

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2023-24

Date of Board Approval:

October 9, 2023

LEA name:

City Language Immersion Charter

CDS code:

19-64733-0127886

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

City Language Immersion Charter will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The mission of City Language Immersion Charter (CLIC) is to provide an exceptional bilingual education to a diverse student body, through dynamic hands-on learning and student-centered, multicultural approach.

City Charter Schools graduates are self-aware, reflective individuals who can draw on social-emotional competencies, cultural competency, and critical thinking ability to thrive personally, and positively impact their communities. To fulfill our mission, we:

- Provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to succeed.
- Prioritize the development of cultural competency at all levels of the organization, investing in anti-bias training for staff, and multicultural curriculum for students.
- Give faculty time, resources, autonomy, and a collaborative atmosphere to continually develop their skills and create, evaluate, and refine curricula, and reflect on the learning of their students.
- Communicate regularly with students' families, creating multiple opportunities for family involvement in the life of the school, to ensure a diverse and inclusive learning community.

Three main key features of our educational program are a constructivist approach to teaching and learning, providing our students with a high-quality dual language education, and an emphasis on meeting the needs of the whole child. Our approach to learning is grounded on constructivist learning theory. This means that teachers plan units of study and learning experiences through an inquiry and or a project-based lens. We base our learning on students' prior knowledge and experiences, on their passion and interests, and on their specific needs identified by assessing them informally and formally.

We plan learning experiences that are engaging and “hands-on” and that relate their new learning to their lives.

City Language Immersion Charter (CLIC) provides all students with a 90/10 (Spanish/English) dual immersion, standards-aligned educational program for 407 students in grades TK-5. Student demographics include: 71% Hispanic, 15% African American, 8% White, 2% Asian and 3% Two or More Races, that includes 27% English Learners, 10% Students with Disabilities, 0.2% Foster Youth and 56% Socioeconomically Disadvantaged. Situated in the West Adams community, students at City Language Immersion Charter, have been significantly impacted by the pandemic resulting in growing achievement gaps, and escalating chronic absenteeism rates.

LCAP Goals were revised to reflect CLIC’s new governance under New LA Charter Schools, its alignment to MTSS, CA Community Schools Framework and the transition to operate as a Title I SWP.

- Goal #1: Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes and strengthen our dual immersion educational program.
- Goal #2: Provide all students with a high-quality dual immersion standards-aligned instructional and curricular program, that encompasses student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.
- Goal #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment, to improve student academic outcomes.

City Language Immersion Charter has developed an LCAP that also serves as its SPSA, meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements outlined in CA EC 52062(a).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

City Language Immersion Charter Leadership has consulted with its educational partners (administrators, teachers, classified/paraprofessionals, students, parents, community members) to ensure alignment on the use of federal funds with state/local funds. Recently, this process took place with the development of a comprehensive needs assessment, using local/internal assessment data, surveys, attendance, annual update of the school’s LCAP with input provided by our educational partners. This includes the evaluation of our programs funded by state/local and use of federal funds. This process including the comprehensive needs assessment will take place on annual basis using multiple forms of data as identified earlier, and as part of our MTSS process. This process will be led and monitored by the

leadership team, data will be presented to our educational partners for input; and will be reported to our governing board.

The Assistant Principal serves as the foster youth and homeless liaison and will serve these students and families along with our low-income students and families through workshops, and providing resources identified to support our students.

City Language Immersion Charter will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, feedback from our educational partners, and an analysis of student assessment data. This process takes place using an equity lens to ensure funds support our most vulnerable student groups.

To address and close achievement gaps, City Language Immersion Charter will use Title I funds to address academic and social-emotional needs of our students. Title I funds will be used to implement i-Ready evidence-based assessments for reading and math across all grade levels. Teachers will use i-Ready assessments to inform and differentiate instruction. Title I funds will also be used to provide social-emotional counseling services for our students (contracted through HerHealing), that specializes in providing SEL counseling for students.

