastery of targeted standards throughout the year. State-mandated assessments, including the CAASPP (Smarter Balanced Summative Assessment in ELA and Mathematics), the Summative ELPAC, the CAST (California Science Test), and the Physical Fitness Test, will be administered to meet state accountability and reporting requirements. In addition, CLIC will administer the Otis-Lennon School Ability Test (OLSAT) as part of its Gifted and Talented Education (GATE) identification process. CLIC also partners with the Los Angeles Unified School District (LAUSD), its authorizer, to conduct GATE assessment of CLIC students. Together, the OLSAT and LAUSD assessment processes ensure that CLIC students who may benefit from gifted services are identified and supported across both academic and cognitive domains. Data Analysis Framework The Chief of Schools will collaborate with site leadership to collect and analyze formative and summative data, including SchoolPace data for ELA and Spanish Language Arts (SLA). Data will be disaggregated by student group to identify trends and to inform targeted interventions for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other student groups identified in CLIC's needs assessments. Data review will be a standing element of leadership planning and will be used to adjust instructional practice, intervention groupings, and resource allocation throughout the year. Professional Development		

Action #	Title	Description	Total Funds	Contributing
		Staff will receive ongoing training on the use of data analysis tools and on data-informed decision-making during faculty meetings, grade-level meetings, and three annual pupil-free days dedicated to data review and instructional planning. Professional development will focus on building teacher capacity to interpret student data, identify patterns of need across student groups, design responsive instruction, and monitor student progress over time. Expected Outcomes The assessment system is designed to enable early identification of learning gaps, systematic progress tracking, and targeted support aligned to individual student needs and performance data. Over the course of the 2026-27 school year, CLIC anticipates increased consistency in the use of formative and benchmark data across classrooms, improved identification and service of students who may benefit from gifted education, and more responsive instructional planning for student groups identified as priority focus areas in CLIC's needs assessments.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	CLIC conducted a comprehensive needs assessment that included review and analysis of internal and external data, performance on the 2024 and 2025 California School Dashboards, student work analysis, and educator feedback. This assessment, aligned with the school's Multi-Tiered System of Support (MTSS) framework and the California Community Schools Framework, identified achievement gaps among grade levels and student groups that require targeted intervention. The action described below organizes CLIC's response into in-class support strategies, extended learning opportunities, and a tiered support framework that coordinates these strategies into a single coherent system. Rationale and Data Context CLIC's English Learner student group received Red performance levels on key academic indicators across the 2024 and 2025 California School Dashboards. On the 2024 California School Dashboard, the English Learner student group received a Red performance level on the English Language Arts (ELA) Academic Indicator. On the 2025 California School Dashboard, the English Learner student group received a Red performance level on the Mathematics Academic Indicator, continuing a pattern of Red performance on Math that was also reflected on the 2024 Dashboard. These sustained Red performance levels in core academic areas identify the English Learner student group as a priority focus for the tiered academic supports described in this action. The action also addresses the broader achievement patterns affecting Socioeconomically Disadvantaged students and	\$529,939	Y

Action #	Title	Description	Total Funds	Contributing
		Hispanic students, who are also identified as priority focus student groups in CLIC's needs assessments. In-Class Support Strategies Teacher Assistants will provide direct push-in support within classrooms, offering 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. Teachers will use evidence-based Intervention Toolkits developed by the American Reading Company, which provide systematic approaches to addressing reading difficulties and accelerating literacy development for students reading below grade level. To support biliteracy and dual immersion instruction, students will have access to existing leveled classroom libraries containing literature in both English and Spanish, providing appropriate reading materials at varying proficiency levels and across both languages of instruction. Extended Learning Opportunities CLIC will offer after-school tutoring led by CLIC teachers through structured 12-week cycles throughout the academic year, with participating students receiving 12 hours of additional instruction per trimester. After-school tutoring provides targeted support for students who need additional practice and reinforcement of core academic concepts in ELA and mathematics. Academic support will also be provided during school breaks through intersession programming, offering intensive intervention opportunities when students can focus on skill development without competing academic demands. Extended learning continues during summer through programming offered as part of the Expanded Learning Opportunities Program (ELOP), helping students maintain and build on academic gains during traditional break periods. Multi-Tiered Support Framework CLIC's academic support is organized into three coordinated tiers within its MTSS framework. Tier 1 consists of enhanced core instruction, supported by Teacher Assistant push-in support and the use of evidence-based intervention tools in the general education classroom. Tier 2 includes targeted after-school tutoring and access to leveled bilingual literature for students who need additional reinforcement beyond core instruction. Tier 3 consists of intensive intersession and summer programming for students who require sustained, focused support to		

Action #	Title	Description	Total Funds	Contributing
		close significant skill gaps. Together, these tiers provide a continuum of services that adjust in intensity based on each student's needs and progress. Expected Outcomes This coordinated, multi-tiered approach is designed to 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. CLIC anticipates that consistent implementation of in-class push-in support, evidence-based intervention tools, after-school tutoring, intersession programming, and ELOP summer programming will result in measurable progress for students performing below grade level, particularly the English Learner student group identified by Red performance levels on the ELA Academic Indicator (2024 Dashboard) and the Mathematics Academic Indicator (2024 and 2025 Dashboards), as well as Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, who have been identified as priority focus areas in CLIC's needs assessments.		
3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	City Language Immersion Charter (CLIC) is committed to providing comprehensive social-emotional, behavioral, and mental health support to students through evidence-based programs and systematic interventions. The action described below organizes CLIC's response into four interconnected areas: social-emotional learning programs, mental health support services, an assessment and data system, and an attendance support system, all coordinated by a defined leadership structure. New additions for the 2026-27 school year are integrated throughout, with a particular focus on strengthening Tier 1 classroom responses to behavior and intensifying the school's response to chronic absenteeism. Behavior Intervention Implementers Behavior Intervention Implementers (BIs) (LREBG funded \$48,766.01; LCFF S&C funded: \$188,760.69) will implement student behavior plans with fidelity to meet the social-emotional and behavioral needs of our students. BIs play a critical role in the elementary school context, where students with intensive behavioral support needs benefit from sustained, in-class adult support during the regular instructional day. In elementary schools, BIs typically work one-on-one or in small-group configurations with students who have Behavior Intervention Plans (BIPs) embedded in their IEPs, providing the immediate, consistent behavior	\$507,530	Y

Action #	Title	Description	Total Funds	Contributing
		support necessary for these students to access grade-level instruction in the least restrictive environment. The day-to-day role of a BII includes implementing the specific behavior reinforcement strategies, antecedent interventions, replacement behavior coaching, and de-escalation procedures defined in each student's BIP. BIIs collect behavioral data throughout the school day, providing the evidence base necessary for the Special Education team and Behavior Intervention Developer (BID) to monitor student progress and to adjust the BIP as needed. BIIs serve as a stabilizing adult presence for students during transitions between activities, instructional periods, recess, lunch, and other moments of the day where unstructured time can produce behavioral challenges. By implementing BIIs with fidelity in the elementary classroom environment, BIIs make full inclusion meaningful for students with intensive behavioral needs, supporting access to grade-level content alongside peers while reducing the likelihood of behavioral escalation and exclusionary discipline. BIIs collaborate closely with classroom teachers, education specialists, the Special Education Director, and the Assistant Principal to ensure that behavioral support is consistent across adults and across the school day. Social-Emotional Learning Programs The Assistant Principal will continue to lead the PBIS team and the schoolwide PBIS initiative, partnering with the Los Angeles County Office of Education (LACOE) to participate in the PBIS cohort. This partnership provides training and coaching to the PBIS committee and supports consistent implementation of positive behavioral interventions and supports across all classrooms. CLIC will continue to implement the Little Justice Leaders Diversity, Equity, Inclusion, and Justice (DEIJ) curriculum, which promotes cultural understanding and social justice awareness among students. To support girls' social-emotional development, CLIC will continue to offer Girls on the Run, an evidence-based program that builds confidence, kindness, and decision-making skills through structured programming and community engagement. For 2026-27, CLIC will add SchoolBeat as a new social-emotional learning program. Teachers will receive training in SchoolBeat as well as in Kagan cooperative learning structures. Together, these professional learning investments are designed to strengthen Tier 1 classroom responses to student behavior, increase student engagement and oral participation across all student groups, and reduce the frequency with which behavior concerns escalate to require Tier 2 or Tier 3 intervention.		

Action #	Title	Description	Total Funds	Contributing
		Mental Health Support Services CLIC has partnered with Hear Healing (LREBG funded at \$75,294) to provide students with professional counseling services, ensuring access to mental health support for students experiencing emotional or behavioral challenges. Referrals to counseling services are coordinated through the school leadership team and classroom teachers, and counseling is available to students across all grade levels. Assessment and Data Systems CLIC will continue to administer the Panorama Education SEL Universal Screeners to students, providing a comprehensive social-emotional learning assessment. Panorama surveys integrate social-emotional learning, multi-tiered system of support data, response to intervention information, school climate measures, and student voice in one platform. School leaders receive visual dashboard reporting that supports timely interpretation of SEL data and immediate action to improve student outcomes. The Panorama surveys are recognized as evidence-based under the Every Student Succeeds Act (ESSA) and provide educators with the data needed to implement targeted intervention practices. Panorama surveys will also address educator and staff well-being and social-emotional capacity, ensuring that CLIC's approach to school climate includes the adults who serve students. Attendance Support System CLIC monitors attendance daily, with same-day family notification of absences. Families receive monthly updates on tardies and absences, along with consistent messaging about the importance of regular attendance. CLIC's schoolwide attendance incentive system includes recognition for classrooms with perfect attendance and most improved attendance, and students with perfect attendance also receive individual recognition. Schoolwide attendance goals are established at milestone days (the 25th, 50th, 75th, and 100th days of school), with benchmarks for individual absences and for school and grade-level attendance rates. CLIC uses DeansList to automate attendance notifications and to streamline family communication and tracking. Student Attendance Review Team (SART) meetings are convened to address chronic absenteeism through targeted interventions and family support. On the 2024 California School Dashboard, CLIC received a Red performance level on the Chronic Absenteeism Indicator for 'all students,' and for the English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups. On the 2025 California School Dashboard, the school		

Action #	Title	Description	Total Funds	Contributing
		received a Red performance level for the Students with Disabilities and African American student groups on the Chronic Absenteeism Indicator. The reduction in the number of student groups identified at the Red performance level between 2024 and 2025 reflects meaningful schoolwide improvement in chronic absenteeism, while also indicating that two student groups remain a focused priority: Students with Disabilities, who received Red performance levels on both the 2024 and 2025 Dashboards, and African American students, who received a Red performance level on the 2025 Dashboard. As a result of the sustained Red performance for the Students with Disabilities student group across two consecutive Dashboard years, CLIC has been identified for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA). Chronic absenteeism remains a persistent schoolwide challenge at CLIC. As of April 2026, CLIC's unofficial internal chronic absenteeism rate was 33%, which does not reflect improvement from the prior year. The heaviest impact is concentrated in the lower grades, and because CLIC operates multiple transitional kindergarten and kindergarten classrooms, early-grade absenteeism significantly influences the schoolwide rate. In response, CLIC will intensify several components of its attendance support system in 2026-27. The school will strengthen early identification of students at risk of chronic absenteeism, increase the timeliness of SART interventions to ensure that students and families receive support before patterns of absence become entrenched, and strengthen attendance goal setting and weekly family communication. CLIC will also improve implementation fidelity for SEL lessons and SEL documentation to ensure that students receive consistent support across classrooms. In addition, CLIC will introduce a significant new strategy for 2026-27 by providing monthly attendance recovery opportunities for CLIC families. These monthly attendance recovery opportunities are designed to give families flexible, accessible ways to address absences and to re-engage with the school community. CLIC will continue to sustain the PBIS, and mental health supports that are contributing to improved school climate and student engagement. Leadership and Implementation The Assistant Principal (Title I funded: \$126,886; LCFF S&C funded: \$10,654) will lead the PBIS Committee to ensure consistent implementation of positive behavioral supports schoolwide. The Director of Diversity, Equity, Inclusion, and Justice will lead restorative practices professional development for all teachers and will facilitate community circles to address behavioral concerns through restorative rather than punitive approaches. The Director of DEIJ will also coordinate implementation of the Little Justice Leaders DEIJ curriculum across		

