



Board of Education Report

File #: Rep-086-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Central City Value [PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Central City Value) Recommends approval of the renewal petition for Central City Value, with a benchmark, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Central City Value (“Charter School”), with a benchmark in the area of academics, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 480 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Central City Value is a 9-12 school currently serving 481 students on a private facility at 221 N. Westmoreland Ave., Los Angeles, CA, 90004 in Board District 2 and Region East. Central City Value was originally approved by the LAUSD Board of Education on February 25, 2003. On February 6, 2018, the charter school was renewed for a five-year term to serve 480 students in grades 9-12. 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 Central City Value expires June 30, 2026.

On July 18, 2025, Central City Value submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 16, 2025.

An initial Public Hearing was held on September 16, 2025.

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

Due Diligence:

Current Central City Value governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the

petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 086-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

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

Issues and Analysis:

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

Attachments:

Attachment A - Staff Assessment and Recommendation Report
Attachment B - Central City Value Data Set
Attachment C - Desegregation Impact Statement

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

https://drive.google.com/drive/folders/1H0N9aHbi16FGWQLCGE9uifvOhg3We-i5?usp=drive_link

Submitted:

09/18/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

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

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

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

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 086-25/26
 October 14, 2025

School Name:	Central City Value			BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Value Schools			
Location Code:	8719			
Type of Site(s):	Private			
Site Address(es):	221 N. Westmoreland Ave., Los Angeles CA 90004			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	9-12	Current Enrollment:	481	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	480	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with a benchmark for a five (5)-year term (2026-2031)			
PROPOSED BENCHMARKS:	<p>The following benchmark is proposed for Central City Value for the 2026-2031 charter term:</p> <p style="text-align: center;">In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress.</p> <p>As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.</p>			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Central City Value ("Charter School"), with a benchmark in the area of academics, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 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**

	Central City Value
Initial Authorization:	On February 25, 2003, Central City Value was authorized by the LAUSD Board of Education to serve 480 students in grades 9-12.

	Central City Value
Most Recent Renewal	The charter was renewed on February 6, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 480 students in grades 9-12. 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 Central City Value expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Central City Value submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Central City Value implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Central City Value participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Central City Value is operated by Value Schools, a California nonprofit public benefit corporation that also operates three other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Central City Value 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 both ELA and Math, but lower on the English Learner Progress Indicator (ELPI). The charter school’s performance on the College/Career Indicator (CCI) was higher in the most recent year. The

charter school provided two years of verified data, demonstrating one year’s progress for All Students and a majority of numerically significant student groups in ELA and Math for 2023-2024 and 2024-2025. However, there are noted participation rate issues with the submitted verified data.

Please see the Central City Value 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.

Central City Value Dashboard Indicators

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

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 higher than the state for two of three numerically significant student groups. In 2023 in ELA, the charter school’s DFS was higher than the state for All Students, and higher than the state for all three numerically significant student groups. In 2024 in ELA, the charter school’s DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups.

Central City Value - 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	Low	-5.2	Low	-12.2	Higher
Latino	Met	Low	-5.3	Low	-38.6	Higher
English Learner	Met	Very Low	-78.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-10.9	Low	-41.4	Higher

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

Central City Value - 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	Blue	36.6	41.8	Orange	-13.6	Higher
Latino	Met	Blue	34.5	39.7	Orange	-40.2	Higher
English Learner	Met	Yellow	-43.5	34.6	Orange	-67.7	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Blue	34.7	45.6	Orange	-42.6	Higher

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

Central City Value - 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	Yellow	28.1	-8.5	Orange	-13.2	Higher
Latino	Met	Yellow	24.3	-10.2	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Green	30.1	-4.6	Orange	-40.9	Higher

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

d. Math Indicator

In 2022 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for all three numerically significant student groups. In 2023 in Math, the charter school’s DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2024 in Math, the charter school’s DFS was lower than the state for All Students, and higher than the state for both student groups.