City Language Immersion Charter's LCAP will include multiple funding sources including use of federal Title funds; and annual evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings from the evaluation, and federal funds will be allocated to newly identified needs. Federal funds will be used to supplement programs that support student academic outcomes. This process will be developed and monitored by the school's leadership team and presented to its educational partners for input and feedback; then presented to the Governing Board for adoption on annual basis.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create plan which must include root cause analysis of the disparity
 - b. Plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. City Language Immersion Charter is a charter school.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> ❑ An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or ❑ A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) ❑ An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> ❑ Provisional Internship Permits, ❑ Short-Term Staff Permits ❑ Variable Term Waivers ❑ Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:</p> <ul style="list-style-type: none"> ❑ General Education Limited Assignment Permit (GELAP) ❑ Special Education Limited Assignment Permit (SELAP) ❑ Short-Term Waivers ❑ Emergency English Learner or Bilingual Authorization Permits ❑ Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])

Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value

and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter will engage parents/families including those representing unduplicated pupils and Students with Disabilities, annually with the development of the school's Title I Parent and Family Engagement Policy. Annually, this policy will be reviewed and evaluated by the Parent Advisory Committee (PAC) to measure effectiveness and address any areas of need based on input from our educational partners. Annually, this policy will be distributed and discussed in detail with all incoming/continuing families and included in the Parent/Student Handbook led by the Principal and Assistant Principal.

The Title I Parent & Family Engagement Policy will be distributed and discussed with families along with the Parent/Student Handbook led by the principal. Interpreter services will be made available upon request for schoolwide and parent meetings, adhering to the 15% and above translation needs. All materials sent to families are written in language that is understandable and accessible to parents. Accommodations as appropriate are also made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

City Language Immersion Charter is a school of choice; our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school.

The Leadership team including the Principal and Family Engagement Manager will host a series of parent workshops on strategies to support their child academically and social-emotionally at home; understanding i-Ready assessment results; attendance, literacy, math, immersion educational program, DEI/restorative practices; including FACTOR Parent Education workshops; and discussing and seeking input on LCAP Goals and actions The LCAP planning process will meet both state and federal

requirements. Parents will be surveyed annually in multiple areas and results will be shared with parents and staff, and used to improve our school's program, and communication with parents/families.

Interpreter services are made available upon request and for schoolwide events and parent meetings. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand. Interpreter services are made available upon request for schoolwide and parent meetings, and upon request by any parent/family. Materials distributed to families are written in language that is understandable and accessible to parents and will be translated to Spanish Language, as required per the 15% and above translation needs.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter purpose of choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we know our focus is to implement a data-driven culture, assessing and monitoring our school's educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as part of our school's implementation of a Multi-Tiered System of Supports, in alignment with the CDE requirements of Title I SWP and the Plan, Do, Study, Act (PDSA) Improvement Cycle.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and to identify the specific academic needs of all students and student groups that are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on student academic achievement data and disaggregated by student group, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these

academic needs of struggling students and provide evidence-based targeted academic intervention to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of our educational partners (Leadership Team, Director of Student Support Services (SPED Director), teachers, Paraprofessionals, students, and families (including those representing unduplicated pupils and Students with Disabilities), and community. The Needs assessment, LCAP, and LCAP Federal Addendum were developed with the input and feedback from parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The school's LCAP (SWP Plan) will be monitored regularly by the Leadership Team/MTSS Team in collaboration with educators, Parent Advisory Committee (PAC), including parent/families and students to seek input.

City Language Immersion Charter's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's 2022-23 LCAP. Our teachers provide tiered intervention during the instructional day; and Teacher Assistants provide push-in tier 1 support. Our students also have access to additional academic support through the Expanded learning Opportunities Program (ELOP) afterschool, during intersession and summer programming. a

City Language Immersion Charter's staff followed all required steps to operate as a Title I SWP, as outlined on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309>

Our student demographics reflect that approximately 56% of students are Socioeconomically Disadvantaged. In addition, the New Los Angeles Charter School (for City Language Immersion Charter) governing board recommends that the Schoolwide Program (SWP) is the best way to serve the student population, at our school.

Our school's SWP Plan (is also integrated into our school's revised 2023-24 LCAP) and was presented to New Los Angeles Charter School's Governing Board, which they voted on and approved it unanimously for our school to operate as a Title I SWP effective 2023-24 school year.

City Language Immersion Charter does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Neglected or Delinquent: Not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Assistant Principal serves as the Homeless Liaison and is tasked with ensuring that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include assistance with food, clothing, bus passes, backpack and school supplies. In addition, the school will provide referrals to resources within the community including the Homeless Coordinator at the Los Angeles County Office of Education.

Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and academic, social-emotional and behavioral interventions and supports, counseling, access to a technology device, and Expanded Learning Opportunities Program (ELOP). The ELOP provides daily academic and social enrichment that takes place afterschool, during intersession, and summer programming.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or

youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

City Language Immersion Charter provides its teachers (general education and Special Education) with a comprehensive evidence-based professional learning opportunities that includes 2-weeks of intensive summer professional development, 4 non-instructional day during the year, and weekly staff/professional development during the school year. Professional Development is led by the Leadership Team.

To address post-pandemic achievement gaps and staff turnover, professional development areas of focus include but are not limited to: Cognitive Guided Instruction (CGI) Math; Diversity, Equity, Inclusion & Justice (DEIJ), Literacy assessment tools (ELA/SLA) IRLA/ENIL; Project-based learning, Constructivism, Language acquisition, MTSS, PBIS, and Data analysis and progress monitoring.

City Language Immersion Charter promotes professional growth and ensures improvement for staff from the beginning of their careers, throughout their careers, and through advancement opportunities that includes:

- New Principal/New School Leaders will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from the Chief of Schools, and an Administrator induction program.
- New teachers to the profession and/or newly hired teachers will benefit from ongoing collaboration with experienced teachers and coaching from the Leadership Team: Principal/Instructional Coach, Director of Special Education, that promote reflection, provide guidance and structure, focus on strengths, collaboration and ensure high quality instruction in all classrooms through modeling, co-planning, and providing feedback to teachers.

- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- All teachers will participate in 2-weeks of intensive summer professional development, 4 non-instructional day during the academic year, and weekly staff/professional development during the school year focusing on the focus areas noted above. In addition, teachers also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Teacher Assistants/Paraprofessional will participate in professional development during the summer and academic school year, in addition to training led by the Leadership Team - Principal/Instructional Coach, Director of Special Education. In addition, Teacher Assistants also have opportunities to participate in conferences and/or workshops as part of their professional learning, including a teacher preparation program. Conferences attended must support the goals and program focus of the school.

City Language Immersion Charter provides all teachers and Teacher Assistants/Paraprofessionals with evidence-based professional development aligned to the CA State Academic Standards, school's mission and educational program and targeted to meet the needs of our students. This year key areas for Professional Development Cognitive Guided Instruction (CGI) Math; Diversity, Equity, Inclusion & Justice (DEIJ), Literacy assessment tools (ELA/SLA) IRLA/ENIL; Project-based learning, Constructivism, Language acquisition, MTSS, PBIS, and Data analysis and progress monitoring, including strategies to support English learners and Students with Disabilities and implementing a multi-tiered system of supports. However, in the future key areas of professional development will be established through the ongoing improvement process/cycle, supported by the leadership team and input from educators.

Annually, the ongoing schoolwide improvement cycle will be used to guide and evaluate City Language Immersion Charter's professional growth and improvement and will make all necessary adjustments to ensure continuous improvement within these systems. All adjustment/modifications will be documented annually in the school's LCAP, communicated with its educational partners, and reported in the LCAP Federal Addendum annual updates.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Not applicable to charter schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

City Language Immersion Charter uses data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school leadership and distributed and discussed with stakeholders on a quarterly basis at a minimum: i-Ready assessments, formative/summative assessments, state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), and school climate survey results ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report which is reported on the CA Schools

Dashboard. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' academic, social/emotional, and behavioral needs.

Based on the 2022 CA School Dashboard, staff turnover, and newly appointed staff and leadership – our focus is on strengthening the dual-immersion educational program, closing achievement gaps among English Learners (EL), African American, and Students with Disabilities (SWD); and reducing chronic absenteeism rates.

City Language Immersion Charter has implemented a data-driven decision-making process for its educational program that includes the implementation of a Multi-tiered System of Supports utilizing assessment data, local data, and teacher/student feedback. This includes input from its educational partners through surveys, including ongoing consultation as described in Section 2102(b)(3) that will serve to continually update and improve activities supported under Title II, Part A, that will also be reported annually in the school's LCAP, and Local Indicators Report on the CA Schools Dashboard. In addition,

The Chief of Schools presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

Based on the diagnostic assessments (i-Ready) administered in reading, mathematics, IRLA/ENIL Reading Assessments, and science, City Language Immersion Charter will focus on evidence-based strategies to differentiate instruction to address learning gaps specifically in biliteracy and mathematics; using internal assessments (i-Ready, IRLA/ENIL) to provide tiered support; using internal assessments to identify students for tiered/additional support through our MTSS. In addition, professional development areas of focus will include social-emotional learning, and restorative practices, CGI Math, Literacy Assessment, and Biliteracy Instruction, in alignment to the school's core values and expectations of every student and adult.

