



Board of Education Report

File #: Rep-126-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Approval of the Renewal Petition for City Language Immersion Charter [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for City Language Immersion Charter) Recommends approval of the renewal petition for City Language Immersion Charter, a Start-Up Independent charter school with benchmarks, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 432 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for City Language Immersion Charter (“Charter School”), a Start-Up Independent charter school with benchmarks in the areas of academics, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 432 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

City Language Immersion Charter is a TK-5 school currently serving 358 students on a private facility at 4001 Venice Blvd., Los Angeles, CA, 90019 in Board District 1 and Region West. City Language Immersion Charter was originally approved by the LAUSD Board of Education on January 15, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 432 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for City Language Immersion Charter expires June 30, 2026.

On August 21, 2025, City Language Immersion Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:

Current City Language Immersion Charter governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school’s performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - “high,” “middle,” or “low.” The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School’s petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 126-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

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

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

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

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A - Staff Assessment and Recommendation Report
Attachment B - City Language Immersion Charter Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

https://drive.google.com/drive/folders/1wxM_-jbHTq1RkzE--4_R2V5CcMTRnAmF?usp=sharing

Submitted:

10/23/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 126-25/26
 November 17, 2025

School Name:	City Language Immersion Charter			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	New Los Angeles Charter School			
Location Code:	2271			
Type of Site(s):	Private			
Site Address(es):	4001 Venice Blvd., Los Angeles, CA 90019			
Board District(s):	1	Region(s):	West	
Grade Levels Served:	TK-5	Current Enrollment:	358	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	432	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2026-2031)			
PROPOSED BENCHMARKS:	<p>The following benchmarks are proposed for City Language Immersion Charter for the 2026-2031 charter term:</p> <ol style="list-style-type: none"> 1. In each year of the charter term, Charter School shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, Charter School shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. <p>As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the charter school's progress upon submission of a renewal petition at the end of the term of the charter.</p>			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for City Language Immersion Charter (“CLIC” or “Charter School”), with benchmarks in the area of academics, located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 432 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	City Language Immersion Charter
Initial Authorization:	On January 15, 2013, City Language Immersion Charter (formerly named City Charter Elementary School) was authorized by the LAUSD Board of Education to serve 408 students in grades K-5.
Most Recent Renewal	<p>The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 432 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for City Language Immersion Charter expires June 30, 2026.</p>
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on March 27, 2023, to transfer governance and operations to New Los Angeles Charter School and revise CLIC’s governance structure and related charter elements.
Board Benchmarks in Current Charter Term:	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic and operational benchmarks to CLIC:</p> <ol style="list-style-type: none"> 1. Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying. 2. Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes. 3. Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS. 4. Charter School must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. <p>Please see the “Additional Information” section below.</p>

	City Language Immersion Charter
Submission of Renewal Petition Application:	CLIC submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	CLIC implements the District’s Master Plan for English Learners and Standard English Learners.
Special Education SELPA	CLIC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

City Language Immersion Charter is operated by New Los Angeles Charter School, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

CLIC has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was higher than the state in Math, but lower in ELA and English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating one year’s progress for All Students and a majority of student groups in ELA, in two of the three years.

Please see the City Language Immersion Charter data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years’ data are provided.

City Language Immersion Charter Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Medium	Medium	High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Orange	Red	Not Applicable	Orange	Not Applicable	Blue
2023-2024	Orange	Orange	Red	Not Applicable	Red	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was higher than the state for All Students and for all four numerically significant student groups. In 2023 in ELA, the charter school’s DFS was higher than the state for All Students, and lower than the state for two of three numerically significant student groups. In 2024 in ELA, the charter school’s DFS was lower than the state for All Students and for all three numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to increase student outcomes in this area, charter school leaders report providing regular six to eight week assessment cycles with structured data analysis, and ongoing training on balanced literacy in dual immersion contexts. Additionally, the charter school provides parent workshops and language development resources for parents.