Action #	Title	Description	Total Funds	Contributing
		grade levels. The Assistant Principal, the Director of DEIJ, and the Chief of Schools will coordinate implementation of SchoolBeat and Kagan training during the 2026-27 school year. Expected Outcomes This comprehensive approach to social-emotional learning, behavioral support, mental health services, and attendance intervention is designed to sustain CLIC's positive school climate, reduce behavioral incidents, improve attendance, and enhance overall academic achievement by addressing the whole child's needs. CLIC anticipates that the addition of SchoolBeat and Kagan training will strengthen Tier 1 classroom responses, that the intensification of attendance interventions and the introduction of monthly attendance recovery opportunities will reduce the schoolwide chronic absenteeism rate from the current 33% and address the persistent Red performance levels for the Students with Disabilities student group (Red on both the 2024 and 2025 Dashboards) and the African American student group (Red on the 2025 Dashboard), and that the sustained Blue performance level on the Suspension Rate Indicator achieved on the 2025 California School Dashboard will be maintained.		
4	BROAD COURSE OF STUDY	CLIC provides all students with a broad course of study that combines comprehensive core instruction within its 90/10 dual immersion model with a rich set of enrichment and after-school opportunities. Together, these experiences support students' academic, cultural, physical, and creative development and align with CLIC's whole-child instructional philosophy. Core Instruction All students receive comprehensive instruction in core subjects through CLIC's 90/10 dual immersion model, including English Language Arts (ELA), Spanish Language Arts (SLA), mathematics, science, social studies, and physical education. Core instruction is grounded in California's content standards and is delivered in both English and Spanish, in proportions that shift across grade levels in accordance with the 90/10 program design. Enrichment Program Beyond core academics, all students participate in enrichment courses that provide well-rounded educational experiences. Art instruction supports creative expression across a variety of mediums, develops artistic skills, and builds cultural appreciation. Music instruction builds musical literacy and performance skills and reinforces language development across both languages of instruction.	\$130,854	N

Action #	Title	Description	Total Funds	Contributing
		Garden classes are offered across all grade levels and provide hands-on learning that integrates science, nutrition, environmental stewardship, and cultural connections to food and agriculture. Students in grades 3 through 5 receive age-appropriate health and sex education in accordance with California state standards, including the California Healthy Youth Act. After-School Programs For 2026-27, CLIC will expand its after-school offerings to broaden students' access to enrichment experiences beyond the regular school day. CLIC will add a new after-school dance program, providing students with structured opportunities to develop movement, creativity, physical fitness, and cultural expression. CLIC will continue to offer Girls on the Run after school, an evidence-based program that builds confidence, kindness, and decision-making skills for girls through structured programming and community engagement. Together, these after-school offerings complement the school day enrichment program and extend CLIC's whole-child approach into the after-school space. Expected Outcomes This broad course of study ensures that all students receive a well-rounded education that extends beyond core academic subjects. CLIC anticipates that the combination of core dual immersion instruction, in-school enrichment, and expanded after-school programming will support student engagement, strengthen students' connections to school, and prepare students for continued learning and personal growth across academic, artistic, physical, and social-emotional domains.		
5	SUPPORTING EL – LANGUAGE ACQUISITION	City Language Immersion Charter (CLIC) operates a 90/10 dual immersion program in which English Learners are the school's largest priority focus student group. This action describes the coordinated set of curriculum, instruction, professional development, and assessment strategies that CLIC will implement in 2026-27 to accelerate English Learner progress toward English language proficiency, support biliteracy, and address the multi-year pattern of Red performance for the English Learner student group on the California School Dashboard. Rationale and Data Context On the 2023 California School Dashboard, the English Learner student group at CLIC received a Red performance level on the English Learner Progress Indicator (ELPI). The English Learner student group again received a Red performance level	\$21,998	N

Action #	Title	Description	Total Funds	Contributing
		on the ELPI on the 2024 California School Dashboard, and again on the 2025 California School Dashboard. For three consecutive Dashboards, the English Learner student group has received a Red performance level on the ELPI, identifying English Learner progress toward English language proficiency as the school's most persistent area of need. On the 2024 Dashboard, 30.2% of EL students made progress toward English language proficiency, a decline of 10.6 percentage points from the 40.8% reported on the 2023 Dashboard. On the 2025 Dashboard, 27.6% of EL students made progress, a further decline of 2.6 percentage points from the 2024 Dashboard. The English Learner student group also received Red performance levels on additional indicators across the 2024 and 2025 California School Dashboards. On the 2024 California School Dashboard, the English Learner student group received Red performance levels on the English Language Arts (ELA) Academic Indicator and the Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the English Learner student group received a Red performance level on the Mathematics Academic Indicator and a continued Red on the ELPI. The English Learner student group moved out of the Red performance level on the 2025 Dashboard for both ELA (to Yellow) and Chronic Absenteeism (to Orange), reflecting early progress on those indicators. However, the English Learner student group moved into the Red performance level on the 2025 Dashboard for Mathematics, indicating a deterioration in mathematics performance. The persistent Red on the ELPI across three consecutive Dashboards, combined with the new Red on Mathematics on the 2025 Dashboard, has shaped the design of the 2026-27 action. Local data point to early signs of progress that CLIC intends to build on. The 2024-25 i-Ready diagnostic results for English Learners show positive within-year movement, with the percentage of EL students reading at or above grade level increasing from 5% in fall to 13% in winter, and the percentage of EL students performing at or above grade level in mathematics increasing from 2% in fall to 5% in 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 across the school. This collaborative planning is intended to ensure that designated ELD time is consistently rigorous, language-focused, and aligned to the proficiency levels of the EL students in each classroom.		

Action #	Title	Description	Total Funds	Contributing
		Curriculum Implementation CLIC will continue to use Biliteracy para Todos as a newly adopted curriculum for both English Language Arts (ELA) and Spanish Language Arts (SLA) instruction. This curriculum is designed for all language learners and examines English and Spanish side by side to support cross-linguistic transfer within CLIC's dual immersion model. Teachers will also continue to use American Reading Company (ARC) Foundational Toolkits to address and target literacy goals for individual students in small group settings. For 2026-27, CLIC will partner with The Language Study Group to introduce a new Language Study program, an ELD curriculum focused on accelerated academic writing and language study. The Language Study program will begin with 3rd grade students in 2026-27 and will expand upward in subsequent years, reaching 4th grade in 2027-28 and 5th grade in 2028-29. Third grade teachers will receive training on the use of the Language Study materials (LREBG funded \$6,873.33) and will also receive one-on-one coaching from The Language Study Group to support implementation fidelity. This multi-year rollout is designed to provide EL students with sustained, increasingly sophisticated academic language instruction across the upper elementary grades, with a particular focus on the academic writing skills required for reclassification and for grade-level performance on the CAASPP ELA assessment. Professional Development All teachers will participate in targeted professional development to strengthen instruction for multilingual learners. Teachers will receive training on IRLA assessment implementation to improve reading instruction for multilingual learners. CLIC will continue its partnership with Ensemble to provide coaching for teachers in language development and to support curriculum planning with a language acquisition focus. Teachers will also receive professional development on an inquiry-based approach to learning that emphasizes oracy and structured group collaboration as primary vehicles for language development. As noted above, 3rd grade teachers will additionally receive Language Study training (LREBG funded: \$5,000) and one-on-one coaching from The Language Study Group. For 2026-27, all teachers will participate in Kagan cooperative learning structures training. Kagan structures are research-based instructional strategies that provide every student with frequent, structured opportunities to interact with peers using academic language, which is particularly beneficial for English Learners who need consistent, scaffolded opportunities to produce oral language across all		

Action #	Title	Description	Total Funds	Contributing
		content areas. Kagan structures support the accountable talk practices identified in CLIC's needs assessments as an area for growth, in which students respond in the language of instruction using key academic vocabulary and modeled sentence structures rather than relying on free-form discussion. Kagan training was originally planned for the 2025-26 school year and was not implemented due to scheduling challenges, and CLIC has prioritized its implementation in 2026-27 in direct response to the sustained Red performance on the ELPI for the English Learner student group. In response to the new Red performance level for the English Learner student group on the Mathematics Academic Indicator on the 2025 Dashboard, professional development will also include targeted attention to language-rich mathematics instruction that supports English Learners in unpacking word problems, using mathematical academic language, and explaining mathematical thinking. Together, the Ensemble coaching, the IRLA training, the inquiry-based instruction professional development, the Language Study training for 3rd grade teachers, the Kagan structures training, and the language-rich mathematics professional development represent a coordinated investment in teacher capacity to deliver high-quality, language-focused instruction across all content areas. EL Master Plan The English Learner Master Plan will be reviewed and revised with input from educational partners, including the English Learner Advisory Committee, to ensure comprehensive and current support for language acquisition. The revised Master Plan will reflect the addition of the Language Study program and the continued implementation of Biliteracy para Todos and ARC Foundational Toolkits. Instructional Support All EL students will receive both designated and integrated ELD from credentialed teachers. EL students will also receive academic intervention and support from Teacher Assistants through push-in support within the general education classroom. EL students will have access to supplemental tools that include BrainPOP EL (LREBG funded: \$5,125) and the American Reading Company Foundations Intervention Toolkits, both of which focus on foundational literacy skills. Assessment and Monitoring Internal assessments will be disaggregated by student group to monitor EL performance, measure growth, identify gaps, and strengthen instructional		

Action #	Title	Description	Total Funds	Contributing
		delivery. CLIC will administer Interim ELPAC assessments on a regular schedule to familiarize students with the Summative ELPAC format, provide teachers and leaders with timely data to inform designated ELD instruction, and monitor student progress toward English proficiency. The Chief of Schools, the Principal, and grade-level teacher teams will review EL student data through structured data review cycles during faculty meetings, grade-level meetings, and pupil-free days. Expected Outcomes This comprehensive approach is designed to improve performance on the English Learner Progress Indicator, increase the percentage of EL students making progress toward English proficiency on the Summative ELPAC, increase CLIC's reclassification rate, and support EL academic achievement in both English and Spanish while sustaining the goals of the dual immersion program. CLIC anticipates that the introduction of the Language Study program in 3rd grade, the continued implementation of Biliteracy para Todos and ARC Foundational Toolkits, the sustained partnership with Ensemble for teacher coaching, the addition of Kagan cooperative learning structures training (LREBG funded; \$5,000), and the new emphasis on language-rich mathematics instruction will, over time, reverse the multi-year pattern of Red ELPI performance for the English Learner student group, sustain the improvement reflected in the ELA Red-to-Yellow movement between the 2024 and 2025 Dashboards, and address the new Red performance level on the Mathematics Academic Indicator on the 2025 Dashboard.		
6	COMPREHENSIVE SPED PROGRAM	City Language Immersion Charter (CLIC) provides a comprehensive special education program designed to meet the academic, social-emotional, and behavioral needs of Students with Disabilities through a full inclusion model. New LA Charter School, CLIC's charter management organization, has completed a comprehensive review of the special education program organization-wide and will continue implementing, including continued investment in a co-teaching model supported by structured co-planning tools, in which resource specialist teachers partner with general education teachers to deliver instruction. SELPA Participation and Identified Areas of Need CLIC participates in the Los Angeles Unified School District (LAUSD) SELPA, Option 3. CLIC has identified academic performance in both English Language Arts and mathematics, behavior, and chronic absenteeism as the priority areas of need for Students with Disabilities. The SPED team will provide instructional, social-emotional, and behavioral support as outlined in each student's	\$964,653	N

