

Central City Value

Petition for Charter Renewal
For the term: July 1, 2026 - June 30, 2031

Submitted to the Los Angeles Unified School District Board of Education

July 18, 2025

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Assurances, Affirmations, and Declarations

Central City Value (also referred to herein as “Central City Value High School,” “CCVHS,” and the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

Mathematics Placement

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

English Learners

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an

effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Students with Disabilities

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special

education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

GENERAL INFORMATION	
Contact person for Central City Value	Joaquin Arroyo, Principal
Contact address for Central City Value	221 North Westmoreland Ave., Los Angeles, CA 90004
Contact phone number for Central City Value	(213) 471-4686
Current address for Central City Value	221 North Westmoreland Ave., Los Angeles, CA 90004
This location is in the LAUSD Board District	2
This location is in the LAUSD Region	Central
The grade configuration of Central City Value	9 – 12
The number of students in the first year will be	480
The grade level(s) are	9 – 12
The total enrollment capacity will be	480
The type of instructional calendar will be	Traditional
The regular bell schedule will be	M: 9 am – 3:30 pm T-F: 8:30 am – 3:30 pm
The term of this charter for middle and high performing schools	July 1, 2026 – June 30, 2031

Self-Reflection for Charter School

Central City Value High School began operations in August 2003 with approximately 87 ninth grade students. The Charter School now serves up to 480 students spanning 9th - 12th grade. CCVHS continues to serve students in grades 9th through 12th grade with the mission of providing all students with data-driven and quality-based instruction that will support their success when they continue their education after leaving Central City Value.

Value Schools, the nonprofit public benefit corporation that operates CCVHS, is committed to ensuring all educators within our community are deeply developed and trained in the best instructional practices, strategies and systems to ensure academic success and growth for our students.

Students arrive at Central City Value typically in the ninth grade, but are performing far below grade level¹, and are typically first-generation students living in a household where English is their second language.² Central City Value strives to ensure students are challenged academically and are able to successfully complete grade level standards.

As a school community, Central City Value holds the belief that all students deserve the opportunity to attend school successfully, with the eventual purpose of attending and graduating from college. A successful Value Schools education will allow each student to attend school daily, develop their own talent and skills to give back to the community, and contribute to the well-being of oneself and the larger society.

CCVHS has maintained an average 94% attendance rate³, even through the worst months of the pandemic. Similarly, students have stayed at Central City Value with an average stability rate of 92% from 2021-24.⁴ This demonstrates our students' full potential to attain a high school diploma with the purpose of attending and graduating college.

Since 2003 Central City Value has consistently served students in Los Angeles with a focus on providing a research-based quality education that is aligned to the 5 core values of Value Schools. This has allowed Central City Value High School to proudly serve generations of families and act as an essential part of the Rampart Village community for 20 years.

After returning to in-person learning, Central City Value School data indicates that students, though greatly impacted by the pandemic, are exhibiting growth and progress in both reading and math. The data that follows demonstrates that Central City Value High School properly serves its community and has clear and convincing evidence for renewal.

School Accomplishments

- During the 2023-24 school year, Central City Value was recognized as a California Distinguished School for its efforts in closing the achievement gap by supporting underserved students in improving their academic performance.

¹ Of the entering 9th graders in 2023-2024, 37% scored below the 40th percentile in NWEA Math and 46% below the 40th percentile in Reading in the fall administration.

² Of the 9th graders enrolled in 2023-2024, 84% were English learners or reclassified English learners based on the EOY CALPADS 8.1 student profile report.

³ 2023-2024 Attendance Rate from LCAP approved June 2024.

⁴ Average of DataQuest Stability Rate from 2021-22 through 2023-24.

- In 2023, 83% percent of students met A-G requirements, and this increased to 89% in 2024. This is significantly higher than the state average, which was 51% in the 2022-23 school year and 52% in 2023-24.
- Central City Value School has had historically high average daily attendance rates with an average attendance rate from 94% in 2022-23 and 93.9% in 2023-24.⁵
- Central City Value High School’s average chronic absenteeism rate from 2021-2024 was 15%, which is lower than the state average for grades 9-12 of 27%.⁶ This trend continued with all significant subgroups during these years.
- Central City Value School is a Western Association of Schools and Colleges (“WASC”) accredited school, receiving a 6-year WASC accreditation through June 2027.
- Students at Central City Value outperformed the state in English Language Arts (“ELA”) in 2023 and 2024 for all students, and significant subgroups of students.⁷
- Students at Central City Value significantly outperformed the statewide average Distance from Standard (“DFS”) in math for Hispanic students and socio-economically disadvantaged students in 2023 and 2024.⁸

Areas of Challenge

Mathematics Performance

2022 to 2024 Mathematics Dashboard Status (DFS): Central City Value High School <i>versus</i> State [all groups with at least 30 students]			
Student Group	2022	2023	2024
All Students	53.1 points lower	17.3 points lower	8.6 points lower
English Learners	90.8 points lower	38.9 points lower	(no performance color)
SED	23.0 points lower	12.9 points higher	26.8 points higher
Hispanic/Latino	20.5 points lower	10.2 points higher	19.1 points higher

*Table represents significant subgroups

*Green highlight indicates performance higher than state

Source: CA School Dashboard – difference between school status score and state in math, 2022-24

Recent California Assessment of Student Performance and Progress (“CAASPP”) math data highlights mathematics as a continued area of growth for Central City Value. While overall performance remains below the state average, several student groups are now outperforming their statewide peers. From 2022 to 2024, the DFS for all students improved significantly from 53.1 points below to 8.6 points below. English Learners (“EL”) reduced

⁵ 2024-25 LCAP State Priority 5 Attendance Rates based on P2 District Reports

⁶ Average of DataQuest grade 9-12 chronic absence rate across 3 years (2021-22, 2022-23, and 2023-24)

⁷ 2023 and 2024 comparison to state of CA School Dashboard ELA status score for all students and significant student groups at CCVHS

⁸ 2023 and 2024 comparison to state of CA School Dashboard Math status score for socioeconomically disadvantaged and Hispanic students

their gap from 90.8 points below in 2022 to 38.9 points below in 2023. Socioeconomically Disadvantaged (“SED”) and Hispanic/Latino students exceeded the state average in 2023 and 2024, showing consistent gains.

Despite these positive trends, mathematics continues to be identified as an area of need. While subgroups are outperforming the state, Central City Value remains committed to ensuring that *all* students meet or exceed the DFS level of the overall student population in California. In response, Central City Value has implemented a comprehensive approach to mathematics intervention and support. We have added targeted math intervention classes for students performing below grade level on the NWEA. Many students enrolled in Algebra I and Algebra II who are below grade level are now placed in a dedicated math support class. The school introduced its first Algebra I support class during the 2023–2024 school year. As a result, by May 2026, we will be able to analyze the impact of these support classes on student performance on the SBAC, specifically for students who participated in Algebra I support as 9th graders and Algebra II support as 11th graders.

In addition to intervention classes, students are also placed in a math support class during our SSR/flex period. This class meets for 30 minutes, four times a week, providing additional targeted support. For the 2025–2026 school year, we will expand our supports by adding an additional math intervention class for 11th-grade students enrolled in Algebra II.

To strengthen instruction, the lead math teacher will continue to meet with math teachers bi-monthly during department meetings to provide guidance on instructional plans and effective instructional strategies. Additionally, the lead math teacher will increase the frequency of classroom observations and provide actionable feedback to teachers to improve instructional quality and support student achievement.

College-Going Rate

College-Going Rate Compared to District						
Subgroup	LEA	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic / Latino	CCVHS	61%	64%	66%	65%	56%
	LAUSD	56%	53%	53%	52%	52%
SED	CCVHS	62%	64%	65%	64%	51%
	LAUSD	57%	55%	54%	53%	53%

Highlighted green if the CGR is higher than the district

Source: DataQuest College-Going Rate

Recent data on college-going rates indicates that, while Central City Value High School has historically outperformed the District in supporting college enrollment among key subgroups, this remains a continued area of focus and improvement. From 2017 to 2018 through 2020 to 2021, both Hispanic and SED students at CCVHS consistently had higher college-going rates compared to the District average. Hispanic students increased from 61

percent in 2017 to 2018 to 66 percent in 2019 to 2020, and SED students followed a similar trend, rising from 62 percent to 65 percent over the same period.

However, in 2021 to 2022, both groups experienced a notable decline, with college-going rates dropping to 56 percent for Hispanic students and 51 percent for SED students. While performance remained strong relative to the District in the years prior to the pandemic, the most recent post-pandemic data highlights a concerning dip. This decline underscores that college readiness and access continue to be critical areas of need for Central City Value. The community remains committed to increasing college-going rates for all student groups to ensure that every student is equipped with the tools, guidance, and opportunities needed to pursue postsecondary success. Expanded college counseling, targeted interventions, and enhanced family engagement efforts are key strategies being implemented to support this goal. Seniors now participate in a Senior Seminar course during the first semester of their senior year and a Life Skills course during the second semester. This structure enables the college counselor to meet with all seniors to inform them about various postsecondary pathways, including two- and four-year colleges, trade schools, apprenticeships, and military service. It also allows the college counselor and Senior Seminar teacher to provide direct support with the completion of college applications.

While college applications are completed during the first semester, enrolling seniors in the Life Skills course during the second semester ensures that the college counselor can continue working with students to support college enrollment. This includes helping students register for college, complete necessary paperwork, and apply for scholarships. This coordinated approach ensures that every senior receives individualized support to navigate the complex college-going process, enhancing postsecondary opportunities and promoting equity in access to higher education.

English Learner Progress

2018 to 2024 English Learner Progress Central City Value High School <i>versus</i> State					
Student Group	2018	2019	2022	2023	2024
All ELs	6.0% lower	6.4% higher	4.7% lower	13.0% lower	12.8% lower
Long-Term ELs					5.4% lower

Highlighted green if the ELPI is higher than the state

Source: CA School Dashboard – difference between school status score and state for English Learner Progress

EL progress data from 2018 to 2024 shows fluctuating performance at Central City Value High School when compared to the state average. In 2018, the Charter School was 6.0 percent below the state, but by 2019, it had improved to 6.4 percent above the state average. However, following that peak, performance declined, dropping to 4.7 percent below the state in 2022, then further to 13.0 percent below in 2023 and 12.8 percent below in 2024.

While the school has previously demonstrated the capacity to exceed statewide performance, recent data highlights an opportunity to refocus efforts and reverse a downward trend. Continued support for English Learner progress remains a key area for growth at Central City Value and presents a valuable opportunity for targeted improvement. To reverse this trend, the school is focused on strengthening instructional strategies for English Learners, increasing targeted supports, and ensuring alignment with evidence-based practices that promote language acquisition and academic growth. During the 2024–2025 school year, the school increased the amount of designated instructional time for students who are English Learners. The school will continue to provide this additional time for designated English Language Development (“ELD”) instruction. Additionally, the school adopted a new ELD curriculum for all proficiency levels. This curriculum is highly regarded for its effectiveness in supporting ELs in developing language proficiency.

At the beginning of the 2024-25 school year, all teachers participated in professional development focused on best practices for supporting English Learners, including strategies for scaffolding instruction appropriately. The training emphasized that while scaffolding is essential, excessive scaffolding can limit opportunities for English Learners to develop independent language skills and confidence, ultimately hindering progress toward proficiency. Moving forward, the school will continue to reinforce the importance of appropriate scaffolds for students that are English learners.

Furthermore, the school has begun to use an assessment application to monitor weekly progress for all ELs. This application provides data on student growth, enabling teachers to adjust instruction to better meet individual student needs. Moving forward, members of the school administration and the lead English teacher will collaborate to support teachers in implementing these strategies effectively, with the goal of guiding English Learners toward English language proficiency and overall academic success.

Eligibility for Charter Renewal

Central City Value meets the criteria for the “middle tier,” as determined by law and affirmed by the California Department of Education’s (“CDE”) published charter school renewal performance data chart. We are proud that the Charter School has outperformed the state for all students and all numerically significant student subgroups in ELA in both 2023 and 2024⁹, and in math, Central City Value has outperformed the state in the majority (greater than 50%) of numerically significant student groups that are performing below the “All Students” average in 2024.¹⁰ English Learner progress did not surpass the state in both

⁹ CA School Dashboard Mathematics status for 2023 and 2024

¹⁰ CA School Dashboard Mathematics status for 2023 and 2024

school years¹¹ and is identified as an area of need. Based on the Dashboard indicators for all students in 2023 and 2024, CCVHS' indicator colors range from red to blue, where 6 of 11 of the indicators across two years were blue or green.¹²

Accordingly, the Charter School qualifies for a five-year renewal term according to the renewal standard outlined in Education Code Section 47607.2(b)(1). This determination aligns with the CDE's classification of the Charter School as a "middle tier" school. Education Code Section 47607.2(b) mandates that the District provide greater weight to academic performance metrics (CAASPP ELA and Math, the English Learner Progress Indicator ("ELPI"), and the College and Career Indicator ("CCI")) when considering charter renewal. Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers). Central City Value High School has shown evidence of success on statewide indicators on the Dashboard and verified data (shown below).

ELA and Mathematics. The data for Central City Value High School demonstrates strong academic performance in ELA and steady progress in math, underscoring the Charter School's commitment to achieving positive outcomes for its diverse student population. In ELA, Central City Value consistently outperformed the state across the majority of key student groups from 2018 to 2024. All students scored significantly above the state average, with socioeconomically disadvantaged and Hispanic/Latino students showing especially high performance. While slight declines were observed in 2024, the overall results reflect the Charter School's ability to maintain excellence in ELA instruction.

In math, Central City Value High School is making measurable progress. Although the all-student average is below the state average, the Charter School has made gains each year from 2022 to 2024 towards the state average. Notably, SED and Hispanic/Latino students exceeded the state average in 2023 and 2024, with growing margins in 2024. These results highlight the Charter School's focus on addressing areas of need while continuing to support high-achieving groups, demonstrating Central City Value's commitment to continuous growth and success for all learners. The strong performance across multiple significant subgroups affirms Central City Value High School's readiness for charter renewal and its role in fostering academic achievement for its community.

¹¹ CA School Dashboard English Learner Progress status for 2023 and 2024

¹² CA School Dashboard indicators for 2023 and 2024.

**2022 to 2024 ELA and Mathematics Dashboard Status:
Central City Value High School versus State**

Student Group	ELA			Mathematics		
	2022	2023	2024	2022	2023	2024
All	7.0 points higher	50.2 points higher	41.3 points higher	53.1 points lower	17.3 points lower	8.6 points lower
ELs	16.9 points lower	24.2 points higher	<i>28.6 pts higher</i>	90.8 points lower	38.9 points lower	<i>34.2 pts lower</i>
SED	30.5 points higher	77.3 points higher	71.0 points higher	23.0 points lower	12.9 points higher	26.8 points higher
Hispanic / Latino	33.3 points higher	74.7 points higher	63.6 points higher	20.5 points lower	10.2 points higher	19.1 points higher
Students w/Disabilities	<i>11.7 points higher</i>	<i>22.0 pts higher</i>	<i>14.6 pts lower</i>	<i>52.6 pts lower</i>	<i>86.5 pts lower</i>	<i>50.5 pts lower</i>

Table represents significant subgroups (over 30 students). Green cells indicate performance higher than the State.

Italics indicates groups smaller than 30 students

Source: CA School Dashboard – difference between school status score and state for ELA and math, 2022-24

In the 2021-2022 and 2022-2023 school years, English Learners (ELs) were a numerically significant subgroup at Central City, with at least 30 students enrolled and tested. In 2023-2024, the EL group was just below 30 students.

Over the last three years, ELs at CCVHS have improved each year in ELA and Math. In ELA, scores increased from -78.1 in 2022 to -43.5 in 2023 to -39 in 2024, a total improvement of 39.1 points. As a result of this growth, in 2022-2023 and 2023-2024, CCVHS ELs outperformed the state in ELA. In Math, scores increased from -182.8 in 2022 to -132.3 in 2023 to -127.6 in 2024, a total improvement of 55.2 points. These outcomes highlight the impact of scaffolded instruction and targeted English Language Development (ELD) supports.

Since the number of tested EL students fell below the 30-student threshold in 2023-2024, ELs were not considered numerically significant under California Department of Education guidelines. Nevertheless, Central City continues to closely monitor this group and ensure all multilingual learners receive instruction that reflects their language development needs and academic potential.

The school remains committed to strengthening both designated and integrated ELD practices through professional development, curriculum alignment, and regular progress monitoring. Instructional strategies emphasize academic vocabulary, and content access to support continued language and literacy development.

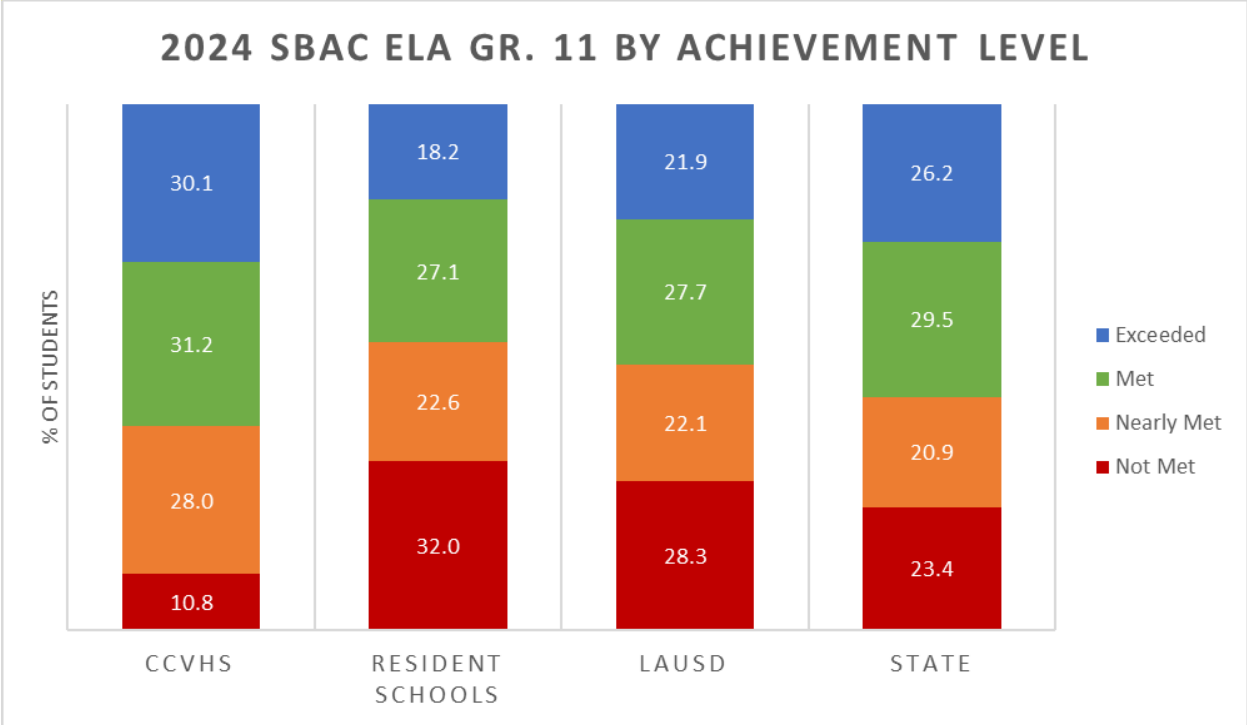
Although SWDs were not considered a numerically significant subgroup during this reporting period (fewer than 30 students tested), Central City remains committed to analyzing performance trends to inform instruction and support.

Data from 2022 to 2024 showed variation in both ELA and math, with some years reflecting measurable gains (e.g., 22.0 points higher in ELA, 11.7 points higher in math), and other years showing decreased scores. These shifts highlight the importance of individualized instruction and collaboration between general and special education staff.

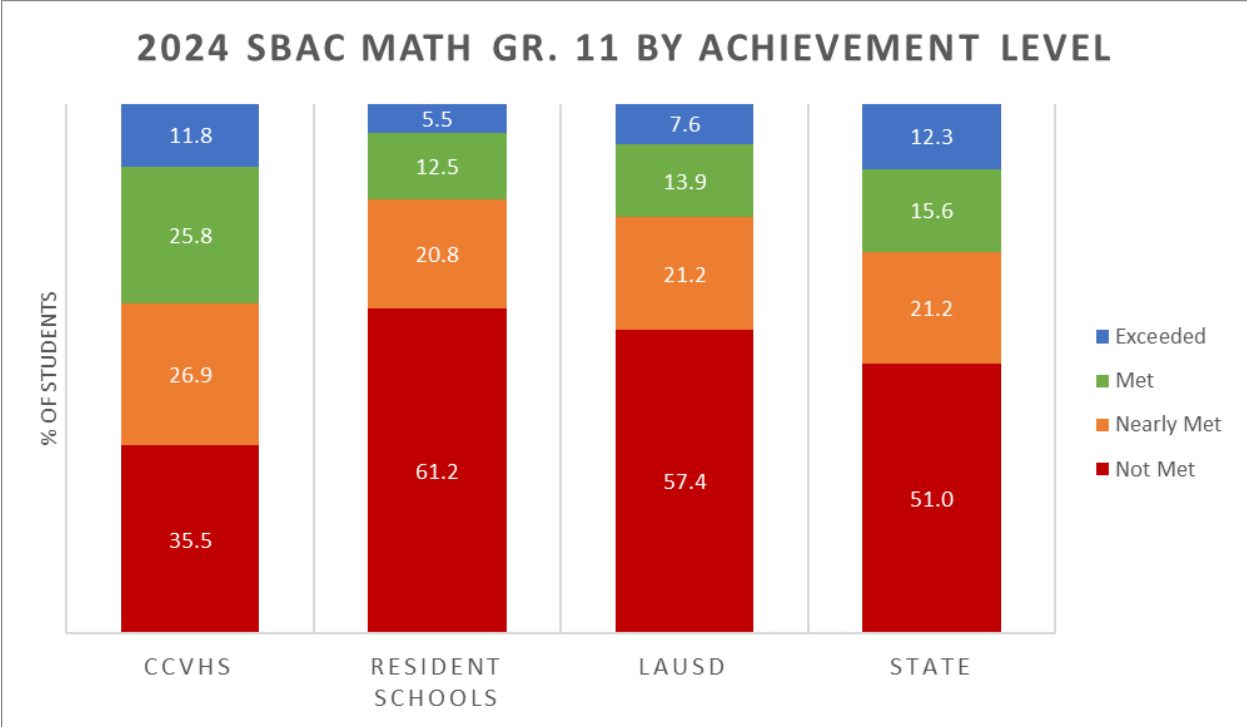
Central City ensures that all students with disabilities have access to grade-level standards through inclusive instructional models, co-teaching strategies, and accommodations aligned to their IEPs. The school continues to invest in evidence-based interventions, small-group support, and progress monitoring to promote meaningful growth and access to the core curriculum.

The Dashboard scores for ELA and Mathematics reflect the performance of all tested students. As a result, high school comparisons to the District or state compare only grade 11 scores at the high school to the combined scores from grades 3-8 and 11 for the District and state. A more focused comparison of the 2024 Smarter Balanced Assessment (“SBAC”) results for only 11th grade students indicates that CCVHS has a higher percentage of students meeting or exceeding standards in both ELA and Mathematics while also maintaining a lower percentage of students in the "Not Met" category compared to 11th graders at Resident Schools, the District, and the state in numerically significant subgroups. Specifically, 11% of CCVHS 11th graders scored in the "Not Met" category for ELA, compared to 23% statewide, and 36% in Mathematics, compared to 51% statewide.

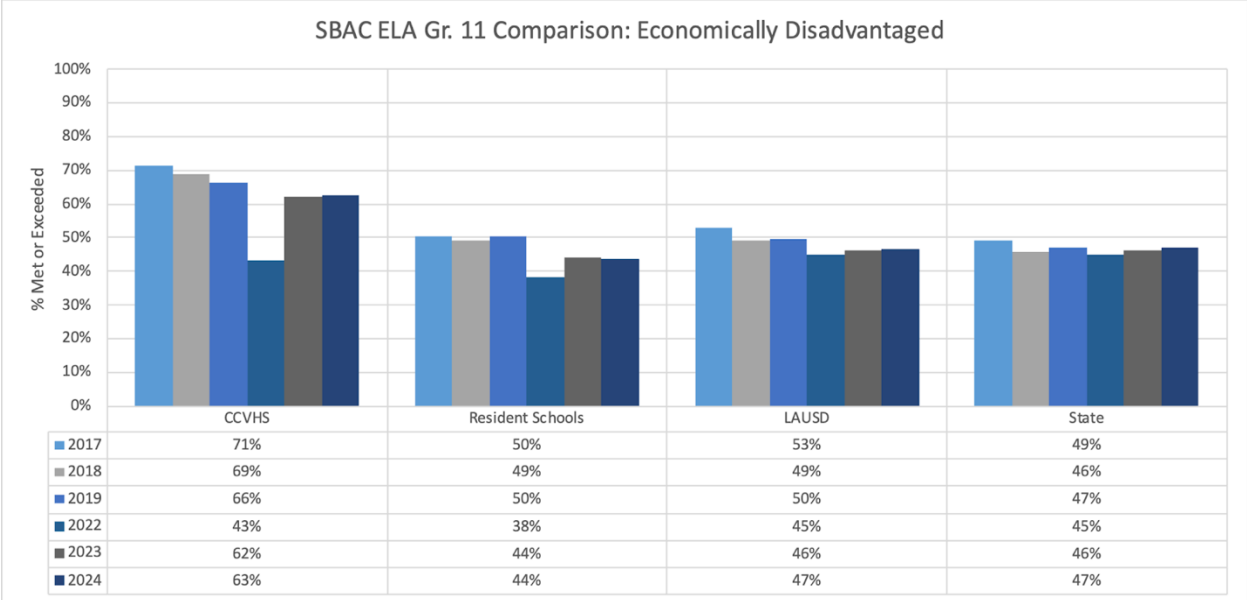
When focusing on student numerically significant subgroups, a higher percentage of socioeconomically disadvantaged 11th grade students at CCVHS have met or exceeded the standard in ELA compared to the state in all years except 2022, and in Mathematics for all years except 2019. Similarly, for Hispanic students, CCVHS has consistently outperformed the state in ELA from 2017 to 2024 and in Mathematics in all years except 2019.