Central City Value - 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	Low	-104.8	Low	-51.7	Lower
Latino	Met	Low	-103.9	Low	-83.4	Lower
English Learner	Not Met	Very Low	-182.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-107.0	Low	-84.0	Lower

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

Central City Value - 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	Yellow	-66.4	38.4	Orange	-49.1	Lower
Latino	Met	Yellow	-70.6	33.3	Orange	-80.8	Higher
English Learner	Met	Orange	-132.3	53.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-67.9	39.0	Yellow	-80.8	Higher

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

Central City Value - 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	Green	-56.2	10.2	Orange	-47.6	Lower
Latino	Met	Yellow	-60.1	10.6	Orange	-79.2	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Green	-51.4	16.5	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 Status Level of Medium was the same as the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Orange was lower than the state’s color of Yellow. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2024 on the ELPI, the charter school’s English Learner Progress Rate for English Learner and Long-Term English Learner student groups were lower than the state’s rate.

As noted above, staff is recommending a benchmark for ELPI. In order to increase student outcomes in this area, charter school leaders report implementing a new English Language Development (ELD) curriculum in the 2024-2025 school year. In addition, the charter school supports English Learners with a second ELD class, and provides targeted professional development, and integrated support systems among the ELD specialists, support staff, and teachers.

Central City Value - 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	Medium	45.6%	Medium	50.3%	Lower

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

Central City Value - 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	Orange	35.7%	-9.9%	Yellow	48.7%	Lower

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

Central City Value - 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	32.9%	-2.8%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	40.4%	-3.5%	Orange	45.8%	Lower

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

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023 the charter school’s Status Level of Low for All Students was lower than the state’s Status Level of Medium. The charter school’s percentage of students prepared was lower than the state for All Students and lower than the state for two of three numerically significant student groups. In 2024 the charter school’s Level of Green for All Students was higher than the state’s Status Level of Yellow. The charter school’s percentage of

students prepared was higher than the state for All Students and higher than the state for both numerically significant student groups.

Central City Value - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Low	33.8%	Medium	43.9%	Lower
Latino	Low	34.4%	Medium	35.5%	Lower
English Learner	Low	16.7%	Low	15.3%	Higher
Socioeconomically Disadvantaged	Low	34.1%	Medium	35.4%	Lower

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

Central City Value - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	Green	48.3%	14.5	Yellow	45.3%	Higher
Latino	Green	48.7%	14.2	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	48.7%	14.6	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Indicator [HS only]
In 2022, 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Central City Value's students must meet A-G requirements with a grade of "D" or better.

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
This charter school was selected for the 2024 California Distinguished Schools Program.

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 Central City Value outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2024-2025 was primarily due to the school’s audit finding reported in its 2023-2024 independent audit report. 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).)

Central City Value submitted two years of verified data for consideration as part of its renewal application.

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 481 students and the NWEA Reading report indicates that the school had 437 growth events; and the NWEA Math report had 437 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

**ELA
Reading**

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups²: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12 and all student groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, and Latino) Met one year’s progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year’s Progress
Grade 9	117	-0.2 to 0.2	1.72	Met
English Learners	38	-0.2 to 0.2	3.65	Met
Socioeconomically Disadvantaged	92	-0.2 to 0.2	1.61	Met
Students with Disabilities	14	-0.2 to 0.2	0.99	Met
Latino	114	-0.2 to 0.2	1.71	Met
Grade 10	130	-0.2 to 0.2	2.15	Met
English Learners	30	-0.2 to 0.2	3.94	Met
Socioeconomically Disadvantaged	120	-0.2 to 0.2	1.98	Met
Students with Disabilities	18	-0.2 to 0.2	3.42	Met
Latino	124	-0.2 to 0.2	2.03	Met
Grade 11	101	-0.2 to 0.2	2.91	Met
English Learners	22	-0.2 to 0.2	4.38	Met
Socioeconomically Disadvantaged	97	-0.2 to 0.2	2.95	Met
Students with Disabilities	16	-0.2 to 0.2	2.83	Met
Latino	93	-0.2 to 0.2	3.09	Met