Action #	Title	Description	Total Funds	Contributing
		Individualized Education Program (IEP). In addition to the supports outlined in the IEP, CLIC will provide Tier 1 and Tier 2 academic support to Students with Disabilities and to students who have not been identified for special education services. TSI Designation Based on the 2025 California School Dashboard Following the publication of the 2025 California School Dashboard, the California Department of Education (CDE) identified CLIC for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA). This identification appears in the official CDE 2025-26 ESSA Assistance Status Data File and is based solely on the performance of the Students with Disabilities student group. The Students with Disabilities student group received a Red performance level on the Chronic Absenteeism Indicator on both the 2024 California School Dashboard and the 2025 California School Dashboard. Combined with the SWD student group's performance on other state indicators with performance colors on those Dashboards, the SWD student group met the criteria used to determine CSI-Low Performing eligibility on both Dashboard years, satisfying the two-consecutive-year requirement for TSI identification under ESSA Section 1111(d)(2). The 2025-26 school year is the first year of CLIC's TSI identification; the school's prior year ESSA assistance status was "No Status." CLIC will use the 2026-27 Local Control and Accountability Plan (LCAP) as the school's TSI plan, consistent with California's flexibility allowing single school districts and charter schools to use the LCAP as the TSI plan when the LCAP meets the TSI planning requirements. CLIC will follow the CDE's TSI/ATSI Planning Summary, which is guidance developed to assist single school districts and charter schools in using the LCAP to meet the TSI planning requirements. The actions described in this LCAP, including this Comprehensive SPED Program action and the chronic absenteeism response described later in this action in particular, are designed to address the conditions that led to the TSI identification and to support measurable progress for the Students with Disabilities student group on the Chronic Absenteeism Indicator and other applicable state indicators. Leadership and Team Structure The SPED Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the special education program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. The SPED Director will support SPED staff with IEP compliance, co-teaching, lesson design that targets IEP goals, and the integration		

Action #	Title	Description	Total Funds	Contributing
		of IEP accommodations into general education lessons and assessments and will support general education teachers with planning universally designed lessons that support Students with Disabilities. The SPED team is composed of the SPED Director, two resource specialist teachers, one Speech and Language Pathologist, one paraprofessional, behavior intervention implementation (BII) staff, and contracted service providers. Together, the team will provide all required services to Students with Disabilities to ensure that academic, social-emotional, and behavioral needs are met, and that support services are delivered. CLIC ensures that all providers meet state credentialing and training requirements, and the school observes required caseload limits. BII and BID staff will follow the behavior plan written into each student's IEP with fidelity, supporting the cognitive, social-emotional, and physical needs of Students with Disabilities. Academic Support and Curriculum To support academic progress, the SPED team will use curricular resources including education.com. Students with Disabilities also have full access to CLIC's core and supplemental academic materials. Staff will receive bi-monthly training in these programs from internal and external experts. The SPED team will meet weekly to review compliance, share best practices, and participate in professional development as directed by the SPED Director. The team will also participate in professional learning offered by the SELPA, in external conferences. These efforts are designed to improve the delivery of instruction, accelerate student learning, and strengthen academic outcomes for Students with Disabilities. Academic Assessment Updates for 2026-27 For 2026-27, CLIC will implement the Woodcock-Johnson V as its academic assessment for Students with Disabilities. CLIC staff have received training on the Woodcock-Johnson V from LAUSD. The Woodcock-Johnson V will provide CLIC's special education team with current, standardized academic assessment data to inform IEP goal-setting, eligibility determinations, and progress monitoring across reading, mathematics, and written language domains. Co-Teaching and General Education Collaboration All resource specialist teachers will participate in weekly grade-level meetings with the general education teachers of the students they serve. These meetings help RSTs stay current with classroom topics and curriculum and create regular opportunities for co-planning and co-teaching. General education teachers will participate in professional development provided by the SPED department throughout the year, addressing topics such as providing accommodations in		

Action #	Title	Description	Total Funds	Contributing
		accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners, and the role of the general education teacher on the IEP team. Data Monitoring and Family Voice CLIC will use i-Ready to monitor academic progress for Students with Disabilities. The SPED team will review i-Ready data disaggregated by student group, along with other formative data, on a monthly basis. The Woodcock-Johnson V results will be added to this data review as students are assessed. This data review will support the team in setting goals at the department and individual student levels and in monitoring progress toward those goals. Through parent-teacher conferences, school committees, and the IEP process, CLIC ensures that student and parent voice is included in decision-making and feedback. Behavioral Support To address behavior, the SPED team will implement Behavior Intervention Plans (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 and that the school maintains a safe learning environment. UDL strategies and an active SEL and PBIS program ensure universal supports for all students when it comes to behavior , however, If behavior becomes a challenge for a Student with a Disability, the team will assess the need and may make amendments to the BIP, behavior goals, or behavior services in the IEP, develop a safety plan for the student, and use 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 the behavior team at the SELPA to both prevent behavior incidents and to respond appropriately when a behavior incident occurs. COP3 Behavior Specialists will also provide organization-wide professional development on responding to behaviors in and out of the classroom in ways that meet the social-emotional needs of all students. Chronic Absenteeism Response for Students with Disabilities To address chronic absenteeism, CLIC will implement its attendance policy with fidelity, including responding to absences quickly with supportive measures before attendance becomes a sustained concern. Families are informed of the importance of attendance and are contacted when absences occur. For students with IEPs who have high absentee rates, attendance is consistently discussed at IEP meetings, and the SPED Director is a member of the Student Attendance Review Team (SART), which focuses on identifying the root causes of chronic		

Action #	Title	Description	Total Funds	Contributing
		absenteeism and collaborating with students and families to develop solutions. The SPED department will also hold quarterly parent meetings and trainings focused on special education policy, best practices, parent engagement and involvement, and the importance of consistent attendance for accessing curriculum and ensuring continuity of special education services as outlined in each student's IEP. Expected Outcomes This comprehensive special education program is designed to ensure full implementation of IEP services, improved academic progress for Students with Disabilities in ELA and mathematics, sustained behavioral support, and reduced chronic absenteeism among Students with Disabilities. CLIC anticipates that the continued implementation of the co-teaching model, the addition of the Woodcock-Johnson V as a standardized academic assessment, the sustained partnerships with the LAUSD SELPA Option 3 and COP3 Behavior Specialists, and the SPED department's expanded parent engagement structure will, over time, support measurable progress for the Students with Disabilities student group, which has been identified for Targeted Support and Improvement based on Red performance on the Chronic Absenteeism Indicator on the 2024 and 2025 California School Dashboards.		

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.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

City Language Immersion Charter (CLIC) developed this goal in response to a clear set of needs and opportunities identified through analysis of California School Dashboard performance, internal assessment data, classroom observations, staff and educational partner input, and CLIC's longstanding commitment to evidence-based, dual immersion instructional practice. Professional learning is the central mechanism through which CLIC builds teacher capacity to deliver high-quality instruction aligned to the school's 90/10 dual immersion educational model and to California's content standards.

California School Dashboard Performance and the Need to Strengthen Instructional Practice: CLIC's California School Dashboard performance points to a clear need for sustained, targeted professional learning. On the 2024 and 2025 California School Dashboards, schoolwide ELA and Mathematics performance remained in the Orange performance range, with student group performance varying across indicators. The English Learner student group received Red performance levels on the English Learner Progress Indicator (ELPI) across three consecutive Dashboards (2023, 2024, and 2025), on the ELA Academic Indicator (2024), and on the Mathematics Academic Indicator (2025). The Students with Disabilities student group received Red performance levels on the Chronic Absenteeism Indicator on both the 2024 and 2025 Dashboards, resulting in CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act. These patterns indicate that consistent, focused investment in teacher capacity, particularly in the instructional practices that most directly support English Learners, Students with Disabilities, and other priority focus student groups, is essential for accelerating student outcomes.

The Demands of CLIC's Dual Immersion Educational Model: CLIC operates a 90/10 Spanish-English dual immersion program in which biliteracy development, language acquisition, and content learning occur simultaneously across both languages. Sustained instructional excellence in this model requires teachers to develop and continually refine a specialized set of practices, including designated and integrated English Language Development, bridging instruction between Spanish and English literacy, language-rich content instruction in mathematics and science, Cognitively Guided Instruction in mathematics, and the use of biliteracy assessment tools such as the ENIL and IRLA reading assessments. Many CLIC teachers are early-career educators, and CLIC's needs assessments have identified the absence of a consistent core curriculum and the burden of teacher-developed lessons as factors that affect instructional cohesion. Ongoing professional learning, coaching, and structured collaboration are essential for building and sustaining the specialized teacher knowledge that the dual immersion model requires.

The Role of Well-Scaffolded Instruction and Formative Assessment: CLIC's instructional philosophy is grounded in constructivist, inquiry-based learning, in which students develop deep understanding through active engagement, exploration of student-generated questions, and meaningful application of skills. This approach depends on teachers who can design well-scaffolded learning experiences that progressively build student competence and self-direction, and who can use formative assessment effectively to check for understanding and adjust instruction in real time. Professional learning focused on the academic content

standards, evidence-based instructional strategies, formative assessment practices, and the use of data to inform instruction is the primary lever through which CLIC sustains this instructional philosophy at scale across the school.

Educational Partner Input and Teacher Voice: Educational partner input gathered through staff surveys, classroom observations, leadership team discussions, and professional learning evaluations has consistently identified specific areas in which teachers seek additional support. These include implementation of newly adopted curriculum (including ARC Core, Open Up Resources for mathematics, Estrellita and Lunita Spanish phonics, and the Language Study program for 3rd grade), use of IRLA and ENIL biliteracy assessment data, and language-rich content instruction for English Learners. Teachers have also expressed the importance of ongoing coaching, structured collaboration time, and access to high-quality conferences and external learning opportunities. CLIC's commitment to teacher retention and credential clearance also informs this goal, since stable, well-supported teaching teams are foundational to consistent implementation of the school's instructional model over time.

Alignment of the Goal with CLIC's Mission and Strategy: This goal was developed to organize CLIC's professional learning investments into a coordinated system designed to build teacher capacity, support student motivation and self-directed learning, and strengthen instructional consistency across classrooms. The goal aligns CLIC's summer professional learning calendar, pupil-free days dedicated to data review and instructional planning, weekly professional learning sessions, partnerships with Ensemble and The Language Study Group, leadership coaching, conference participation, and induction support for teachers pursuing clear credentials. By framing professional learning as a goal in its own right, CLIC ensures that teacher capacity-building receives the visibility, resources, and accountability necessary to drive the student outcomes described elsewhere in this LCAP, with particular attention to the priority focus student groups identified in CLIC's needs assessments, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 55%	2022-23: 38.9%	2023-24: 43.8%	2024-25: 65%	-16.9%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance	<u>2023-24</u> ELA: 4 ELD: 3	<u>2024-25</u> ELA: 3 ELD: 3	<u>2025-26:</u> ELA: 3 ELD: 3	<u>2026-27:</u> ELA: 4 ELD: 4	ELA: -1 ELD: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 2 PE: 3 VAPA: 3 World Language: 4	Math: 3 Social Science: 2 Science: 2 CTE: NA Health: 2 PE: 3 VAPA: 3 World Language: 3	Math: 3 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 4 VAPA: 3 World Language: 4	Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 4 VAPA: 3 World Language: 4	Math: -1 Social Science: -1 Science: -1 CTE: NA Health: +1 PE: +1 VAPA: 0 World Language: 0

Goal Analysis for 2025-26

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: Currently, CLIC employs a principal and appropriately credentialed teachers to support the core dual-immersion educational program across Substitute teachers are employed to ensure a credentialed teacher is always present in every classroom, maintaining instructional continuity when regular teachers are absent.

All teachers participated in five days of comprehensive professional learning during Summer 2025, providing intensive training and preparation for the academic year. Throughout the 2025-26 school year, teachers engage in ongoing professional development through three non-instructional days dedicated to data analysis and instructional decision-making, as well as weekly professional learning sessions focused on continuous improvement and dual-immersion instruction.

Successes: There are currently no vacant positions at CLIC, representing a significant staffing success. Staff morale is higher than in previous years, with an increased sense of belonging and community among faculty. Teacher feedback on professional development has been positive, with Universal Design for Learning (UDL) workshops increasing creativity and rigor in classrooms. Teachers have expressed feeling more prepared for planning, implementing lessons, and monitoring student progress.

Challenges: Several teachers hold intern credentials and are working toward their preliminary credentials. Because CLIC operates a dual immersion program, teachers require the Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) authorization, and several are currently working toward earning this credential while holding BCLAD waivers. Currently, 32% of teachers hold cleared credentials, with 83% of those credentialed teachers holding a BCLAD. Ten percent of teachers are interns, and 37% will complete their EdTPAs and clear their credentials by June 2026.