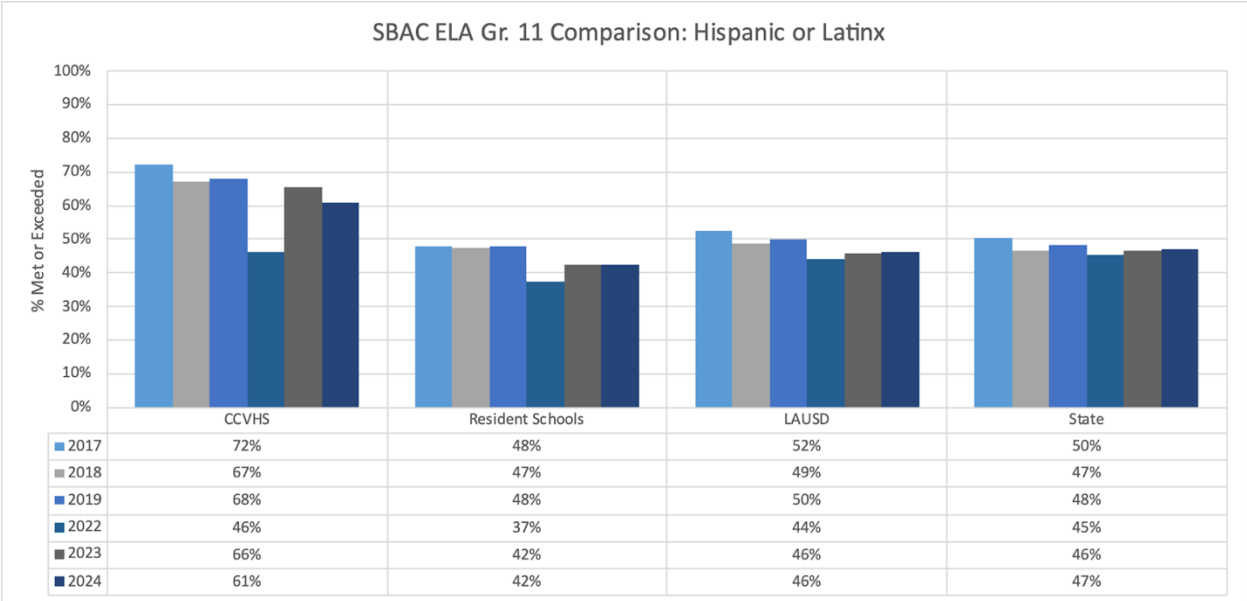
Source: DataQuest CAASPP ELA



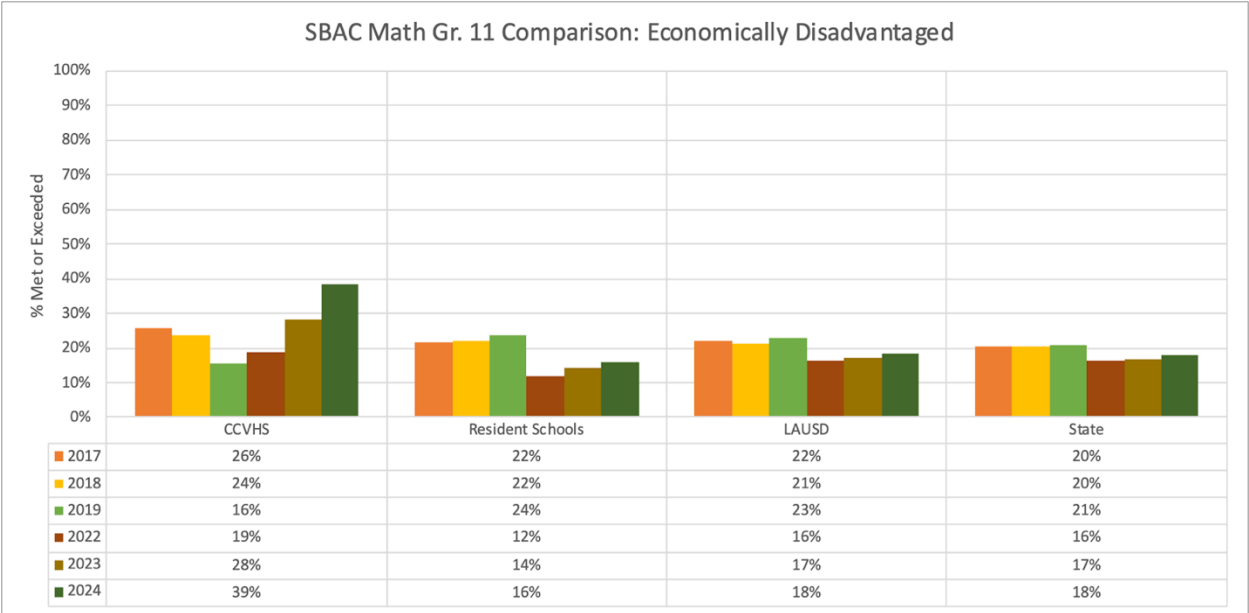
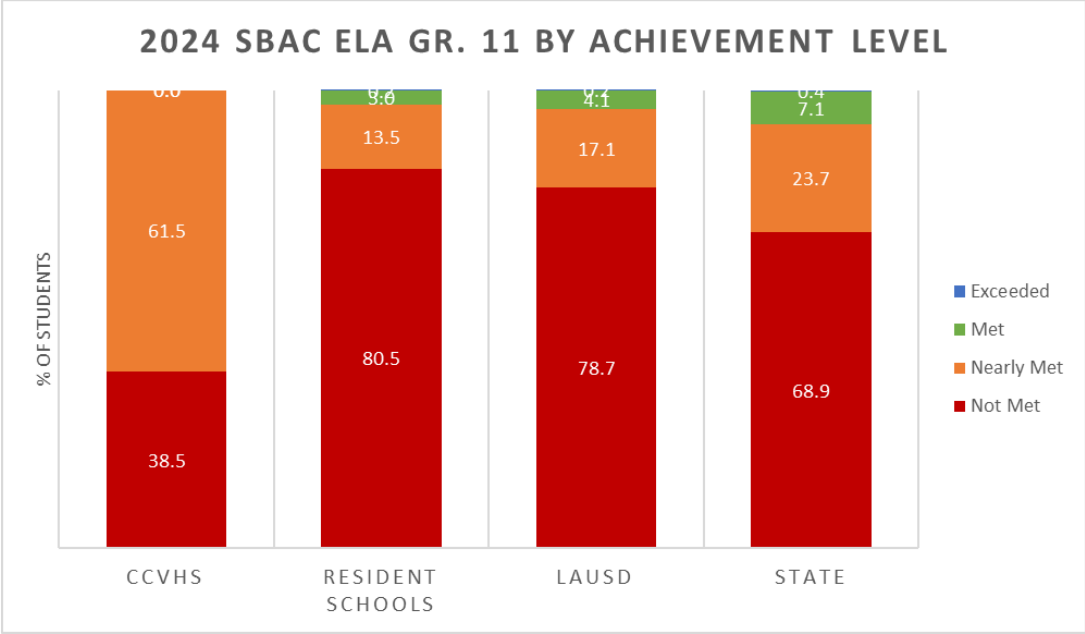
Source: DataQuest CAASPP Math



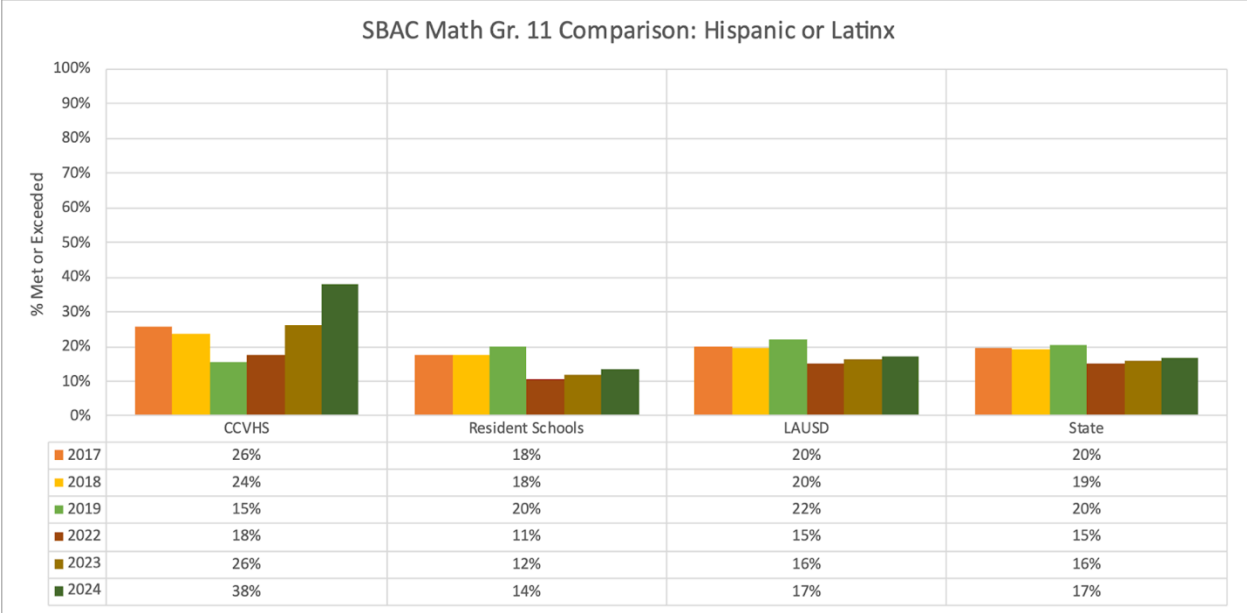
Source: DataQuest CAASPP ELA



Source: DataQuest CAASPP ELA



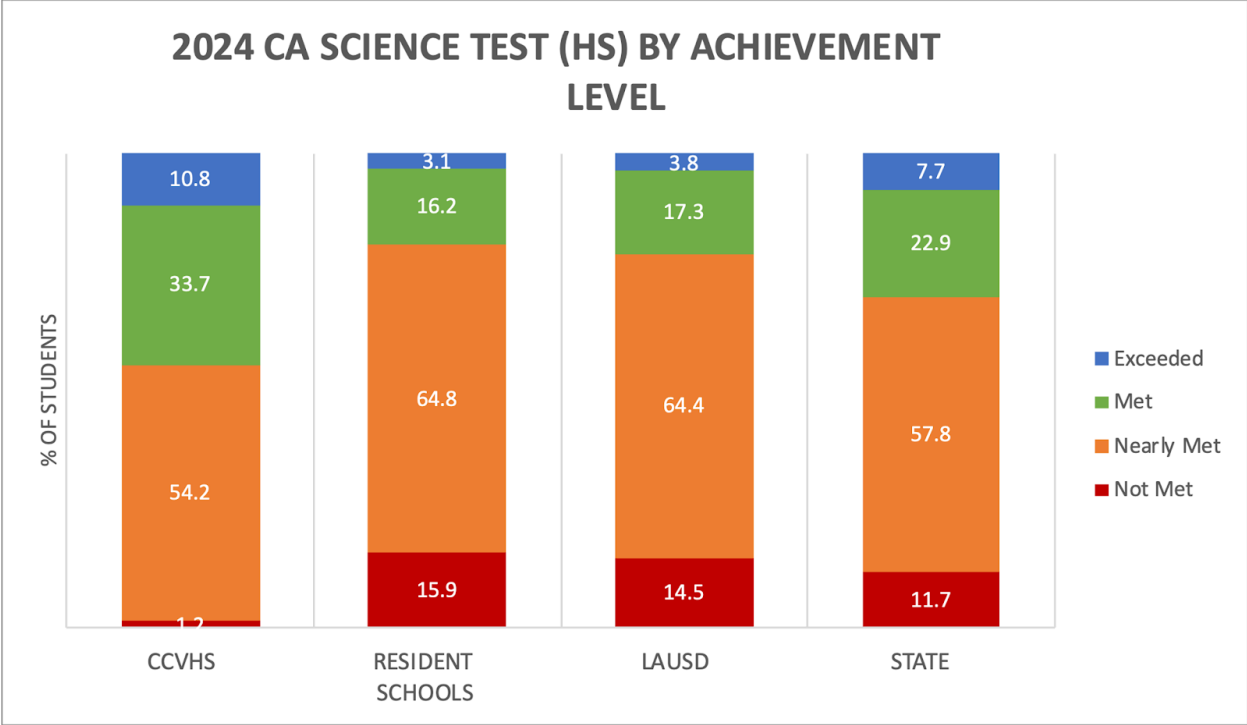
Source: DataQuest CAASPP Math



Source: DataQuest CAASPP Math

Central City Value High School has consistently outperformed the state in ELA across all students and significant subgroups, while demonstrating measurable progress in mathematics. Despite identified areas for growth, Central City Value High School’s trajectory of academic success, commitment to continuous improvement, and strong outcomes for historically underserved student populations reinforce its role as a high-quality educational institution. These results highlight the school’s readiness for renewal and its dedication to fostering excellence for all learners.

Science. Although Science does not yet have an indicator on the Dashboard, DataQuest reports that CCVHS had a higher percentage of high school students meeting or exceeding the standard on the California Science Test (44.6%) compared to the state (30.5%). Additionally, only 1.2% of CCVHS students fell into the "Not Met" category, compared to 11.7% statewide.



Source: DataQuest CAASPP Science

College and Career. Throughout the charter term, CCVHS has consistently demonstrated strong college and career readiness outcomes. In 2018, 2019, and 2024, CCVHS had a higher percentage of students classified as prepared for college and career than the state. Additionally, during these years, both the Hispanic/Latino and socioeconomically disadvantaged student groups at CCVHS surpassed the statewide percentage of students classified as prepared. It is important to note that the indicator was not reported in 2022. However, our strong 2024 data confirms that we are on the right track, and the strategies we have implemented to improve outcomes are showing promising results. While we do not have two recent consecutive years of data surpassing the state for a majority of subgroups, the available data demonstrates CCVHS’s ongoing commitment to preparing students for postsecondary success.

To further strengthen college and career readiness outcomes, CCVHS is implementing targeted interventions to support student success. This includes providing individualized academic guidance, monitoring student progress more closely, and offering additional support to ensure students meet graduation and college-entry requirements. By identifying students in need of extra assistance early, CCVHS can provide timely interventions that help them stay on track.

In addition to these efforts, CCVHS is dedicated to supporting our diverse learners, including English learners and students with disabilities, to ensure they are ready for college and career. Tailored interventions, such as a strong language development program and individualized accommodations, are designed to meet the unique needs of

these students. Teachers are also using differentiated instruction strategies to provide an inclusive learning environment where all students can thrive.

Through these combined efforts, CCVHS remains committed to ensuring that all students—particularly those from historically underserved backgrounds—are well-prepared for college, career, and lifelong success.

2018 to 2024 College/Career Prepared Central City Value versus State			
<i>Student Group</i>	2018	2019	
All Students	1.8% higher	2.8% higher	
English Learners	4.0% lower	2.2% higher	
SED	10.5% higher	11.1% higher	
Hispanic/Latino	10.6% higher	10.6% higher	
Students with Disabilities	10.8% higher	2.5% lower	
<i>Student Group</i>	2022	2023	2024
All Students	<i>Not reported</i>	10.1% lower	3.0% higher
English Learners	<i>Not reported</i>	1.4% higher	8.7% higher
Long-Term ELs			6.2% higher (<i><30 students</i>)
SED	<i>Not reported</i>	1.3% lower	11.3% higher
Hispanic/Latino	<i>Not reported</i>	1.1% lower	11.3% higher
Students with Disabilities	<i>Not reported</i>	3.6% lower	1.0% lower

Highlighted green if the CCI is higher than the state

Italics indicates groups smaller than 30 students

Source: CA School Dashboard – difference between school status score and state for College/Career

Verified Data Performance

NWEA identifies the Conditional Growth Index (“CGI”) as a measure of growth for an individual student or a group of students. The Student Growth Summary Report from the MAP system provides a school’s CGI for each grade level for a specific set of terms, but it does not offer a school-wide aggregate or student subgroup averages school-wide.

Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the school-wide, grade band, and subgroup averages for each year. According to NWEA guidance in using MAP Growth Data for AB 1505: “For both the student and school CGI values, 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 and indicates that the growth observed is 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.”¹³

Participation Rate Methodology. Using California Longitudinal Pupil Achievement Data System (“CALPADS”) End of Year (“EOY”) reports, we determined the number of students enrolled during the Fall and Spring testing windows and matched those students to the NWEA MAP data extracts to determine who tested in Fall, in Spring, and who had Fall to Spring growth scores for each school year. CCVHS maintained an overall participation rate of 95% or greater in Fall and Spring each year from 2022-23 through 2024-25.

NWEA MAP Participation Rate						
Test Subject Area	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Math	95%	96%	97%	96%	97%	97%
Reading	95%	97%	97%	96%	97%	96%
CCVHS began tracking participation rates in Fall 2022.						

Source: Students tested each administration according to NWEA data extracts divided by the count of students enrolled during the testing window according to CALPADS 8.1 reports

NWEA MAP Math Growth

The Math Student Growth Summary Report highlights consistent and commendable academic progress across all grade levels, with all grade levels meeting or exceeding one year of growth (CGI scores ≥ -0.2). These results reflect the dedication of both students and educators in fostering continuous improvement in mathematical achievement.

Overview of Data. At the grade level, 9th and 10th graders demonstrated steady and sustained growth each year from 2022-23 through 2024-25. Grades 11 and 12 consistently show the most growth, which can be an indication that continued enrollment at CCVHS results in increasing growth and reinforces the effectiveness of instructional support at the upper grade levels.

Math, School Level CGI Scores from the Student Growth Summary Report			
Grade Level	Fall 22 – Spring 23	Fall 23 – Spring 24	Fall 24 – Spring 25
9	1.13	1.08	0.41
10	1.06	1.76	1.05
11	4.62	4.07	2.78
12	2.30	2.05	3.43
Green cells indicate 1-year growth and/or increase from the baseline year.			

Source: NWEA Student Growth Summary Reports for Fall to Spring

¹³ “Using MAP Growth Data for AB1505,” NWEA 2023.

Schoolwide and student group averages further illustrate the impact of targeted instructional strategies. Both overall schoolwide growth and growth among SED students remained strong at 0.4 or above across all three years. English learners showed encouraging improvement, maintaining a growth score of 0.3 or above, while students with disabilities maintained growth above 0.0. These gains reflect the school's commitment to equity and the success of interventions designed to support diverse learners.

Overall, this data showcases a positive trajectory of student achievement, with sustained progress across all groups and meaningful gains in key areas. These results deserve recognition as they affirm the collective efforts of educators, students, and the school community in fostering academic growth. The official NWEA verified data report is available for review.

Math, Schoolwide & Student Group Averages of Student CGI Scores			
<i>Averages</i>	Fall 22 – Spring 23	Fall 23 – Spring 24	Fall 24 – Spring 25
Schoolwide	0.5	0.5	0.4
SED	0.5	0.5	0.4
English Learners	0.3	0.4	0.3
SWDs	0.0	0.3	0.1

Green cells indicate 1-year growth; based on averages of Student CGI scores from NWEA data extracts.

Source: Group averages of Student CGI scores from NWEA data extracts

NWEA MAP Reading Growth

The Reading Student Growth Summary Report highlights significant and commendable progress across all grade levels, with all grades demonstrating at least one year of growth (CGI scores ≥ -0.2). These results reflect the Charter School’s strong instructional practices and commitment to literacy development.

Overview of Data. At the grade level, all cohorts showed impressive gains, with notable increases from Fall 22 - Spring 23 to Fall 23 - Spring 24. The 9th-grade cohort showed steady improvement, with CGI scores increasing from 0.58 in Fall 22 - Spring 23 and 0.77 in Fall 23 - Spring 24. Growth in the upper grades was even more pronounced. All grade levels followed this trend of on year growth in all school years reported.

Reading, School Level CGI Scores from the Student Growth Summary Report			
<i>Grade Level</i>	Fall 22 – Spring 23	Fall 23 – Spring 24	Fall 24 – Spring 25
9	0.78	0.92	1.72
10	0.90	3.24	2.15
11	1.66	3.24	2.91
12	1.34	4.30	3.05

Green cells indicate 1-year growth and/or increase from the baseline year.

Source: NWEA Student Growth Summary Reports for Fall to Spring

Schoolwide and student group averages reflect positive momentum. Overall schoolwide growth improved from 0.2 to 0.6 from the fall of the 22-23 school year to the 23-24 school year, and SED students mirrored this trend, increasing from 0.3 to 0.6. ELs maintained consistent growth at 0.3 across both years, while students with disabilities showed the most significant improvement, rising from 0.1 to 0.5. These gains underscore the Charter School’s dedication to equitable literacy outcomes and targeted interventions for diverse learners.

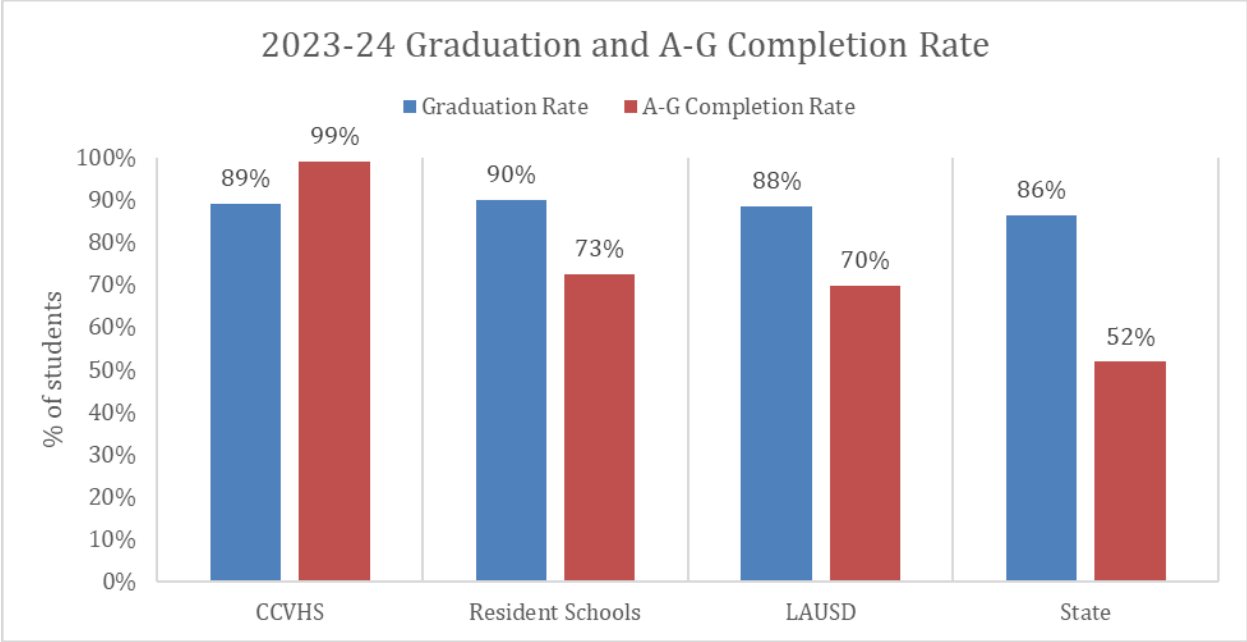
Reading, Schoolwide & Student Group Averages of Student CGI Scores			
<i>Averages</i>	Fall 22 – Spring 23	Fall 23 – Spring 24	Fall 24 – Spring 25
Schoolwide	0.2	0.6	0.5
SED	0.3	0.6	0.6
English Learners	0.3	0.3	0.9
SWDs	0.1	0.5	0.4
<i>Green cells indicate 1-year growth; based on averages of Student CGI scores from NWEA data extracts.</i>			

Source: Group averages of Student CGI scores from NWEA data extracts

Overall, the data highlights a strong upward trajectory in reading achievement, with significant growth across all student groups. Meeting and exceeding the one-year growth benchmark demonstrates academic progress and fulfills the criteria for renewal. These accomplishments reflect the dedication of educators, students, and the school community in advancing literacy success. Official NWEA verified growth data reports are available for review.

Graduate Outcomes

Although Central City Value has a similar graduation rate to Resident Schools, the District, and the state, it has a significantly higher percentage of students completing A-G requirements, making them eligible to apply to college. In 2023-24, 99% of CCVHS graduates completed A-G requirements, compared to 73% at Resident Schools, 70% for the District and only 52% for the state.



Source: DataQuest 2023-24 4-year Cohort Outcomes

Not only does Central City Value have strong A-G completion rates schoolwide, all its significant student groups have A-G completion rates that exceed the Resident Schools, the District, and the state.

2023-2024 A-G Completion Rate

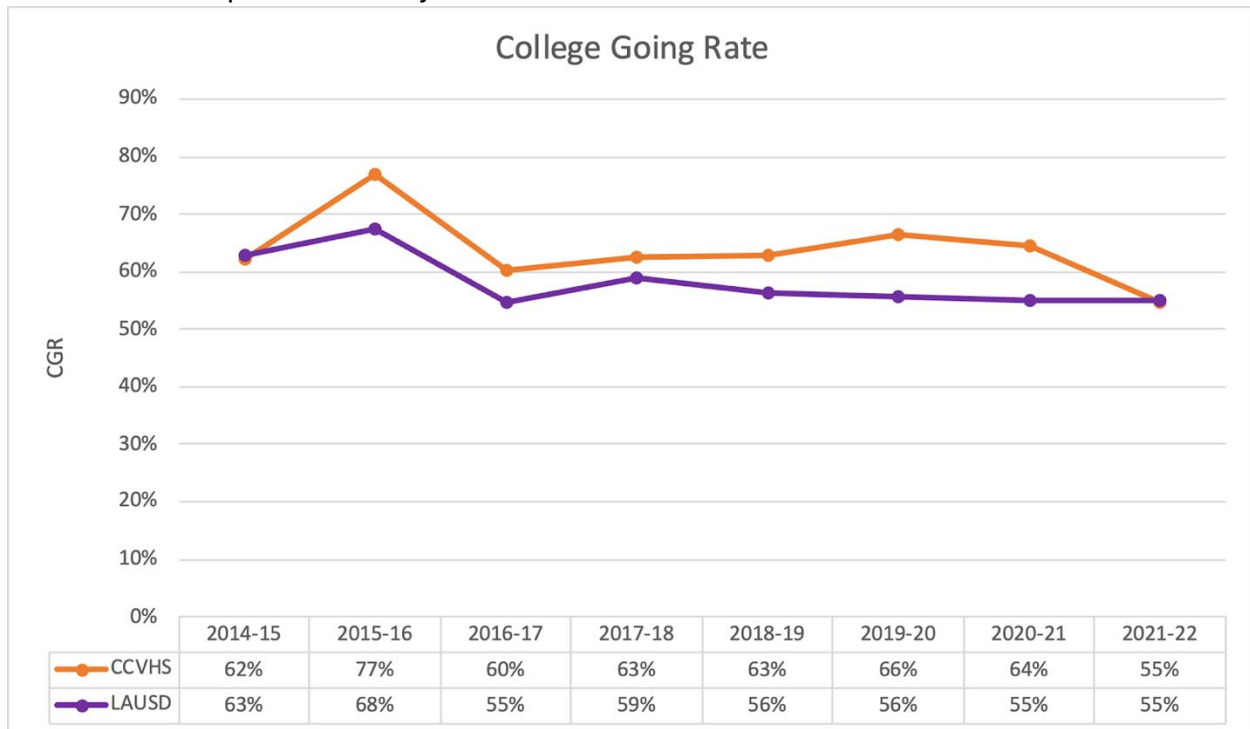
Schools / Subgroups	All Students	SED	English Learners	Students with Disabilities	Hispanic/Latino
CCVHS	99%	99%	100%	100%	99%
Resident Schools	73%	72%	59%	59%	71%
LAUSD	70%	68%	57%	50%	68%
State	52%	45%	27%	22%	44%

Source: DataQuest 2023-24 4-year Cohort Outcomes

The college-going rate at CCVHS has consistently exceeded that of LAUSD across all years of the most recent charter renewal years for both Hispanic and socioeconomically disadvantaged students. While LAUSD's rates have remained relatively stable, CCVHS demonstrated higher college enrollment percentages each year.

For Hispanic students, CCVHS maintained a higher college-going rate than LAUSD, peaking at 66% in 2019-20 before experiencing a decline to 56% in 2021-22. Similarly, for SED students, CCVHS consistently outperformed LAUSD, reaching 65% in 2019-20 before decreasing to 51% in 2021-22.

Despite a decline in the most recently reported school year of 2021-22 in DataQuest, CCVHS continues to support college access at rates above the District, reflecting a strong commitment to postsecondary readiness.



Source: DataQuest College-Going Rate

College-Going Rate Compared to District (Significant Subgroups over 30)						
Subgroup	LEA	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic / Latino	CCVHS	61%	64%	66%	65%	56%
	LAUSD	56%	53%	53%	52%	52%
SED	CCVHS	62%	64%	65%	64%	51%
	LAUSD	57%	55%	54%	53%	53%

Green cells note whether the CGR is higher than the District.

Source: DataQuest College-Going Rate

English Learner Data

English Learner Progress

Although Central City Value has not outperformed the state in EL progress on the English Language Proficiency Assessments for California (“ELPAC”), ELs taking the SBAC in 11th grade have shown improved performance, surpassing the state in ELA every year since 2018, except in 2022. This suggests that the ELD instruction provided to 9th and 10th graders may help build their language proficiency.

2018 to 2024 English Learner Progress Central City Value High School versus State					
Student Group	2018	2019	2022	2023	2024
All ELs	6.0% lower	6.4% higher	4.7% lower	13.0% lower	12.8% lower

Green cells note whether the ELPI is higher than the state.