City Language Immersion Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	6.0	Low	-12.2	Higher
Black or African American	Met	Medium	6.7	Low	-57.7	Higher
Latino	Met	Low	-17.1	Low	-38.6	Higher
English Learner	Met	Low	-53.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-24.5	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-11.7	-17.7	Orange	-13.6	Higher
Latino	Met	Orange	-34.1	-17.0	Orange	-40.2	Higher
English Learner	Met	Orange	-69.8	-16.6	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-55.1	-30.6	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-21.8	-10.1	Orange	-13.2	Lower
Latino	Met	Orange	-40.4	-6.3	Orange	-39.3	Lower
English Learner	Met	Red	-75.1	-5.3	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-50.6	4.5	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students and all numerically significant student groups.

City Language Immersion Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	-17.9	Low	-51.7	Higher
Black or African American	Met	Low	-39.4	Very Low	-106.9	Higher
Latino	Met	Low	-40.7	Low	-83.4	Higher
English Learner	Met	Low	-64.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-56.0	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-37.3	-19.4	Orange	-49.1	Higher
Latino	Met	Orange	-56.9	-16.2	Orange	-80.8	Higher
English Learner	Met	Orange	-83.1	-18.2	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-76.6	-20.6	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-36.2	1.2	Orange	-47.6	Higher
Latino	Met	Orange	-54.4	2.5	Orange	-79.2	Higher
English Learner	Met	Yellow	-72.1	10.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-62.7	13.9	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s English Learner Progress Rate was higher than the state. In 2023 and 2024 on the ELPI, the charter school’s English Learner Progress Rate was lower than the state.

As noted above, staff is recommending a benchmark in ELPI. In order to increase student outcomes in this area, charter school leaders report providing daily designated English Language Development (ELD) blocks, strengthening the ELD scope and sequence aligned with the state standards, providing integrated ELD professional development, implementing interim English Language Proficiency Assessments for California (ELPAC) assessments three times yearly, regular data analysis and progress monitoring, and providing parent resources.

City Language Immersion Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	57.7%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	40.8%	-17%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

City Language Immersion Charter - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	30.2%	-10.6%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students and lower than the state for all six numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students, and for all six numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups.

In 2023, CLIC’s chronic absenteeism rate shows as 0% for All Students and all student groups. The charter school leaders report there was a reporting error between the charter school’s student information system and CALPADS so this data point is inaccurate and cannot be

corrected. This data error impacted the 2024 results in that it showed increased/increased significantly for All Students and student groups.

In order to increase student outcomes in this area, charter school leaders report taking actions including, but not limited to, the following: informing parents about the importance of regular attendance through attendance meetings and mass communications, implementing attendance incentives (e.g. “Excellent Attendance Awards”), using tiered intervention including sending attendance letters, holding attendance meetings, and School Attendance Review Team (SART) meetings, and monitoring chronic absenteeism data on a monthly basis.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023 and 2024, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k. Additional Information

City Language Immersion Charter offers a 90/10 Dual Immersion program in English and Spanish.

As noted above, City Language Immersion Charter has four (4) benchmarks related to academics and operations in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying.*

Benchmark 1 was met in 2018.

Benchmark 2: *Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes.*

Benchmark 2 was met in 2018.

Benchmark 3: *Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.*

Benchmark 3: CALPADS Accurate and Timely Reporting						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Not Met ¹	Met	Met

Benchmark 3 was met in six years (2018-2019, 2019-2020, 2020-2021, 2021-2022, 2023-2024, and 2024-2025) and not met in one year (2022-2023).

Benchmark 4: *Charter School must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

Benchmark 4: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 4 was not met in three years (2018-2019, 2019-2020, and 2020-2021) and no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for CLIC outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