Action 2: CLIC provides all teachers with evidence-based professional learning opportunities to improve instructional delivery, build teacher capacity and expertise, and enhance 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.

Professional development focuses on four key areas: academic instruction including Cognitive Guided Instruction (CGI) Math, literacy assessment tools (IRLA/ENIL), Readers and Writers Workshop, Inquiry Approach to Learning, language acquisition techniques, and i-Ready platform utilization; Multi-Tiered System of Support including PBIS, Responsive Classroom, Restorative Justice, and small group instruction; Equity and Social-Emotional Learning including DEIJ and social justice professional development; and Data-Driven Decision Making focused on data analysis and progress monitoring.

The Chief of Schools provides mentoring and coaching support to the Principal, Assistant Principal, and Director of Special Education to strengthen leadership capacity. The Director of DEIJ collaborates with site and organizational leadership to implement the Strategic Plan for Equity, facilitate professional development, and design DEIJ curriculum for students. To support teacher effectiveness and retention, CLIC partially funds induction expenses for teachers through Title II.

Successes: Small Learning Communities (SLCs) have provided an effective venue for additional teacher training. The Principal has facilitated differentiated SLCs based on years of teaching experience and subject area interest, extending professional learning beyond regular Tuesday staff development sessions. Most teachers are enrolled in induction programs, with several on track to successfully complete their programs and clear their credentials by the end of this academic year.

Challenges: Budgetary constraints due to a decline in enrollment have limited the amount of training available from outside providers this year. Professional development has been provided primarily by internal staff, including the Principal, Director of DEIJ, and Assistant Principal.

Training in Estrellitas and Lunitas Spanish phonics could not be provided due to a change in the service provider representative for the Southern California region, which prevented timely curriculum purchase. Training in CGI and Readers and Writers Workshop has been less frequent than originally planned. Additionally, CLIC does not have a Director of Academics and Data; this work is carried out by the Chief of Schools and Principal.

Action 3: CLIC is actively researching and evaluating curriculum to strengthen its dual immersion educational program in Spanish and English. This action focuses on identifying and implementing effective, comprehensive instructional materials that align with the school's bilingual model and support rigorous, standards-aligned instruction across all grade levels.

Program Implementation: CLIC is currently piloting Research Labs, developed by the American Reading Company (ARC), in grades 3-4. These Research Labs align well with the ENIL and IRLA reading assessments, creating coherence between curriculum and the school's literacy assessment system. For mathematics, CLIC is exploring adoption of Open Up Resources or IXL to provide a more comprehensive and consistent math curriculum.

The school has also identified the need for a more comprehensive Transitional Kindergarten curriculum, as the current materials are more narrowly focused on writing. Additionally, CLIC recognizes the need to purchase effective instructional materials in Spanish Language Arts, English Language Arts, and Mathematics to ensure consistency and rigor across the program.

While CLIC has the flexibility to create curriculum based on student needs, this work requires a level of educator expertise that the school is still developing. The commitment to providing comprehensive, standards-aligned curricular resources has guided the school's ongoing evaluation and pilot efforts.

Successes: Despite resource limitations, teaching continues to improve in rigor across classrooms. Teachers have expressed appreciation for the freedom to create their own lessons and units of study, finding the process of developing curriculum to be a liberating experience that lends itself to excellent teaching and learning.

CLIC has been successful in reflecting on data and curricular needs to identify areas for improvement. The annual assessment cycle and commitment to standards-aligned resources have made it possible to pinpoint specific areas of need and guide curriculum decisions.

Challenges: A significant challenge has been the lack of complete instructional resource sets, including Foundational Toolkits, Biliteracy Para Todos kits, and Estrellita and Lunita phonics materials. Teachers have had to find creative ways to teach from incomplete sets, which impacts consistency of instruction.

While teachers are resilient and resourceful, the lack of consistency across grades and levels in curriculum and rigor has been a challenge. Creating curriculum, units of study, and daily lessons requires a high level of expertise and access to a variety of resources that the school does not yet fully possess.

Action 4: CLIC has fully implemented this technology action by strengthening instructional technology, improving classroom connectivity, and ensuring students had reliable access to devices for assessment and learning. This year, CLIC purchased and installed four Newline interactive panels to pilot their use prior to considering a broader rollout. The four classrooms using the panels reported strong satisfaction with the panels’ versatility and instructional functionality, supporting more dynamic lesson delivery and classroom engagement.

To address ongoing connectivity and cord-management barriers, CLIC purchased Apple TVs for classrooms, which significantly improved ease of use and instructional flow. Teachers reported that Apple TVs expanded flexibility in lesson delivery, including the ability to move around the classroom while teaching rather than remaining tethered to a single device or connection point. In addition, CLIC ensured that all students had one-to-one access to devices for i-Ready diagnostics and state testing, supporting consistent administration and equitable access to required assessment platforms.

Challenges: CLIC experienced challenges related to aging technology, particularly overhead projectors that required frequent bulb replacement and, in some cases, full unit swaps due to equipment age. The school also experienced a mid-year staffing disruption when the Technology Manager left, creating a temporary lag in technical support.

Successes: Implementation successes included the strong adoption and positive response to Apple TVs and Newline panels, which teachers reported made instruction easier and more efficient. CLIC also provided hotspots in areas of the campus with limited connectivity, substantially improving reliable internet access and enabling teachers in those locations to integrate online resources into instruction. The Technology Manager vacancy was filled quickly, and the period of reduced technical support remained limited.

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.

Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures Of the four actions implemented under Goal 2 during the 2025-26 school year, no actions resulted in material differences between budgeted expenditures and estimated actual expenditures. All four actions were implemented within the budgeted amounts.

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

Action 1: Providing professional training that directly benefits teachers' classroom practice is an effective strategy for making progress toward school goals. Through both verbal feedback and surveys, teachers have expressed feeling more prepared for planning, lesson implementation, and monitoring student progress this year. This comprehensive staffing and professional development approach ensures all students receive high-quality dual-immersion instruction from educators who are continuously developing their skills in data-driven instruction and bilingual education practices.

Action 2: While not fully implemented, this action continues to make progress toward CLIC's goals. Teacher survey feedback demonstrates that the training received has been useful in the classroom. There is a general feeling of increased capacity among staff, and teacher morale has been high, indicating potential for a higher retention rate than in previous years.

Action 3: This action has been effective in making progress toward CLIC's goal of providing high-quality, standards-aligned instruction. Through ongoing data analysis and reflection on curricular needs, the school has successfully identified areas for improvement and is taking strategic steps to address gaps through curriculum pilots and exploration of new instructional materials. These efforts will inform curriculum adoption decisions to strengthen the dual immersion program.

Action 4: This action has been effective because it improved day-to-day instructional access to technology for both students and staff. With reliable classroom tools and improved connectivity, teachers and students have better access to digital lessons, texts, skill practice, and diagnostic assessments—supporting both instructional quality and consistent assessment administration.

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.

City Language Immersion Charter (CLIC) develops a one-year LCAP annually based on an analysis of multiple types of data, including local internal data, state data, the California School Dashboard, schoolwide surveys, and feedback from CLIC's educational partners. The 2026-27 LCAP for Goal 2 reflects the results of this annual review and incorporates refinements identified through CLIC's reflection on the implementation of the 2025-26 LCAP.

No Changes to the Goal: There are no changes to Goal 2 for 2026-27. CLIC's reflection on the prior year confirmed that the goal continues to express the school's commitment to providing educators and support staff with evidence-based professional learning opportunities that strengthen instructional practice, support the dual immersion educational model, and build the teacher capacity necessary to drive student outcomes.

No Changes to the Metrics: There are no changes to the set of metrics under Goal 2 for 2026-27. The metrics used to measure progress against the goal continue from the prior year.

No Changes to the Target Outcomes: There are no changes to the target outcomes under Goal 2 for 2026-27. The target outcomes established in the prior LCAP continue to guide CLIC's professional learning investments and the school's expectations for measurable progress in teacher capacity and student outcomes.

Adjustments Within the Professional Development Action: While no actions are being added or removed under Goal 2, CLIC has made a targeted adjustment within the Professional Development action based on reflection on prior practice. For the summer of 2026, all teachers will participate in ten days of comprehensive professional learning, providing intensive training and preparation for the upcoming academic year. The expanded summer professional learning calendar includes coaching in mathematics, which strengthens teachers' instructional practice in alignment with the newly adopted Open Up

Resources mathematics curriculum and supports the school's response to the Red performance level for the English Learner student group on the Mathematics Academic Indicator on the 2025 California School Dashboard. The summer professional learning calendar also includes training on the IRLA and ENIL biliteracy assessments, supporting consistent administration, data interpretation, and instructional use of reading level data across English and Spanish. Together, these summer professional development components are designed to strengthen classroom instruction and to build teacher capacity in the areas most directly connected to CLIC's priority focus student groups and to the school's instructional priorities for the 2026-27 school year. All other elements of the Professional Development action continue as designed in the prior LCAP, including the weekly Tuesday professional learning sessions, the pupil-free professional development days, leadership coaching, the Director of DEI position, teacher induction support, and the pre-identified conference schedule for 2026-27.

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	City Language Immersion Charter (CLIC) will employ a Principal and appropriately credentialed teachers to deliver the core dual immersion educational program across all subject areas, including English Language Arts (ELA), Spanish Language Arts (SLA), mathematics, social studies, science, and physical education. Credentialed staffing is foundational to the integrity of CLIC's 90/10 dual immersion model and to consistent, high-quality instruction for all students. Instructional Continuity CLIC will employ substitute teachers to ensure that a credentialed teacher is present in every classroom, maintaining continuity of instruction and supporting student learning when regular teachers are absent. Reliable substitute coverage protects instructional time, sustains classroom routines, and helps stabilize attendance and engagement, particularly in the lower grades that drive a significant share of the school's chronic absenteeism rate. Summer Professional Learning All teachers will participate in 10 days of comprehensive professional learning during Summer 2026, providing intensive training and preparation for the 2026-27 academic year. Summer professional learning will focus on the implementation of newly adopted curriculum, including ARC Core and the Language Study program for 3rd grade teachers, as well as on dual immersion	\$2,031,269	Y

Action #	Title	Description	Total Funds	Contributing
		instructional practices, designated and integrated ELD, social-emotional learning, and the use of data to inform instruction. Academic Year Professional Development Teachers will engage in ongoing professional development throughout the 2026-27 academic year. CLIC will provide three non-instructional pupil-free days dedicated to data analysis and instructional decision-making, allowing teachers to examine student performance data across student groups and adjust instruction accordingly. In addition, teachers will participate in weekly professional learning sessions during the academic year focused on continuous improvement in dual immersion instruction, language acquisition, content area pedagogy, and the use of formative and benchmark data to plan and adjust instruction. Expected Outcomes This staffing and professional learning approach is designed to ensure that all CLIC students receive high-quality dual immersion instruction from credentialed educators who are continuously developing their skills in data-informed instruction, biliteracy, and culturally and linguistically responsive teaching. CLIC anticipates that consistent credentialed staffing, reliable substitute coverage, and sustained professional learning will support measurable progress for the student groups identified as priority focus areas in CLIC's needs assessments, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.		
2	PROFESSIONAL LEARNING OPPORTUNITIES	City Language Immersion Charter (CLIC) will provide all teachers and leaders with robust, evidence-based professional learning opportunities designed to improve instructional delivery, build teacher capacity and expertise, and enhance teacher retention, with the ultimate aim of improving student outcomes. Professional development focus areas are determined through analysis of student assessment results, educational partner feedback, classroom observations, and staff surveys. The 2026-27 professional learning plan continues the work already in progress and adds a targeted set of new professional development engagements designed to deepen instructional practice in CLIC's priority focus areas. Continuity of the Existing Plan for 2026-27 This action continues without changes to its core design for 2026-27, because the existing professional learning structures are making measurable progress toward	\$233,659	N

