

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:	The following benchmarks are proposed for City Language Immersion Charter for the 2026-2031 charter term: 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. 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.			

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	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. 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.
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:	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: 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. Please see the "Additional Information" section below.

	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.