¹ The charter school leaders report there was a reporting error between the charter school’s student information system and CALPADS. See section g. Chronic Absenteeism Indicator for more information.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 and 2024-2025 was based on CA School Dashboard Indicators including ELA, Math, ELPI, and Chronic Absenteeism, outcomes.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was based on noncompliance with credentialing and appropriate assignments.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Accomplished</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was primarily due to the late submission of CLIC’s 2022-2023 annual independent audit report by City Charter Schools (the previous charter operator prior to the governance transfer to New Los Angeles). LAUSD received this audit report on July 26, 2024. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 338 students were assessed in Reading and 349 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 94%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for six student groups and five student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	338	Grades K-5: 75%	94%	Met
English Learner	129	Grades K-5: 75%	80%	Met
Asian	*	Grades K-5: 75%	*	*
African American	36	Grades K-5: 75%	84%	Met
Two or More Races	*	Grades K-5: 75%	*	*
White	11	Grades K-5: 75%	139%	Met
Latino	268	Grades K-5: 75%	95%	Met
Socioeconomically Disadvantaged	216	Grades K-5: 75%	88%	Met
Students with Disabilities	52	Grades K-5: 75%	64%	Not Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school years. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School did not meet the one year’s progress for All Students and for all six of the school’s student groups in Reading in 2023-2024. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for four of the school’s seven student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 344 students were assessed in Math and 349 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 70%. Based on i-Ready’s Median Progress to Typical Growth targets³ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School did not meet for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for six student groups and one student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	344	Grades K-5: 80%	70%	Not Met
English Learner	133	Grades K-5: 80%	58%	Not Met
Asian	*	Grades K-5: 80%	*	*
African American	35	Grades K-5: 80%	78%	Not Met
Two or More Races	*	Grades K-5: 80%	*	*
White	11	Grades K-5: 80%	83%	Met
Latino	274	Grades K-5: 80%	69%	Not Met
Socioeconomically Disadvantaged	220	Grades K-5: 80%	63%	Not Met
Students with Disabilities	54	Grades K-5: 80%	58%	Not Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and did not meet the one year’s progress for five of the school’s six student groups in Math in 2023-2024. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School did not meet the one year’s progress for All Students and for six of the school’s eight student groups in Math in 2022-2023.

³ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, City Language Immersion Charter included three years of data, including schoolwide and student group reports (English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023, 2023-2024, and 2024-2025, City Language Immersion Charter appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

City Language Immersion Charter’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$3,118,816	\$3,241,231	\$3,568,496	\$3,813,276	\$4,023,146
Net Income/Loss	\$339,409	\$122,415	\$327,265	\$244,780	\$209,870
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	402	378	407	364	377

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

New Los Angeles					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3 ¹	3 ¹	\$7,809,920 ²	\$83,944 ²	\$73,635	(\$31,762) ³

¹ On March 27, 2023, the LAUSD Board of Education approved CLIC’s material revision request to revise its governance structure and related charter elements, transferring governance and operations to New Los Angeles. As a result, New Los Angeles began operating CLIC at the start of the 2023-2024

school year. Prior to Fiscal Year 2023-2024, CLIC was operated by City Charter Schools, which ceased operations after its Board voted to voluntarily surrender the charter of its other LAUSD-authorized charter school, The City, effective June 30, 2023.

² The net income of \$83,944 represents the operational results for Fiscal Year 2023-2024, excluding the one-item adjustment of \$2,596,660 related to the merger of CLIC. With this one-time adjustment, New Los Angeles reported a net asset ending balance of \$7,809,920 as of June 30, 2024.