Action #	Title	Description	Total Funds	Contributing
		CLIC's goals. The summer professional learning calendar, the three non-instructional pupil-free days dedicated to data review and instructional planning, the weekly professional learning sessions during the academic year, the leadership coaching cycles, and the funding structures for the Director of DEIJ and teacher induction support all continue in 2026-27 as currently designed. The additions described below build on this foundation rather than replacing any element of it. Professional Development Focus Areas Teachers will receive professional development in academic instruction, including Cognitively Guided Instruction (CGI) for mathematics (LREBG funded: \$4,750), the IRLA and ENIL literacy assessment tools for English and Spanish, strategy lesson planning for Readers and Writers Workshop, inquiry-based and project-based learning methodologies, language acquisition techniques for designated and integrated ELD and Spanish Language Development, use of the i-Ready platform, and Estrellita and Lunita Spanish phonics instruction in grades K through 2. Professional development on Multi-Tiered System of Support (MTSS) implementation will include PBIS, Responsive Classroom strategies, Restorative Justice practices, Tier 1 academic interventions, small group instruction techniques, and Student Study and Progress Team (SSPT) processes. Staff will also participate in Diversity, Equity, Inclusion, and Justice (DEIJ) and social justice professional development alongside social-emotional learning strategies to create inclusive learning environments across the school. Data analysis and progress monitoring training will continue throughout the year, enabling staff to use assessment data to inform instructional decisions and improve student outcomes. New Professional Development Engagements for 2026-27 For the 2026-27 school year, CLIC will add the following targeted professional development engagements to further strengthen the classroom instruction already taking place and to increase teacher capacity through both in-person and virtual coaching. CLIC will continue its partnership with Ensemble for dual immersion instructional training and coaching. Teachers in K through 2 will receive Estrellita professional development to strengthen Spanish phonics instruction in the early grades. Teachers will receive Open Up Resources professional development in mathematics, with this professional learning organized in partnership with New LA Charter School (New LA ES) to leverage shared planning capacity across the organization. Teachers will also receive professional development on the IRLA and ENIL assessments to support consistent administration, data interpretation, and instructional use of reading level data across English and Spanish. Together,		

Action #	Title	Description	Total Funds	Contributing
		these professional development engagements build on existing classroom practice and reinforce the curriculum and assessment investments described elsewhere in this LCAP, including ARC Core, the Language Study program, OpenUp Resources mathematics, and the ENIL and IRLA reading assessments. Conferences CLIC will participate in professional growth, leadership development, and engagement with statewide best practices in dual immersion, charter schools, and operations through conferences and workshops. CLIC will send one staff member to Get Your Teach On for instructional practice; one staff member to La Cosecha, a national dual language and bilingual education conference; three staff members to the California Association for Bilingual Education (CABE) conference, reflecting CLIC's investment in EL and biliteracy expertise across the staff; one operations staff member to the California Charter Schools Association (CCSA) conference; and one administrator to the Charter Schools Development Center (CSDC) conference for school leadership and governance. Leadership Development and Support The Chief of Schools will provide mentoring and coaching to the Principal, Assistant Principal, and Director of Special Education to strengthen leadership capacity and instructional oversight. The leadership team will participate in leadership coaching sessions, teacher and staff evaluation training, data analysis and goal-setting processes, and collaboration strategies that bridge general education, special education, and DEIJ initiatives. Specialized Support Roles The Director of Academics and Data will collaborate with site leadership to collect and analyze formative and summative data, identify areas of academic need, develop targeted goals and improvement 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. The Director of Diversity, Equity, Inclusion, and Justice will collaborate with site and organizational leadership to implement the Strategic Plan for Equity, analyze progress toward equity goals, develop the 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.		

Action #	Title	Description	Total Funds	Contributing
		Support for Teacher Effectiveness and Retention To further support teacher effectiveness, retention, and credential clearance, CLIC will partially fund induction expenses for teachers pursuing clear credentials. Induction support reduces financial barriers to credential clearance and supports CLIC's broader teacher retention strategy. Expected Outcomes This comprehensive professional learning system is designed to strengthen instructional practices, build leadership capacity, promote equity and inclusion, and support data-informed decision-making to improve student outcomes across academic and social-emotional areas. CLIC anticipates that the continuation of the existing professional learning structures, combined with the new Ensemble, Estrellita, Open Up Resources, and IRLA/ENIL professional development engagements and the pre-identified conferences, will deepen teacher capacity in dual immersion instruction, Spanish phonics, mathematics, and biliteracy assessment, and will contribute to measurable progress for the student groups identified as priority focus areas in CLIC's needs assessments, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.		
3	CORE CURRICULAR NEEDS	City Language Immersion Charter (CLIC) will ensure that all students have access to standards-aligned curriculum and instructional materials across all academic disciplines. This commitment supports the school's 90/10 dual immersion educational model while meeting California state content standards in English Language Arts (ELA), Spanish Language Arts (SLA), mathematics, science, social studies, and all other core subjects. CLIC will conduct annual assessments of curricular needs and will make targeted 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. New and Continued Curriculum for 2026-27 For the 2026-27 school year, CLIC will adopt and implement a coordinated set of new instructional materials designed to strengthen consistency, biliteracy development, and language acquisition across grade levels. Together with the materials being continued from prior years, this curriculum portfolio is designed to address the priority focus areas identified in CLIC's needs assessments,	\$23,930	N

Action #	Title	Description	Total Funds	Contributing
		including English Learner progress, ELA performance, mathematics performance, and science instruction. CLIC will implement new instructional materials in Spanish Language Arts and English Language Arts through Research Labs developed by the American Reading Company, providing teachers and students with consistent, standards-aligned bilingual literacy materials across the grade levels. In 3rd grade, CLIC will implement Language Study, a new English Language Development curriculum focused on accelerated academic writing and language study, partnered with The Language Study Group. CLIC will use Open Up Resources as its mathematics curriculum, providing a consistent schoolwide scope and sequence for mathematics instruction. CLIC will purchase the full kits for Estrellita and Lunita, the school's Spanish phonics programs for kindergarten through 2nd grade, ensuring that K-2 teachers have complete materials to support foundational Spanish literacy and phonemic awareness instruction. CLIC will continue to use Mystery Science as a science curricular resource, supporting hands-on, inquiry-based science learning across the grade levels while ARC Core science integration develops. Annual Review and Materials Maintenance CLIC will continue to conduct an annual review of curricular needs across all subject areas. This review will identify materials that need to be replaced (such as consumable workbooks and student materials), materials that need to be updated to reflect revisions in California content standards, and new resources required to support evolving instructional practices. The Chief of Schools, the Principal, and grade-level teacher teams will lead this annual review, with input from teachers, instructional coaches, and educational partners.		
4	CLOSING THE DIGITAL DIVIDE	City Language Immersion Charter (CLIC) will ensure that all students have access to the technology devices and connectivity necessary for accessing curricular and instructional materials during the school day and through extended learning programs. By providing equitable access to devices, software, and connectivity, CLIC aims to eliminate digital barriers to learning so that students can fully participate in instruction across the curriculum. Devices and Student Access CLIC will provide all students with access to technology devices that support core instruction, formative and benchmark assessment, intervention, and enrichment. Devices will be available for use during the regular school day, after-school tutoring, intersession programming, and ELOP summer programming, ensuring	\$77,944	N

Action #	Title	Description	Total Funds	Contributing
		that the technology investments described in this LCAP support student learning across all instructional settings. Infrastructure and Technical Support The Technology Manager will maintain adequate schoolwide bandwidth and provide ongoing technical support to ensure that devices function reliably during instructional time and extended learning programs. Devices will be inventoried, regularly updated, and maintained for optimal performance, and the Technology Manager will coordinate timely repair and replacement of devices to minimize disruption to instruction. Network reliability and device readiness are particularly important to administration of i-Ready diagnostics, the CAASPP and ELPAC state-mandated assessments, and the Interim Comprehensive Assessments and Interim Assessment Blocks referenced in CLIC's Assessment of Learning action. Digital Services and Subscriptions CLIC will maintain the digital subscriptions necessary to support remote learning capabilities, family communication, and instructional delivery. This includes subscriptions for virtual meetings and digital collaboration tools that support communication with families, professional learning, and continuity of instruction when in-person learning is disrupted.		

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.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

City Language Immersion Charter (CLIC) developed this goal in response to a clear set of needs and opportunities identified through analysis of California School Dashboard performance, internal attendance and engagement data, educational partner input, and CLIC's longstanding commitment to relationship-centered, participatory school culture.

Internal Data on Family Engagement and Student Attendance: CLIC's data show that family engagement is one of the most significant levers available to the school for sustaining and accelerating student outcomes. Internal attendance analysis has consistently shown that families who participate in school events (such as Cafecito, the Parent Advisory Committee, the English Learner Advisory Committee, Coffee with the Principal, and volunteer activities) have students with stronger attendance patterns. Conversely, the families whose children are most affected by chronic absenteeism are not the families who currently participate in existing engagement opportunities. This pattern, documented in CLIC's Chronic Absenteeism needs assessment, points to a clear need to broaden the school's engagement reach beyond the families who already participate consistently and to extend support to families whose students are most affected by absenteeism and academic challenges.

California School Dashboard Performance for Priority Focus Student Groups: The need for stronger and broader family engagement is reinforced by CLIC's California School Dashboard performance for priority focus student groups. On the 2024 California School Dashboard, the English Learner student group received Red performance levels on the English Learner Progress Indicator (ELPI), the English Language Arts Academic Indicator, and the Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the English Learner student group received a Red performance level on the Mathematics Academic Indicator and continued Red on the ELPI, marking three consecutive years of Red on the ELPI. On both the 2024 and 2025 California School Dashboards, the Students with Disabilities student group received Red performance levels on the Chronic Absenteeism Indicator, resulting in CLIC's identification for Targeted Support and Improvement (TSI) under the Every Student Succeeds Act. The African American student group moved from Orange on the 2024 Dashboard to Red on the 2025 Dashboard for Chronic Absenteeism. Each of these performance patterns has direct implications for family engagement, since strong home-school partnerships are central to supporting EL student progress toward English proficiency, sustaining consistent attendance, and accelerating academic growth for Students with Disabilities and other priority focus student groups.

Educational Partner Input and Family Voice: Educational partner input gathered through the English Learner Advisory Committee, the Parent Advisory Committee, Coffee with the Principal sessions, and family surveys has consistently emphasized the importance of two-way communication, accessible

bilingual engagement opportunities, and meaningful parent voice in school decision-making. Families have indicated that they want clear, consistent information about their child's progress, accessible opportunities to support learning at home, and structures through which their perspectives are heard and acted upon. CLIC's commitment to shared decision-making and participatory practices, reflected in the school's instructional philosophy and operating culture, is best sustained through deliberate investment in these structures and through dedicated staff capacity to support family engagement.

Alignment of the Goal with CLIC's Mission and Strategy: This goal was developed to organize CLIC's response to these needs into a coordinated set of strategies: parent and family education through targeted workshops, communication through schoolwide events and recurring direct-communication structures, collaboration through the school's educational partner committees, and dedicated support through the bilingual Family Engagement Manager. By framing family engagement as a goal in its own right, CLIC ensures that the home-school partnership is given the visibility, resources, and accountability necessary to support the student outcomes described elsewhere in this LCAP. The goal also reflects CLIC's core conviction that strong, nurturing relationships among students, families, staff, and community partners are the foundation of the school's whole-child instructional approach and of its dual immersion educational model, in which family language and cultural assets are central to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No Difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <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> 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. 4 10. 4 11. 4 12. 4	<u>2026-27:</u> 9. 4 10. 5 11. 5 12. 4	9. +1 10. +1 11. +1 12. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. 4 3. 4 4. 4	<u>2026-27:</u> 1. 4 2. 5 3. 4 4. 4	1. 0 2. 0 3. 0 4. 0
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<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> 57% Sense of Safety 45% School Connectedness	<u>2026-27:</u> 60% Sense of Safety 55% School Connectedness	-3% Sense of Safety -12% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 81% Sense of Safety 83% School connectedness	<u>2024-25:</u> 81% Sense of Safety 97% School Connectedness	<u>2025-26:</u> 85% Sense of Safety 87% School Connectedness	<u>2026-27:</u> 90% Sense of Safety 90% School Connectedness	+4% Sense of Safety +4% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 54% Sense of Safety 38% School connectedness	<u>2024-25:</u> 75% Sense of Safety 35% School Connectedness	<u>2025-26:</u> 55% Sense of Safety 75% School Connectedness	<u>2026-27:</u> 60% Sense of Safety 80% School Connectedness	+1% Sense of Safety +37% School Connectedness

Goal Analysis for 2025-26

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 during the school year with no substantive differences from the planned implementation. CLIC carried out planned student engagement and school climate supports by expanding access to learning experiences beyond the classroom, strengthening family connection to the school, and completing required school safety planning activities to promote a safe, welcoming environment. Implementation included providing transportation supports that increased student access to school and enrichment opportunities and conducting stakeholder outreach to inform updates to the School Safety Plan.