Source: CA School Dashboard – difference between school status score and state for English Learner Progress

Summary, EL Progress. Over the past three years, English learner performance at Central City Value on the Summative ELPAC has fluctuated, reflecting shifts in language proficiency levels among students. In 2021-22, 28.92% of CCVHS ELs scored in Level 3 (Moderately Developed), while 10.84% reached Level 4 (Well Developed).¹⁴ In 2022-23, the percentage of students in Level 3 increased to 45.05%, whereas those in Level 4 decreased to 3.30%.¹⁵ By 2023-24, 39.08% of students scored in Level 3, and 4.60% achieved Level 4 proficiency.¹⁶

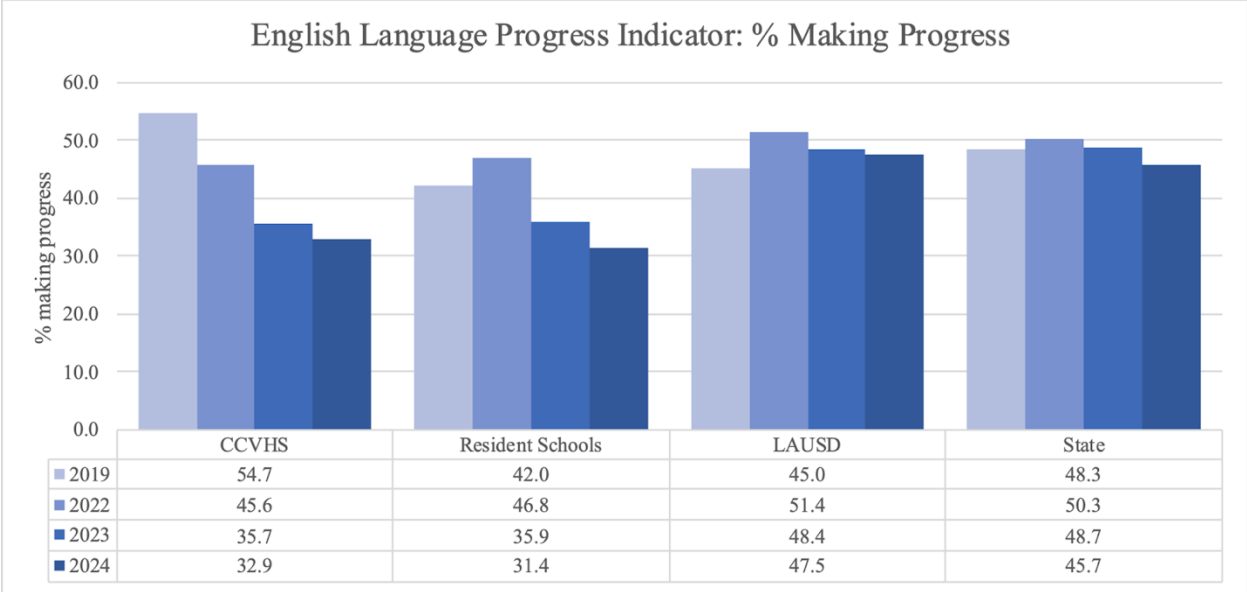
Despite this recent decline, CCVHS has consistently maintained a strong presence of students in the upper proficiency levels. However, the percentage of students in Level 1, the lowest proficiency category, has increased from 18.07% in 2021-22 to 32.18% in 2023-24, indicating a shift in the proficiency distribution. This suggests a need for continued support to ensure ELs progress to higher levels.

To address these trends, CCVHS is implementing a series of targeted instructional improvements. This includes comprehensive training for ELD teachers focused on both designated and integrated ELD instruction, as well as the adoption of a new designated ELD curriculum to enhance language development. Additionally, the school is prioritizing intellectual preparation with a specific focus on English learners, ensuring that instruction is intentional and aligned with student needs. These efforts reflect CCVHS’s ongoing commitment to strengthening outcomes for ELs and supporting their language acquisition and academic success.

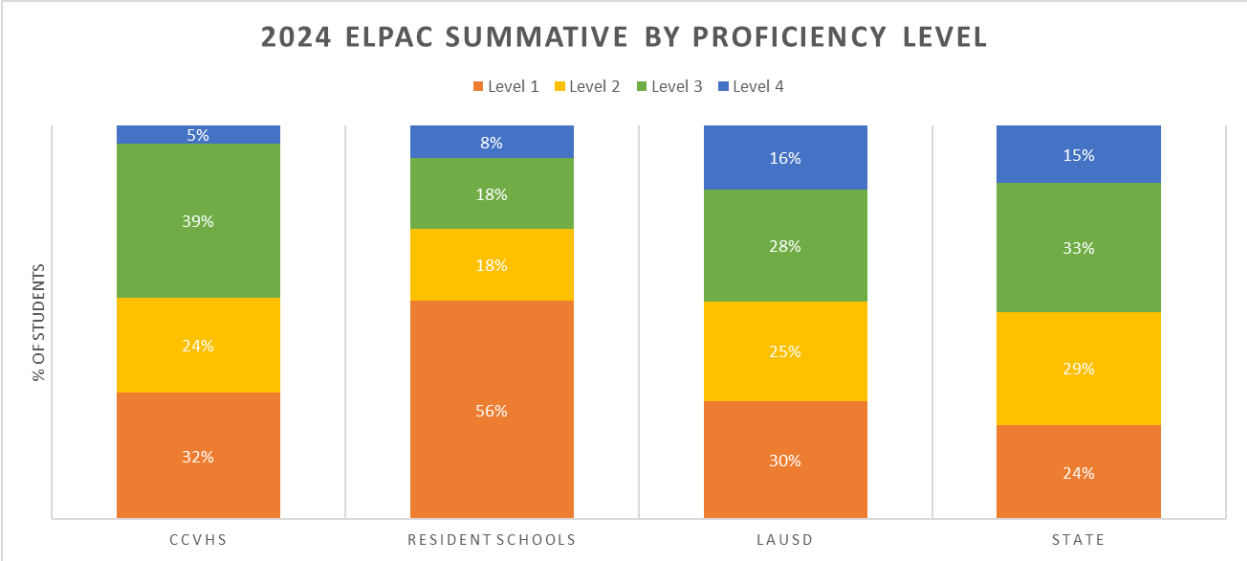
¹⁴ Source: California Assessment of Student Performance and Progress (CAASPP). (2022). *Summative ELPAC Results for Central City Value High School 2021–22*. Retrieved from <https://caaspp-elpac.ets.org>

¹⁵ Source: California Assessment of Student Performance and Progress. (2023). *Summative ELPAC Results for Central City Value High School 2022–23*. Retrieved from <https://caaspp-elpac.ets.org>

¹⁶ Source: CAASPP. (2024). *Summative ELPAC Results for Central City Value High School 2023–24*. Retrieved from <https://caaspp-elpac.ets.org>

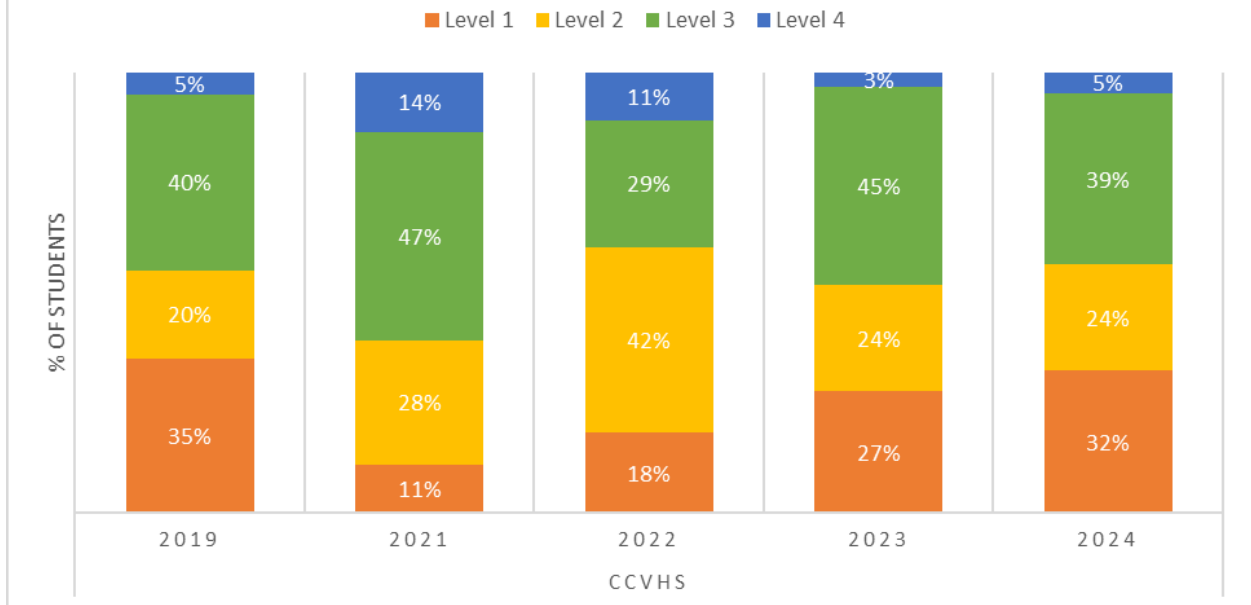


Source: CA School Dashboard English Learner Progress

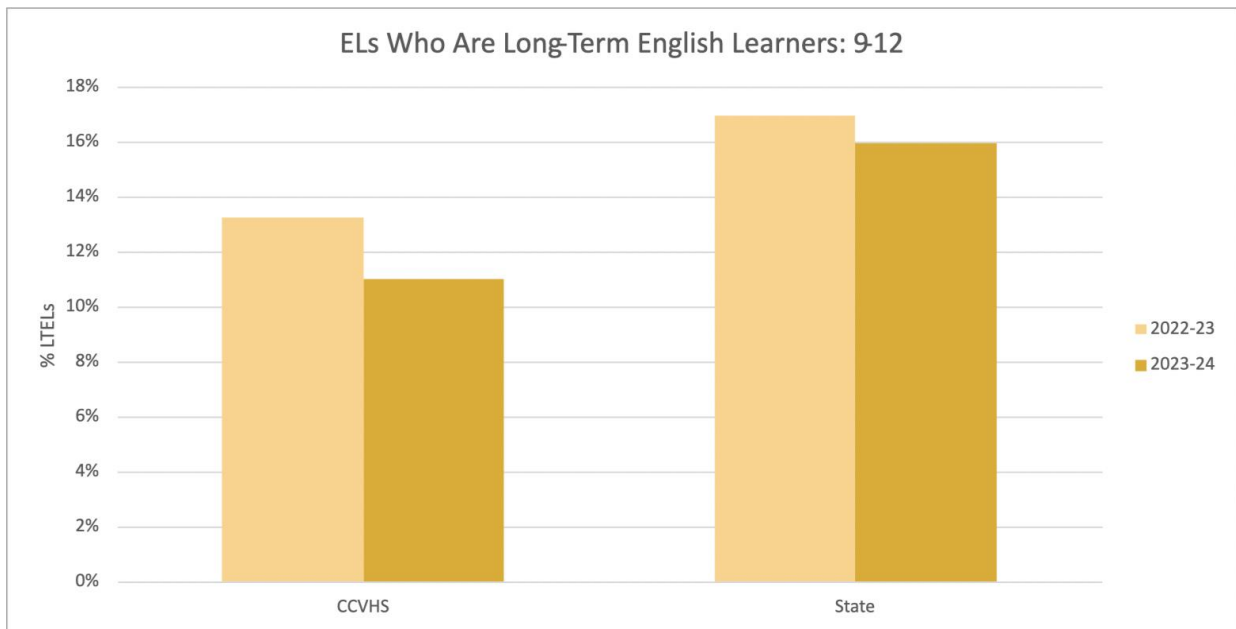


Source: DataQuest Summative ELPAC (2024)

CCVHS ELPAC SUMMATIVE BY PROFICIENCY LEVEL: 2019 - 2024



Source: DataQuest Summative ELPAC



Source: DataQuest "At-Risk" and Long-Term English Learners (LTEL) by Grade

Student Population to be Served

The Central City Value High School Community

Value Schools was founded to educate students who come from traditionally underserved populations. Central City Value is a classroom-based school that serves students in grades 9 through 12, primarily from the Silver Lake/Koreatown neighborhoods of downtown Los Angeles. As revealed in information submitted upon enrollment, most of Central City Value's students come from families living below the poverty line and live in households where English is not the primary language. Some are recent arrivals to the United States, speaking little or no English. Under 5% of CCVHS parents report having graduated from a 4-year college or university; more than two-thirds report no formal education beyond high school.

As demonstrated in parent meetings and surveys, many families choose Central City Value because of the emphasis Value Schools places on higher education, particularly preparation for university admission and success. Most CCVHS parents, many of them immigrants seeking a better life for their children, are fully invested in the conviction that academic excellence, including strong English language and critical thinking skills, are the key to that life.

Students from the surrounding neighborhoods often experience domestic instability, with families of mixed citizenship and immigration status who are often under substantial stress to keep their children properly fed and housed, and to provide for them a high-quality education that will allow them to pursue education beyond high school. They have experienced more trauma, food insecurity and pandemic-related losses than students in neighborhoods with higher income levels. Central City Value recognizes that the families it serves need particular attention to ensure that students are properly prepared for high school and enter it with a college-oriented mindset. In addition to providing nutritious meals and an academically rigorous academic program, Central City Value emphasizes the importance of school attendance, supported by the Value Schools attendance specialist.

Central City Value addresses the particular needs of its students and their families by maintaining a culturally sensitive staff and providing qualified counseling resources. Appropriate resources are made available for students and families through organizations with whom CCVHS maintains a relationship (e.g., Uplift Family Services and the Children's Bureau, Red Shield) and, if necessary, by referral to other qualified mental health providers.

Although gentrification of the surrounding area is thought likely to change the demographics of the neighborhood somewhat in coming years, for the next charter term, Central City Value expects an enrollment and demographic pattern substantially similar to that in recent years.

Student Demographics

<i>Subgroups / School Years</i>	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Socioeconomically Disadvantaged	96.4%	95.5%	91.6%	88.9%	87.9%	85.1%
Hispanic / Latino	92.7%	94.5%	72.1% [23% 'unreported']	94.7%	95.8%	95.1%
Students with Disabilities	8.3%	6.6%	11.1%	13.5%	15.2%	16.4%
English Learners	13.7%	15.3%	18.5%	22.3%	20.8%	18.3%
Homeless Youth	--	0.2%	--	2.7%	1.7%	0.2%

Source: CA School Dashboard Enrollment

Enrollment Plan

5-Year Enrollment Plan					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
9	128	128	128	128	128
10	122	122	122	122	122
11	118	118	118	118	118
12	112	112	112	112	112
Total	480	480	480	480	480

Central City Value expects its recruitment efforts to yield full classes over the term of the charter but has budgeted more conservatively to reflect any fluctuations in enrollment. For a variety of reasons including neighborhood gentrification by residents with younger (or no) children, ever-increasing housing costs, and immigration enforcement activity, families in the area Central City Value serves have become increasingly transient in recent years. Transfers out of Central City Value tend to be transfers to geographically distant schools or districts in conjunction with a family move. Class sizes decline over time because although students who transfer into Central City Value in the middle of their high

school years are sought out and welcomed, many high school students do not wish to leave their first high school home.

While its currently authorized and requested charter capacity is 480, Central City Value is prepared to adapt to any foreseeable increase in enrollment or decrease in attrition. Physical, financial, and faculty resources are sufficient to handle such fluctuations. Should unanticipated influx and retention occur to require a material revision to increase capacity, Central City Value would seek such a revision in consultation with the Charter Schools Division.

Goals and Philosophy

Vision and Mission of Central City Value

Central City Value's mission is to facilitate the learning of high school students who come from underserved populations, by providing a college- and career-ready academic program in a community that fosters character development with a core set of values essential to their overall success in life beyond CCVHS. Central City Value is committed to helping students grow into persons who make a positive difference for their community and their world throughout their lives.

Grounded in our values, our rigorous academic programs challenge our students to be part of a rich learning environment. The core values around which Central City Value High School is built, discussed at more length in the description of Instructional Design and Focus below, are:

1. Academic excellence is the means to a full life.
2. Each student can develop to their fullest potential.
3. Each individual is unique and deserves respect.
4. A safe, nurturing community is essential to academic excellence.
5. Service to others and the community is a responsibility of an educated person.

Central City Value students will become self-motivated, well-rounded, competent, lifelong learners who will make a difference in the world when they have fully understood the meaning of these values and put them into practice throughout high school, college and beyond.

What it Means to be an Educated Person in the 21st Century

Central City Value's vision of an educated person in the 21st century is an individual who is able to make a positive difference in the world by thoroughly understanding and internalizing essential core values, which include the following:

- actively seek to continue to learn throughout their entire lives, especially through college and specialty career education;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;

- respect every person and work to promote the dignity of each person, while celebrating and honoring the differences of others;
- work in cooperation with others to achieve more than they could on their own; and
- use what they have learned to contribute to society through employment, civic participation, family life, and community service.

College and Career-Readiness

The desire to continue through college and career education can only be realized if the student is well prepared to do so, and encouraged to do so through their community and close influences, such as by their family, and school leaders and teachers. At the most basic level, college readiness may be defined as scholars having acquired, by the end of high school, the knowledge and skills needed to be admitted to and succeed in credit-bearing, first-year courses at a postsecondary institution. That is, readiness can mean the ability to gain admission to a two- or four-year college or university or a trade or technical school, without needing to take remedial courses once admitted.¹⁷ While not all rewarding careers require college, most require at least the skills and knowledge that college admission requires. Career advancement in virtually every field requires the ability to learn new skills, adapt to workplace changes, collaborate with others, and communicate clearly.

Value Schools honors the dignity of all work, but families choose to enroll and stay at Central City Value in large measure because of its relentless focus on the importance of academic excellence to future success in U.S. society. Central City Value strives to promote scholars who have a solid foundation that prepares them well more than just minimally prepared for college work by the time they graduate from high school. At the same time, CCVHS exposes students to information about a wide range of career paths in recognition of the changing face of work in the U.S., and teaches the non-cognitive skills they will need in any walk of life.

Central City Value recognizes that the college and career readiness depends on learning certain basic concepts but also on the practice of “academic behaviors” such as academic discipline, motivation, connectedness to school personnel, school attendance, and avoidance of risky behaviors. Habits of academic discipline (e.g., planning and organization, a growth mind-set, follow-through, and persistence on task despite difficulty or failure) are strong predictors of college and career readiness and are intentionally integrated into the Central City Value approach.

In view of the importance of those factors, Central City Value focuses on the following knowledge and skills needed for 21st century America:

- academic excellence in ELA, mathematics, science, and social studies;

¹⁷ The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School. ACT: Iowa City, IA (2008), p. 1.

- the ability to gather and evaluate information from a variety of sources, articulate ideas, and produce original works with confidence and clarity;
- skill in using technological tools effectively, creatively, and responsibly;
- higher order thinking skills of application, analysis, synthesis and evaluation;
- effective oral and written communication skills;
- the ability to work cooperatively toward a common goal;
- persistence and a growth mindset when faced with challenging tasks; and
- non-cognitive social and professional skills necessary for college and career success.

Along with this focus on university preparedness, Central City Value recognizes and supports alternative paths to becoming an educated, successful and contributed member of the community. Visiting speakers and counselor input have led graduates to military careers, trade and technical schools, and entrepreneurial pursuits before or in lieu of attending and four-year university.

Use of Technology

Because Central City Value High School uses a hybrid curriculum delivery system for ELA, Science, Social Studies and Mathematics, students are exposed to technology regularly and use computers and other devices both to learn and to demonstrate their knowledge.

Technological resources are provided in the classroom. Each student is assigned a Chromebook, which facilitates access to the curriculum and allows teachers to give feedback. At least weekly, designated computer time is set aside for students to practice typing skills. Teachers encourage students to build keyboarding skills by engaging in activities such as Nitro Type and by using online typing programs in the advisory curriculum.

Computerized adaptive benchmark assessments (NWEA MAP) administered at least twice a year provide both hands-on experience for students and an opportunity for school and home office technology staff to troubleshoot any potential system-wide problems well before the spring CAASPP exams for students.

Classroom teachers use online presentation platforms such as Flipgrid, Padlet, Quizizz, Quizlet, Google Slides and Nearpod to deliver content, facilitate assessment and encourage student engagement. Supplementing the Value Schools network-wide Information Technology team, Central City Value Schools assigns an administrator to organize and maintain its various online platforms and internal digital systems.

Central City Value High School uses ParentSquare and email to communicate with parents, and parents have access to PowerSchool and Google Classroom to review student records and attendance. To help families stay connected to the school and able to help their children learn, Central City Value High School offers multiple workshops throughout the year on technology and learning. For example, these workshops teach

parents how to use email, navigate PowerSchool and ParentSquare, and support their children using Google Classroom.

All students at Central City Value are issued a Chromebook to use. Students may take the Chromebook home and are responsible for bringing their Chromebook to school every day. Basic computer literacy figures prominently in Freshman Seminar, a required first-year course. Students acquire proficiency in keyboarding, Google Word, Google PowerPoint and Google Excel workbooks or their equivalents. Students continue to use and practice essential computer skills throughout their tenure at Central City Value whenever their instructors deem it appropriate, such as using Google Docs to write essays, Google Slides when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

To prepare for computer-administered examinations such as the SBAC, all students take certain semester exams on computers. Teachers use testing applications to prepare and administer Common Core/SBAC-aligned benchmark assessments using a computerized examinations format similar to what students will encounter on state tests. To prepare students for the SBAC math exam, Central City Value introduces graphing calculators early in the integrated mathematics sequence and requires their use in all math courses.

How Learning Best Occurs

Overview. Learning best occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals committed to the five core values on which the Value Schools are built. Critical to the development of lifelong learners is a school climate in which each student comes to adopt certain “academic mindsets” that drive their daily learning:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.¹⁸

Alternatively expressed, students learn when they feel valued in a safe, nurturing community; when they are challenged to stretch to reach their potential; when competent instruction leads them to skill mastery, and when they see that the results of learning contribute to their own wellbeing and the good of the community. In Central City Value’s targeted population (youth affected by factors that produce the achievement gap, such as ethnic minority status, language differences, socioeconomic disadvantage, and

¹⁸ C.A. Farrington, M. Roderick, E. Allensworth, J. Nagaoka, T.S. Keyes, D.W. Johnson, N.O. Beechum (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

underperforming neighborhood schools), the intentional development of academic mindsets has been shown to be both crucial and achievable.¹⁹

In short, the research on academic mindsets supports the centrality of Central City Value’s core values in facilitating learning.

Instructional Strategies & Techniques. At Central City Value, our educators are committed to delivering high-quality, research-based instruction that ensures all students can meet rigorous academic standards. To achieve this, our teachers engage in thorough intellectual preparation (“IP”) to align their instruction with the needs of diverse learners while ensuring that texts and tasks are consistently at grade level. This dedication is evident in the comprehensive instructional strategies and techniques we employ, which are designed to support students' mastery of critical skills and knowledge in numeracy, language acquisition, and overall academic achievement.

Grade-Level Texts and Tasks

- Teachers are equipped to analyze and prepare grade-level texts and tasks, ensuring students engage with content that is appropriately challenging.
- Intellectual preparation includes anticipating potential student misconceptions and planning scaffolded support to address them.

Numeracy and Conceptual Understanding

- A focus on conceptual understanding over rote memorization ensures students can apply mathematical reasoning to real-world scenarios.
- Strategies include using manipulatives, visual models, and collaborative problem-solving tasks.
- Mathematical discourse is prioritized to deepen understanding and develop critical thinking skills.

English Learning and Language Acquisition

- Teachers utilize scaffolding, explicit vocabulary instruction, and culturally responsive teaching strategies to support ELs.
- Building background knowledge and employing visual aids help students engage with grade-level tasks while strengthening language proficiency.
- Instruction celebrates bilingualism as an asset, leveraging students' linguistic strengths to support academic success.

Universal Design for Learning (“UDL”)

- Lessons are designed to offer multiple means of representation, action, expression, and engagement, allowing all students access to content.

¹⁹ Ibid. at 80, summarizing studies on academic mindsets and racial/ethnic achievement gap.

- Teachers integrate diverse assessment methods, including projects, presentations, and collaborative activities, to measure understanding.
- Active learning strategies such as peer tutoring and interactive discussions ensure student engagement and participation.

Through the intentional intellectual preparation of our educators and the application of proven instructional methods, Central City Value High School is dedicated to creating academic excellence and equitable outcomes for every student.

Goals of Central City Value for Producing Self-Motivated, Competent, and Lifelong Learners

City Value’s goals are best reflected in the Schoolwide Learner Outcomes (SLOs, formerly known as ESLRs). Central City Value High School students are:

1. Life-long self-directed learners who:
 - a. Possess a strong academic foundation;
 - b. Think critically and analytically to expand knowledge and solve problems;
 - c. Demonstrate the skills and knowledge to adapt to new technologies;
 - d. Take risks for the sake of growth;
 - e. Set, prioritize, and pursue goals;
 - f. Recognize and use resources; and
 - g. Strive to enhance and maintain physical, mental, and emotional well-being.
2. Effective communicators who:
 - a. Speak, write, and use other forms of expression accurately, effectively, and creatively;
 - b. Exercise efficient and critical listening and reading skills;
 - c. Possess the language skills to interact in a culturally diverse society;
 - d. Foster conflict resolution in a creative, peaceful, and dignified manner; and
 - e. Promote the idea that school provides an environment to achieve one’s potential.
3. Collaborative individuals who:
 - a. Participate effectively in a variety of leadership and supportive roles;
 - b. Recognize, accept, and exercise social responsibilities and civic duties;
 - c. Respect and value individuals of different cultures, backgrounds, and abilities;
 - d. Maintain a high level of personal and academic integrity; and
 - e. Make sound, ethical, and accountable decisions that affect the natural environment and their school community.

Addressing the Requirements of Education Code Section 47605(c)(5)(A)(ii)

Central City Value will pursue schoolwide and subgroup annual goals and specific annual actions, based on the state priorities detailed in Education Code Section 52060(d). Student

performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal priorities and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

LCFF STATE PRIORITIES	
GOAL #1	
<p style="text-align: center;">Our school will ensure academic achievement.</p>	<p>Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p>
Specific Annual Actions to Achieve Goal	
<p>School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following student groups: English Learners, socioeconomically disadvantaged students, foster youth, homeless youth, students with disabilities, and gifted students.</p>	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Teachers are fully credentialed and appropriately assigned. Method for Measuring: CTC credential status; school verification</p>	

APPLICABLE STUDENT GROUPS	Baseline 2022-23	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	90%	100%	100%	100%	100%	100%
English Learners	90%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	90%	100%	100%	100%	100%	100%
Students with Disabilities	90%	100%	100%	100%	100%	100%
Foster Youth	--	--	--	--	--	--

Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	90%	100%	100%	100%	100%	100%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #2: All students have access to standards-aligned materials and a broad course of study.
Method for Measuring: SARC; curriculum audit.

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #3: CCVHS will implement the state standards for academic content and performance for all students.

Method for Measuring: CA Dashboard; State Tool Survey

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #4: Students will make academic progress toward grade level achievement standards (“meet” or “exceed”) in English Language Arts.

Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	61.29%	68%	70%	72%	75%	78%
English Learners	0%	20%	22%	24%	25%	28%
Socioeconomically Disadvantaged	62.65%	68%	70%	72%	75%	78%
Students with Disabilities	30.77%	33%	35%	38%	40%	42%

Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	60.92%	68%	70%	72%	75%	78%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #5: Students will make academic progress toward grade level achievement standards (“meet” or “exceed”) in mathematics.
Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	37.64%	40%	43%	45%	48%	50%
English Learners	0%	20%	22%	24%	25%	28%
Socioeconomically Disadvantaged	38.56%	40%	43%	45%	48%	50%
Students with Disabilities	23.07%	25%	28%	30%	32%	35%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	37.93%	40%	43%	45%	48%	50%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--

White	--	--	--	--	--	--
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Outcome #6: Students will make academic progress toward grade level achievement standards (“meet” or “exceed”) in science.
Method for Measuring: CAST

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	44.57%	48%	50%	53%	55%	58%
English Learners	--	15%	20%	23%	25%	28%
Socioeconomically Disadvantaged	46.67%	48%	50%	53%	55%	58%
Students with Disabilities	--	10%	12%	15%	18%	20%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	43.59%	48%	50%	53%	55%	58%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #7: The majority of CCVHS graduates will successfully complete A-G requirements.
Method for Measuring: CDE A-G completion data

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (seniors)	99%	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	100%	≥90%	≥90%	≥90%	≥90%	≥90%

Socioeconomically Disadvantaged	99%	≥90%	≥90%	≥90%	≥90%	≥90%
Students with Disabilities	100%	≥90%	≥90%	≥90%	≥90%	≥90%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	99%	≥90%	≥90%	≥90%	≥90%	≥90%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #8: The majority of English Learners will make progress toward English language proficiency.
Method for Measuring: ELPAC; ELPI

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	--	--	--	--	--	--
English Learners	32.9%	51%	53%	55%	57%	60%
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--

Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #10: The majority of students taking AP exams will achieve a score of 3 or higher.

Method for Measuring: AP exams

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	53%	60%	70%	80%	90%	90%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #11: The majority of students will demonstrate growth in reading.

Method for Measuring: NWEA Growth Indicator (Reading)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	52%	55%	58%	62%	68%	70%

English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #11: The majority of students will demonstrate growth in math.
Method for Measuring: NWEA Growth Indicator (Math)

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	45%	50%	53%	55%	58%	60%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--

Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

GOAL #2

<p>School leaders, faculty, and students acknowledge that each student is gifted with talents and abilities, and each should develop to their fullest potential.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
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Specific Annual Actions to Achieve Goal

Administrators, educators, staff, students, and parents collaborate to identify areas of need and create programs, activities, customs, and practices to develop a positive school climate which supports and engages students, parents, and staff with their unique needs.

Expected Annual Measurable Outcomes

Outcome #1: Students will attend school daily.
Method for Measuring: Average Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	93.94%	97%	97%	97%	97%	97%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--

American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #2: Central City Value will achieve a chronic absenteeism rate of less than 10%.
Method for Measuring: Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	15.7%	≤10%	≤10%	≤10%	≤10%	≤10%
English Learners	24.6%	≤10%	≤10%	≤10%	≤10%	≤10%
Socioeconomically Disadvantaged	17.8%	≤10%	≤10%	≤10%	≤10%	≤10%
Students with Disabilities	20%	≤10%	≤10%	≤10%	≤10%	≤10%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	18%	≤10%	≤10%	≤10%	≤10%	≤10%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #3: Central City Value will achieve a drop-out rate of less than 5%
Method for Measuring: Drop-out rates

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	10%	≤5%	≤5%	≤5%	≤5%	≤5%
English Learners	7.4%	≤5%	≤5%	≤5%	≤5%	≤5%
Socioeconomically Disadvantaged	10.3%	≤5%	≤5%	≤5%	≤5%	≤5%
Students with Disabilities	18.8%	≤5%	≤5%	≤5%	≤5%	≤5%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	10.6%	≤5%	≤5%	≤5%	≤5%	≤5%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #4: Central City Value will achieve graduation rate that exceeds the District and state.

Method for Measuring: Drop-out rates

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	89.2%	90%	95%	98%	100%	100%
English Learners	92.6%	93%	95%	98%	100%	100%
Socioeconomically Disadvantaged	88.9%	90%	95%	98%	100%	100%
Students with Disabilities	75%	90%	95%	98%	100%	100%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--

African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	88.5%	90%	95%	98%	100%	100%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #5: Central City Value will maintain suspension rates that are lower than the District and state.

Method for Measuring: Behavioral incidents; CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	0.6%	≤1%	≤1%	≤1%	≤1%	≤1%
English Learners	1.8%	≤1%	≤1%	≤1%	≤1%	≤1%
Socioeconomically Disadvantaged	0.4%	≤1%	≤1%	≤1%	≤1%	≤1%
Students with Disabilities	0%	≤1%	≤1%	≤1%	≤1%	≤1%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	0.6%	≤1%	≤1%	≤1%	≤1%	≤1%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #6: Central City Value will maintain an expulsion rate of 0%.

Method for Measuring: Behavioral incidents; CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	0%	0%	0%	0%	0%	0%
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #7: Central City Value pupils, parents, and teachers will report feeling a sense of safety on campus.

Method for Measuring: annual school climate surveys

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	67%	75%	78%	80%	80%	80%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #8: Central City Value pupils, parents, and teachers will report feeling a sense of connectedness to Value Schools.
Method for Measuring: annual school climate surveys

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	67%	75%	78%	80%	80%	80%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #9: Central City Value will create opportunities for parents to provide input into decision-making in surveys, governance committees, and/or meetings.

Method for Measuring: annual school climate surveys

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	70%	75%	75%	75%	75%	75%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #10: Central City Value will create opportunities for parents to participate in programs for unduplicated students and individuals with exceptional needs.

Method for Measuring: annual school climate surveys

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	90%	90%	90%	90%	90%	90%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--

Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

GOAL #3	
<p>This is a broad goal to address all state priorities.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input checked="" type="checkbox"/>: LAUSD oversight</p> <p><input checked="" type="checkbox"/>: WASC accreditation</p>
Specific Annual Actions to Achieve Goal	
<p>Each school will be fully compliant with all applicable Local, State, and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.</p>	
Expected Annual Measurable Outcomes	

Outcome #1: Central City Value will receive all 3 points or higher on LAUSD oversight reports.

Method for Measuring: LAUSD oversight reports

APPLICABLE STUDENT GROUPS	Baseline 2020-21	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	4-Gov; 2-Academics; 3-Operations; 4-Fiscal	≥3 on all measures	≥3 on all measures	≥3 on all measures	≥3 on all measures	≥3 on all measures
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #2: Central City Value will maintain facilities that are in “good repair.”

Method for Measuring: Facility inspection report; SARC

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	Met	Met	Met	Met	Met	Met
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--

Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
White	--	--	--	--	--	--

Outcome #3: Central City Value will maintain WASC accreditation.
Method for Measuring: WASC reports and visits

APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (schoolwide)	Met	Met	Met	Met	Met	Met
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--
Asian	--	--	--	--	--	--
African American/Black	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic/Latinx	--	--	--	--	--	--
Native American/Pacific Islander	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--

White	--	--	--	--	--	--
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Instructional Design

At Central City Value, we are dedicated to fostering an educational environment that prioritizes student-centered learning. We designed our program based on the research conducted by the Learning Policy Institute (2018).²⁰ Our approach is deeply rooted in nurturing not just the academic but also the social and emotional development of every child. Here is an overview of the initiatives we proudly implement as part of our core instructional design:

1. Core Values Integration:
 - a. We prioritize respect and engagement, creating an environment where every student feels valued and motivated to participate actively in their learning journey.
 - b. Personal accountability is emphasized, encouraging students to take ownership of their educational and personal growth.

2. Whole Child Approach:
 - a. Social-Emotional Learning (“SEL”): SEL is integrated into our daily curriculum, supporting students in developing essential life skills such as empathy, emotional management, and positive decision-making.
 - b. Supportive Relationships: We focus on fostering positive, supportive relationships between teachers and students, ensuring a nurturing learning environment for all, including tailored support for English learners and students with Individualized Education Programs (“IEPs”).
 - c. Engagement in Learning: Our curriculum is designed to be both engaging and relevant, encouraging students to connect deeply with the material.
 - d. Physical and Creative Learning: We incorporate regular physical education and arts/music classes to support well-rounded development.
 - e. Responsive Instruction: Our teaching methods are adaptable, catering to the diverse needs of our student body from 9th through 12th grade, with differentiated instruction strategies in place.

3. Professional Development: Our teachers receive continuous training in SEL, differentiated planning and instruction, and relationship-building techniques to better support our students.

²⁰ L. Darling-Hammond, M. Bibilos, & K. Sutchter (2023). *Educating the whole child: Improving school climate to support student success*. Palo Alto, CA: Learning Policy Institute.

4. Family and Community Engagement: With a dedicated Parent Liaison we actively collaborate with families and community organizations, enhancing our students' learning experiences and well-being outside the classroom.

Through these initiatives, Central City Value stands as a beacon of comprehensive education, where every student is nurtured and prepared for their next step in their academic journey.

An Emphasis on Values that Develop the Whole Child

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful institutions serving similar demographics. This body of research was a key driver in the founding of Value Schools, which aimed to create an environment where students from underserved communities could excel. Those characteristics include a focused curriculum, an emphasis on academics, and direct leadership by the principal. An additional key factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra “social capital” propelling student achievement²¹ and developing a strong culture of learning that supports all students.

Schools that cultivate a culture rooted in core values create the foundation needed to focus on the whole child, leading to higher achievement levels.²² Successful schools can differ on many variables yet all foster academic success if they share certain traits: a belief that a positive and supportive culture determines outcomes; a culture that is culturally responsive; a culture committed to student success; and a culture that leans on building relationships, upholds core values, and includes the integration of families into student learning. The effectiveness of this sort of school community has been borne out in schools of many types, including charter schools using an approach similar to Central City Value’s:

1. A curriculum closely aligned with State Standards, and best research instructional strategies.
2. Instructional methods and strategies that emphasize student interaction, critical thinking, and collaboration.
3. A focus on building a school culture that emphasizes quality work, student character, and participating in the community as an educated and culturally sensitive citizen.
4. Frequent student assessment focused on learning targets that are designed to improve achievement data.

²¹ A.S. Bryk, V.E. Lee, & P.B. Holland (1993). *Catholic schools and the common good*. Cambridge, MA: Harvard University Press.

²² S.C. Carter (2011). *On purpose: How great school cultures form strong character*. Thousand Oaks, CA: Corwin.

5. Supports for focusing school leadership on student achievement, the use of assessment and other data, and shaping school structures and systems to achieve high results and outcomes for all students.²³

Innovative Components & Key Features of the Educational Program. The Central City Value community is brought together and motivated in their learning experience by a shared perspective. It is reflected in the five values that form the core of Value Schools' educational model, mentioned above but set out in detail here:

- ***Academic excellence is the means to a full life.***

Academic learning nurtures an individual's ability to enjoy a fulfilling life, engage respectfully and collaboratively with diverse communities, contribute to the economic and overall well-being of oneself and society, and become an active, informed, and well-rounded citizen. Striving for excellence in education empowers both students and society to achieve meaningful success. The path to excellence is built on teachers who provide culturally responsive, research-based instruction with high expectations for all students, learners who are motivated and supported, and a shared commitment to accountability.

- ***Each student can develop to their fullest potential***

Every individual is unique, with their own talents and abilities. While it's important for students to nurture and excel in areas where they have special strengths, it's equally essential to develop a broad range of skills and capacities. Schools have a responsibility to create inclusive environments that honor each student's diverse talents, supporting them in discovering their strengths while ensuring all areas of learning are nurtured, so that no student's potential is overlooked.

- ***Each individual is unique and deserves respect***

Every person has the right to live with dignity, free to pursue life, liberty, and happiness. These rights call for mutual respect, particularly in embracing our differences and diverse experiences. By honoring each person's culture, background, and gender identity, we create opportunities for all to thrive. Providing an equitable and inclusive education is essential to this effort. Schools that are truly excellent uphold high expectations for all students while deeply respecting and valuing the cultural diversity and individual backgrounds of their learners.

- ***A safe, nurturing community is essential to academic excellence***

Creating a safe and nurturing community is vital for fostering academic excellence. It's not just about having rules that uphold everyone's dignity; a thriving community is built on shared values and collective experiences. Such a community is formed by individuals who genuinely care for one another and are committed to each other's well-being. In a strong

²³ I. Nichols-Barrer & J. Haimson (2013). *Impacts of five Expeditionary Learning middle schools on academic achievement*. Cambridge, MA: Mathematica Policy Research.

community, everyone feels a sense of belonging and value. Each person is supported and encouraged to grow in all aspects of their life, fostering an environment where everyone can thrive together.

- ***Service to others and the community is a responsibility of an educated person***

Education is fundamental in helping individuals develop their talents and abilities. However, personal growth is just one aspect. A well-rounded education inspires individuals to use their skills to contribute positively to the world. Community service plays a vital role in enhancing both societal and economic life, as well as benefiting families, social groups, and volunteer organizations. The Value Schools experience illustrates that by intentionally fostering key values, schools can create a supportive culture that promotes the comprehensive development of students and drives their academic success.

Accountability for Results

As schools of choice, charter schools are accountable to multiple stakeholders. Parents, in particular, must be satisfied that their children are receiving an academically rigorous, values-based education that supports the whole child. Accordingly, Central City Value is committed to constant self-assessment and accountability to its families. In its instructional model, Central City Value implements this focus on accountability using a continuous cycle of three critical elements:

- A clear set of student learning outcomes based on established standards (e.g., California’s Common Core State Standards (“CCSS”) for ELA and Mathematics, Next Generation Science Standards (“NGSS”), state standards for History and Social Science, ELD Standards, and other standards as applicable);
- Research driven methods and activities for students used by teachers who are highly trained and developed to support all students; and
- Ongoing assessment to determine that the student has mastered the skills and content.

Factors for Success

The success of Value Schools depends on the “who” (our educators), the “what” (our curricular focus), and the “how” (our methods and assessments) of its educational model. Experience shows six elements essential to success:

Select the right educators.

The educators hired for Central City Value must possess the appropriate qualifications, while demonstrating expertise and alignment to the five core values. They must be developed, confident and capable of identifying the strengths and needs of each student. They must also be flexible and creative in choosing or developing appropriate techniques to reinforce those strengths and meet those needs, while staying faithful to the content standards. Of utmost importance, they must believe in, support, embody, and practice the five core values that are the foundation of Value Schools.

- Plan, assess, and consistently revise educational supports for students.

The principal and teachers work as a team to implement a coordinated instructional program. The annual school-wide cycle has three steps: (1) review grade level and content standards; (2) analyze available academic data, including but not limited to verified data including state tests and the NWEA MAP, but also including additional data from formative assessments and benchmarks; and (3) implement appropriate instructional activities and supports to meet the needs of all students. Following the team planning, individual teachers create their own lesson plans, and the school instructional leadership team designs systems to improve overall student outcomes. These steps are repeated in a continuous cycle, informed by academic data.

- Focus the curriculum on students as individuals.

A standards-based curriculum focuses on student skills and what they understand, not what teachers teach. Teaching may be a group activity; learning is done person-by-person. Student-focused learning requires teachers to provide learning activities and tasks suited to individual needs. Some learning activities may occur individually, some in small groups and some in large groups. At Central City Value, teachers employ differentiated instruction and assessment strategies to focus on the learning of each individual student.

- Use research-based instructional materials.

As part of the annual planning and budgeting cycle, administrators and teachers seek research-based instructional materials aligned with the State Standards . The teachers are expected to use the materials when and where they are helpful to the students. When students require alternative or additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning, drawing on resources such as mentor teachers to assist them.

- Monitoring of teachers.

School success relies on a teacher's effectiveness in the classroom with all students; this is the baseline expectation, but must be ensured for all teachers. The principal and academic leadership team actively support the teachers, focusing their attention on content standards and assessment results but also coaching them on choosing and using appropriate instructional methods. The instructional practice of teachers is monitored through consistent observations, planning lessons together with academic leaders, and video reviews of teacher practices.

- Foster the growth of the educators

Value Schools recognizes the importance of developing potential not just in students but in the teachers and other school personnel who work with them. Central City Value's development program provides all school personnel systematic attention so they may develop best practices, accountability, and collaborate to better meet the needs of students. All teachers receive an additional 9 professional development days to foster their growth, development and collaboration in these areas. Teachers are also encouraged to participate in network wide opportunities for growth when applicable to

their specific area as a teacher. Administrators receive monthly professional development and training throughout the school year. In addition to these, staff are encouraged and funded through a tuition reimbursement program to follow through with their career goals and make a deeper impact at Central City Value. The administration offers and supports internal and external professional development opportunities for all teachers.

“Teaching” the Values. The five core values are central to the Central City Value program, so it is important to present them to students and their families in a thoughtful and consistent way. We achieve this through three main approaches: ongoing communication, actively reinforcing the values in students' daily practices, and demonstrating these values through the role modeling of our faculty and staff.

Ongoing communication means that the values are heard or read by the students many times during the school day. The following are some examples of “persistent communication.” At the time of initial registration at Central City Value High School, the parent will meet with a school administrator who uses the Five Values as a framework for explaining the school’s expectations for the family and what the family can expect of Central City Value. For example, the family is told that regular attendance is essential because of Value 1 – achieving academic excellence is the means to a full and complete life, and a student with poor attendance will not be successful in school. An administrator would explain the relationship of the school uniform to the values of building a unified community. (With certain “freer-dress day” exceptions, Central City Value students are required to wear black or khaki pants or shorts with a school supplied polo shirt or another polo shirt, sweatshirt, or jacket that either bears the Central City Value logo or is of a plain navy-blue color. The Student and Parent Handbook spells out the dress code in more detail.)

Parents and guardians are invited to support the core values by signing a Parent Pledge, which also fulfills the Title I Parent Compact. During parent induction meetings, administrators inform parents and guardians that while their involvement is welcomed and encouraged, it is not a requirement for acceptance to or continued enrollment at Central City Value. This information is also provided to all families in the Student and Parent Handbook to ensure clarity and accessibility.

If a conduct issue arises with a student, advisory teachers or administrators may use one or more of the Five Values as a vehicle for discussing the issue with the student (and parent). For example, if a student is excessively teasing another student, the matter would be addressed in the context of the third value, which emphasizes respect for others.

Reinforcing the values in students' daily practices: One period each week, all members of the school community meet together for “Community Time.” This vital part of each week provides a variety of opportunities to introduce and reinforce the Five Values. Motivational speeches from classmates, guest speakers, Value Schools board members or Central City Value staff provide concrete examples of overcoming obstacles to success and

maximizing potential, giving life to Values 1 and 2. Sharing current events and engaging student action may illustrate Value 5, while working out conflicts and setting common goals exemplify Values 3 and 4. At Central City Value High School, Community Time serves as a vital opportunity to reinforce the Five Core Values, helping students connect with and meaningfully integrate these principles into their daily lives. Other student awards ceremonies and assemblies also provide opportunities for reinforcing the values. To reinforce the themes throughout the school day and campus, the Five Values are posted as banners and wall hangings in many locations. Teachers begin every class by describing the link between the academic objectives of the session and one or more of the Five Values.

Reinforcing the practice of the core values is most often done by recognizing and praising a student or group of students for embodying a value during the school day. Teachers also have opportunities to highlight a value by discussing ways to grow when it has not been fully practiced. For example, when students demonstrate mastery of a standard, teachers might acknowledge their achievement on an assessment as an example of the pursuit of academic excellence. Similarly, when challenges arise in meeting State Standards, teachers can guide students in reflecting on how they can further honor the value of striving for excellence in their learning journey.

Modeling the Values: Finally, faculty and staff serve as role models for students by exemplifying the core values in their daily actions. For instance, they demonstrate the value of community through meaningful collaboration and teamwork. Teachers also create inclusive opportunities for students to build a sense of community by participating in group projects, engaging in service activities, joining sports teams, and developing effective and respectful communication skills that honor diverse perspectives and backgrounds.

Curriculum and Instruction

A standards-based curriculum provides for each grade level or subject area the specific content to be learned and the specific skills to be acquired. Central City Value uses California’s CCSS ; the NGSS; History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”). Teachers in science, social studies, world languages other than English, and elective classes also address the Common Core literacy standards in the context of teaching their subject matter. The applicable State Standards for the non-core subject areas are also incorporated into the curriculum. All courses are designed to lead to mastery of the Charter School’s schoolwide learner outcomes and incorporate the Five Values whenever possible.

Subject Areas and Course Descriptions

English Language Arts

English 9/English 9 Honors. [Core/College Preparatory]

UC-approved (not as an honors course); 2 semesters. No prerequisite.

This course introduces students to a variety of literary genres and writings, including but not limited to articles, autobiographies, poetry, persuasive essays, literature and exposition. Students will read and critically respond to texts both orally and in writing, using a variety of methods including compare/contrast, persuasion, narration, and description. In addition, students will study vocabulary and grammar and will complete daily reading and writing tasks. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 10/English 10 Honors. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: passing grade in English 9 or concurrent placement.

English 10 focuses on literature and non-fiction from around the world. This comprehensive course of study is designed to strengthen critical thinking and reading skills as students study and analyze world literature. They will compose original texts that demonstrate descriptive, narrative, expository, and literary analysis skills. Additionally, students will complete journals, grammar and vocabulary exercises, and a research paper. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 11/English 11 Honors. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: passing grade in English 10 or concurrent placement.

English 11 focuses on the American experience, CCSS, and Central City Value High School's Schoolwide Learner Outcomes, which expect that students become (1) Lifelong, self-directed learners, (2) Effective Communicators, and (3) Collaborative Individuals. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, and technical documents to gain insight into elements and aspects of American culture expressed through its literature, rhetoric, and media. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

English 12/English 12 Honors. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: passing grade in English 11 or concurrent placement.

English 12 extends students' range of reading and writing skills to prepare them to succeed in college English courses. The course focuses on British literature, including Shakespeare and classical texts as well as romantic, Victorian, modern, post-modern and contemporary works. Students will trace the historical development of English literature and the growth of the English language through social, political, and cultural influences.

Students will critically read and analyze selected works for theme, tone, voice, and ideology. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

AP English Language and Composition. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Teacher recommendation; grade of “C” or better in English 10/English 10 Honors; open to Juniors and Seniors only; placement essay required.

Advanced Placement English Language and Composition is a college-level course in which students analyze a variety of texts to perform rhetorical and argumentative analysis. Each quarter of this full-year course has a thematic unit, with all working together to support the overall schema. Students in this course examine many of the seminal works of American and British authors. Emphasis is on the study of rhetoric and argument of increasing complexity in works of fiction and non-fiction, with the holistic goal of developing critical and analytical readers and cogent writers capable of meeting the demands of college level work.

AP English Language and Composition. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Teacher recommendation; grade of “C” or better in English 11/English 11 Honors; open to Juniors and Seniors only; placement essay required.

Advanced Placement English Literature and Composition is a college-level course that engages students in the intensive study of various genres from British and American works to Russian and other world literature written from the sixteenth century (or before) to contemporary times. Students interpret these while considering their structure, style, and themes; the social and historical values they reflect; and the use of such literary and rhetorical devices as diction, syntax, figurative language, and tone. Additionally, students write extensively offering evaluations and interpretations of literary pieces in different writing genres including expository and argumentation essays.

Mathematics

Pre-Algebra. [Non-Core]

2 semesters. No prerequisite.

The goal of this course is to provide support to students that will enable them to succeed in Algebra I. It will give students a strong foundation in essential basic math skills in order to increase their competence in mathematics and gain confidence in their abilities. This course will focus on number sense, the language of math, rules of exponents, square roots, order of operations, functions, solving equations, inequalities, data analysis, statistics, probability, and mathematical reasoning in problem solving.

Algebra I / Honors Algebra I. [Core/College Preparatory]

UC-approved (not as an honors course). 2 semesters.

Algebra I is the first course of a three-course sequence including Algebra I, Geometry, and Algebra II. This class provides students with a foundation in mathematical reasoning and problem-solving. Key concepts include linear, quadratic, and exponential functions, systems of equations and inequalities, polynomials, and data analysis. Students will explore these topics through real-world applications, collaborative activities, and technology-enhanced tools such as graphing calculators and software. Emphasis is placed on developing conceptual understanding, procedural fluency, and the ability to construct and communicate mathematical arguments. This course prepares students for advanced math studies while building critical thinking and analytical skills essential for college and career success.

Geometry / Honors Geometry. [Core/College Preparatory]

UC-approved (not as an honors course). 2 semesters. Prerequisite course: Passing grade in Algebra I or equivalent.

Geometry / Honors Geometry develops students' reasoning and problem-solving skills through the exploration of geometric relationships and principles. Core topics include congruence, similarity, transformations, the Pythagorean Theorem, and properties of polygons, circles, and three-dimensional figures. Students will use mathematical proofs, coordinate geometry, and algebraic techniques to analyze and solve problems. The course emphasizes logical reasoning, precise communication, and the application of geometry to real-world contexts, such as engineering, architecture, and design.

Algebra II / Honors Algebra II. [Core/College Preparatory]

UC-approved (not as an honors course). 2 semesters. Prerequisite course: Passing grade in Algebra I and Geometry or equivalent.

Algebra II is the third course of a three-course sequence that includes Algebra I and Geometry. Algebra II expands on concepts from Algebra I, providing students with advanced mathematical skills essential for college and career readiness. Topics include polynomial, rational, exponential, and logarithmic functions; complex numbers, systems of equations, sequences and series, probability and statistics, and an introduction to trigonometry. Students engage in problem-solving, modeling, and real-world applications to deepen their conceptual understanding and procedural fluency. The course emphasizes critical thinking, use of technology, and mathematical communication. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

Algebra II expands on concepts from Algebra I, providing students with advanced mathematical skills essential for college and career readiness. Topics include polynomial, rational, exponential, and logarithmic functions; complex numbers; sequences and series; probability and statistics; and an introduction to trigonometry. Students engage in problem-solving, modeling, and real-world applications to deepen their conceptual understanding and procedural fluency. The course emphasizes critical thinking, use of technology, and mathematical communication.

Precalculus. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: grade of C- or better in Algebra II

In this course, students cover the algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as analytic geometry, in preparation for a course in calculus. The main focus is to build a solid background in the mathematics needed to study and apply calculus to real world problems.

AP Precalculus. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: grade of C- or better in Algebra II and teacher recommendation.

AP Precalculus is a rigorous, college-level course which deepens students' understanding of a broad spectrum of functions—including polynomial, rational, exponential, logarithmic, trigonometric parametric, vector-valued, and matrix-based transformations—and their applications in modeling phenomena across disciplines. Through a combination of graphical, numerical, analytical, and verbal representations, students develop procedural and symbolic fluency and hone their ability to translate between multiple representations. Designed to mirror a first-semester college precalculus course, it builds on algebra and geometry prerequisites to ensure readiness for advanced study while fostering the mathematical practices essential for success on the AP Exam and beyond.

AP Calculus AB. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: 4 years high school math courses and teacher recommendation.

Calculus AB prepares students for the AP Calculus AB Examination topics of elementary functions and differential and integral calculus. Other topics include functions, graphs, limits and continuity, derivatives of basic functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration, geometric interpretation of differential equations via slope fields, and L'Hopital's rule.

Statistics and Probability. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Integrated Math I.

Statistics and Probability strengthens students' conceptual knowledge of designs of experiments, descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, and tests of significance. This course satisfies the California Common Core Standards for statistics and probability and is primarily intended for students in the 11th and 12th grades. Students are exposed to non-routine problems that encourage transference and extension. These problems often require students to work collaboratively to produce a variety of outcomes and representations (reports, diagrams, models and presentations). Students will be exposed to models of real-world situations and asked to create their own. Manipulatives, news articles, technology, graphs, charts, and diagrams will help students see the connections between different sections of the test and realize that many connections exist between different topics in mathematics and to other disciplines.

Algebra I Support. [Non-core/Non-college preparatory]

Required for certain students. 2 semesters.

This course is designed for students enrolled in Algebra I who need additional instruction and targeted support to succeed in mastering Algebra I concepts. Taken concurrently with Algebra I, this class reinforces key topics such as solving equations, graphing functions, and understanding mathematical relationships, while addressing gaps in foundational math skills. Students will engage in small-group instruction, interactive activities, and skill-building exercises tailored to their needs. The course emphasizes developing confidence, problem-solving abilities, and mathematical reasoning through personalized guidance and practice. By providing a structured environment for review and exploration, Algebra I Support helps students build a strong foundation for success in Algebra I and future math courses.

Algebra II Support. [Non-core/Non-college preparatory]

Required for certain students. 2 semesters.