At City Language Immersion Charter, we believe that the success of Professional Learning is reflected in the academic success, school climate, and student connectedness that serve as a measure of the effectiveness of our school's Professional Learning plan. City Language Immersion Charter will also use other qualitative measures, including teacher feedback from professional learning sessions, student feedback, and data collected from classroom observations led by the Leadership team.

Professional Development is assessed and evaluated by all participants, while its effectiveness is measured by the impact on student academic outcomes. The Leadership Team plays a significant role in the design, development, and implementation of professional learning for all educators (teachers and paraprofessionals) with the meaningful consultation and input from its educational partners. City Language Immersion Charter will coordinate its Title II, Part A activities with other related strategies, programs, and activities that are evidence-based and funded with other funding sources beyond Title II, Part A.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the analysis of multiple types of data used to develop growth targets and reflect on areas of strength and areas for growth. The engagement of our educational partners in the LCAP development process ensures transparency, input, feedback, and collaboration.

City Language Immersion Charter will use Title II funds to support teachers participating in high quality educator induction programs certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) and fund mentors to support teachers undergoing induction.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter does not receive Title III funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter does not receive Title III funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

City Language Immersion Charter does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) City Language Immersion Charter has partnered with the following community-based organizations, private and public entities, and nonprofit organizations that have a demonstrated record of success in implementing activities under this subpart:

- HerHealing: provides counseling services to support our students emotionally and equip our teachers to handle student behaviors that are caused by traumatic stress.
- Young Musician Foundation: supports our Music Program
- Think Together: partnership with our Expanded learning Opportunities Program (ELOP).

(B) City Language Immersion Charter has met the requirements of Title IV using other funding sources.

In the case that Title IV funds are not transferred, City Language Immersion Charter will use funds in alignment with Title IV regulation and in conjunction with input from its educational partners as part of the school's LCAP ongoing schoolwide improvement cycle.

City Language Immersion Charter is a charter school and not subject to equitable services requirements for private school.

City Language Immersion Charter has developed an LCAP that also serves as its SPSA, that meets the educational partner requirements outlined in CA EC 64001(j) which will include the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)

- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- ELAC/DELAC
- English Learner PAC: CA EC 52062(a)(2) (if applicable)
- Providing written response to each of the committees regarding their comments

Well-Rounded Education: City Language Immersion Charter offers “Specials,” which are electives/enrichment courses that include visual Art and Music.

A meta-analysis research study conducted by Harvard Project Zero, Reviewing Education and the Arts Project (REAP) found a large causal relationship between learning to play music and Spatial-Temporal Reasoning for both general and at-risk student populations. Also, schools with strong Arts Programs are more inquiry-oriented, project-based, more demanding of high standards, and more focused on processes that lead to excellence.

(C) **Safe & Healthy Students:** City Language Immersion Charter is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, ensuring student SEL and mental health needs are met combined with Second Step SEL Curriculum. City Language Immersion Charter will implement PBIS in alignment with our SEL practices.

City Language Immersion Charter has partnered with Her Healing to provide our student with counseling services. In addition, our school will implement Girls on the Run, an evidence-based program that inspire girl empowerment by building confidence, kindness, and decision-making skills.

Panorama Education SEL universal screeners will be administered to students. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

(D) City Language Immersion Charter has implemented a 1:1 **student to device ratio** schoolwide. Chromebooks/technology devices are utilized by students across all grade levels. However, federal funds are not currently used to fund technology devices, and hardware. On an annual basis the technology and internet use policy are distributed and discussed with parents, students, and staff to ensure internet safety.

(E) At a minimum on an annual basis, City Language Immersion Charter will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from its educational partners (Staff/teachers, parents, students) including annual surveys administered to students, staff, and parents, which are reported on the school's LCAP, and Local Indicators on the CA Schools Dashboard.