Challenges: CLIC continued to face challenges with chartering buses for field trips, as transportation costs increased and vendor availability remained a constraint. Another operational challenge was securing library cards for all students; while CLIC had the capacity to complete this process, the primary barrier was formatting student information to meet the library system’s specific submission requirements. In addition, obtaining meaningful parent input for the School Safety Plan required refinement of engagement strategies. Initial efforts were limited by the need to design a survey that was concise and accessible for families.

Successes: Teachers collaborated to apply for field trip grants to supplement the single field trip funded through the school budget. As a result, multiple grade levels participated in additional field trips when grant funding covered transportation costs. CLIC also successfully provided bus passes for every student, which supported access to school and reduced barriers for families relying on public transportation. Teachers leveraged these bus passes to expand learning opportunities by taking students on additional trips—particularly because the school’s central location provides easy access to museums and community resources via public transit. For the School Safety Plan, CLIC successfully surveyed stakeholders and used the feedback to revise the plan. The school increased family participation by shortening and improving the survey and by making devices available for survey completion during parent-teacher conferences.

Action 2: CLIC maintains several advisory committees to ensure parent input in school governance. 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). 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).

CLIC ensures that parents representing Unduplicated Pupils, including English Learners, low-income students, and foster youth, are actively represented on advisory committees. Parents of Students with Disabilities are also included to ensure diverse voices contribute to schoolwide decision-making processes.

Translation of materials and interpreter services are provided by bilingual administrators for all committee meetings and when requested by families, ensuring that language barriers do not prevent meaningful participation in school governance and decision-making.

Successes: Finding parents to serve on PAC and ELAC was not a challenge this year as it had been in previous years. CLIC has a strong group of parents as ELAC members who actively participate in all meetings and regularly attend Coffee with the Principal sessions.

The work of building trust through community events and outreach has created a strong sense of community among families. Part of building this trust has been through active listening and taking immediate action on parent concerns, such as crosswalk supervision and bullying. Parent participation has increased this year compared to previous years, and the school continues to find ways to provide parents with opportunities to share input and engage in the work of the school.

Challenges: Scheduling meetings to provide parents with flexibility in attendance has been a challenge. The school continues to explore options to accommodate varying family schedules and maximize participation opportunities.

Action 3: CLIC hosts various events throughout the school year to build community and showcase student learning, including 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.

Coffee with the Principal sessions 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.

Parent workshops focus on critical areas of identified need to support families in helping their children succeed academically and socially. Workshop topics 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 and Justice (DEIJ) and restorative practices.

The bilingual Family Engagement Manager establishes community partnerships with organizations that support family needs and collaborates individually with identified families to connect them to community resources. This position also works with leadership to increase family participation in school functions and enhance representation and voice in school committees and decision-making bodies.

Successes: The Family Engagement Manager, working in collaboration with the Principal, has successfully built-up family engagement and involvement in the school. All events are well attended, from Back to School Night to Learning Nights to performances. There has been increased participation from Spanish-speaking families at Coffee with the Principal sessions, and parent workshops have also been well attended.

Challenges: The biggest challenge has been space. Community events draw significant parent participation, and the campus feels small to accommodate the large number of attendees. All school events are increasingly well attended, requiring staggered schedules and other creative solutions to ensure everyone fits comfortably.

Action 4: CLIC fully implemented this action by maintaining a safe, clean, and well-managed campus that supports effective teaching and learning. Comprehensive janitorial services and day-to-day operational procedures were implemented throughout the year to safeguard the health and safety of students, staff, and visitors across all areas of the school.

Facility Improvements and Maintenance: CLIC maintains regular facility upkeep and addressed maintenance needs as they arose to preserve safe and functional learning environments. The school also advanced planning and implementation steps toward major playground improvements, including replacement of the deteriorating playground surface and the broken play structure. While the full replacement process is multi-step and requires a longer timeline, the work has been actively managed and is positioned to move forward, with interim measures in place to maintain student safety.

Annual Facility Assessment and Reporting: CLIC completed the annual Facility Inspection Tool (FIT) assessment as required. FIT results are reported through the School Accountability Report Card (SARC), Local Indicators Report, and the Local Control and Accountability Plan (LCAP) to ensure transparency and accountability. Identified facility needs were documented and addressed through appropriate maintenance and remediation processes.

Challenges: Staffing changes created operational pressure mid-year when the school lost a long-standing custodian in November; the position was filled, but inconsistent attendance from the night custodian increased workload demands for the day custodian. Facility challenges also included a deteriorating playground surface and a play structure failure in November. Because the original installer is no longer in business, repairs were not feasible, requiring replacement planning and creating temporary limitations on student play options. In addition, limited storage space constrained the school's ability to protect materials, and rain damage to play equipment reinforced the need for additional storage. CLIC is in the process of purchasing an additional storage shed to improve organization and protect campus materials during breaks and inclement weather.

Successes: CLIC’s facilities remain well cared for and are a positive feature of the school environment. The operations team has worked collaboratively and responsively to resolve facility issues and maintain a clean, orderly, and welcoming campus. Although the playground replacement process is lengthy, CLIC has advanced the work and is positioned to complete the resurfacing and play structure replacement, supporting a safer and more engaging outdoor space.

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.

Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures: Of the four actions implemented under Goal 3 during the 2025-26 school year, no actions resulted in material differences between budgeted expenditures and estimated actual expenditures. All four actions were implemented within the budgeted amounts.

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

Action 1: Effectiveness: This action has been effective in strengthening belonging, connectedness, and engagement by reducing logistical barriers to participation, expanding real-world learning experiences, and improving systems for family voice and safety planning. By supporting student access to enrichment opportunities and maintaining a responsive approach to school safety, CLIC advanced its goal of educating the whole child and reinforcing a school community where students and families feel welcomed, supported, and connected.

Action 2: Parents are important educational partners and involving them in decision-making creates a sense of connectedness and increases family engagement in the school. By involving parents in decision-making, CLIC makes effective progress toward the goal of engaging families and providing them with the support they need to address barriers to learning.

Action 3: Providing a variety of opportunities for families to engage with the school fosters a deeper sense of connection and community. Events such as Learning Nights and parent workshops also allow the school to address barriers to student learning. Parents have been engaging in their students' learning more this year than in the past by reinforcing reading expectations at home and participating in more schoolwide activities. This comprehensive approach to family engagement strengthens parent participation in their children's education, increases representation of diverse families in school governance, and builds stronger connections between home, school, and community to support student success.

Action 4: This action has been effective because a clean, safe, and welcoming facility directly supports student engagement, staff effectiveness, and schoolwide well-being. Maintaining strong facility conditions contributes to a positive learning environment and supports CLIC’s commitment to educating the whole child.

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.

City Language Immersion Charter (CLIC) develops a one-year LCAP annually based on an analysis of multiple types of data, including local internal data, state data, the California School Dashboard, schoolwide surveys, and feedback from CLIC's educational partners. The 2026-27 LCAP for Goal 3 reflects the results of this annual review.

No Changes to the Goal, Metrics, Target Outcomes, or Actions: There are no changes to Goal 3, to the metrics under Goal 3, to the target outcomes under Goal 3, or to the actions under Goal 3 for 2026-27. CLIC's reflection on prior practice confirmed that the goal, metrics, target outcomes, and actions continue to express the school's family and community engagement priorities and remain effective in guiding the school's improvement work.

Single Adjustment Within an Existing Action: The only adjustment within an existing action is a facility-related replacement: the playhouse structure on the school playground that is malfunctioning will be replaced with a new playhouse structure. This adjustment is reflected in the Maintaining a Safe and Clean School Facility action, alongside the planned playground resurfacing and the previously planned soft rubber play structure surface repair. The replacement is a routine facility maintenance step that supports student safety during recess, physical education, and outdoor learning, and it does not change the goal, metrics, target outcomes, or any other element of the actions under Goal 3.

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	City Language Immersion Charter (CLIC) will sustain a coordinated set of programs and supports that promote student engagement, build school spirit, eliminate barriers to participation, and ensure a safe learning environment for all students. The action described below organizes CLIC's investments into six interconnected areas: real-world learning experiences and field trips, outdoor education, student engagement and school culture, student support services, school climate assessment, and safety and health services. Field Trips and Real-World Learning Field trips will continue to provide students with real-world learning experiences that connect academic standards to practical applications across content areas. Teaching assistants will provide supervision during these activities to ensure safe learning environments while implementing CLIC's schoolwide restorative practices to support positive student behavior and conflict resolution. Outdoor Education CLIC's 5th grade students will participate in an overnight outdoor education trip during the 2026-27 school year. The outdoor education experience supports both	\$58,577	N

Action #	Title	Description	Total Funds	Contributing
		science education, building on the standards-based science instruction students have received throughout the elementary grades, and social-emotional learning, providing structured opportunities for collaboration, problem solving, independence, and community building outside the classroom setting. The trip serves as a culminating elementary experience and helps prepare 5th grade students for the transition to middle school. Student Engagement and School Culture To support student engagement and school spirit, CLIC will host schoolwide events and Spirit Weeks that build community and celebrate student achievements. The school will continue to 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 designed to motivate consistent school participation. These recognition systems are coordinated with the broader attendance support system described in the Addressing SEL, Behavioral, and Mental Health Needs action. Student Support Services CLIC will provide essential support services to ensure that all students can fully participate in the educational program. This includes providing uniforms as needed and bus passes for Homeless Youth to eliminate practical barriers to school attendance. Students will also receive LA Public Library Student Success Cards to expand access to educational resources and to support at-home reading and literacy development beyond the school day. School Climate Assessment CLIC will continue to administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Survey results will be reported in the school's LCAP and Local Indicators report and will be used to inform continuous improvement efforts and to ensure that programming remains responsive to student, staff, and family voice. 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. Health screenings, including vision testing, will be conducted to support student wellness and to identify health-related barriers to learning. For 2026-27, in		

Action #	Title	Description	Total Funds	Contributing
		accordance with CLIC's biennial training schedule, all CLIC staff will participate in CPR training to ensure that staff across the school are prepared to respond to medical emergencies during the school day, on field trips, and during the 5th grade overnight outdoor education trip. Expected Outcomes This comprehensive approach to student engagement and safety is designed to create a positive school climate in which all students feel connected, supported, and safe while participating in meaningful learning experiences both inside and outside the classroom. CLIC anticipates that the combination of real-world field trips, the 5th grade outdoor education experience, schoolwide recognition systems, targeted support services for Homeless Youth and students in need, ongoing school climate measurement through Panorama, annual School Safety Plan review, and biennial CPR training for all staff will sustain CLIC's positive school climate, support student attendance and engagement, and continue to support the Blue performance level on the Suspension Rate Indicator achieved on the 2025 California School Dashboard.		
2	PARENT INPUT IN DECISION-MAKING	At CLIC, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). These structures will continue to ensure meaningful family engagement: • English Learner Advisory Committee (ELAC)/DELAC: Advises on programs and services for English Learners at the site level. • EL-PAC: Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • Parent Advisory Committee (PAC): Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). Language Accessibility 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.	\$0	N