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

Grade 12	89	-0.2 to 0.2	3.05	Met
English Learners	22	-0.2 to 0.2	3.18	Met
Socioeconomically Disadvantaged	85	-0.2 to 0.2	2.78	Met
Students with Disabilities	11	-0.2 to 0.2	2.71	Met
Latino	85	-0.2 to 0.2	3.02	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 NWEA for the 2023-2024 school year. Based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for all Grade Levels and met the one year’s progress for a majority of student groups in Grade 9 and all student groups in Grade 10, Grade 11, and Grade 12.

MATH

Charter School provided data for Math from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12 and for the following student groups³: English Learners, Socioeconomically Disadvantaged, Latino, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12 and Grade 9 student groups (Socioeconomically Disadvantaged, Latino), Grade 10 student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 11 student groups (English Learners, Socioeconomically Disadvantaged, Latino, Students with Disabilities), and Grade 12 student groups (English Learners, Socioeconomically Disadvantaged, Latino) met one year’s progress.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year’s Progress
Grade 9	118	-0.2 to 0.2	0.41	Met
English Learners	38	-0.2 to 0.2	-0.84	Not Met
Socioeconomically Disadvantaged	94	-0.2 to 0.2	0.25	Met
Students with Disabilities	16	-0.2 to 0.2	-0.84	Not Met
Latino	115	-0.2 to 0.2	0.36	Met
Grade 10	129	-0.2 to 0.2	1.05	Met
English Learners	29	-0.2 to 0.2	1.85	Met
Socioeconomically Disadvantaged	119	-0.2 to 0.2	1.19	Met
Students with Disabilities	19	-0.2 to 0.2	1.00	Met
Latino	124	-0.2 to 0.2	1.09	Met
Grade 11	101	-0.2 to 0.2	2.78	Met
English Learners	22	-0.2 to 0.2	-0.13	Met
Socioeconomically Disadvantaged	97	-0.2 to 0.2	2.98	Met
Students with Disabilities	16	-0.2 to 0.2	2.95	Met
Latino	93	-0.2 to 0.2	2.63	Met
Grade 12	89	-0.2 to 0.2	3.43	Met
English Learners	23	-0.2 to 0.2	4.37	Met
Socioeconomically Disadvantaged	85	-0.2 to 0.2	3.25	Met

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on the NWEA report).

Students with Disabilities	12	-0.2 to 0.2	-0.94	Not Met
Latino	85	-0.2 to 0.2	3.11	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 NWEA for the 2023-2024 school year. Based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress all Grade Levels and all student groups.

Based on the review and consideration of verified data, Central City Value included two years of data, including Grades 9-12 and student group reports (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino) in Reading and Math. Central City Value appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Central City Value’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 (Second Interim)
Net Assets	\$3,822,937	\$4,588,929	\$5,462,409	\$5,708,173	\$5,720,263
Net Income/Loss	\$1,286,307	\$765,992	\$873,480	\$245,764	\$12,090
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	489	454	479	474	481

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified on the audit of the consolidated financial statements. However, the auditor issued a qualified opinion on internal control over state compliance, specifically on Expanded Learning Opportunities Program (ELOP).

Material Weaknesses: Yes, please see the description below.

Deficiencies/Findings: Yes, please see the description below.