³ New Los Angeles stated that the net loss was primarily due to one-time expenditures related to the merger of CLIC.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023						Dashboard 2024									
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	180	6.0	Medium	-12.2	Higher	99%	194	-11.7	-17.7	Declined Significantly	Orange	-13.6	Higher	100%	167	-21.8	-10.1	Declined	Orange	-13.2	Lower
African American/Black	100%	31	6.7	Medium	-57.7	Higher	97%	28	-22.4	-29.1	Declined Significantly	--	-59.6	--	100%	19	-6.8	15.6	Increased Significantly	--	-58.9	--
English Learner	98%	43	-53.2	Low	-61.2	Higher	100%	54	-69.8	-16.6	Declined Significantly	Orange	-67.7	Lower	100%	54	-75.1	-5.3	Declined	Red	-67.6	Lower
Latino	97%	114	-17.1	Low	-38.6	Higher	99%	134	-34.1	-17.0	Declined Significantly	Orange	-40.2	Higher	100%	128	-40.4	-6.3	Declined	Orange	-39.3	Lower
Socioeconomically Disadvantaged	100%	99	-24.5	Low	-41.4	Higher	99%	110	-55.1	-30.6	Declined Significantly	Orange	-42.6	Lower	100%	109	-50.6	4.5	Increased	Yellow	-40.9	Lower
Students with Disabilities	95%	21	-46.0	Low	-97.3	--	100%	22	-85.6	-39.6	Declined Significantly	--	-96.3	--	100%	20	-90.8	-5.2	Declined	--	-95.6	--
White	100%	23	85.3	Very High	21.9	--	100%	23	105.1	19.7	Increased Significantly	--	20.8	--	100%	10	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “-” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023								Dashboard 2024							
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	180	-17.9	Medium	-51.7	Higher	99%	194	-37.3	-19.4	Declined Significantly	Orange	-49.1	Higher	100%	167	-36.2	1.2	Maintained	Orange	-47.6	Higher
African American/Black	100%	31	-39.4	Low	-106.9	Higher	97%	28	-48.0	-8.6	Declined	--	-104.5	--	100%	19	-12.5	35.5	Increased Significantly	--	-102.2	--
English Learner	98%	43	-64.8	Low	-92.0	Higher	100%	54	-83.1	-18.2	Declined Significantly	Orange	-93.4	Higher	100%	54	-72.1	10.9	Increased	Yellow	-93.4	Higher
Latino	97%	114	-40.7	Low	-83.4	Higher	99%	134	-56.9	-16.2	Declined Significantly	Orange	-80.8	Higher	100%	128	-54.4	2.5	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	100%	99	-56.0	Low	-84.0	Higher	99%	110	-76.6	-20.6	Declined Significantly	Orange	-80.8	Higher	100%	109	-62.7	13.9	Increased	Yellow	-78.2	Higher
Students with Disabilities	95%	21	-99.7	Very Low	-130.8	--	100%	22	-100.6	-0.9	Maintained	--	-127.3	--	100%	20	-46.3	54.3	Increased Significantly	--	-124.3	--
White	100%	23	83.6	Very High	-13.4	--	100%	23	59.0	-24.5	Declined Significantly	--	-11.1	--	100%	10	*	*	*	*	-10.3	*

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “–” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023					Dashboard 2024								
	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	71	57.7%	High	50.3%	Higher	76	40.8%	-17.0	Declined Significantly	Red	48.7%	Lower	86	30.2%	+10.6	Declined Significantly	Red	45.7%	Lower

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	56.3%	1.4%	25.4%	16.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	39.5%	0.0%	31.6%	27.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	30.2%	0.0%	40.7%	27.9%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	88	88	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	103	103	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	120	120	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	398	31.7%	Very High	30.0%	Higher	415	0.0%	-31.7	Declined Significantly	Orange	24.3%	Lower	381	31.8%	31.8	Increased Significantly	Red	18.6%	Higher
African American/Black	58	39.7%	Very High	42.9%	Lower	63	0.0%	-39.7	Declined	Orange	36.4%	Lower	51	17.6%	17.6	Increased	Orange	31.3%	Lower
English Learner	95	30.5%	Very High	33.6%	Lower	112	0.0%	-30.5	Declined	Orange	26.3%	Lower	125	32.8%	32.8	Increased	Red	20.1%	Higher
Latino	274	35.0%	Very High	35.8%	Lower	295	0.0%	-35.0	Declined Significantly	Orange	28.4%	Lower	290	34.8%	34.8	Increased Significantly	Red	21.7%	Higher
Socioeconomically Disadvantaged	226	36.3%	Very High	37.4%	Lower	239	0.0%	-36.3	Declined Significantly	Orange	29.9%	Lower	269	34.6%	34.6	Increased Significantly	Red	23.4%	Higher
Students with Disabilities	35	17.1%	High	39.6%	Lower	51	0.0%	-17.1	Declined	Orange	33.1%	Lower	50	34.0%	34.0	Increased	Red	26.3%	Higher
Two or More	14	0.0%	Very Low	25.1%	--	13	0.0%	0.0	Maintained	--	21.6%	--	15	40.0%	40.0	Increased	--	16.2%	--
White	39	17.9%	High	21.9%	Lower	34	0.0%	-17.9	Declined	Orange	18.5%	Lower	18	22.2%	22.2	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	409	0.0%	Very Low	3.1%	Lower	422	0.2%	0.2	Maintained	Blue	3.5%	Lower	401	0.5%	0.3	Increased	Green	3.2%	Lower
African American/Black	64	0.0%	Very Low	7.9%	Lower	63	1.6%	1.6	Increased	Orange	8.8%	Lower	54	0.0%	-1.6	Declined	Blue	8.4%	Lower
English Learner	99	0.0%	Very Low	3.2%	Lower	114	0.0%	0.0	Maintained	Blue	3.7%	Lower	126	0.8%	0.8	Increased	Yellow	3.4%	Lower
Latino	279	0.0%	Very Low	3.3%	Lower	301	0.0%	0.0	Maintained	Blue	3.8%	Lower	305	0.7%	0.7	Increased	Yellow	3.4%	Lower
Socioeconomically Disadvantaged	233	0.0%	Very Low	4.0%	Lower	243	0.4%	0.4	Increased	Green	4.5%	Lower	279	0.7%	0.3	Increased	Yellow	4.0%	Lower
Students with Disabilities	35	0.0%	Very Low	5.4%	Lower	51	2.0%	2.0	Increased	Orange	5.9%	Lower	52	0.0%	-2.0	Declined	Blue	5.4%	Lower
Two or More	14	0.0%	Very Low	2.9%	--	14	0.0%	0.0	Maintained	--	3.3%	--	15	0.0%	0.0	Maintained	--	3.0%	--
White	39	0.0%	Very Low	2.6%	Lower	34	0.0%	0.0	Maintained	Blue	2.9%	Lower	20	0.0%	0.0	Maintained	--	2.6%	--