Algebra II Support is designed for students enrolled in Algebra II who need additional instruction to build confidence and achieve success. Taken concurrently with Algebra II, this course reinforces key concepts such as polynomial, rational, exponential, and logarithmic functions; complex numbers, systems of equations, sequences and series, probability and statistics, and an introduction to trigonometry. Students will engage in targeted skill-building, problem-solving strategies, and real-world applications to deepen their conceptual understanding and procedural fluency. Small-group instruction, collaborative activities, and technology tools are used to address individual learning needs. This course supports students in mastering the rigorous content of Algebra II while building critical thinking and analytical skills essential for future success in higher-level mathematics.

History / Social Science

World History / Honors World History. [Core/College Preparatory]

2 semesters. No prerequisite.

This intensive year-long course covers modern world history, focusing on the development of western civilization and nations, and their relationship to the development and foreign policy of the United States. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today are directly related to the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues.

AP World History: Modern. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: teacher recommendation and placement exam.

The AP World History: Modern course is designed to provide students with a rigorous, college-level exposure to global history, equipping them with the analytical skills and factual knowledge necessary to critically examine historical problems and materials. The

course prepares students for intermediate and advanced college coursework by making demands equivalent to those of full-year introductory college courses. Students will survey significant events, themes, and processes in world history from approximately 1200 CE to the present, with supplementary readings from primary and secondary sources, including documents, essays, and books. This course emphasizes the development of higher-order thinking skills as students analyze, synthesize, and evaluate historical sources, in addition to mastering key facts and concepts. It encourages a global perspective on the interconnectedness of societies and cultures throughout history.

U.S. History / Honors U.S. History. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: for Honors, teacher recommendation.

This course covers a broad range of history, beginning with enlightenment influences of the founding institutions and concluding with the Reagan Revolution. The course makes history comprehensible to all learners by presenting the material through a combination of oral, text, graphics, and video input. The content is aligned to California History/Social Science standards. Students engage in an in-depth exploration of U.S. history to appreciate how their place in the U.S. today was shaped by events that predated them. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today derive from the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues. A significant portion of classroom instruction is devoted to developing logical thinking by posing questions and eliciting answers. Students are given many opportunities to read, analyze, and write about historical documents.

AP United States History. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: teacher recommendation and placement exam.

This AP United States History course is designed to give students a rigorous, college-level exposure to United States history. It will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events in U.S. history with supplementary readings in the form of documents, essays, or books on special themes. This course examines the evolution of the American republic from the initial European incursions into North America to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

United States Government and Politics. [Core/College Preparatory]

UC-approved. 1 semester. Prerequisite: open to Seniors only.

This course teaches the philosophy and processes of the different levels of our government. The class will focus on the following units: Basic Government Theory, the U.S. Constitution, Federalism in the United States, the Three Main Branches of our

National Government, Civil Rights, Civil Liberties, and Political Parties. The main goal of the class is to transform each student into a more politically aware and responsible citizen. After the class, each student will be prepared to be an informed voter and willingly participate in our political process.

Economics. [Core/College Preparatory]

UC-approved. 1 semester. Prerequisite: open to Seniors only.

UC-approved History/Social Science elective.

1 semester. Prerequisite: open to Seniors only.

This course provides students with an understanding of economic theory, culture and modern practice in all global regions. The course covers both macroeconomic and microeconomic principles. It focuses on these main units: Goods vs. Services, Scarcity and Utility, Economics as Decision Making Process, Different Types of Economies, Role of Government in Economics, Supply and Demand, Equilibrium and Elasticity, Business Structures, Aggregate Economic Indicators, Inflation, and National Economic Trends. The main goal of the class is to educate each to become a more economically aware and financially responsible citizen.

AP United States Government and Politics. [Core/College Preparatory]

UC-approved. 1 semester. Prerequisite: open to Seniors only; teacher recommendation and placement exam.

AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the AP Exam. The major units of the course are: Constitutional Underpinnings, The Four Main Institutions of Government, Civil Rights and Civil Liberties, American Political Culture and Public Opinion, Political Participation, Political Parties, Interest Groups, the Media, and Public Policy. This course will also cover economics and therefore fulfills the economics graduation requirement as well.

AP Macroeconomics. [Core/College Preparatory]

UC-approved. 1 semester. Prerequisite: open to Seniors only; teacher recommendation and placement exam.

AP Macroeconomics is a college-level course that introduces students to the principles that govern economic systems on a national and global scale. The course emphasizes the study of national income, price-level determination, and the measures used to assess economic performance, such as GDP, unemployment, and inflation. Students explore key topics including the financial sector, monetary and fiscal policies, economic growth, and international trade. Through the use of graphs, models, and data analysis, students develop critical thinking and problem-solving skills. This course prepares students for the AP exam by fostering their ability to evaluate economic policies and predict outcomes based on macroeconomic models. It is ideal for students interested in economics, business, or public policy, providing a foundation for advanced coursework in the field.

Latin American History. [Elective/College Preparatory]

UC-approved. 1 semester. No prerequisite.

This course examines the discovery and colonization of Spanish-speaking Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years, and also examines how Latin American people have attempted to understand themselves and their civilization in the same time period. Contemporary Latin American authors are studied to understand the nature of this struggle throughout the region.

Science

Environmental Science / Honors Environmental Science. [Elective/College Preparatory]

UC-approved (not as an Honors course). 2 semesters. No prerequisite.

This course is designed to cover a variety of topics within the sciences. The goal is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risk factors of these problems, and to examine alternative solutions for resolving or preventing them. Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science. Students in the honors class will be required to read documents at a higher Lexile level than students in the non-honors class. Furthermore, students in the honors class will be required to answer questions that require an increased depth of knowledge.

Biology / Honors Biology. [Core/College Preparatory]

UC-approved (both courses). 2 semesters. Prerequisite for Honors Biology: Teacher's recommendation and at least a B grade in Environmental Science.

Biology is a laboratory science course that utilizes a conceptual approach to teach the study of living things. Concepts covered include but are not limited to life's diversity, cells, heredity, energy and matter, organization of living systems, evolution, physiology, the biosphere, and ecological principles. Students will be required to complete laboratories, apply scientific methods, and write comprehensive laboratory reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

AP Biology. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Biology and Integrated Math 1 and 2.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas that

encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. These are: (1) The process of evolution explains the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties.

Chemistry / Honors Chemistry. [Core/College Preparatory]

UC-approved (both courses). 2 semesters. Prerequisite for Honors Chemistry: Teacher's recommendations and at least a B grade in Biology.

This course is based on the Chemistry in the Community course developed by the American Chemical Society. The course explores chemistry as it relates to household, local, and global environments. Chemistry is a laboratory science that allows students to understand concepts using a hands-on approach. Students are expected to follow scientific methods when performing laboratories and completing lab reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

World Languages other than English

Spanish 1. [Core/College Preparatory]

UC-approved. 2 semesters. No prerequisite.

This course is designed to develop world language skills and to prepare students for living in a global society. Classroom instruction is designed to develop the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 2. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: C or better in Spanish 1, teacher recommendation, and/or Spanish placement test.

This second-year course is designed to further enhance world language skills and to prepare students for living in a global society. Classroom instruction is designed to increase the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 3. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: C or better in Spanish 2, teacher recommendation, and/or Spanish placement test.

This elective course reviews and broadens grammatical concepts of the Spanish language through practice of more complex structures and more extensive vocabulary. Spanish 3 provides further opportunity to practice the four basic language skills. The course increases emphasis on speaking, reading, writing, and listening, and continues to present

information pertaining to the life and culture of the people. The course is conducted primarily in the Spanish language.

AP Spanish. [Core/College Preparatory]

UC-approved. 2 semesters. Prerequisite: B or better in Spanish 3 and teacher recommendation.

This course reviews and expands course work from the first three years. The emphasis of this course is to prepare for the AP Spanish Language and Culture Examination. It reviews and broadens grammatical concepts of the Spanish language. It continues to provide practice in the four basic language skills. It maintains emphasis on speaking, reading, writing, and listening. The basic study of literature begins at this level. It continues to present information pertaining to the life and culture of the people portrayed in literature. Spanish is spoken. The course is conducted primarily in the Spanish language.

Visual and Performing Arts

Drawing and Painting I. [Core/College Preparatory]

Meets the UC and CSU VPA Requirement. 2 semesters. No prerequisites.

Drawing and Painting I is a survey course for beginning art students. Students will create original works of art in 2-dimensional designs in a variety of media. Some of the materials used in the course are charcoal, ink, pencil, watercolor and mixed media collage. Students will apply goal setting and problem-solving skills in the completion of their assignments. Throughout the two semesters, students will have the opportunity to read and write about artists, time periods and apply critical thinking skills in the writing about and the discussion of works of art. Drawing and Painting I is a discipline-based course that is designed to meet the California Content Standards required for the Visual Arts in the Proficient Category.

Drawing and Painting II. [Core/College Preparatory]

Meets the UC and CSU VPA Requirement. 2 semesters. Prerequisite: Drawing and Painting I.

Drawing and Painting II is an advanced art class in which students will apply what they learned in Drawing and Painting I to more challenging assignments in the area of two-dimensional art. Students will create works of art of acceptable quality using the techniques of graphic drawing, pen and ink, colored pencil, watercolor, tempera paint and multi-media collage. Drawing and Painting II is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

AP Studio Art: Drawing. [Core/College Preparatory]

UC-approved. Meets the UC and CSU VPA Requirement. 2 semesters. Prerequisites: Drawing and Painting I, Drawing and Painting IA & IB, and teacher recommendation.

AP Studio Art is a college-level course for students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. The course will encompass various techniques and drawing media, expansion of foundation skills, and the

development of personal style and themes (voice) shown in artwork, thinking and articulating personal ideas in writing and in verbal critique. Discussion with the teachers, peers and other mentor groups, expanding one's knowledge of artists and art history will be demonstrated during the year through research and oral presentations. Student work will be presented during the year and exhibited in the annual student art exhibit. Drawing media employed will include pencil, charcoal, ink, pastel; also used will be printmaking, painting and other forms of expression. This course is designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

Video and Animation. [Elective/College Preparatory]

UC-approved. 1 semester. Prerequisite: one semester of Drawing and Painting.

This course introduces students to the fundamentals of video editing and animation using industry-standard computer applications. Students will explore the creative and technical processes involved in producing dynamic video projects and animated content. Through hands-on projects, they will learn essential skills such as video shooting, editing, sound integration, and applying effects. The animation component includes designing characters, creating motion graphics, and producing storyboards. Students will use tools like video editing software, animation platforms, and graphic design applications to bring their ideas to life. The course emphasizes creativity, storytelling, and problem-solving, preparing students for projects in media, entertainment, and marketing. Whether crafting promotional videos, animated shorts, or digital content, students gain valuable experience that sets the stage for advanced study or careers in multimedia production, film, and animation.

3-D Design. [Elective/College Preparatory]

UC-approved. Meets the UC and CSU VPA Requirement. 2 semesters. No prerequisite.

In 3-D art, we begin by learning how to draw in order to express what we see. Drawing is an essential foundation to the art making process and provides us with a new way of seeing. Through practice, we will develop an "artist lens" to explore sculpture through the use of many different materials. Art will consist of studio time to work on projects, along with demonstrations, lectures, and critiques. The fundamental "building blocks" of any artwork are known as the *elements of art* (line, shape, form, value, texture, color, space). The ways we organize the elements of art are known as the *principles of design* (balance, contrast, dominance, emphasis, repetition, rhythm, variation, unity, subordination, movement). We will observe the elements of art and principles throughout the year. The units explored in 3-D art are Drawing into Sculpture, Bookmaking, Assemblage Art, Craft, Paper Mache, Soft Sculpture and Loom Beading.

Miscellaneous Electives and Non-Core Courses

Freshman Seminar. [Non-core/Required]

UC-approved. 1 semester. No prerequisite.

The goal of Freshman Seminar is to prepare each student academically for a successful high school career at Central City Value High School. Upon completion of this course,

students will have a thorough understanding of the five core values of the school. Students will explore their attitudes and beliefs about education and their responsibility to themselves, their families, and their community. Students will demonstrate the ability for goal setting, time management, note-taking, public speaking, peer learning, communicating with teachers and peers, listening skills, and critical writing and thinking skills. These skills will empower students to become self-advocates throughout high school, for a successful college experience, and as life-long learners.

Ethnic Studies. [Core/Required]

UC-approved. 1 semester. No prerequisite.

This one-semester course fulfills California's ethnic studies requirement by exploring the diverse histories, cultures, and contributions of communities that have shaped the United States, with an emphasis on African American, Latinx, Native American, and Asian American and Pacific Islander experiences. Students will critically examine themes such as identity, systems of power and oppression, resistance movements, and social justice through an interdisciplinary lens.

The course encourages students to engage in thoughtful discussions, analyze primary and secondary sources, and reflect on how historical and contemporary issues affect their communities and society at large. By exploring stories often overlooked in traditional curricula, students gain a deeper understanding of equity, inclusion, and their own roles as agents of change. Ethnic Studies empowers students to think critically about the world and their place within it, fostering a commitment to building a more just and inclusive society.

Senior Seminar. [Non-core]

UC-approved. 1 semester. No prerequisite.

Senior Seminar is a one-semester course designed to guide high school seniors through the college application process while exploring postsecondary education and career opportunities. With support from the college counselor, students will receive personalized assistance in completing college applications, crafting personal statements, and navigating financial aid and scholarship opportunities.

The course also introduces students to the diverse types of colleges and universities, including community colleges, trade schools, and four-year institutions, helping them make informed decisions about their future. Career exploration activities allow students to connect their academic goals to potential career pathways. By the end of the course, students will have a comprehensive understanding of their options and a clear plan for achieving their academic and career aspirations.

Journalism. [Elective/College Preparatory]

UC-approved. 2 semesters. No prerequisite.

This yearlong course immerses students in the world of journalism, focusing on writing, reporting, editing, and media production while emphasizing the importance of ethical storytelling and accuracy. Students will gain hands-on experience by producing the school

newspaper, from generating story ideas and conducting interviews to editing and layout design.

The class covers a range of topics, including journalistic ethics, media law, and the evolving role of journalism in a digital age. Students will learn to write news articles, features, editorials, and reviews while developing skills in research, fact-checking, and collaboration. They will also explore multimedia journalism, incorporating photography, graphics, and online publishing. By the end of the course, students will have a portfolio of published work and a deep understanding of the journalistic process, preparing them for further media studies or careers in communication.

Introduction to Psychology. [Elective/College Preparatory]

UC-approved. History/Social Science elective. 2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of C or better in Biology and in English classes.

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course is intended to provide an academic introduction to the field. Students will study each of the major sub-fields within psychology and will also learn about the methods that psychologists use. The course format is lecture and discussion, with reading, observation and writing required. Students will also conduct and present their own research projects. The course follows many of the recommendations and standards proposed by the American Psychological Association for the teaching of high school psychology. A comprehensive final exam will be given at the end of each semester.

Gender Studies. [Elective/College Preparatory]

UC-approved interdisciplinary elective. 1 semester. No prerequisite.

The goal of this class is to provide students with an analytical lens that they can use to understand the social construction of gender and sexuality. The course will begin by analyzing the construction of gender and how it intersects with power, oppression, class, age and sexual identity. The course will then focus on analyzing how gender and sexuality affect privilege and oppression, and the relationship of those concepts to the nation's perception of the female gender, body and beauty. The class will highlight and follow the development of women in popular culture to focus on how gender has been and is currently presented. This course will allow students to critically think about how the concepts of gender and sexuality play out in people's daily lives, institutions and media.

Life Skills. [Elective]

1 semester. No prerequisite.

The primary goal of this course is to facilitate decision-making and other skills related to post-secondary success. Students will also learn about college entrance requirements and steps to succeeding in higher education. Topics include goal setting, selecting a college major and classes, and acquiring financial aid.

PE 1: Fitness and Health. [Core/Non-college Preparatory]

2 semesters. No prerequisite.

This is a required course with the primary goal of developing physical fitness and healthy living by raising awareness and encouraging students to make informed and intelligent lifestyle choices. Students will engage in a variety individual and collaborative activities and will track their physical fitness growth. Students will also cover health issues including nutrition, sexually transmitted diseases, and healthy lifestyle choices.

Introduction to Computer Science (online course offered by Project STEM)

[Elective/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Passing grade in Integrated Math I.

Introduction to Computer Science is an interactive introductory course for students new to programming that teaches the foundations of computer science using the Python language. This year-long course prepares students for AP Computer Science A and AP Computer Science Principles and teaches students how to think computationally and solve complex problems. The course includes web-based video classes, activities, and practice exercises, regular quizzes, projects and exams, with substantial online support.

AP Computer Science (online course offered by Project STEM)

[Elective/College Preparatory]

UC-approved. 2 semesters. Prerequisite: Grade of B or better in Introduction to Computer Science and teacher recommendation.

AP Computer Science teaches fundamental programming topics including problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first-semester, college-level course in computer science. It will emphasize problem solving and algorithm development and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

Anatomy and Physiology. [Non-core]

Anatomy and Physiology deepens student understanding of the structure and function of various human body systems with an emphasis on anatomy and physiology. The course begins with a review of the levels of organization of the human body that include chemical, cellular, tissue, and organ systems, the basics of homeostasis along with the structure and function of the cell and major cell parts. The course then begins its rigorous coverage of the body organ systems. As the course progresses, students are required to first identify and describe the major components of each organ system including an investigative analysis of the disorders associated with each system. This course also includes assignments, activities, and laboratory component composed of dissections, simulations, demonstrations, and inquiry experiments that require students to analyze and interpret data, justify claims using evidence, think critically and construct explanations, design

solutions to their problems, use and apply technology, and communicate effectively and coherently in written and verbal forms. Students will also complete a research paper on an approved disease topic using APA formatting. Students are also expected to use Cornell notes for their readings and class note-taking.

Graphic Design. [Non-core]

Exploring Graphic Design is a course that will offer students the challenge of 2 dimensional and design projects. Using the elements and principles of design, students will express their creativity visually and develop and showcase their ability to communicate ideas through a variety of graphic media. Students will learn the basics of graphic design. Projects will challenge students to change the way they view ordinary objects. Students will make new visual connections and begin thinking in critical and innovative ways throughout the semester. In all of the visual problems, students will engage in forms of higher-level thinking that will foster creativity. Each assignment will be structured and developed to motivate and to elicit creative responses. Lessons will encourage independent risk-taking and diverse solutions should be the result.

Printmaking and Design. [Non-core]

This course provides students with basic graphic design skills, the opportunity to solve creative problems using various printing processes, and provides the history of printmaking and design. Instruction covers the origins of papermaking, followed by students making their own paper. Students will explore monotypes, relief printmaking, intaglio, collagraph, lithography, stencils, screen-printing and digital printing. Students will learn the concept of working in layers and will use stencils and Adobe Photoshop to design artwork. Students will learn about a variety of printmakers, designers, and artists who have influenced the art world and brought attention to the print medium through their work. They will explore how printmaking and design have shaped society in different parts of the world, including Ukiyo-e woodblock prints in Japan, the Bauhaus school of design in Germany, German Expressionist woodcuts, Russian Constructivist lithographic posters, Art Nouveau color lithographs advertising theatre by Alphonse Mucha and Henri de Toulouse Lautrec in France, how silkscreen advertisements and wallpaper turned into the fine art movement of Pop Art by Andy Warhol, and how graffiti artists like Banksy use stencils to create layers of color separations.

Chicano Studies. [Non-core]

Chicano Studies will provide students with an understanding of the historical aspects of the Chicano movement in the United States. Beginning with the Spanish colonization of the Americas and analyzing in detail the events that shaped and influenced the Chicano and Latino experience in the US including the Mexican/American War, The Treaty of Guadalupe Hidalgo, The Bracero Program, The Zoot Suit Riots, The Civil Rights Movements of the 1960's, Proposition 187, and the recent migration waves from Central and South American countries over the last 4 decades. Students will examine the contributions of Chicano and Latino to the culture and history of the United States.

Introduction to Business. [Non-core]

Introduction to Business is intended to expose students to the general concepts of today's business. Students will gain a thorough understanding of the business world and be introduced to basic economic concepts, starting, owning and operating a business, marketing, and the general management of a business. Students will be analyzing a case format, ethics violations, consequences and implications to our society. Students will be able to write a business plan for a new business.

English Language Development I, II, III, IV. [Non-core/Required for certain students] *ELD class. 2 semesters. No prerequisite.*

Level 1: Beginning to Develop

This course is designed for students who are new to English or have very limited proficiency. The focus is on building foundational language skills, including basic vocabulary, simple sentence structures, and everyday communication. Students will engage in listening, speaking, reading, and writing activities to develop confidence in understanding and using English in familiar contexts. Emphasis is placed on basic language skills, such as introducing oneself, asking for help, and following basic instructions.

Level 2: Somewhat Developed

This course is for students who have a basic understanding of English but still require significant support. Students will expand their vocabulary, learn more complex sentence structures, and develop the ability to communicate in a wider range of situations. Reading and writing activities will focus on short texts and personal narratives, while speaking and listening tasks will encourage students to participate in conversations and express ideas on familiar topics. Grammar and pronunciation are introduced to improve accuracy and fluency.

Level 3: Moderately Developed

This course targets students who can communicate in English with some fluency but still need to refine their skills. Students will work on developing academic language, including reading and analyzing grade-level texts, writing paragraphs and short essays, and participating in discussions on a variety of topics. Emphasis is placed on expanding vocabulary, improving grammatical accuracy, and enhancing comprehension of more complex ideas. Students will also practice critical thinking and problem-solving in English.

Level 4: Well Developed

This course is designed for students who are nearing fluency in English but need further support to succeed in mainstream academic settings. Students will focus on advanced reading comprehension, analytical writing, and building academic language. They will engage with a variety of texts, including literature, informational articles, and multimedia resources, to build critical thinking and academic vocabulary. Writing tasks will include essays, research projects, and persuasive arguments. The course also emphasizes

refining grammar, pronunciation, and presentation skills to prepare students for success in high school and beyond.

Resource Lab. [Non-core/Elective]

1 semester. No prerequisite.

During resource lab, students practice their reading and writing skills, as well as their oral language skills. This class is used to help support a few students with IEPs in a small group setting and to exercise ELA skills in a casual and pressure-free environment. Students start the class with a journal entry based on a teacher prompt. The students share afterwards by giving an oral summary. The next activity involves reading an interesting Newsela article independently and taking a quiz on it. Video is also used in the resource lab. Students have the rest of the period to catch up on homework, with the teacher available to assist with assignments if needed.

Intervention and Enrichment Programs

Intervention Programs

The Student Success Program (“SSP”) at Central City Value provides a comprehensive, tiered framework to identify, support, and monitor students experiencing academic or behavioral challenges. This program reflects the school's commitment to the Five Values, particularly Value #2, which emphasizes reaching one's potential. By addressing barriers to success through a structured intervention model, the SSP aims to foster student growth, resilience, and long-term self-efficacy.

The SSP includes three tiers of intervention, preceded by a Pre-Tier 1 warning stage. Students progress through these levels based on ongoing data-driven assessments of their academic performance, behavior, and engagement. Staff, students, and families work collaboratively to implement and evaluate tailored support plans, ensuring equity and access for all student subgroups.

Pre-Tier 1 Warning. Students flagged for academic or behavioral concerns are first placed in a Pre-Tier 1 warning stage, where preventative measures aim to address issues early. Criteria for this stage include a GPA below 2.5 or failing grades in two or more classes, identified through teacher or administrator recommendations.

Interventions:

- Students attend targeted teacher office hours for additional support.
- Meetings with the SSP Coordinator and teachers introduce elements of the multi-tiered system of supports (“MTSS”) framework, guiding students to actionable steps for improvement.
- Data from classroom performance and teacher observations inform early interventions.

Tier 1: Targeted Intervention. Students enter Tier 1 when meeting two or more of the following criteria:

1. GPA below 2.0.
2. Failing two core classes.
3. Referral by at least two teachers/administrators.
4. Excessive absences or tardiness.
5. Risk of not meeting graduation requirements.

Interventions:

- Weekly check-ins with the SSP Coordinator during Sustained Silent Reading to review grades, attendance, and behavior.
- Development of a tailored success plan, distributed to teachers and advisors.
- Parental notification and engagement in the process.
- Progress evaluation after six weeks by a multidisciplinary team, including teachers, the SSP Coordinator, and the student.

Students demonstrating sufficient progress exit Tier 1 with continued monitoring. Those requiring additional support transition to Tier 2.

Tier 2: Intensive Intervention. Tier 2 targets students needing more intensive support after insufficient progress in Tier 1. Students remain in this tier for two six-week blocks.

Interventions:

- Biweekly meetings with the SSP Coordinator to assess progress and refine strategies.
- Participation in small-group academic support, after-school tutoring, and technology-based skill-building programs.
- Regular progress reviews by the SSP team, involving parents in structured "Living the Values" meetings at key intervals.
- Students demonstrating improvement transition to Tier 1 with ongoing support; those requiring further assistance move to Tier 3.

Tier 3: Specialized Intervention. Tier 3 addresses the needs of students requiring the highest level of support. Interventions are collaboratively developed by the SSP Coordinator and special education professionals, ensuring alignment with students' unique needs.

Interventions:

- Twice-weekly meetings with the SSP Coordinator for personalized guidance.
- Classroom observations by special education professionals to provide targeted recommendations.
- Regular mentoring sessions with a teacher chosen by the student.
- Family engagement through biweekly meetings with an administrator to discuss progress and identify additional supports.

- Referral for individual or group counseling to address underlying issues, such as social-emotional challenges or suspected disabilities.

Progress is rigorously evaluated at the end of each block by the SSP team, including the student and family. Students making significant progress transition to a less intensive tier with continued monitoring. Those requiring further evaluation may be referred to special education professionals for comprehensive assessment.

Continuous Improvement and Lifelong Growth. The SSP emphasizes empowering students as active participants in their growth. At every stage, the program leverages culturally responsive practices, equity-focused interventions, and collaboration with families to support success. By building positive behaviors and habits, students develop the skills and agency needed to achieve their full potential and thrive beyond Central City Value High School.

Enrichment Programs for All Students

On-campus enrichment events at Central City Value School provide students with a range of opportunities to become well-rounded individuals. These enrichment activities include exposure to the fine arts, cultural events, career and college preparation, field trips, and other extracurricular experiences. Many of these activities are intentionally linked to the curriculum, enhancing students' understanding of the subjects they are studying. For example, students may visit the Museum of Tolerance when studying relevant historical periods in their social studies class or explore art museums with exhibits that align with their art studies. Additionally, the school offers students the opportunity to visit local colleges and universities, as well as institutions on the East Coast. For students who are new to the country, the school also provides opportunities to practice using the English language outside the classroom, further supporting their language development.

Our high school is committed to fostering a well-rounded educational experience by providing students with a robust array of extracurricular opportunities designed to enhance academic achievement, build character, and cultivate leadership skills. These programs align with our mission to develop the whole child and empower students to thrive in a dynamic and interconnected world.

Students can explore their passions through a variety of clubs that promote creativity, wellness, and collaboration. Some of the more popular clubs include the Dance Club which provides an outlet for self-expression through choreography and performance, the Mental Health Awareness Club which focuses on fostering emotional well-being and peer support, and the Fitness Club which encourages healthy lifestyle practices that build lifelong habits.

Athletics are integral to our school culture, offering inclusive opportunities for students to compete, collaborate, and grow. Our comprehensive sports program includes boys' and girls' teams in volleyball, cross country, soccer, and basketball, as well as softball and

baseball. These programs teach perseverance, teamwork, and discipline while promoting physical health and school spirit.

Leadership and academic enrichment are core pillars of our extracurricular offerings. The Leadership Council empowers students to develop organizational and advocacy skills as they plan events and represent their peers. Our Science Bowl Team challenges students to excel in STEM fields through rigorous competition, while the Bridge Building Team fosters critical thinking and innovation as students design and construct structurally sound models for competitive events.

To further expand students’ learning beyond the classroom, the Charter School offers field trips that provide real-world experiences tied to academic content. Additionally, international travel opportunities to European countries allow students to learn about other cultures, gain historical insight, while broadening their global perspectives and preparing them for success in an interconnected world.