Lack of a Going Concern: None Reported

Value Schools’ 2023-2024 annual independent audit report issued a qualified opinion on an identified material weakness in state compliance for the ELOP at Everest Value. This audit report also identified a significant deficiency finding related to instructional time at Central City Value, which the organization attributed to an unforeseen tropical storms in August 2023 resulting in emergency closures. Value Schools provided their corrective action plans to remediate these findings. The CSD will continue to monitor the organization’s implementation of its corrective action plans as part of its ongoing oversight process, including a review of Value Schools’ 2024-2025 independent audit report.

c. Other Significant Fiscal Information

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

Value Schools					
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)
4	4	\$23,896,621	\$1,142,120	\$168,800	\$130,974

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Academic Performance - English Language Arts

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

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

Student Group	ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	118	-5.2	Low	-12.2	Higher	98%	106	36.6	41.8	Increased Significantly	Blue	-13.6	Higher	98%	91	28.1	-8.5	Declined	Yellow	-13.2	Higher
English Learner	97%	30	-78.1	Very Low	-61.2	Lower	100%	31	-43.5	34.6	Increased Significantly	Yellow	-67.7	Higher	96%	27	-39.0	4.5	Increased	--	-67.6	--
Latino	99%	114	-5.3	Low	-38.6	Higher	99%	100	34.5	39.7	Increased Significantly	Blue	-40.2	Higher	98%	87	24.3	-10.2	Declined	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	99%	104	-10.9	Low	-41.4	Higher	98%	96	34.7	45.6	Increased Significantly	Blue	-42.6	Higher	98%	81	30.1	-4.6	Declined	Green	-40.9	Higher
Students with Disabilities	95%	19	-85.6	Very Low	-97.3	--	100%	13	-74.3	11.3	Increased	--	-96.3	--	88%	16	-110.2	-35.9	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Academic Performance - Math

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

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

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	116	-104.8	Low	-51.7	Lower	95%	103	-66.4	38.4	Increased Significantly	Yellow	-49.1	Lower	98%	91	-56.2	10.2	Increased	Green	-47.6	Lower
English Learner	94%	30	-182.8	Very Low	-92.0	Lower	97%	30	-132.3	53.9	Increased Significantly	Orange	-93.4	Lower	96%	27	-127.6	4.8	Increased	--	-93.4	--
Latino	97%	112	-103.9	Low	-83.4	Lower	96%	97	-70.6	33.3	Increased Significantly	Yellow	-80.8	Higher	98%	87	-60.1	10.6	Increased	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	97%	102	-107.0	Low	-84.0	Lower	95%	93	-67.9	39.0	Increased Significantly	Yellow	-80.8	Higher	98%	81	-51.4	16.5	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	85%	19	-183.4	Very Low	-130.8	--	77%	13	-213.8	-19.6	Declined Significantly	--	-127.3	--	88%	16	-174.8	39.0	Increased Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
		Dashboard 2022					Dashboard 2023					Dashboard 2024							
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	68	45.6%	Medium	50.3%	Lower	84	35.7%	-9.9	Declined	Orange	48.7%	Lower	76	32.9%	-2.8	Declined	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	52	40.4%	-3.5	Declined	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC																	
		School					State of California										
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Decreased at Least One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Students Tested During Testing Window	Participation Rate Greater Than 95%	Participation Rate	Students Enrolled During Testing Window	Students Tested During Testing Window	Maintained ELPI Level 4	Progressed at Least One ELPI Level	Decreased at Least One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Students Enrolled During Testing Window	Participation Rate Greater Than 95%	Participation Rate
2022	EL	44.1%	1.5%	20.6%	33.8%	1,052,513	Y	100.0%	83	1,052,513	2.8%	47.5%	18.3%	31.4%	1,088,734	Y	96.7%
2023	EL	34.5%	1.2%	11.9%	52.4%	1,048,300	Y	96.8%	94	1,048,300	2.3%	45.7%	18.3%	32.2%	1,069,515	Y	98.0%
2024	EL	32.9%	0.0%	19.7%	47.4%	193,182	Y	98.0%	50	193,182	1.9%	43.2%	19.1%	34.4%	202,530	Y	95.4%
2024	LTEL	40.4%	0.0%	25.0%	34.6%	1,028,083	Y	97.8%	89	1,028,083	3.4%	41.6%	24.7%	28.5%	1,047,977	Y	98.1%
						182,603	Y	97.6%	41	182,603					190,459	Y	95.9%