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	368	529,902	5,837,690	380	516,685	5,806,221
F/R Meal	68.5%	80.6%	61.6%	67.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	32.6%	20.1%	18.4%	36.3%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.5%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	70.4%	81.3%	62.7%	67.9%	82.4%	63.6%
Students w/ Disabilities	10.6%	14.8%	13.7%	14.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	13.3%	7.3%	4.9%	12.9%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	1.6%	3.4%	9.9%	0.8%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	76.9%	73.8%	56.1%	79.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.0%	0.2%	0.4%
White	4.6%	9.8%	20.3%	4.2%	9.7%	20.0%
Two or More Races	2.7%	2.0%	4.6%	2.1%	2.1%	4.8%
Not Reported	0.5%	1.8%	1.1%	0.5%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

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

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Long-Term English Learners (LTEL) and “At-Risk”

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	19	15.2%	17,295	7.1%	144,189	7.1%	16	11.8%	15,717	6.7%	136,188	6.8%	23	15.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	72	57.6%	60,457	24.7%	505,486	24.8%	89	65.4%	60,574	25.7%	519,651	26.0%	98	67.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	18	14.4%	18,850	7.7%	236,319	11.6%	15	11.0%	14,725	6.2%	207,768	10.4%	17	11.7%	13,775	6.2%	178,306	9.3%
EL Total	109	87.2%	114,523	46.8%	1,112,502	54.5%	120	88.2%	106,318	45.0%	1,074,793	53.8%	138	95.2%	95,959	43.3%	1,009,030	52.6%
RFEP	16	12.8%	130,377	53.2%	927,694	45.5%	16	11.8%	129,789	55.0%	924,422	46.2%	7	4.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	125	100.0%	244,900	100.0%	2,040,196	100.0%	136	100.0%	236,107	100.0%	1,999,215	100.0%	145	100.0%	221,424	100.0%	1,918,328	100.0%

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

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	368			529,902			380			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	39	100%	10.6%	78,319	100%	14.8%	54	100%	14.2%	80,505	100%	15.6%
High Incidence	27	69.2%	7.3%	52,153	66.6%	9.8%	40	74.1%	10.5%	52,412	65.1%	10.1%
Low Incidence	12	30.8%	3.3%	26,162	33.4%	4.9%	14	25.9%	3.7%	28,084	34.9%	5.4%
Autism	11	28.2%	3%	18,713	23.9%	3.5%	13	24.1%	3.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.6%	0.3%	3,393	4.3%	0.6%	1	1.9%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	17.9%	1.9%	10,930	14%	2.1%	8	14.8%	2.1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	5	12.8%	1.4%	29,615	37.8%	5.6%	8	14.8%	2.1%	29,368	36.5%	5.7%
Speech or Language Impairment	15	38.5%	4.1%	11,608	14.8%	2.2%	24	44.4%	6.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).



ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CITY LANGUAGE IMMERSION CHARTER
BOARD OF EDUCATION REPORT 126-25/26

November 17, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 432 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of City Language Immersion Charter for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services