Independent Study

Central City Value High School may offer independent study in accordance with Education Code Sections 51744–51749.3 to meet the short- or long-term educational needs of students. Eligible reasons include, but are not limited to, health issues, family emergencies, or credit recovery. Independent study is a voluntary alternative to classroom instruction and must provide access to core curriculum, English Learner services, and Special Education services as determined by the student’s placement.

By law, participation in independent study may not exceed 20% of the school’s average daily attendance . The Charter School will ensure appropriate support and resources for successful completion.

An independent study board policy have been adopted by the Value Schools Board of Directors for implementation at Central City Value High School.

Curricular Materials

Course	Textbook Title Information [Title, Publisher, Year]
English 12	Grade 12, SpringBoard ELA, CollegeBoard, 2017.
English 12 Honors	Grade 12 modules, Expository Reading and Writing Curriculum, CSU, 2023 UC-approved.
AP Literature and Composition	How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines, Harper Perennial, 2014. Crash Course AP English Literature and Composition, REA, 2020. AP Classroom, AP Literature and Composition, CollegeBoard, 2023.

English 11	Grade 11, SpringBoard English Language Arts, CollegeBoard, 2017.
English 11 Honors	Grade 11 modules, Expository Reading and Writing Curriculum, CSU, 2023 UC-approved.
AP English Language and Composition	AP Classroom, AP English Language and Composition, CollegeBoard, 2023. Ideas in Argument: Building Skills and Understanding for the AP English Language Course, Bedford, Freeman & Worth High School Publishers, 2022.
English 10	Grade 10, SpringBoard English Language Arts, CollegeBoard, 2017.
English 10 Honors	Grade 10, SpringBoard English Language Arts, CollegeBoard, 2017. Expository Reading and Writing Curriculum, CSU, 2023 UC-approved.
English 9	Grade 9, SpringBoard English Language Arts, CollegeBoard, 2017.
English 9 Honors	Grade 9, SpringBoard English Language Arts, CollegeBoard, 2017. Expository Reading and Writing Curriculum, CSU, 2023 UC-approved.
Algebra 1 / Algebra 1 Honors	Envision Algebra 1 Common Core, Pearson/Savvas, 2018.
Geometry / Honors Geometry	Envision Geometry Common Core, Pearson/Savvas, 2018.
Algebra 2 / Algebra 2 Honors	Envision Algebra 2 Common Core, Pearson/Savvas, 2018.
Pre-Calculus	Precalculus, Larson 8 th Edition, 2010.
AP Calculus	Calculus: Early Transcendental Functions, Larson, 2018.
Statistics	Elementary Statistics, Pearson 13 th Edition, 2018
Biology	Biology, Miller & Levine, Pearson, 2014.
AP Biology	Biology in Focus, Cain et.al, Campbell, 2014.
Chemistry	Open SciED Curriculum Online. No official textbook.
Environmental Science	Open SciED Curriculum Online.
Ethnic Studies	Born a Crime: Stories from a South African Childhood, Trevor Noah, 2017. Voices: An Ethnic Studies Survey, Gibbs Smith Edition
Freshman Seminar	The Perks of Being a Wallflower
World History	World History – Connections to Today, Prentice Hall, 2003
World History Honors	World History – Connections to Today, Prentice Hall, 2003
AP Modern World History	Traditions & Encounters: A Global Perspective on the Past, AP Edition 2023, 7e, Bentley Beth Bartolini-Salimbeni, Wendy Peterson
United States History	The Americans, McGraw Hill, 2010 (electronic PDF)
United States History	A Young People’s History of the United States, Howard Zinn, 2009
AP US History	5 Steps to a 5: Advanced Placement United States History, 2021 American History: Connecting to the Past, Brinkley 16e 2023, McGraw Hill (electronic book)
Government	Government in America – People, Politics, and Policy, Pearson, 17 th Edition
AP Government	American Democracy Now, McGraw Hill, 2022
Psychology	Psychology, Myers & Dewall, 11th edition, 2015
History of Film	Movie History : A Survey, (Routledge 2nd edition), Gomery, Douglas; Pafort-Overduin, Clara
Latin American	Twentieth Century Latin American Revolutions, 2017
Senior Seminar	Novel: Friday Night Lights
Chicano Studies	Mexicans in the Making of America, The Belknap Press of Harvard University, 2014
Journalism	Artful Journalism
Health	The Human Body in Health & Disease, Mosby/Elsevier, 2013
Introduction to Business	Introduction to Business, McGraw-Hill Education, 2018

Spanish 1	Descubre 1, VHL, 2017
Spanish 2	Descubre 2, VHL, 2017
Spanish 3	Descubre 3, VHL, 2017
AP Spanish 4	Temas, 2020 VHL, 2017
ELD I	Edge Fundamentals, Cengage, 2014
ELD II	Edge II, Cengage, 2014
ELD III	Edge III, Cengage, 2014 Edge IV, Cengage, 2014

Course List

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
ELA	English 9A	English 9B	English 10A	English 10B	AP English Language A	AP English Language B	AP English Literature A	AP English Literature B
Mathematics	Algebra IA	Algebra IB	Geometry A	Geometry B	Algebra IIA	Algebra IIB	Precalculus A	Precalculus B
History-Social Science	Freshman Seminar	Ethnic Studies	World History A	World History B	AP U.S. History A	AP U.S. History B	AP Government	AP Economics
Science	Environmental Science A	Environmental Science B	Biology A	Biology B	Chemistry A	Chemistry B	AP Biology A	AP Biology B
World Languages	--	--	Spanish IIA	Spanish IIB	Spanish IIIA	Spanish IIIB	AP Spanish IV A	AP Spanish IV B
VAPA	Drawing and Painting IA	Drawing and Painting IB	Video and Animation A	Video and Animation B	Art 3D Design A	Art 3D Design B	Senior Seminar	Life Skills
Electives	P.E.	P.E.	History of Film	Latin American History	Psychology A	Psychology B	Introduction to Computer Science A	Introduction to Computer Science B

Instructional Methods and Strategies

At Central City Value, every student deserves access to meaningful learning experiences that prepare them for success in school and beyond. The instructional program is built on the belief that all students can achieve at high levels when provided with rigorous, grade-level content and support tailored to their individual needs. This belief is grounded in the Five Values, which guide the school's continuous cycle of assessing student learning, selecting high-quality materials, delivering instruction, and evaluating outcomes.

Teachers engage in intentional intellectual preparation to ensure that lessons meet the needs of all learners, with a particular focus on supporting students who may struggle. By

understanding their students' strengths and areas for growth, teachers select materials and assign text and tasks that ensure access to grade-level expectations while scaffolding for success.

School leaders support this vision by conducting monthly walkthroughs to ensure that students are engaged with grade-level texts and tasks, instruction is responsive to the needs of diverse learners, and all students are deeply engaged in meaningful and challenging work. Teachers participate in professional development focused on meeting the needs of diverse learners, collaborate regularly with colleagues to share best practices, analyze student work with their departments to inform instruction, and receive observations and actionable feedback to refine their teaching. By maintaining high expectations, fostering collaboration, and providing the necessary support, Central City Value remains committed to ensuring that every student has the opportunity to succeed and thrive.

Instructional Methodologies and Curriculum in Support of State Standards

The administration and the academic lead teachers are responsible for the implementation of the State Standards. Central City Value provides ongoing training in how to implement the standards, including workshops, online training, and off-site professional development in content and pedagogy. Department teams evaluate the effectiveness of curriculum materials and make materials recommendations to the administration before the budget is set for the following year.

The English curriculum in the 9th, 10th, and 11th grades at Central City Value High School targets the ELA CCSS. Similarly, the Integrated Math I, II, and III (and corresponding Honors courses) curriculum is aligned to the Mathematics CCSS. Curricula for classes other than math and English integrate the literacy aspects of the CCSS.

In Central City Value science classes, the application of three-dimensional learning of the NGSS is designed to guide instruction in biology, chemistry, environmental science and physiology. The science curriculum facilitates student understanding of the world by including the three performance expectations of disciplinary core ideas, crosscutting concepts, and scientific and engineering practices. To achieve this, Central City Value aims to shift the traditional teacher-centered role to student-centered learning, fostering curiosity in students and allowing them to critically tackle phenomena related to science and engineering. The teacher serves as the facilitator who guides students into solving problems. Further, since the three-dimensional learning is designed to be progressive, building on ideas from the past, all science teachers will hold regular meetings to ensure that ideas covered in each class build upon one another, as students move on to the next grade level. Central City Value's Science Department will strive to allow students to seek knowledge, find evidence and test theories to gain a better understanding of scientific concepts, and will support professional development of teachers to attend NGSS trainings whenever they are available.

Technology-Related Skills Mastery

All classrooms at Central City Value High School have computers for student use, with a current schoolwide computer to student ratio of approximately 1.3 to 1. Basic computer literacy figures prominently in Freshman Seminar, a required first-year course. Students acquire proficiency in keyboarding, MS Word, MS PowerPoint and MS Excel or their equivalents. Students continue to use and practice essential computer skills throughout their tenure at Central City Value whenever their instructors deem it appropriate, such as using MS Word to write essays, MS PowerPoint when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

To prepare for computer-administered examinations such as the SBAC, all students in grades 10 – 12 also take certain semester exams on computers. Twice a year, teachers use PowerSchool-Assessment to prepare and administer Common Core/SBAC-aligned benchmark assessments using a computerized examination format similar to what students will encounter on state tests. To prepare students for the SBAC Math exam, Central City Value introduces graphing calculators early in the integrated mathematics sequence and requires their use in all math courses.

Graduation Requirements

Central City Value’s curriculum is designed to ensure that students will acquire the number and type of units required and recommended by the University of California and the California State University. Central City Value requires a minimum of 230 units for graduation, with each course requiring a grade of “D” or better for credit toward graduation. The prescribed course of study is shown below:

Subject Area	CA State Mandated Reqs. for HS Graduation	UC Reqs. for Freshman Admission	CSU Reqs. for Freshman Admission	CCVHS Reqs. for Graduation
English	3 years	4 years of approved courses	4 years of approved courses	4 years of approved courses
Mathematics	2 years, including Algebra I	3 years, including algebra, geometry, and intermediate algebra. 4 years recommended.	3 years, including algebra, geometry, and intermediate algebra.	3 years, including geometry and algebra II, minimally
History/Social Science	3 years of history/social science, including 1 year of US history & geography; 1 year of world history, cultures, and	2 years of history/social science, including 1 year of US history or ½ year of US history and ½ year of civics or American	2 years, including 1 year of US history or US history and government and 1 year of other approved social science	3 years of history/social science, including 1 year of US history & geography; 1 year of world history;

	geography; and 1 semester each of American government and economics	government; and 1 year of world history, cultures, and geography		and 1 semester each of American government and principles of economics
Science	2 years, including biological and physical sciences	2 years with lab required, chose from biology, chemistry, or physics. 3 years recommended.	2 years, including 1 year of biological and 1 year of physical science with lab	2 years with lab required, including biological and physical sciences. 3 years recommended.
World Languages	1 year of either a world language other than English or visual and performing arts	2 years in same language required. 3 years recommended.	2 years in same language required.	2 years in same language required. 3 years recommended.
Visual and Performing Arts		1 year of visual and performing arts chosen from: dance, drama/theatre, music, or visual art.	1 year of visual and performing arts chosen from: dance, drama/theatre, music, or visual art.	1 year of visual and performing arts chosen from: dance, drama/theatre, music, or visual art.
Physical Education	2 years	None	None	1 year
Electives	--	1 year*	1 year*	1 year*

*Must be chose from UC-approved academic courses in history, English, advanced mathematics, lab science, world language other than English, social science, arts, or interdisciplinary. For a course to count toward Central City Value’s graduation requirement, the student must receive a grade of D or better.

University of California “A-G” Requirements

Admission to the University of California requires a student to acquire 150 units, with a grade of “C” or better, in courses approved by the University of California across seven subject areas. Central City Value High School offers a broad range of courses sufficient to allow students to acquire these units, and advisors or counselors perform regular checks to ensure that students are on track. The following courses meet the University of California A-G requirements.*

A Requirement: U.S. History; Honors U.S. History; AP U.S. History; U.S. Government and Politics; AP U.S. Government and Politics, World History; Honors World History; Latin American Studies; AP World History

B Requirement: English 9; English 10; Honors English 10; English 11; Honors English 11; English 12; Honors English 12; AP English Language and Composition; AP English Literature and Composition

C Requirement: Algebra I; Honors Algebra I; Geometry; Honors Geometry; Algebra II; Honors Algebra II; Precalculus; AP Pre-Calculus, AP Calculus AB; Statistics and Probability

D Requirement: Biology; Honors Biology; AP Biology; Chemistry; Honors Chemistry; Anatomy and Physiology; Environmental Science; Honors Environmental Science

E Requirement: Spanish 1; Spanish 2; Spanish 3; AP Spanish

F Requirement: Art: Drawing and Painting I/II; AP Studio Art: Drawing; Exploring Graphic Design; 3-D design; Printmaking and Design, Video and Animation

G Requirement: Principles of Economics; AP Macroeconomics; Gender Studies; Introduction to Computer Science; AP Computer Science; Freshman Seminar; Psychology; Public Speaking; Chicano Studies; Ethnic Studies; Introduction to Business

*Note: The University of California does not categorize 9th-grade classes as Honors classes in any subject area, but the courses count toward the overall A-G requirement. The Course List indicates the distinction between “UC-approved” and “UC-approved but not as Honors course.”

California State University Requirements

The California State University system also prescribes the number and types of courses high school students should complete for admission and success in its universities. Students at Central City Value High School, with the assistance of teachers and counselors, should be prepared to meet these requirements; advisors under the supervision of the assistant principal perform quarterly checks on students’ progress toward meeting the requirements and recommend schedule changes as necessary to reach them.

Course requirements for both the UC and CSU systems are posted on the Value Schools website and regularly disseminated to students and parents.

Credit Recovery and Support

Central City Value High School recognizes that certain students may have difficulty in a particular class or may suffer a traumatic event in their lives that may prevent them from passing a particular course. Parents are notified if their son or daughter has not received credit for a class and should make up the credits. A summer school program is held for students who need credit recovery. Students may also repeat a class during the following school year or be referred to a community college for a make-up class. Students are also allowed to make up a course using GradPoint, an online platform that supports credit recovery.

The college counselor or faculty advisors provide individualized academic advising to all students to ensure they are meeting A-G requirements, helping students fill gaps as needed. While transfers in the senior year are uncommon, these students may have modified graduation goals and supports. Seniors at risk of not graduating are prioritized for academic advising, intervention, (if applicable), summer school, and credit recovery opportunities.

WASC Accreditation

Central City Value is WASC-accredited through June 30, 2027. The school maintains accreditation by annually reviewing its WASC Action Plan, monitoring student data, and engaging stakeholders. A mid-cycle report was submitted in 2023–24, with full self-study preparation beginning in 2026–27 to ensure continued accreditation.

Parent Notification Regarding Course Transferability

Central City Value High School understands the importance of ensuring that the Charter School and parents can communicate effectively about all issues, but especially about students' academic progress and requirements for university acceptance and attendance. The school has staff fluent in both English and Spanish (and other languages as necessary) to facilitate that communication, and uses interpreters when appropriate.

During the initial enrollment process, and at intervals throughout their students' high school years, Central City Value High School informs parents and guardians about the transferability of courses to colleges and universities and to other public high schools. The information is disseminated at parent meetings and sent home with students, included in the student/parent handbook, and posted on the school's website. Efforts are made to ensure that parents receive the information in the language of their choice.

Student/Parent/Advisor conferences are used to inform parents about their students' progress towards fulfilling graduation and university admission requirements, as are parent meetings held on several evenings throughout the year. Students at risk of not graduating receive special attention from advisors, appropriate interventions by the Student Support Program, and credit recovery opportunities. If a student is transferring into or out of Central City Value and the transfer might result in the inability to obtain the credits needed to graduate or gain admission to a California state university, the parents or guardians are advised about credit recovery options and what is required to meet graduation requirements. The school explains which course requirements the student is missing and suggests avenues by which the necessary units can be obtained. All parent meetings are held in English and Spanish or have translators as needed to ensure parents and administrators are able to communicate clearly.

Graduation Exemption Implementation

Central City Value identifies eligible students under Ed. Code § 51225.1 (e.g., foster youth, homeless, juvenile court, military, migratory, newcomer) and reviews their status during

enrollment and counselor meetings. Counselors inform students and families of the exemption option, document the decision, and ensure appropriate academic support is provided.

Preparing for Higher Education and Careers (C/CI). To meet the demands graduates will encounter in higher education and employment, Central City Value works to develop in students the skills they will need to survive and thrive in their lives after high school. Central City Value uses two primary vehicles for this: the Advisory Period (for all students) and the Life Skills course (an elective many students choose). College counselors monitor student schedules and achievement. Individually and in groups, staff regularly stress to students that they should complete the University of California A-G requirements, take Advanced Placement courses and exams if possible, and do their best on all tests but especially the Smarter Balanced assessments.

The vast majority of students are expected to reach the “Prepared” level on the College/Career Indicator through a combination of (1) earning a high school diploma and (2) qualifying scores on SBAC or AP examinations. Central City Value’s emphasis on meeting the A-G requirements will also result in a large group of students reaching “Prepared” status via the “A-G plus Smarter Balanced” or “A-G plus AP Exam” pathways.

Given its primary focus on university preparedness, its relatively small size, and resource constraints, Central City Value is not set up to provide full Career Technical Education pathways. Rather, it develops in students a broad range of academic and life skills in all students and assists students who wish to pursue technical education either in a dual enrollment setting or upon graduation.

Regardless of the post-graduation route students plan to take, all students need the skills to be full participants in the workforce and the society. Accordingly, counselors are currently revising the Advisory curriculum to more systematically ensure that students acquire essential life/work skills. The program will be divided into differing tiers, specific to grade level. It will cover such topics as: graduation requirements and how to keep track of progress toward graduation; the importance of attending a college/university; different majors and careers; how to write a résumé and prepare for employment; basic business etiquette; business writing; self-awareness; and communication skills. The Advisory Program will be wide-ranging, drawing on outside professional resources as well as such online tools as Naviance, collegeboard.org; Khan Academy, Newsela, and scholarship websites. Central City Value administration will evaluate and revise the program in light of the Career/College Indicator, other college readiness and acceptance indicators, and alumni experience.

Academic Calendar and Schedules



Value High Schools INSTRUCTIONAL SCHOOL CALENDAR 2026-2027

Board Approved [*tbd]
insert date

JULY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Important Dates

7/4/26	Independence Day	12/31/26	New Year's Eve
7/27/26-7/31/26	Teachers Return (PD Week)	1/1/27	New Year's Day
8/3/26	First Day of Instruction	1/18/27	Dr. Martin Luther King Jr. Day
9/7/26	Labor Day	2/8/27	Pupil Free Day
9/21/26	Pupil Free Day	2/15/27	Presidents Day
10/5/26	Pupil Free Day	3/15/27	Pupil Free Day
11/11/26	Veterans Day	3/31/27	Cesar Chavez Day
11/23 - 11/27/26	Fall Break	3/22-3/26/27	Spring Recess
11/26/26	Thanksgiving Day	5/27/27	Last Day of Instruction
12/14/26 - 1/1/27	Winter Break	5/28/27	Closing Out Day
12/24/26	Christmas Eve	5/31/27	Memorial Day
12/25/26	Christmas Day	6/18/27	Juneteenth

Benchmarks

9/30-10/2/2026	Quarter 1
12/9-12/11/2026	Quarter 2
3/10-3/12/2027	Quarter 3
5/25-5/27/2027	Quarter 4

Parent Teacher Conferences

10/8-10/9/2026	Fall
3/18-3/19/2026	Spring

LEGEND:

-  First Day/Last Day of Instruction
-  Legal/Local Holidays (No School)
-  Closing Out Day (No School)
-  School Recess (No School)
-  PD Day/ Pupil Free Day (No School)
-  Instruction Resumes following a break
-  Instructional Day- Regular Dismissal
-  Instructional Day- Early Dismissal

<u>Instructional Days</u>	
Total	180
<u>Important Events</u>	
Returning to School Prep/ PD	5
Pupil Free Days	4
Thanksgiving Recess	15
Winter Recess	5
Spring Recess	5

Bell Schedules.

The Charter School uses a rotating block schedule with A, B, and C days as delineated in the chart below. On Mondays, the Charter School has a different schedule, with shorter periods allowing for professional development in the morning.

Block Rotation			
Day	A	B	C
Session 1	1	5	3
Advisory	Adv	Adv	Adv
Nutrition	Nutrition	Nutrition	Nutrition
SSR/ELD/Flex Time	SSR/ELD/Flex Time	SSR/ELD/Flex Time	SSR/ELD/Flex Time
Session 2	2	6	4
Lunch	L	L	L
Session 3	3	1	5
Session 4	4	2	6

Regular Day Schedule (Tu., W, Th., F)			
Start	End	Session	Minutes
8:30 AM	9:43 AM	1	73
9:43 AM	9:48 AM	Passing	5
9:48 AM	10:11 AM	Advisory	23
10:11 AM	10:16 AM	Passing	5
10:16 AM	10:36 AM	Nutrition	20
10:36 AM	11:06 AM	SSR/Flex Time	30
11:06 AM	11:11 AM	Passing	5
11:11 AM	12:24 PM	2	73
12:24 PM	12:29 PM	Passing	5
12:29 PM	12:59 PM	Lunch	30
12:59 PM	2:12 PM	3	73
2:12 PM	2:17 PM	Passing	5
2:17 PM	3:30 PM	4	73
			370

Monday Schedule			
Start	End	Session	Minutes
7:20 AM	8:50 AM	Staff Meeting	90
9:00 AM	10:11 AM	1	71
10:11 AM	10:16 AM	Passing	5
10:16 AM	10:52 AM	Advisory	36
10:52 AM	10:57 AM	Passing	5
10:57 AM	11:17 AM	Nutrition	20
11:17 AM	12:28 PM	2	71
12:28 PM	12:33 PM	Passing	5
12:33 PM	1:03 PM	Lunch	30
1:03 PM	2:14 PM	3	71
2:14 PM	2:19 PM	Passing	5
2:19 PM	3:30 PM	4	71
			340

SPA*/Half-Day Schedule			
Start	End	Session	Minutes
8:30 AM	9:25 AM	1	55
9:25 AM	9:30 AM	Passing	5
9:30 AM	9:45 AM	Advisory	15
9:45 AM	9:50 AM	Passing	5
9:50 AM	10:45 AM	2	55
10:45 AM	11:00 AM	Nutrition	15
11:00 AM	11:05 AM	Passing	5
11:05 AM	12:00 PM	3	55
12:00 PM	12:05 PM	Passing	5
12:05 PM	1:00 PM	4	55
			255

Benchmark Schedule			
Start	End	Session	Minutes
8:00 AM	8:25 AM	Nutrition	25
8:30 AM	9:18 AM	Advisory/Study Hall/Comm. Time	48
9:18 AM	9:23 AM	Passing	5
9:23 AM	11:23 AM	Exam #1	120
11:23 AM	11:28 AM	Passing	5
11:28 AM	11:58 AM	Lunch	30
11:58 AM	12:46 PM	Advisory/Study Hall/Comm. Time	48
12:46 PM	12:51 PM	Passing	5
12:51 PM	2:51 AM	Exam #2	120
			351

Instructional Minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Days with 9:00 am start time	Number of Instr. Minutes Per Day with a 9:00 am start time	Number of Parent Conference Days	Number of Instr. Minutes Per Parent Conference Days	Number of Benchmark Days	Number of Instr. Minutes per Benchmark Days	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	134	370	30	340	4	255	12	351	180	64800	65012	212
10	Yes	134	370	30	340	4	255	12	351	180	64800	65012	212
11	Yes	134	370	30	340	4	255	12	351	180	64800	65012	212
12	Yes	134	370	30	340	4	255	12	351	180	64800	65012	212

Professional Development

Teacher Recruitment and Retention. Educators hired for Value Schools must have the professional training required to be able to recognize student needs, to identify materials and approaches likely to meet those needs, and to differentiate their instructional approaches to maximize student achievement. Central City Value seeks teachers who are committed to helping all students succeed, who understand and accept the five core values, and who are willing to collaborate with other faculty to create an exceptional school by instilling those values in their students. All teachers recruited for Central City Value must have the appropriate qualification for state credential requirements.

To recruit qualified teaching candidates, administrators at Central City Value will:

- distribute job announcements;
- post job positions on Internet websites (e.g., EDJOIN);
- attend job fairs in California;
- contact local universities' education programs; and
- maintain partner relationships with organizations such as Teach for America

The principal and a team of administrators, lead teachers, and core faculty with relevant knowledge interview promising candidates. Whenever possible, candidates are asked to provide a model lesson, either online or in person, to allow the interview team to assess the recruit's content knowledge and teaching skills.

Value Schools and Central City Value facilitate teacher recruitment and retention through:

- competitive salaries and benefits plan;
- periodic longevity bonuses;
- small campus settings;
- tuition reimbursement opportunities;
- opportunities for leadership roles; and
- traditions and appreciation celebrations that recognize teachers.

Continuing Professional Development. Central City Value encourages all teachers to continue their education by attending online and in-person graduate and post-graduate courses, workshops, and training throughout the year, including the summer months. Instructional school leaders assess training needs, create and oversee Central City Value's professional development program. Opportunities are offered on multiple tracks:

Network-wide education. Teacher leaders receive professional development that occurs monthly during the academic year. The professional development includes a range of topics common to all Value Schools, but primarily focuses on high-quality instruction and effective coaching practices to support all teachers in their development and growth as a teacher.

Site-based professional development sessions. One morning per week (currently Monday) is set aside for on-site professional development and for teacher collaboration. Usually, teachers and administrators share their expertise with the rest of the teaching staff through in-house workshops; outside speakers are brought in for special topics.

Observation, coaching and mentoring. Central City Value organizes observations to ensure that formal professional development and training translate to effective teaching. The school instructional team visits classrooms frequently to observe teachers applying these techniques, with the principal typically spending time each week in each classroom. This allows the principal the opportunity to observe teaching practices, and support overall teacher growth and professional development implementation.

Using principles and strategies drawn from Doug Lemov’s *Teach Like a Champion* books (2010, 2014) and Paul Bambrick-Santoyo’s *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (2012), Central City Value also uses a mentorship strategy to develop teachers and other staff. The principal selects appropriately qualified and trained teachers to serve as a mentor teacher, typically an experienced teacher whose students consistently demonstrate substantial growth on the NWEA. Mentors help teachers break down larger goals such as “improve classroom management” into smaller action steps such as “identify one of Lemov’s classroom management strategies that you will try out next week.” Mentors regularly videotape their mentees in the classroom or other professional setting, following up with a video review session to identify strengths and weaknesses and to discuss alternative strategies.

Every two weeks, the principal and director of instruction meets with the mentor teachers to discuss teacher progress. After reviewing the winter NWEA benchmark results, the team decides how to best support the teaching staff for the remainder of the school year.

Off-site specialty training. As desired and appropriate, Central City Value encourages and supports teachers who wish to attend courses and conferences and share their increased knowledge with the wider school community.