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

Summative ELPAC Participation Rate Report											
		School					State of California				
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate Greater Than 95%	Participation Rate	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate Greater Than 95%	Participation Rate		
2022	EL	83	83	Y	100.0%	1,052,513	1,088,734	Y	96.7%		
2023	EL	91	94	Y	96.8%	1,048,300	1,069,515	Y	98.0%		
2023	LTEL	49	50	Y	98.0%	193,182	202,530	Y	95.4%		
2024	EL	87	89	Y	97.8%	1,028,083	1,047,977	Y	98.1%		
2024	LTEL	40	41	Y	97.6%	182,603	190,459	Y	95.9%		

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "-" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Student Group	Dashboard 2023					Dashboard 2024					School vs State	
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color		State CCI
All Students	130	33.8%	Low	43.9%	Lower	120	48.3%	14.5	Increased	Green	45.3%	Higher
English Learner	30	16.7%	Low	15.3%	Higher	27	25.9%	9.3	Increased	--	17.2%	--
Latino	122	34.4%	Low	35.5%	Lower	113	48.7%	14.2	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	22	22.7%	9.1	Increased	--	16.5%	--
Socioeconomically Disadvantaged	129	34.1%	Low	35.4%	Lower	117	48.7%	14.6	Increased	Green	37.4%	Higher
Students with Disabilities	23	8.7%	Very Low	12.3%	--	16	12.5%	3.8	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Suspension Rate Indicator

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

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

Student Group	Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023					Dashboard 2024								
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	476	0.0%	Very Low	3.1%	Lower	494	0.0%	0.0	Maintained	Blue	3.5%	Lower	504	0.6%	0.6	Increased	Yellow	3.2%	Lower
English Learner	104	0.0%	Very Low	3.2%	Lower	117	0.0%	0.0	Maintained	Blue	3.7%	Lower	112	1.8%	1.8	Increased	Orange	3.4%	Lower
Filipino	17	0.0%	Very Low	1.2%	--	14	0.0%	0.0	Maintained	--	1.3%	--	15	0.0%	0.0	Maintained	--	1.2%	--
Homeless Youth	15	0.0%	Very Low	5.5%	--	4	*	*	*	*	6.5%	*	2	*	*	*	*	5.7%	*
Latino	447	0.0%	Very Low	3.3%	Lower	465	0.0%	0.0	Maintained	Blue	3.8%	Lower	473	0.6%	0.6	Increased	Yellow	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	73	1.4%	1.4	Increased	Yellow	8.1%	Lower
Socioeconomically Disadvantaged	423	0.0%	Very Low	4.0%	Lower	452	0.0%	0.0	Maintained	Blue	4.5%	Lower	445	0.4%	0.4	Increased	Green	4.0%	Lower
Students with Disabilities	66	0.0%	Very Low	5.4%	Lower	75	0.0%	0.0	Maintained	Blue	5.9%	Lower	82	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "...," means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Student Group	Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	120	86.7%	Medium	87.4%	Lower	130	87.7%	1.0	Increased	Green	86.4%	Higher	125	89.6%	1.9	Increased	Green	86.7%	Higher
English Learner	21	66.7%	Very Low	73.3%	--	30	73.3%	6.7	Increased Significantly	--	73.5%	Lower	31	93.5%	20.2	Increased Significantly	Green	77.9%	Higher
Latino	111	87.4%	Medium	85.3%	Higher	122	89.3%	2.0	Increased	Green	84.2%	Higher	117	88.9%	-0.5	Maintained	Yellow	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	25	96.0%	23.3	Increased Significantly	--	80.8%	--
Socioeconomically Disadvantaged	119	86.6%	Medium	85.1%	Higher	129	87.6%	1.0	Increased	Green	83.7%	Higher	122	89.3%	1.7	Increased	Green	84.4%	Higher
Students with Disabilities	7	*	*	75.2%	*	23	73.9%	--	--	--	72.7%	--	19	76.9%	5.0	Increased Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