Action #	Title	Description	Total Funds	Contributing
		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.		
3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	City Language Immersion Charter (CLIC) will provide parents and families, including those of unduplicated pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and families of Students with Disabilities (SWD), with multiple opportunities to engage meaningfully in their child's education. The action described below organizes CLIC's family engagement work into four interconnected areas: schoolwide events and celebrations, direct communication and feedback structures, targeted parent education, and dedicated Family Engagement Manager support. Together, these strategies are designed to strengthen the home-school partnership and to extend the school's reach to families who do not currently participate in existing events, addressing a need explicitly identified in CLIC's Chronic Absenteeism needs assessment. Schoolwide Events and Celebrations CLIC will host a range of events to build community and showcase student learning. These include Back to School events, Open House, two Family Learning Nights, two Celebration of Learning Days highlighting student projects and academic achievements, the Winter Celebration, fall and spring Music Class Performances, and Festival de las Américas, which celebrates the diverse cultures represented within CLIC's dual immersion community. These events are scheduled across the year to provide multiple, varied opportunities for families to engage with the school and to see student learning in action. Direct Communication and Feedback Structures Coffee with the Principal sessions will provide informal opportunities for families to connect with school leadership, ask questions, and offer feedback on school programs and policies. These regular sessions ensure ongoing two-way communication between families and the school administration and provide a recurring forum for surfacing family perspectives that inform school decision-making. The school will continue to coordinate Coffee with the Principal sessions with the meeting cadences of the English Learner Advisory Committee, the Parent Advisory Committee, and the school's other educational partner committees. Targeted Parent Education	\$165,649	N

Action #	Title	Description	Total Funds	Contributing
		CLIC will offer parent workshops focused on areas of identified need, equipping families to support their child's academic and social-emotional development. Workshop topics will include the importance of attendance and strategies for sustaining consistent attendance, literacy support at home, mathematics support at home, social-emotional learning, understanding and supporting CLIC's 90/10 dual immersion program, and Diversity, Equity, Inclusion, and Justice (DEIJ) and restorative practices. The attendance workshop offered at new family orientation, described in CLIC's Addressing SEL, Behavioral, and Mental Health Needs action, is coordinated with this parent education series, and the literacy workshops reinforce the at-home reading and Spanish-language book access strategies described in CLIC's ELA needs assessment. Family Engagement Manager Support The bilingual Family Engagement Manager will establish and maintain community partnerships with organizations that support family needs and will collaborate individually with identified families to connect them with community resources. The Family Engagement Manager will also work with school leadership to increase family participation in school functions and to enhance the representation and voice of diverse families in school committees and decision-making bodies, with a particular focus on reaching families whose students have been most affected by chronic absenteeism and on supporting families of students from priority focus student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Expected Outcomes This comprehensive approach to family engagement is designed to strengthen parent participation in their children's education, increase representation of diverse families in school governance, and build stronger connections between home, school, and community in support of student success. CLIC anticipates that the combination of schoolwide events, regular Coffee with the Principal sessions, targeted parent workshops, and dedicated Family Engagement Manager support will broaden the school's engagement reach beyond the families who already participate consistently, extend support to families of students from priority focus student groups, and contribute to measurable progress on attendance, academic achievement, and school climate outcomes across the school.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	City Language Immersion Charter (CLIC) is committed to providing all students and staff with a safe and clean school facility that supports effective teaching and	\$903,627	N

Action #	Title	Description	Total Funds	Contributing
		learning. The school will maintain comprehensive janitorial services and will implement systematic procedures to safeguard the health and safety of students, teachers, and staff across all areas of the campus. Janitorial Services and Daily Maintenance CLIC will provide consistent janitorial services across all classrooms, common areas, restrooms, and outdoor spaces, supporting daily cleanliness, hygiene, and sanitation. Daily maintenance routines are designed to support student wellness, reduce the spread of illness in the lower grades that drive a significant share of the school's chronic absenteeism, and provide a school environment that supports student engagement and learning. Facility Improvements and Maintenance CLIC will undertake necessary facility improvements during 2026-27 to ensure optimal learning conditions. These improvements include resurfacing the playground area to provide a safe outdoor environment for student recreation, physical education, and unstructured play, as well as targeted repairs to the soft rubber surface area in the play structure. The play structure surfacing repair will restore safe fall protection for students using the structure during recess and other outdoor activity. Regular maintenance and upgrades will continue throughout the year to maintain facility standards and address safety concerns as they arise. Annual Facility Assessment and Reporting On an annual basis, CLIC will complete the Facility Inspection Tool (FIT) report to assess the condition of school facilities and identify any areas requiring attention. Results will be reported in the School Accountability Report Card (SARC), the Local Indicators report, and this Local Control and Accountability Plan (LCAP) to ensure transparency and accountability to families, staff, and the broader CLIC community. Any findings or deficiencies identified through the FIT process will be promptly addressed through appropriate remediation measures. Expected Outcomes This comprehensive approach to facility maintenance is designed to ensure that all CLIC students and staff have access to a safe, clean, and well-maintained learning environment that supports academic achievement and promotes the health and safety of the entire school community. CLIC anticipates that consistent janitorial services, the planned playground resurfacing, the soft rubber play structure repair, and the annual FIT review and remediation cycle will sustain CLIC's facility in good repair throughout the 2026-27 school year and will		

Action #	Title	Description	Total Funds	Contributing
		support the school climate and student engagement outcomes described in CLIC's broader LCAP.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,112,416	\$121,833

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
27.51%	0%	\$0	27.51%

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	City Language Immersion Charter (CLIC) serves an unduplicated student population that includes 34% English Learners, 75% Socioeconomically Disadvantaged students, and 0.6% Foster Youth. The 2025 California School Dashboard and CLIC's internal academic data identify substantial, persistent academic needs for these unduplicated student groups that are more significant than the needs identified for students who are not designated as English Learners, Socioeconomically Disadvantaged, or Foster Youth. The English Learner student group received a Red performance level on the English Learner Progress Indicator (ELPI) on the 2023, 2024, and 2025 California School Dashboards, with 27.6% of EL	This action increases academic support for unduplicated students through Teacher Assistants who deliver push-in support during core ELA, SLA, and mathematics blocks; after-school tutoring delivered in 12-week cycles (12 hours per trimester in ELA and 12 hours per trimester in mathematics); intersession and summer programming delivered through the Expanded Learning Opportunities Program (ELOP); and universal screening (i-Ready, IRLA, ENIL) that targets intervention to the specific skills each student needs to develop. English Learners and other unduplicated students receive priority placement in tutoring and TA push-in support. These services increase the quantity of instructional time (push-in support, after-school tutoring, ELOP) and improve the quality of services	The metrics that will be used to monitor effectiveness: #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	students making progress toward English language proficiency on the 2025 Dashboard. The English Learner student group also received a Red performance level on the Mathematics Academic Indicator on the 2025 California School Dashboard, with a Distance from Standard of -103.1 DFS, a decline of 31 points from the 2024 Dashboard. The Socioeconomically Disadvantaged student group received an Orange performance level on the ELA Academic Indicator on the 2025 Dashboard, with a Distance from Standard of -52.1 DFS, and an Orange performance level on the Mathematics Academic Indicator with a Distance from Standard of -88.4 DFS, a decline of 25.7 points from the 2024 Dashboard. The English Learner and Socioeconomically Disadvantaged student groups also showed declines in i-Ready typical-growth achievement between the prior year and the 2025-26 spring administration. These data points identify the need to provide unduplicated students with sustained, intensive, in-class and extended-day academic support that is more concentrated than the support generally provided to all students.	(curriculum-aligned tutoring, ENIL/IRLA-informed reading support). Justification for Providing This Action on a Schoolwide Basis CLIC is providing this action schoolwide for four substantive reasons. First, unduplicated students are distributed across every classroom from TK through 5th grade, not concentrated in particular classrooms or grade levels; limiting the action to certain rosters would leave unduplicated students elsewhere without the support they need. Second, CLIC's 90/10 dual immersion model requires push-in rather than pull-out support, because pulling EL students out of grade-level instruction would interrupt the continuous academic Spanish and English exposure that the dual immersion model requires. Third, the after-school tutoring, intersession, and ELOP programs cannot be operationally separated by student group (transportation, supervision, scheduling, staffing, and curriculum operate at the schoolwide level); the schoolwide design delivers these programs with the scale and consistency unduplicated families depend on while preserving priority placement. Fourth, universal screening (i-Ready, IRLA, ENIL) must be schoolwide so that unduplicated students who need intervention are identified consistently and equitably regardless of classroom assignment. How the Action Is Principally Directed Toward Unduplicated Student Groups Although delivered schoolwide, the action is principally directed toward unduplicated student groups. Teacher Assistant push-in placement prioritizes English Learners, Socioeconomically Disadvantaged students, and Foster Youth based on disaggregated data review. After-school tutoring gives priority to unduplicated students, particularly English Learners below grade level. ELOP summer	

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
		programming prioritizes Foster Youth and Socioeconomically Disadvantaged students. Intervention curricula (ARC Foundational Toolkits, BrainPOP EL) are selected with attention to the needs of English Learners and Spanish-dominant students. Concentration grant funding is used to fund additional Teacher Assistants beyond LCFF Base levels, directly increasing in-class support for unduplicated student groups.	
Goal 1, Action 3	CLIC's unduplicated student population (34% English Learners, 75% Socioeconomically Disadvantaged students, 0.6% Foster Youth) demonstrates social-emotional, behavioral, mental health, and attendance needs that exceed those of students who are not part of these student groups. On the 2024 California School Dashboard, CLIC received Red performance levels on the Chronic Absenteeism Indicator for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. On the 2025 Dashboard, these student groups improved but remain elevated: English Learners at 30% (Orange), Socioeconomically Disadvantaged students at 30.6% (Yellow), and Hispanic students at 30% (Yellow). Current 2025-26 data through April shows Socioeconomically Disadvantaged students at 37.36% and Hispanic students at 35.29%, with the combined TK through 1st grade rate at 39.77%. CLIC's needs assessment identified that the families most affected by chronic absenteeism are not the families currently participating in school events, and identified attendance barriers that disproportionately affect unduplicated students, including transportation challenges, housing stability, federal immigration enforcement actions, family caregiving responsibilities, and chronic health conditions. These data identify the need for sustained, intensive social-emotional, behavioral, mental health, and attendance supports that are more concentrated than the support provided to all students.	This action increases services for unduplicated students through HER Healing counseling (one-on-one, small group, classroom, family workshops, crisis support); Behavioral Intervention Implementers delivering Tier 2 and Tier 3 behavior support; schoolwide PBIS with LACOE coaching, restorative practices, and the DEIJ curriculum led by the Director of DEIJ; the new SchoolBeat and Little Justice Leaders curricula and Kagan cooperative learning structures training for 2026-27 (replacing Classroom Champions); the Panorama SEL Universal Screener for students, staff, and parents; the SART process; family workshops on attendance expectations and on when a student is too sick to attend (delivered at new family orientation and throughout the year); home visits for families of students with emerging attendance concerns; and monthly attendance recovery opportunities for families that are new for 2026-27. These services increase the quantity of supports available to unduplicated students and improve the quality through curriculum-aligned SEL and DEIJ instruction, evidence-based PBIS, and culturally responsive bilingual family engagement. Justification for Providing This Action on a Schoolwide Basis CLIC is providing this action schoolwide for five substantive reasons. First, unduplicated students are distributed across every classroom and grade level;	The metric that will be used to monitor effectiveness: • #7: Attendance Rates • #8: Chronic Absenteeism Rates

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
		with 75% Socioeconomically Disadvantaged and 34% English Learners, every classroom includes substantial numbers of unduplicated students whose attendance and SEL outcomes depend on the supports in this action. Second, PBIS, restorative practices, DEI, SchoolBeat, Little Justice Leaders, and Kagan structures must be implemented consistently across the entire school to produce the schoolwide culture and climate effects the research supports, with inconsistent implementation particularly disadvantaging unduplicated students who depend on predictable environments. Third, universal SEL screening through Panorama must be schoolwide to identify unduplicated students who need Tier 2 and Tier 3 supports consistently and equitably regardless of classroom assignment. Fourth, the family engagement components (orientation workshop, monthly attendance recovery, home visits, Family Engagement Manager outreach) are designed to reach families of unduplicated students who are not yet engaged with the school's existing structures and limiting them by classroom or roster would defeat their purpose. Fifth, the schoolwide chronic absenteeism response in this action is integrated with the TSI plan embedded in Goal 1, Action 6 for the Students with Disabilities student group, and the schoolwide design ensures that the interventions addressing SWD chronic absenteeism also address chronic absenteeism for unduplicated student groups. How the Action Is Principally Directed Toward Unduplicated Student Groups Although delivered schoolwide, the action is principally directed toward unduplicated student groups. HER Healing counseling is prioritized for English Learners, Socioeconomically Disadvantaged students, and Foster Youth based on referrals, screening data, and disaggregated need review. Behavioral Intervention Implementers serve students	