Professional Development Plan. Before each school year begins, specific preparation and training sessions are scheduled for all teachers (and in some instances, all staff) to ensure proper delivery of the educational program and familiarity with required topics. Throughout the year, data analysis, observation and reflections inform professional development program choices, allowing prompt response to identified needs. For the 2026-27 school year, Central City Value’s Professional Development Plan includes:

Fall Semester	
Month	Topic

<p>August</p>	<p>School policy, safety and professionalism training: All CCVHS staff will engage in policy and professionalism training so to ensure fair, effective, and consistent policies school-wide</p> <p>Backward planning: Teachers will align their assessments to the school focus, college ready assessments (including CAASPP, and interims), standards, objectives, and designed in-class activities)</p> <p>Intellectual Preparation: Review the IP process with teachers, setting clear planning and IPP expectations. Time provided for teachers to work on Unit 1 IP, collaborate within their departments, and offer constructive feedback.</p> <p>Data driven instruction: Review of data from the prior school year. Identify areas of strength and area of need and next steps for improving instructional practices based on the data.</p> <p>Diverse Learners: This session aims to equip teachers with a foundational understanding of the unique strengths, and needs of English Learners and Students with Disabilities. Teachers will learn practical strategies to create inclusive, supportive, and effective learning environments for all students.</p> <p>Grade level collaboration: Teachers will engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p> <p>Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that work towards the common goal of ensuring scholar success</p> <p>Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content.</p>
<p>September</p>	<p>Reading grade level complex text: Teachers will engage in professional development training and planning sessions to support scholars in supporting student reading, including but not limited to using the science of reading approach ensuring all students are focused on knowledge domains, close reading strategies and vocabulary and spelling support.</p>

	<p>Data driven instruction: Teachers will analyze NWEA fall data to refine instructional practices to meet the needs of all students.</p> <p>Grade level collaboration: Teachers will engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p> <p>Trauma Informed Practices: Teachers will deepen their understanding of trauma-informed practices by identifying signs of trauma, implementing supportive strategies, and integrating social-emotional learning (SEL) to foster a safe and responsive learning environment.</p>
October	<p>Advanced Reading Strategies: Teachers will acquire in-depth knowledge of advanced reading strategies to effectively analyze and comprehend grade-level texts, while simultaneously developing vocabulary skills to enhance student comprehension</p> <p>Staff Culture: Teachers will continue building community with one another to ensure a highly effective and engaged team that works towards the common goal of ensuring scholar success.</p> <p>Intellectual Preparation: Teachers will refine their Intellectual Preparation (IP) by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p>
November	<p>Differentiated Strategies: Teachers will participate in professional development on supporting ELs and SWDs, with a focus on effective classroom strategies and differentiated instruction for at-risk students.</p> <p>Rigor PD Part 1: Teachers will focus on strategies to increase instructional rigor by designing engaging, high-level tasks that challenge students to</p>

	<p>think critically and apply their learning. Teachers will explore tools and practices to scaffold instruction effectively, ensuring all students can access and succeed with rigorous content.</p> <p>Intellectual Preparation: Teachers will continue to refine their IP by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p>
December	<p>Rigor PD Part 2: Teachers will continue to focus on strategies to enhance instructional rigor by creating engaging, high-level tasks that promote critical thinking and application of learning. They will review their unit assessments for the upcoming semester and develop IPs to ensure tasks are grade-level appropriate and align with the rigor of the standards.</p> <p>Intellectual Preparation: Teachers will continue to refine their IP by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p> <p>Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that works towards the common goal of ensuring scholar success.</p> <p>Student Culture: Teachers will focus on building an effective and positive community with scholars so as to ensure that all scholars can grow in their attainment of college ready skills and content.</p>
Spring Semester	

<p>January</p>	<p>Student Culture Recalibration: Teachers and counselors will review student culture data and refresh approaches to maintaining a positive and effective learning environment.</p> <p>EL Reading Strategies: Teachers will focus on implementing ELD strategies to help ELs access the curriculum, including techniques such as chunking texts and conducting multiple reads.</p> <p>Intellectual Preparation: Teachers will continue to refine their IP by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p>
<p>February</p>	<p>Staff Culture: Teachers will focus on building community with one another to ensure a highly effective and engaged team that work towards the common goal of ensuring scholar success</p> <p>Data driven instruction: Review of data from the NWEA winter administration. Identify areas of strength and area of need and next steps for improving instructional practices based on the data.</p> <p>Data Focused Differentiation: Based on data review, teachers implement specific strategies to differentiate instruction to meet the needs of diverse learners, struggling students and advanced students.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p>
<p>March</p>	<p>Part 1: Supporting Diverse Learners in Writing: Teachers will participate in a grade-level writing task based on text, using targeted strategies to support struggling students and English learners. The session will</p>

	<p>emphasize close reading of multiple texts and the application of graphic organizers to help students structure and enhance their writing.</p> <p>Part 2: Enhancing Writing with Feedback and Scaffolding: Teachers will explore methods for providing effective feedback and scaffolding to improve student writing. This session will include analyzing student work samples, practicing how to give actionable feedback, and developing scaffolding techniques to guide students through the writing process, ensuring all learners achieve grade-level expectations.</p> <p>Intellectual Preparation: Teachers will continue to refine their IP by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.</p>
April	<p>Data-Driven Differentiation: Teachers will refine strategies for diverse learners using interim data through analysis and collaborative planning.</p> <p>Building Rigor in Writing: Teachers will support students in synthesizing information across texts by modeling lessons, creating scaffolds, and designing synthesis-focused plans.</p> <p>Trauma-Informed Practices: Teachers assess the impact of their trauma-informed practices by recognizing signs of trauma, applying supportive strategies, and incorporating social-emotional learning to create a safe and responsive learning environment.</p> <p>Intellectual Preparation: Teachers will continue to refine their IP by engaging in collaborative department work, analyzing and enhancing their plans, and providing constructive feedback to strengthen instructional effectiveness.</p> <p>Grade level collaboration: Teachers will continue to engage in grade level collaboration sessions with a member of the Special Education department to review IP and develop strategies and supports for the most vulnerable scholars on campus. Teachers will also collaborate to prepare</p>

	meaningful community times that motivate our students, focus on future goals, and promote mental health awareness.
May	<p>EL Program Review: Teachers will review EL data and identify areas of strength and areas to improve for next school year.</p> <p>Vertical Math & Science Alignment: Math and science teachers will review the year’s coherence in math instruction identify areas of strength and areas to improve for next year.</p> <p>Year-End Reflection and Goal Setting: Teachers will reflect on successes, refine practices, and set actionable goals for improvement.</p>

The professional development program is adjusted in response to developments throughout the year, particularly in student performance and behavior. Below are some of the professional development topics expected to be covered during the five-year charter term.

- Implementing State Standards in the classroom
- Working with students with disabilities
- Intellectual preparation and data driven instruction
- Teaching English Language Learners and students with diverse needs
- Behavioral interventions and restorative justice
- Socio-emotional learning and trauma informed practices
- Reading and writing across the curriculum
- Vertical connection of math instruction across grade levels
- Integrating the rigor of math (application, conceptual and procedural math)
- Using the data cycle to adjust student learning, with a specific focus on math
- How to differentiate instruction
- Teaching critical thinking/metacognitive strategies
- Multi-tiered System of Support
- Strategies to inspire student engagement and ownership of learning

Meeting the Needs of All Students

English Learners

At Central City Value High School, we are deeply committed to supporting the academic success and linguistic growth of our EL students. In alignment with our mission to provide an equitable and inclusive educational experience, we have adopted and fully implemented a comprehensive English Learner Master Plan. This plan is designed to ensure that all English Learners receive targeted, culturally responsive instruction that fosters both language development and academic achievement. Through the use of evidence-based strategies and curriculum, our Master Plan is crafted to meet the unique

needs of EL students, enabling them to thrive in all subject areas while building proficiency in English. By prioritizing the linguistic and academic needs of these students, we are preparing them for success in their educational journey and beyond.

Identifying and Assessing English Learners

Proper identification of ELs helps ensure that the Charter School's ELD program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

Each student is required to complete a Home Language Survey ("HLS"), which is provided in the most commonly spoken language in the local community, such as Spanish. This survey is filled out by parents at the time of initial enrollment in a California public school and includes four specific questions about the family's home language. The HLS is a standard part of the enrollment packet, and all questions must be completed. The survey includes these four questions:

1. What language did the student learn when they first began to talk?
2. What language does this student use most frequently at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by adults at home?

The Charter School will ensure that ALL students have a completed HLS on file (including monolingual English speakers). If any of the four questions in the HLS indicates the use of a language other than English by the students or in the home, the students will be assessed for language proficiency.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending CCVHS has an English Learner Folder ("ELF"). The ELF is maintained with the student's ELD teacher in grades 9th through 12th. The ELF contains the following:

1. Home Language Survey
2. ELPAC Reports
3. Reclassification Documents
4. Parent Notifications
5. Waiver Documents
6. Other Norm Referenced Standardized Test Results, SBAC, and NWEA
7. Alternative Reclassification

Maintenance of Records

Upon completion of the assessment process in grades 9 through 12th, the school will record the results into the Value School database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the

Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student’s ELF.

STAGE 2 – English Language Assessments

The ELPAC is designed to identify students who have limited proficiency in English. This assessment evaluates how well students speak, listen, read, and write in English when it is not their first language. The ELPAC consists of two types of exams:

- Initial ELPAC: This is used for the initial identification of students as ELs.
- Summative ELPAC: This is an annual assessment aimed at measuring an EL's progress and determining their level of English proficiency.

The CDE has developed the Alternate ELPAC specifically for students with significant cognitive disabilities. The Alternate ELPAC serves two primary functions:

- Initial Alternate ELPAC: Helps determine whether a student should be initially classified as an EL or initially fluent English proficient (“IFEP”).
- Summative Alternate ELPAC: Provides annual insights into students' progress in English language proficiency (“ELP”) and aids in decisions regarding their redesignation as fluent English proficient.

The assessment aligns with the 2012 California ELD Standards, utilizing the ELD Connectors which simplify the depth, breadth, and complexity appropriate for this student population.

The Alternate ELPAC supersedes any locally determined alternate assessments, offering a uniform, statewide measure of English language proficiency for students with the most significant cognitive disabilities.

	Initial ELPAC	Summative ELPAC
<i>Who takes the ELPAC?</i>	The initial assessment is given to students grades K12 whose primary language is not English to determine their English language proficiency. The initial ELPAC is only given once.	The summative assessment is only given to students grades K12 who have been identified as EL. ELs will take the summative assessment every year until they are reclassified as fluent English proficient (RFEP).

<p><i>What does the ELPAC assess?</i></p>	<ul style="list-style-type: none"> - <i>Speaking:</i> Using oral language appropriately in the classroom and social interactions - <i>Listening:</i> Understanding the oral language of the teacher, extracting information and following the instructional discourse - <i>Reading:</i> Comprehending and interpreting text at age and grade appropriate levels - <i>Writing:</i> Producing written text with content and format in classroom assignments at age and grade appropriate levels 	<ul style="list-style-type: none"> - <i>Speaking:</i> Using oral language appropriately in the classroom and social interactions - <i>Listening:</i> Understanding the oral language of the teacher, extracting information and following the instructional discourse - <i>Reading:</i> Comprehending and interpreting text at age and grade appropriate levels - <i>Writing:</i> Producing written text with content and format in classroom assignments at age and grade appropriate levels
<p><i>When is the ELPAC given?</i></p>	<ul style="list-style-type: none"> - Students are given the initial assessment within 30 days of enrollment - The initial ELPAC may be administered throughout the year 	<ul style="list-style-type: none"> - The ELPAC summative testing window is in the Spring between February 1st and May 31st.

**Note, the alternative version of this assessment follows the same testing windows*

Students will be provided with a comprehensive scale score and a performance level that encompasses oral language skills (speaking and listening) and written language skills (reading and writing). The four ELPAC performance levels outlined in the chart below illustrate the typical English language abilities of students at each level.

ELPAC Levels	What Students can Typically do at Each Level
<p>4</p>	<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> - They can usually use English to learn new things in school and to interact in social situations. - They may occasionally need help using English.

3	<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> - They can sometimes use English to learn new things in school and to interact in social situations. - They may need help using English to communicate on less familiar school topics and in less familiar social situations.
2	<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> - They usually need help using English to learn new things at school and to interact in social situations. - They can often use English for simple communication.
1	<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> - They usually need substantial help using English to learn new things at school and to interact in social situations. - They may know some English words and phrases.

The ELD ELPAC levels categorize student proficiency in English language development across four distinct stages.

- ELD 1 Emerging: Students progress very quickly, learning to use English to meet immediate needs.
- ELD 2 Expanding: Students increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures.
- ELD 3 & 4 Bridging: Students at these levels continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the Charter School must inform parents of their child’s language classification and eligibility for placement in the ELD program. The school’s EL Designee, with the support of the school office staff, will provide the following in writing and mailed home via USPS:

1. Assessment Notification: The Charter School will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt

2. Placement Notification: At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

STAGE 4 – Data Reporting

Three key elements are gathered for English Language Learners within their student profiles: language background, language proficiency, and language instruction program. For all students, both ELs and non-ELs, a code will identify the primary home language (HLS), with 'eng' designated for native English speakers. This information is essential for state reporting and also meets the requirements of the U.S. Department of Education.

EL Student Cumulative Records

Under the Education Code, the cumulative record is a legally mandated document that must be perpetually maintained. State and federal regulations stipulate that Local Educational Agencies (LEAs) must preserve documentation for ELs within each student's comprehensive record. Value Schools utilizes an ELF to organize and safeguard the necessary documents for ELs. Once a student is identified as an EL through the initial ELPAC proficiency assessment, an ELF is created and used to store all pertinent documents. This folder is part of the student's overall cumulative record and is accessible for oversight during state and federal compliance reviews. Notably, a Master Plan Folder should not be established for students identified as IFEP; instead, their documentation is incorporated into their general cumulative records.

The ELF contains the following:

- Home Language Survey
- ELPAC Reports
- Reclassification Documents
- Parent Notifications
- Waiver Documents
- Other Norm-Referenced Standardized Test Results, SBAC, and NWEA
- Alternative Reclassification

Documentation and Record Keeping

The ELF Checklist is an ongoing tool to guide and monitor the documentation requirements for each EL. Documents listed on the checklist should be filed within the folder. Each Value Schools campus appoints a custodian of records responsible for the maintenance, content, and security of the ELF. This custodian ensures all documents are up-to-date and accurate, completing a yearly checklist for each student's folder.

Use of ELPAC Results and EL Program Evaluation

Central City Value High School (CCVS) uses ELPAC results to support and accelerate student progress toward English language proficiency. Assessment data is analyzed across the four language domains—listening, speaking, reading, and writing—to determine

students' proficiency levels. This analysis informs instructional planning, guides targeted English Language Development (ELD) support, and helps educators group students strategically for intervention. Teachers and ELD staff regularly review this data to monitor growth and ensure students are on track for reclassification.

The evaluation of the English Learner program encompasses a systematic approach to planning, data collection, and analysis to assess the effectiveness of practices and procedures. This involves both formative and summative evaluations to continuously improve and assess the program's outcomes.

Incorporating Academic Performance Data:

- **Reviewing NWEA EL Academic Performance:** Reviewing the NWEA academic performance of English Learners is a crucial step in capturing and analyzing trends in student achievement.
- **Adjusting Program Based on Data Trends:** Utilizing insights from the NWEA performance data helps make informed adjustments to the program, ensuring that teaching strategies and resources are tailored to the needs of English Learners.

Ongoing Evaluation and Team Collaboration:

- **Formative Evaluation:** Conducted during the first semester in collaboration with the school principal, reading specialist, cluster leads, and the Chief Academic Officer (CAO). This team works together to identify trends and implement immediate changes to improve the program.
- **Summative Evaluation:** At the end of the academic year, the same team leads the summative assessment, analyzing the program's overall success and areas that require improvement. Based on these findings, they will make necessary adjustments for the upcoming year.

Together, these evaluations, informed by NWEA data and led by a collaborative team, serve as fundamental tools for making educational decisions and setting policies for English Learner programs. This dynamic approach allows for continuous refinement and responsiveness to the evolving educational needs of students.

English Learner Instructional Program

To effectively address the academic needs of ELs, Value Schools will implement a comprehensive instructional program schoolwide. This program is designed to provide sufficient depth and time for English language acquisition, enable students to access the curriculum fully, promote high expectations, and enhance interactions among ELs, teachers, and their peers. English language development is a collaborative effort throughout the school, involving various stakeholders.

Understanding English Learners

ELs are a diverse group, ranging from newly arrived students to Long-Term English Learners (“LTELs”). Those who arrive during adolescence from foreign countries exhibit a wide range of educational experiences, home language literacy, and acclimatization to life in the U.S. Additionally, many students come from socioeconomically challenged backgrounds. Gathering comprehensive information about these students helps the school more effectively support their success. Immigrant students often bring valuable content knowledge from their previous schooling, which can be leveraged to aid their integration and learning.

To best support these students, the designated EL Coordinator, with assistance from the School Counselor and Parent Engagement Specialist, will undertake the following actions:

- Request and utilize academic transcripts from previous institutions to appropriately place students in courses.
- Conduct interviews with students and parents (with translator assistance) about their educational backgrounds, using this information to highlight student strengths when scheduling courses.

ELs with varied educational histories, including those with interrupted schooling, face increased dropout risks and thus require targeted support. Frequent communication with parents is crucial to help them understand the school's programs and how they compare to previous educational experiences. Placement assessments in subjects like ELA, mathematics, and foreign languages might be provided to determine suitable academic levels.

Characteristics of Diverse EL Student Types

- **Newcomers with Formal Education:** These students, having arrived in the U.S. within the last three years, typically have little to no English fluency but possess adequate formal education from their native countries. They are often highly motivated, capable of transferring academic concepts with appropriate language support, and potential candidates for the Seal of Biliteracy. However, they may not meet all grade level standards due to language barriers and face the dual challenge of quickly learning English while mastering state content and performance standards. These students might benefit from an accelerated ELD program that is both rigorous and flexible, allowing for frequent level adjustments and focused content instruction. They may also require an additional year of high school or transition to alternative programs like adult education.
- **Newcomers with Limited Formal Schooling:** Recent arrivals with minimal formal education often lack basic literacy skills in their primary language and need extra time to adjust to U.S. school routines and expectations. These students, often refugees, may have endured significant trauma and require socioemotional support alongside academic assistance, especially in developing foundational literacy skills. A long-term educational plan, possibly extending their high school education or transitioning to other educational programs, is typically necessary to address their unique challenges.

- Students with Limited or Interrupted Formal Education (“SLIFE”): These students represent a specific group within the English language learner population. These students typically have limited academic backgrounds, including reading and writing skills in their native languages, and are generally below grade level in most academic areas. Often new to the U.S. school system, SLIFE may have faced disrupted or minimal educational opportunities due to factors like poverty, geographic isolation, societal norms, economic necessities, or crises such as natural disasters or conflicts. This group includes refugees, migrants, and potentially unaccompanied youth, among others, who have encountered barriers to continuous schooling.
- Unaccompanied children/youth: Young immigrants under age 18 who arrived at the U.S. border alone. The vast majority of these children come to the US due to poverty, unemployment, and oppressive governments. Many have come to the U.S. to reunite with family members, to escape harsh living conditions and for economic reasons. In addition, some children may have actually traveled to the U.S. with family members but are now separated from family members due to a variety of reasons.

Language Considerations

Value Schools recognizes that many recently arrived students may speak languages other than Spanish or English, including indigenous languages from their countries of origin. Schools must be sensitive to the linguistic backgrounds of these students and avoid making assumptions. Moreover, there is often a stigma associated with speaking indigenous languages, which may lead families to underreport their primary languages, necessitating sensitive and inclusive language assessment practices.

Long-Term English Learners

LTELs are students who have been enrolled in U.S. schools for six years or more without achieving English proficiency reclassification. These students typically exhibit strong basic interpersonal communication skills in English, yet they possess limited academic language, using general and imprecise vocabulary. They often read and write below grade level and struggle academically, as evidenced by low GPAs and poor performance on state assessments. While LTELs may have fluent social language skills in both English and their home language, they lack the academic vocabulary and language structures necessary for engaging with secondary school curricula. They require targeted instruction in academic English, focusing on comprehension, vocabulary expansion, and advanced grammar to produce grade level work.

At-Risk LTELs (ARLTELs) are students approaching six years in U.S. schools, facing challenges in achieving English proficiency due to persistent academic and language skill gaps. Typically underperforming in core subjects and standardized tests, these students require targeted interventions to bridge their language deficiencies and support their reclassification as proficient English speakers. Addressing their needs involves tailored academic support and strategic interventions that focus on closing specific gaps in

language comprehension and usage, ensuring they receive the necessary assistance to succeed academically and avoid becoming LTELs.

Dually Identified English Learners with IEP/Section 504 Plans: are students who, in addition to being ELs, have recognized disabilities such as learning disabilities, health impairments, speech or emotional disturbances, or autism. These students may also be LTELs. They benefit from additional educational services, support, and accommodations to progress in English proficiency and meet academic standards. An English Learner with an IEP should have specifically tailored linguistic goals that address their unique educational needs. Depending on their specific IEP/Section 504 plans, they may also require accommodations for completing assignments and taking assessments.

INSTRUCTIONAL PROGRAM DESCRIPTION

Central City Value School is committed to offering asset based instructional opportunities that enhance linguistic proficiency, academic language, and academic achievement across the curriculum. To deliver the most effective services to all our students, it is essential to recognize and value the rich linguistic and cultural assets they bring from their communities and families into the classroom. The foundation of our educational approach is built on the families, communities, language, culture, and traditions that inform the valuable assets our students contribute every day.

Value Schools will implement a schoolwide Structured English Immersion (SEI) program to support ELs by aligning instruction with California CCSS and the ELD Standards. This program emphasizes rigorous English language development tailored to the students' proficiency levels and includes specialized instruction in listening, speaking, reading, and writing. This approach promotes high expectations and enhances interactions among students, teachers, and peers. It incorporates both Designated and Integrated ELD strategies in content area classes, based on the students' proficiency levels, duration in the program, and teacher recommendations, ensuring effective language acquisition practices are present in all classrooms.

Designated English Language Development (“dELD”):

These courses offer a designated period during the school day for teachers to address the specific language needs of students, based on their proficiency level (Emerging, Expanding, or Bridging). Instruction is tailored, implemented, and scaffolded to meet these specific levels, aligning with the CA ELD Standards (2012). These courses:

- Employ a targeted curriculum focused on English language instruction according to each student's proficiency.
- Are taught by teachers who have strong working knowledge of the English language *and* hold the required credentials: Multiple Subject Teaching (grades TK6) or Single Subject Credential (grades 7-8) with an aligned EL Authorization, including: ELA1, BA, R1WL/ELD, S22/S22, R3/R3B, S6/S6, and S14, as long as the prerequisite

credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Instruction in Designated ELD reflects the California ELA/ELD Framework by:

- Integrating the four key language skills—Listening, Speaking, Reading, and Writing—into everyday teaching.
- Providing daily opportunities for meaningful speaking practice through structured classroom discussions, small groups, and presentations, utilizing tools like response frames and word banks.
- Beginning with phonemic awareness and phonics, then expanding to vocabulary, text comprehension, and fluency. Students are encouraged to engage actively in reading and writing processes.
- Focusing on extensive vocabulary development, including teaching the multiple meanings of words and encouraging the use of new vocabulary in students' own speaking and writing.
- Offering explicit instruction in reading comprehension strategies.
- Building on and activating students' existing knowledge, connecting new information to known concepts, and discussing its application to new topics.
- Delivering instruction through content and thematic units, providing a structured framework for ELs to integrate new knowledge and apply language skills across subjects.

Integrated English Language Development (“iELD”):

iELD involves teachers of English Learners implementing specific ELD strategies to ensure that academic content is clear and accessible. This approach requires organizing instruction to support students as they engage with challenging, grade appropriate material. Integrated ELD instruction aligns with the State Standards, and is carried out by content teachers who use targeted strategies to enhance the clarity of their teaching:

- ELs will participate in iELD across all their content classes throughout the school day.
- Teachers involved in Integrated ELD will undergo professional development centered on the CA ELD Standards, essential aspects of Integrated ELD, the ELA/ELD Framework, and effective methods to help students improve their proficiency in reading, writing, listening, and speaking within the subject matter.
- Courses in Integrated ELD are instructed by teachers who hold the necessary state authorization.

Access to Grade Level Core Curriculum

To enhance language use and content understanding, it is essential for teachers to establish a classroom environment that encourages academic risk taking. Instruction should aim to support both language development and the attainment of standards-based content knowledge. The core of teaching involves improving language and literacy. Integrated classrooms consist of ELs at various levels and abilities, all working towards the

common objective of enhancing academic language. Effective language focused classrooms include:

- Explicit teaching of language structures and vocabulary in a way that students can understand.
- Incorporation of listening, speaking, reading, and writing skills.
- Implementation of learning supports such as response frames, word banks, and graphic organizers to help as many students as possible grasp the content. Creation of multiple chances for academic dialogue in each class through structured group roles, precision partnering, and response frames.
- Regular checks for understanding and attentive observation of students during both individual and group activities.
- Analysis of student work through formative assessments.
- Provision of literature that fits within the students' appropriate Lexile levels, accessible in both classroom and school libraries.

Scheduling and Curriculum Guide

The chart below provides a brief overview of recommended ELD courses, which are intended to provide greater flexibility in order to better serve all scholars.

ELD Course Overview				
Course Name	Target Scholars	Curriculum	Credential* [pending approval]	Motivational Art + Culture Immersion
ELD I	Newcomers, scholars who need to develop comprehension and academic vocabulary (ELPAC lvl 1; Lexile < 924)	<ul style="list-style-type: none"> • SEL component • Language Tree Online • High Point • Adopted material from Clear Grammar 1 by Folse • English, Yes! Learning English through Literature. Level 1 and 2 • Inside the USA 	Single Subject, Multiple Subject or Education Specialist Credential <i>with the appropriate EL authorization</i> : ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	School field trips (after school, weekend and/or during vacation) to the museums (The Getty Villa, Museum of Tolerance, Science Museum) and diverse cultural neighborhoods of Los Angeles, such as Little Tokyo, Chinatown Farmers' Market
ELD II	Scholars who need to develop English language proficiency (ELPAC lvl 1-2)	<ul style="list-style-type: none"> • SEL • Language Tree Online • High Point • Clear Grammar 1 and 2 by Folse • English, Yes! Learning English through Literature, levels 2, 3, 4 • Audiobook: Seedfolks 	Single Subject, Multiple Subject or Education Specialist Credential <i>with the appropriate EL authorization</i> : ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	Inspirational meetings with former MLL students from CCVHS who are currently in college or are college graduates

		<ul style="list-style-type: none"> ● Edge Curriculum 		
ELD III	Scholars who need to develop English language proficiency (ELPAC lvl 2-3)	<ul style="list-style-type: none"> ● SEL ● Language Tree Online ● High Point ● Clear Grammar 2, 3, and 4 by Folse ● English, Yes! Learning English through Literature, levels 5, 6 ● Audiobook: <ul style="list-style-type: none"> ○ Maus ○ The Red Pyramid ○ The Little Prince ● Inside the USA 	Single Subject, Multiple Subject or Education Specialist Credential <i>with the appropriate EL authorization</i> : ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, S14	School field trips to the universities and colleges
<p>*All EL scholars must be enrolled in the appropriate ELD course, including those with IEPs. **All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.). The following authorizations are not considered full EL authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorization with the following codes: ELAM, ELAS, ELAE, or ELA3.</p>				

In addition, CCVHS recognizes the unique needs of scholars arriving from foreign countries during adolescence. These scholars vary widely in educational experience, home language literacy and acculturation. They need an accelerated ELD program that is rigorous, yet flexible, that allows scholars to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate). In some cases, Newcomers require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these scholars are counseled correctly, provided support for the challenges ahead of them, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies (AB 2121).

Newcomers With Formal Education: In their first year at the Charter School, they may receive a double block of ELD, utilizing curriculum such as Language Tree Online and or Edge, with supplemental support from another resource; enroll in grade-level ELA and a rigorous native-level language course (i.e., AP Spanish Language); as well as taking content courses appropriate for grade level.

Newcomers With Limited Formal Education: In their first year at the Charter School, they may receive a double block of ELD (Emerging), utilizing curriculum such as Language Tree Online or Edge, with supplemental support from another resource; a phonics intervention class, such as Wilson Reading Just Words (if scholar qualifies via the WIST); and PE; as well as content course. The Charter School assesses scholars' Spanish level to determine if placement in the course is appropriate.

The chart below provides a brief overview of recommended ELD course sequences for Newcomers, which are intended to provide greater flexibility and acceleration (AB 2121).