Enrollment Report

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

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

Student Group	Enrollment by Ethnicity and Student Group					
	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	470	529,902	5,837,690	477	516,685	5,806,221
F/R Meal	85.1%	80.6%	61.6%	84.7%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	18.3%	20.1%	18.4%	22.4%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.2%	2.1%	3.6%	4.8%	2.7%	4.0%
Socioeconomically Disadvantaged	87.4%	81.3%	62.7%	85.5%	82.4%	63.6%
Students w/ Disabilities	16.4%	14.8%	13.7%	14.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.6%	7.3%	4.9%	0.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	1.0%	3.3%	10.1%
Filipino	3.0%	1.7%	2.2%	2.1%	1.6%	2.2%
Latino	95.1%	73.8%	56.1%	95.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.2%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.8%	2.2%	1.2%

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

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

Central City Value

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Learners	53	13.3%	17,921	7.3%	226,508	11.1%	43	11.0%	15,302	6.5%	211,186	10.6%	53	13.4%	13,052	5.9%	198,853	10.4%
LTEL 6+ Years	6	1.5%	17,295	7.1%	144,189	7.1%	12	3.1%	15,717	6.7%	136,188	6.8%	7	1.8%	11,406	5.2%	115,009	6.0%
At-Risk 4-5 Years	23	5.8%	60,457	24.7%	505,486	24.8%	14	3.6%	60,574	25.7%	519,651	26.0%	33	8.4%	57,726	26.1%	516,862	26.9%
EL 0-3 Years	18	4.5%	18,850	7.7%	236,319	11.6%	17	4.3%	14,725	6.2%	207,768	10.4%	14	3.5%	13,775	6.2%	178,306	9.3%
EL 4+ Years & Not At-Risk or LTEL	100	25.0%	114,523	46.8%	1,112,502	54.5%	86	22.0%	106,318	45.0%	1,074,793	53.8%	107	27.1%	95,959	43.3%	1,009,030	52.6%
EL Total	300	75.0%	130,377	53.2%	927,694	45.5%	305	78.0%	129,789	55.0%	924,422	46.2%	288	72.9%	125,465	56.7%	909,298	47.4%
RFEP	400	100.0%	244,900	100.0%	2,040,196	100.0%	391	100.0%	236,107	100.0%	1,999,215	100.0%	395	100.0%	221,424	100.0%	1,918,328	100.0%

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

Central City Value

Board District: 2 | Region: East | Location Code: 8719

Students with Disabilities Report

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

	Special Education Enrollment by Category											
	2023-2024						2024-2025					
	School		Los Angeles Unified		School		Los Angeles Unified		School		Los Angeles Unified	
Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Students with Disabilities												
Total SWD Enrollment	77	100%	16.4%	78,319	100%	14.8%	68	100%	14.3%	80,505	100%	15.6%
High Incidence	66	85.7%	14%	52,153	66.6%	9.8%	58	85.3%	12.2%	52,412	65.1%	10.1%
Low Incidence	11	14.3%	2.3%	26,162	33.4%	4.9%	10	14.7%	2.1%	28,084	34.9%	5.4%
Autism	9	11.7%	1.9%	18,713	23.9%	3.5%	8	11.8%	1.7%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	2	2.6%	0.4%	3,393	4.3%	0.6%	1	1.5%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	11	14.3%	2.3%	10,930	14%	2.1%	11	16.2%	2.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	1	1.5%	0.2%	434	0.5%	0.1%
Specific Learning Disability	52	67.5%	11.1%	29,615	37.8%	5.6%	46	67.6%	9.6%	29,368	36.5%	5.7%
Speech or Language Impairment	3	3.9%	0.6%	11,608	14.8%	2.2%	1	1.5%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CENTRAL CITY VALUE

BOARD OF EDUCATION REPORT 086-20/25

October 14, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 480 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

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

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services