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
		requiring Tier 2 and Tier 3 behavior support, the majority of whom are dual-identified as English Learners or Socioeconomically Disadvantaged. SART and the new monthly attendance recovery opportunities reach families of students with the highest chronic absenteeism rates, which the Dashboard and current-year data identify as disproportionately families of Socioeconomically Disadvantaged students, English Learners, and Hispanic students. Home visits and Family Engagement Manager outreach are explicitly directed to families of unduplicated students not currently engaged. Family workshops are delivered bilingually to ensure access for Spanish-dominant families, the majority of whom are part of the unduplicated population. The DEIJ and Little Justice Leaders curricula are culturally responsive to CLIC's predominantly Hispanic and Socioeconomically Disadvantaged community. LREBG funds partially fund HER Healing (\$75,294) and BII (\$48,766.01), increasing the quantity of these supports beyond what LCFF Base alone would provide, with the additional capacity directed primarily to unduplicated students.	
Goal 2, Action 1	CLIC's unduplicated student population (34% English Learners, 75% Socioeconomically Disadvantaged students, 0.6% Foster Youth) demonstrates instructional and continuity-of-learning needs that exceed those of students who are not part of these student groups. On the 2025 California School Dashboard, the English Learner student group received a Red performance level on the English Learner Progress Indicator for the third consecutive Dashboard year and a Red performance level on the Mathematics Academic Indicator at -103.1 DFS. The Socioeconomically Disadvantaged student group received Orange performance levels on both the ELA Academic Indicator (-52.1 DFS) and the Mathematics Academic Indicator (-88.4 DFS). CLIC's needs	Goal 2, Action 1 increases and improves services for unduplicated students through three interconnected components. First, CLIC will employ substitute teachers to ensure that a credentialed teacher is present in every classroom, maintaining continuity of instruction and supporting student learning when regular teachers are absent. Reliable substitute coverage protects instructional time, sustains classroom routines, and helps stabilize attendance and engagement, particularly in the lower grades that drive a significant share of the school's chronic absenteeism rate. Second, all teachers will participate in ten days of comprehensive professional learning during Summer 2026, providing intensive training and preparation for the 2026-27 academic year, with a focus on the	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	assessments identified the absence of a consistent core curriculum, the burden of teacher-developed lessons, the absence of formal professional development on Open Up Resources, inconsistent implementation of ENIL and IRLA, and instructional capacity as primary root causes of these performance patterns. Current 2025-26 attendance data through April also shows that the lower grades (TK through 1st grade) drive a significant share of the school's chronic absenteeism, with a combined rate of 39.77%, making consistent classroom staffing particularly critical for the youngest unduplicated students. These data identify the need to provide unduplicated students with consistent, credentialed instructional coverage and with teachers whose capacity to deliver language-focused, data-informed, dual immersion instruction is continuously strengthened.	implementation of newly adopted curriculum (including ARC Core and the Language Study program for 3rd grade teachers), dual immersion instructional practices, designated and integrated ELD, social-emotional learning, and the use of data to inform instruction. Third, teachers will engage in ongoing professional development throughout the academic year, including three non-instructional pupil-free days dedicated to data analysis and instructional decision-making (allowing teachers to examine student performance data across student groups and adjust instruction accordingly), and weekly professional learning sessions focused on continuous improvement in dual immersion instruction, language acquisition, content area pedagogy, and the use of formative and benchmark data. These services increase the quantity of instructional capacity available to unduplicated students (through reliable substitute coverage, expanded summer PD, and weekly academic-year PD) and improve the quality of that capacity (through curriculum-aligned training, dual immersion and ELD focus, and disaggregated data review). Justification for Providing This Action on a Schoolwide Basis CLIC is providing this action schoolwide for four substantive reasons. First, unduplicated students are distributed across every classroom from TK through 5th grade; teacher absences occur across all classrooms and all grade levels, and substitute coverage must therefore be schoolwide so that unduplicated students never experience instructional disruption due to staffing gaps regardless of their classroom assignment. Second, CLIC's 90/10 dual immersion model requires consistent instructional practice across all classrooms and across both languages, and limiting professional development to certain classrooms or grade levels would produce instructional inconsistency that would particularly	

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
		disadvantage English Learners and Spanish-dominant students whose continuous exposure to high-quality bilingual instruction depends on schoolwide consistency. Third, the new core curriculum adoptions (ARC Core, Language Study, Open Up Resources, full Estrellita and Lunita kits) must be implemented consistently across grade levels and across teachers in order to produce the cumulative literacy, mathematics, and biliteracy outcomes the adoptions are designed to deliver; partial PD coverage would undermine the multi-year curriculum implementation that addresses the needs of unduplicated students. Fourth, data analysis and instructional decision-making during the three pupil-free days and weekly PD must be schoolwide so that disaggregated student group data (English Learner, Socioeconomically Disadvantaged, Foster Youth, and Hispanic student groups) is reviewed consistently and so that intervention assignments and instructional adjustments for unduplicated students are made equitably across classrooms. How the Action Is Principally Directed Toward Unduplicated Student Groups Although delivered schoolwide, the action is principally directed toward unduplicated student groups. The summer and academic-year PD topics are selected specifically to address the outcome data for unduplicated students: ARC Core and Language Study respond to the English Learner ELPI three-year Red pattern and to the Socioeconomically Disadvantaged ELA Orange performance level; dual immersion and designated and integrated ELD professional development is targeted directly to the instructional needs of English Learners; SEL professional development supports the chronic absenteeism response for unduplicated students described in Goal 1, Action 3; and data analysis professional development focuses on disaggregated student group	

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
		data so that teachers can identify and respond to the needs of English Learner, Socioeconomically Disadvantaged, and Foster Youth students specifically. Reliable substitute coverage is particularly important for the lower grades where the chronic absenteeism rate for unduplicated students is highest (TK through 1st grade combined rate of 39.77%), and where instructional disruption from substitute gaps has the most significant cumulative impact on unduplicated student learning trajectories. Teacher capacity-building in dual immersion instruction, ELD, biliteracy assessment (IRLA and ENIL), and language-rich mathematics instruction directly increases the quality of instruction delivered to the unduplicated student groups whose academic outcomes the LCAP is most focused on improving.	

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
N/A	Not applicable	Not applicable	Not applicable

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 Teacher Assistants to provide direct services to students. (Goal 1, Action 2)

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,003,611.00	\$ 5,208,364.89

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	\$ 29,584	\$ 30,208
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 287,070	\$ 330,131
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 369,829	\$ 307,062
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 165,822	\$ 165,822
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	\$ 82,018	\$ 72,104
1	4	BROAD COURSE OF STUDY	No	\$ 89,131	\$ 87,348
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	\$ 22,125	\$ 22,125
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ 265,995	\$ 278,055
1	6	COMPREHENSIVE SPED PROGRAM	No	\$ 549,939	\$ 857,674
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	\$ 118,072	\$ 118,072
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	No	\$ 1,660,808	\$ 1,625,230
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	\$ 86,172	\$ 86,172
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	No	\$ 88,679	\$ 83,084
2	3	CORE CURRICULAR NEEDS	No	\$ 15,667	\$ 15,667
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 59,885	\$ 56,891
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	No	\$ 39,729	\$ 39,729
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	No	\$ 130,142	\$ 124,936
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 942,944	\$ 908,055

2025-26 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)
\$ 1,000,376	\$ 945,256	\$ 1,000,376	\$ (55,120)	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	\$ 287,070	\$ 330,130.50	0.000%	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 165,822	\$ 165,822.00	0.000%	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	Yes	\$ 22,125	\$ 22,125.00	0.000%	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	Yes	\$ 265,995	\$ 278,054.56	0.000%	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	\$ 118,072	\$ 118,072.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	\$ 86,172	\$ 86,172.00	0.000%	0.000%

2025-26 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)
\$ 3,774,581	\$ 1,000,376	0.000%	26.503%	\$ 1,000,376	0.000%	26.503%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	\$ 4,044,270	\$ 1,112,416	27.506%	0.000%	27.506%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,703,983	\$ 1,762,707	\$ -	\$ 213,932	\$ 5,680,622.04	\$ 3,612,248	\$ 2,068,374

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				2026-27	\$ -	\$ 30,995	\$ 1,335	\$ 29,660	\$ -	\$ -	\$ 30,995	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	NLA-CLIC	2026-27	\$ 330,501	\$ -	\$ 330,501	\$ -	\$ -	\$ -	\$ 330,501	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2026-27	\$ 49,555	\$ 149,882	\$ -	\$ 199,437	\$ -	\$ -	\$ 199,437	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	NLA-CLIC	2026-27	\$ 199,415	\$ 57,169	\$ 256,584	\$ -	\$ -	\$ -	\$ 256,584	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No				2026-27	\$ 175,652	\$ 75,294	\$ -	\$ 124,060	\$ -	\$ 126,886	\$ 250,946	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2026-27	\$ 45,479	\$ 85,375	\$ 86,495	\$ 44,359	\$ -	\$ -	\$ 130,854	0.000%
1	5	SUPPORTING EL – LANGUAGE ACQUISITION	All	No				2026-27	\$ -	\$ 21,998	\$ -	\$ 21,998	\$ -	\$ -	\$ 21,998	0.000%
1	6	COMPREHENSIVE SPED PROGRAM	All	No				2026-27	\$ 372,412	\$ 592,241	\$ 396,598	\$ 481,009	\$ -	\$ 87,046	\$ 964,653	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	Yes	Schoolwide	All	NLA-CLIC	2026-27	\$ 205,388	\$ 70,700	\$ 276,088	\$ -	\$ -	\$ -	\$ 276,088	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	All	No				2026-27	\$ 1,755,181	\$ -	\$ 1,664,676	\$ 90,505	\$ -	\$ -	\$ 1,755,181	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	Yes	Schoolwide	All	NLA-CLIC	2026-27	\$ 183,533	\$ 20,471	\$ 204,004	\$ -	\$ -	\$ -	\$ 204,004	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	All	No				2026-27	\$ 12,000	\$ 17,654	\$ -	\$ 29,654	\$ -	\$ -	\$ 29,654	0.000%
2	3	CORE CURRICULAR NEEDS	All	No				2026-27	\$ -	\$ 23,930	\$ 14,935	\$ 8,995	\$ -	\$ -	\$ 23,930	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2026-27	\$ 29,072	\$ 48,871	\$ 29,720	\$ 48,223	\$ -	\$ -	\$ 77,944	0.000%
3	1	PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT	All	No				2026-27	\$ -	\$ 58,577	\$ 37,577	\$ 21,000	\$ -	\$ -	\$ 58,577	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2026-27	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	Yes	Schoolwide	All	NLA-CLIC	2026-27	\$ 55,239	\$ -	\$ 55,239	\$ -	\$ -	\$ -	\$ 55,239	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	All	No				2026-27	\$ 106,020	\$ 4,390	\$ 110,410	\$ -	\$ -	\$ -	\$ 110,410	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No				2026-27	\$ 92,801	\$ 810,826	\$ 239,821	\$ 663,806	\$ -	\$ -	\$ 903,627	0.000%

2026-27 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
\$ 4,044,270	\$ 1,112,416	27.506%	0.000%	27.506%	\$ 1,122,416	0.000%	27.753%	Total:	\$ 1,122,416
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,122,416

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	NLA-CLIC	\$ 330,501	0.000%
1	3	ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	Schoolwide	All	NLA-CLIC	\$ 256,584	0.000%
2	1	EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM	Yes	Schoolwide	All	NLA-CLIC	\$ 276,088	0.000%
2	2	PROFESSIONAL LEARNING OPPORTUNITIES	Yes	Schoolwide	All	NLA-CLIC	\$ 204,004	0.000%
3	3	PROMOTING PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	NLA-CLIC	\$ 55,239	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 #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - 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

- 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).