Newcomer Program Courses (entering grades 9-11, <1 year in US school)				
Entering Grade	Year 1 in US School Two ELD courses – no core ELA (not applicable to all newcomers)		Year 2 in US School One ELD course (ELD 2 for ELPAC scores of 1-low 2; CC HS Success for ELPAC scores of high 2-4) and core ELA	
	Course	Curriculum	Course	Curriculum
Entering in 9	ELD 1	Language Tree Online Clear Grammar by Folse English, Yes! Learning English through Literature. Level 1 and 2. Inside the USA	ELD 2	Edge and/or SpringBoard ELD
	ELD 1	Edge or English 3D + Adaptation of Clear Grammar by Folse. Level 1. + English, Yes! Learning English through Literature. Level 1 and 2.	English 9	Core ELA curriculum with differentiated instruction
Entering in 10	ELD 1	Language Tree Online + Clear Grammar by Folse + English, Yes! Learning English through Literature. Level 1 and 2.	ELD 2 or ELD 11	Edge or SpringBoard ELD
	ELD 1	Edge	CC English 11	Core ELA Curriculum
Entering in 11	ELD 1	Language Tree Online	ELD 2 or CC High School Success – ELD 12	Edge or SpringBoard ELD
	ELD 1	Edge	CC English 12	Core ELA Curriculum

Dually Identified Students: English learners with IEPs

After ELs have been identified using the ELPAC, the Charter School must provide appropriate language services and programs to these students, and also special education services to those who are identified as students with disabilities under the Individuals with Disabilities Education Act (“IDEA”) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. These services and support must continue until ELs can participate fully in the educational program without the need for additional EL support, including providing EL services up to the highest levels of English proficiency until students are reclassified as Fluent English Proficient (“RFEP”).

Best practices for supporting ELs with disabilities include:

Including the most recent ELPAC scores and an appropriate language goal in students' IEPs.

- Providing students with support from a Resource Specialist (“RSP”) in addition to, rather than replacing, dELD instructional support that is tailored to their English proficiency level.
- If students are Newcomers or at the beginning stages of English language acquisition, placing them in a Designated ELD course for Emerging students, potentially with a double block schedule for ELD. These students may or may not be enrolled in ELA courses during their first year at the school but will participate in Integrated ELD instruction in all core content classes.
- If a parent/guardian opts out of placing a student in an ELD course, they must submit an appropriate waiver and have an IEP to document this change in programming.

It is crucial to note that the requirements outlined in a student's IEP take precedence over EL programming. If the IEP specifies instruction in the primary language, no parental exception waiver is needed for such instruction. State and federal laws mandate that ELs with an IEP continue to receive the programs and services tailored to their special needs, including linguistically appropriate goals and objectives. The IEP must specify which services are suitable for ELs based on their specific disabilities and English proficiency levels. Regardless of the prescribed services, ELs must also receive EL instruction. If a student with an IEP is enrolled in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that the instruction effectively aligns with the student's IEP goals.

Request for Removal from ELD Program

Parents of ELs have the right to decline or opt their children out of the school's language acquisition program or specific English learner services within that program (20 U.S.C Section 6318[c][A][vii]). However, the Charter School remains obligated to provide the student with meaningful instruction (5 CCR Section 11302) until the student is reclassified, to inform the parent when progress is not made, and to offer programs and services for consideration at that time. ELs may be removed from the ELD program at the request of the student's parent or guardian by completing the OptOut Form. However, **all ELs, even those who opt out of the ELD program, must take the Summative ELPAC annually until reclassified.**

Process for Requesting Removal from the ELD Program:

1. The OptOut Form must be requested by a parent/guardian via email, phone call, or in person. This request can be made at any time and applies only to the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be placed in the students cumulative folder and the EL Coordinator or Designee must retain a digital copy in their records.

4. Upon approval, the student is removed from the Designated ELD class for the remainder of the school year.
5. The student will continue to be identified as an EL until meeting the Value Schools reclassification criteria.
 - The student will continue to take the ELPAC summative exam in the spring, and their progress toward English proficiency will be monitored.
 - If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, they should be re-enrolled in a Designated ELD course that year.

It is important to note that this process must be repeated each year. If the student does not reclassify after 2 years of opting out of the program the school team reserve the right to deny the request.

Testing Accommodations

All students deserve an equitable opportunity to demonstrate learning on high stakes assessments. Accommodations and designated supports make these assessments more accessible to ELs. In addition to a legal and moral obligation to ensure all students receive the support they need, this also presents a major opportunity to improve student performance. ELs would benefit from supports for the following assessments:

- ELPAC
- CAASPP
- NWEA MAP
- Unit Summative Assessments

On state assessments and NWEA MAP, there is an embedded support called “Text to Speech” that is most suitable for students who have been in the country for less than 6 years. Additional non embedded supports (provided in person at the school, by school personnel) are always encouraged for students who need them. For students with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:

- Verbally translating test directions
- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small Group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non writing items and math items)

The ELD coordinator/teacher will collaborate with the RSP for additional guidance on these non-embedded testing supports.

Exemptions for the ELPAC domains

In some cases, a student’s disability may prevent them from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate. The ELPAC Administration Student Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. A student is considered as having been assessed in Oral Language if they have been assessed in either the Speaking or Listening domain. A student is considered as having been assessed in Written Language if they have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an alternate assessment to the ELPAC.

EL Progress Monitoring

Central City Value High School regularly monitors and assesses the progress of all ELs, including those who have opted out of the EL program, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress helps to identify students who are not making appropriate progress and enables the school to provide additional support. This support aims to help ELs reach English proficiency while ensuring they have meaningful access to grade level core content instruction and addressing any academic deficits in a timely manner.

Reclassification of English Learners

Reclassification is the process through which a student's English language proficiency status is changed from English Learner to RFEP (EC Section 313(f)). The objective is to prepare students for reclassification as swiftly as possible and to continue monitoring their progress for four years following reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Dually Identified Students

ELs are reclassified to fluent English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the ELPAC
2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
3. Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Reclassification Measures	Reclassification Criteria
English Proficiency (ELPAC)	The student has demonstrated English Proficiency by achieving the following score on the ELPAC: Overall proficiency level 4
Teacher Evaluation	The student must have a grade of C or better in English Language Arts. If a teacher disagrees with reclassification, they must provide substantial evidence (e.g., work samples, test scores) showing the student is not ready. If the evidence supports this, the student will remain classified as an English Learner.
Basic Skills Assessment	The student has demonstrated basic grade-level English skills, shown by the adopted, normed referenced, grade-level basic skills assessment: For grades 9-12, an acceptable score is either approaching grade level on the NWEA ELA benchmark (35th percentile or higher) or an overall score of 3 on the SBAC ELA assessment .
Parent Opinion and Consultation	Once the ELD Coordinator and general education teacher agree on a recommendation to reclassify a student, the ELD Coordinator schedules a meeting with the parents to discuss the implications of the proposed reclassification. If the parents consent, they sign the Notice of Reclassification, which is then filed in the student’s cumulative record along with the performance data supporting the reclassification. If the parents do not consent, a follow up meeting is arranged to review the evidence demonstrating the student's readiness for reclassification.

Steps for Reclassification of Students with IEPs on Alternate Curriculum

For students with IEPs, the reclassification criteria and process include some specific adjustments to accommodate their unique educational needs. Here are the detailed criteria and process for these students:

Reclassification Criteria for Students with IEPs

1. Assessment of English Language Proficiency:
 - a. Achieve an Overall Alternate Summative ELPAC Performance Level of 3.

2. Teacher Evaluation:
 - a. Elementary (K-5/6): Composite mark of 3 or 4 in ELA.
 - b. Secondary (6-12): Grade of C or better in the grade level ELA/ELD course.

3. Parent Consultation:
 - a. Involve and consult parents during the IEP meeting about reclassification.

4. Performance in Basic Skills

- a. Score at the basic or benchmark level or above using alternate assessments like the California Alternate Assessments (level 3).

Process for Reclassification

Initial Review:

- The IEP team evaluates the student’s academic and language progress.

Documentation and Parent Consultation:

- Document all team findings and recommendations.
- Conduct a detailed consultation with parents during the IEP meeting.

Decision Making:

- If criteria are met, proceed with recommending reclassification.
- If not met, consider further assessments or IEP adjustments.

Completion of Reclassification:

- Complete and update necessary documentation.
- Notify parents formally and develop a transition plan.

This process ensures that the reclassification of students with IEPs is thorough, considering both their educational needs and accommodations.

Monitoring Reclassified Students

After students are reclassified as RFEP, the Charter School will maintain oversight of their academic progress for four years. Should monitoring indicate that a reclassified English Learner is not making satisfactory academic progress due to ongoing language barriers, the school will offer further assistance. This support may include, but is not limited to, tutoring, accommodations, and supplemental classes such as ELD courses.

CCVHS takes a proactive and data-driven approach to monitoring Long Term English Learners (LTELs) and students at risk of becoming LTELs. The EL coordinator, in collaboration with the instructional leadership team, conducts regular analysis of ELPAC and NWEA results, academic performance, and classroom observational data to identify students who require targeted language and academic support. These students receive both designated and integrated ELD instruction aligned to their language development needs. Progress is closely monitored through quarterly reviews, allowing the team to adjust interventions promptly and ensure each student remains on a clear pathway toward reclassification and academic success.

Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level

Central City Value High School does not offer a GATE program. The needs of gifted and high-achieving students are addressed through:

- Differentiation

- Honors and Advanced Placement courses
- Dual Enrollment

Differentiation. Teachers differentiate their instruction within the classrooms at all levels, extending the curriculum in breadth and depth with anchor assignments and independent learning. Open-ended assignments provide an opportunity for gifted and high-achieving students to add breadth and depth to their learning.

Teachers may provide enrichment activities such as independent research projects, analytical problem-solving tasks, or creative applications of concepts instead of regular assignments, or offer thought-provoking prompts and extension questions to deepen critical thinking and engagement.

Honors and Advanced Placement courses.

Central City Value provides an enriched academic program featuring honors courses in English, Mathematics, Science, and Social Science, in addition to ten Advanced Placement (AP) courses. These rigorous Honors and AP offerings are thoughtfully designed to develop students' advanced academic vocabulary and critical thinking skills. They provide a strong foundation for engaging with complex texts and mastering the nuanced intricacies of Academic English, empowering students to excel in higher education and beyond.

Dual Enrollment. To enhance and expand the academic opportunities available to gifted and high-achieving students, Central City Value offers dual enrollment options in partnership with local community colleges. Guided by the college counselor, students can enroll in advanced courses that align with their interests and career goals, providing them with access to college-level learning experiences while still in high school. This program not only challenges students academically but also helps them earn college credits, fostering a seamless transition to higher education and giving them a competitive edge in their academic and professional pursuits.

Identification, outreach, and monitoring.

Central City Value employs a comprehensive and equitable process to assess and place students in courses that best support their academic growth and potential. Upon enrollment, students take the NWEA assessment in reading and mathematics. Those demonstrating advanced proficiency are placed in appropriate honors classes to match their abilities. Students who do not initially qualify for Honors or Advanced Placement (AP) courses have opportunities to advance into these programs based on teacher recommendations and demonstrated progress.

Reflecting its core value of academic excellence, Central City Value maintains high expectations for all students and actively supports their pathways to qualifying for Honors and AP courses. To ensure equitable placement and meaningful educational experiences, lead teachers and administrators regularly review student performance data, including

NWEA scores, Smarter Balanced Assessments, Advanced Placement test results, and internal benchmarks. Academic counselors work collaboratively with teachers and students to create individualized pathways, ensuring that all students are appropriately challenged and supported in achieving their academic goals.

Students Achieving Below Grade Level

Central City Value employs a comprehensive and multi-tiered approach to support students working below grade level, ensuring every student has access to the resources and strategies they need to succeed. Key support structures include the Advisory Program, differentiated instruction, and the Student Success Program.

In the classroom, teachers provide targeted small-group interventions and leverage tutoring opportunities during designated office hours, which are available before and after school. Educators also curate alternative instructional materials to meet diverse learning needs and encourage students to utilize technology-based skill-building platforms such as Khan Academy to reinforce their understanding of key concepts.

Beyond the regular school day, Central City Value offers summer school, ELD classes, and math support courses to provide additional instructional time for students requiring extra assistance. A dedicated math instructor is available on campus until 4:30 PM three days a week to offer personalized support. Together, these resources create a robust framework to ensure that all students receive the guidance and tools necessary to achieve academic success.

Identification and Monitoring by Advisory Program. The advisor serves as the primary point of support on campus, dedicated to ensuring that students working below grade level receive the necessary academic assistance to thrive. Each semester, advisors meet individually with students and their parents/guardians to review and discuss the student's academic progress, identify areas for improvement, and develop actionable plans for success.

In addition to providing personalized guidance, advisors oversee the management of student transcripts, ensuring accuracy and alignment with graduation requirements. They collaborate closely with the administration to ensure that students needing additional academic reinforcement are appropriately scheduled for summer school courses or other targeted interventions. This proactive and personalized approach reflects Central City Value's commitment to fostering academic growth and success for all students.

Differentiated instruction. Teachers at Central City Value implement a range of differentiated instructional strategies rooted in best practices for ELs and students who are struggling in reading and mathematics. These strategies include targeted small-group instruction, the use of both homogeneous and heterogeneous grouping, and the integration of adaptive computer software to meet diverse learning needs.

Students working below grade level benefit from additional support opportunities, such as tutoring sessions offered before school and during designated Sustained Silent Reading (SSR) periods. For students who continue to face academic challenges, a referral to the Student Success Program ensures they receive further individualized intervention and resources tailored to their specific needs. This multi-faceted approach reflects the school's commitment to addressing learning gaps and supporting all students in achieving academic success.

Student Success Program.

Summer school. Central City Value provides students working below grade level with the opportunity to attend summer school sessions designed to help them achieve mastery of curricular standards. These sessions also focus on fostering summer reading habits and accelerating English language acquisition through additional ELD instruction. In certain classes, students are assigned summer reading projects to further support skill retention. Teachers set ambitious goals of improving students' reading levels by two grades annually, utilizing differentiated instruction, active reading strategies, and carefully tailored reading assignments to achieve these outcomes.

Math enrichment. Students enrolled in Algebra 1 or Algebra 2 who are functioning below grade level in math and need a stronger foundation are placed in a math support class and highly encouraged to attend office hours to receive tutoring on their specific areas of needs. Teachers work closely with students to provide support for the math class that they are taking. Students must demonstrate mastery of the course-level standards.

Graduation plan. At Central City Value High School, every student collaborates with teachers and the college counselor to develop a personalized graduation plan, ensuring they stay on track to meet graduation requirements. This plan is initiated after the first semester of freshman year and is regularly updated each semester to reflect academic progress and adjust for any needed interventions. Parents are actively involved throughout this process, fostering a strong partnership to ensure students graduate on time. For students requiring credit recovery, opportunities such as summer school and online courses are available, providing flexible pathways to make up credits and stay on track for graduation.

To monitor academic progress, Central City Value leverages a robust system of assessments, including NWEA MAP, SBAC, and internal benchmark exams, to track the growth of all students, particularly those performing below grade level. Teachers and administrators hold regular grade-level meetings to review data, share insights, and coordinate targeted support, ensuring that every student is equipped to meet their academic goals.

Socioeconomically Disadvantaged / Low-Income Students

Central City Value first identifies socioeconomically disadvantaged/low income students through direct certification using state data systems for students eligible for programs such as SNAP, CalWORKs, and Medi-Cal. For students not directly certified, families are asked to complete the Universal Benefit Application (UBA) during July and August. This process ensures accurate identification for state and federal reporting and allows the school to provide targeted supports and services.

The majority of students at Central City Value come from underserved communities. In 2024-25, 85% of students at Central City Value qualify for free or reduced-price meals; this is how the Charter School identifies them. Because the vast majority of its population is considered low-income, Central City Value High School places an emphasis on connecting its students with experiences, opportunities, and resources that they may not typically have access to at home.

Central City Value is committed to providing socio-economically disadvantaged students with enrichment opportunities that foster personal growth and support the development of well-rounded individuals. These experiences broaden students' exposure to the arts, cultural activities, and extracurricular opportunities. For instance, students can visit renowned cultural institutions such as the Museum of Contemporary Art, the Getty Museum, and the GRAMMY Museum. Additionally, they can participate in a variety of clubs that expand their horizons and cultivate diverse interests, ensuring a holistic approach to their education and personal development.

Consistent with its core value that “Academic excellence is the means to a full life,” Central City Value High School emphasizes the value of an education and the importance of hard work to all its students regardless of socioeconomic status. To motivate students to keep their focus on higher education, teachers, administrators, and other school staff, throughout the school year and in all activities, refer to college admission and attendance as a desirable and achievable Goal.

Central City Value also provides opportunities for students and parents to acquire the intangible social skills and information needed for higher education and career success. The student advisory program is a cornerstone of Central City Value's commitment to college readiness and the promotion of its five core values. Through a series of targeted events—such as Back-to-School Nights, College Nights, college campus visits, an annual college and career fair, financial aid workshops, and on-campus college presentations—students gain invaluable insights into higher education pathways. Advisors ensure that all students are enrolled in a university-oriented curriculum, laying a strong foundation for post-secondary success.

For juniors and seniors, the program intensifies with personalized guidance from a dedicated college counselor. Students develop individual graduation plans, prepare for university admissions and placement exams, craft compelling personal statements and essays, and navigate the application process to identify and apply to the most suitable

institutions. Additionally, the program provides robust support for securing financial aid, empowering students to access higher education opportunities regardless of their socio-economic background. This comprehensive approach equips students with the knowledge, tools, and confidence to succeed in their academic and career pursuits.

At Central City Value High School, parents are valued partners in the educational process, working alongside teachers and administrators to support student success. Through individual meetings with advisors, teachers, and the college counselor, as well as monthly parent group meetings, parents are actively encouraged to help their children achieve their educational and career aspirations. The school also maintains an active English Learner Advisory Committee (“ELAC”), which provides valuable recommendations to the principal and the School Site Council (“SSC”) to enhance programs and services for ELs.

Central City Value upholds the Title I Parent Compact, which ensures regular collaboration between parents, teachers, and staff to set and achieve goals aimed at improving academic outcomes for SED students. The School Site Council further contribute by offering critical input on strategies to meet these goals effectively.

Recognizing that many SED students enter college with a smaller academic vocabulary compared to their peers, Central City Value implements targeted interventions to bridge this gap. One such initiative is the assignment of curriculum-aligned summer reading books and projects to all students. By engaging with grade-level texts and practicing critical reading comprehension strategies during the summer, students not only expand their vocabulary but also strengthen their analytical skills, fostering academic growth and readiness for higher education.

Central City Value High School offers comprehensive support for students seeking additional academic assistance, tutoring, or simply a quiet space to complete their daily homework. Teachers provide dedicated office hours during every full school day, creating a welcoming environment open to all students. These safe and supportive spaces are particularly vital for SED students who may face challenges at home that hinder their ability to focus on academic work.

Recognizing the digital divide that many students face, especially those without access to computers or the internet at home, Central City Value ensures that students have access to campus computers before, during, and after school. This resource empowers students to complete assignments, conduct research, and engage with online learning tools, leveling the playing field and reinforcing the school’s commitment to equity and academic excellence.

Recognizing the challenges that limited financial resources can pose to student focus and academic success, Central City Value High School provides a full-time socio-emotional counselor to support the well-being of our school community. This resource ensures that

all students have access to the tools and guidance needed to excel academically and personally.

To continuously support and improve student outcomes, the school utilizes a comprehensive set of assessments, including NWEA, SBAC, SAT, and internal benchmark exams, to monitor progress. Teachers meet regularly to analyze data, collaborate on best practices, and implement targeted strategies to empower our community. This approach reflects Central City Value's commitment to fostering equity and providing opportunities that allow every individual to thrive and reach their full potential.

Students with Disabilities

Please see District Required Language at the beginning of Element 1.

Students in Other Student Groups

Given the population that Central City Value serves, nearly all students fall within one of the categories already described, particularly SED/low-income status. Homeless and foster youth are not a large segment of the school community, but Central City Value recognizes that the segment may grow over the charter term due to, among other things, changes in national immigration policy. It also recognizes the particular needs of such students and the rights accorded them under Education Code Section 48850 et seq. and abides by its responsibilities under the Foster Youth Bill of Rights.

Central City Value generally first learns of the home status of its students during the enrollment process (post-lottery, if any), when it gathers residence and parent/guardian information. Teachers and counselors are alert to signs that already-enrolled students' home status has changed, and foster parents typically identify themselves to the school promptly upon taking on their fostering duties.

To address the unique needs of homeless and foster youth, Central City Value High School actively collaborates with local support organizations to provide comprehensive assistance. The school has a dedicated staff member who focuses exclusively on supporting these students by establishing and maintaining partnerships with community resources. One such partnership is with Magnolia Place, an integral part of the Children's Bureau of Southern California, which specializes in providing targeted services and resources for foster youth and their families. Through this focused effort, Central City Value ensures that homeless and foster youth have access to the critical support systems they need to succeed academically, socially, and emotionally.

When a Central City Value student is identified as a foster youth, the Principal immediately enlists the support of the dedicated Homeless and Foster Youth liaison to ensure a comprehensive approach to the student's success. The student is assigned to an academic counselor who collaborates closely with the advisory teacher to monitor the student's academic progress and social well-being. The advisory teacher conducts daily

check-ins with the student, providing consistent oversight and support for any emerging social or behavioral concerns.

The academic counselor meets with the student weekly, often in coordination with the advisory teacher, to review progress and address any challenges. Regular meetings involving the counselor, advisory teacher, and other relevant staff members are held to analyze data and develop tailored plans for additional support. This proactive and collaborative approach ensures that foster youth at Central City Value receive the guidance and resources necessary to thrive both academically and personally.

“A Typical Day”

Central City Value High School students have six classes per semester, arranged in a three-day rotation with four classes per day. In addition to an advisory period, lunch and nutrition breaks, and reading, math or English Enrichment sessions, each student attends four 73-minute classes on Tuesday, Wednesday, Thursday, and Friday. Before the school day begins, students may participate in office hours with teachers to deepen their understanding of the content; this time is mandatory for students whose grades fall below a C-.

These days begin at 8:30 AM and end at 3:30 PM. Monday’s schedule is modified to accommodate teacher professional development.

For example:

Day A – Periods 1, 2, 3, 4

Day B – Periods 5, 6, 1, 2

Day C – Periods 3, 4, 5, 6

The A – C pattern repeats throughout the semester.

Advisory: At the end of the first class session, students have a five-minute break before reporting to an advisory period. Advisory periods are 36 minutes long on Wednesdays and 23 minutes on all other days. During these periods:

- Advisors take attendance.
- Students listen to the daily bulletin.
- Advisors follow the advisory curriculum, which includes setting future goals, exploring careers, and checking grades. The curriculum is centered around the school's five core values.

On Mondays, the school implements a “Mindful Monday” curriculum developed by two counselors at Value Schools. This curriculum helps students gain a better understanding of the importance of mental health.

A key outcome of the advisory period is for advisors to build relationships with students, monitor academic and social challenges, and refer students to after-school tutoring if

needed. These relationships and attention to student progress inform the Student/Parent/Advisor meetings held each semester.

Community Time: On a typical full day, one class cohort spends 23 minutes during advisory in community time for a session explicitly designed to reinforce one or more of the Five Core Values. During a typical Community Time session, students might listen to a motivational talk from a classmate, a guest speaker, or school personnel. They may also engage in discussions about challenging situations or disruptive school events, process current events, set goals, or learn about the path towards college. These sessions are integral to building a safe, nurturing community and form a key component of the Restorative Justice program.

Typical class experiences: In each class period, the teacher begins by explaining the day's agenda. Included in this agenda is the academic objective, the Common Core State Standard attached to that objective, the school values and SLOs that apply to the lesson, and a coordinating warm-up exercise that focuses students on the objective.

In a typical day, a student has a 30-minute "N block" for either 30 minutes of Silent Sustained Reading (SSR) or an English Enrichment class. (ELs receive a minimum of 2 hours of language instruction weekly during SSR, using the Language Tree curriculum.) After the English Enrichment or SSR time, students report to their second class. Their third class is followed by lunch, then a fourth class, then dismissal.

After School experience: Academically eligible students may also participate in Central City Value's extensive CIF-sanctioned sports program. While all teachers hold office hours before school, teachers may choose to offer additional office hours after school. These additional office hours provide students with additional time to meet with their teachers to receive academic support. Certain teachers use time after school to take students on field trips. Taking students on field trips after school prevents students from missing their other classes.

**Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

The information and LCFF tables set forth in Element 1 are incorporated herein by reference.

Objectives of the School’s Educational Program

Central City Value High School provides an engaging, rigorous, college preparatory education centered on its five core values. Students graduating from Central City Value High School will be prepared for success in college and will possess the motivation and skills to make a positive difference in the world. By hiring and developing well qualified and caring teachers; and by modeling and teaching the values, Central City Value creates a vibrant learning community in which all students can thrive.

Performance Targets Aligned to State Priorities

Central City Value High School has aligned its performance targets to state priorities, as can be seen in the State Priorities table in Element 1, which sets out measurable goals and is incorporated here by reference. Administrators use a school-developed dashboard to report to parents and the governing board progress on reaching the targets. Students review their individual results with their advisor.

All students take the NWEA assessments in the fall, winter and again in spring to measure academic growth in ELA and math. Teachers analyze the results of these exams and use the results to tailor lessons specific to the needs of the students. NWEA data provides the school with an additional data point and additional insight into student performance. It is expected that in the typical year, at least 75% of students will demonstrate at least one year of growth in ELA and Mathematics for each year in school, as measured by the NWEA assessments.

Academic progress is measured by internal benchmark exams given in each academic discipline four times each year. Teachers use PowerSchool - Assessment to track and analyze the results of these exams, and the goal is to have at least 90% of students pass these benchmark exams each time they are administered. Since the questions on the benchmark exams are linked to the CCSS, the results of these exams give an indication of future student performance on the SBACs. The NWEA assessments also closely mirror concepts to be tested on the SBAC assessments and will therefore also be used to gauge future SBAC assessment results.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please refer to the LCFF State Priorities table in Element 1, incorporated herein by reference, for a description of the specific performance targets (pupil outcomes) for all pupils (i.e., schoolwide) and for each subgroup pupils identified pursuant to Education Code § 52052, aligned with the eight state priorities identified in Education Code § 52060(d).

Other Performance Targets

Please refer to the LCFF State Priorities table in Element 1 for a description of all other measurable goals, including goals for any innovative components of the program and the annual assessment tool(s) or other means used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Central City Value High School uses the following tools to track student progress. They will be used for placement, formative data and summative data as indicated. Performance expectations are found in Element 1 (State Priorities Table) or listed below the description of the assessment.

	Placement	Formative	Summative	Other	Frequency
NWEA MAP	X		X		Biannually
State Standards aligned to Benchmark Assessments		X	X		4/year (every 9 weeks)
Class-specific unit end/chapter end exams		X			Teacher option
<i>Goal: at least 70% of student receive a grade of C or higher on each exam</i>					
Other student work products				X	Teacher option
<i>Goal: at least 70% of students earn a 3 on a 5-point rubric, which corresponds to a C grade.</i>					

Appropriateness and Sufficiency of Assessments. The assessments listed in the table are intentionally selected to align with state standards, curricular scope and sequence, and the academic goals outlined in our charter. Each assessment is embedded within the instructional cycle and reflects what students are expected to learn at each stage of the year.

The NWEA MAP assessment is a nationally normed diagnostic that is curriculum-agnostic but used to complement and inform instruction. It provides reliable growth data in reading and math, which teachers use to differentiate instruction aligned to our adopted curriculum.

Benchmark assessments are administered quarterly and are tightly aligned to both California Content Standards and the curriculum pacing guides used in each grade level and subject area. These assessments are developed or selected to ensure coherence between what is taught and what is assessed. Their timing corresponds to units of study, providing sufficient formative and summative feedback to adjust instruction and support student mastery.

Class-specific unit and chapter-end exams are created by teachers to assess the specific content and skills taught in each instructional unit. These assessments directly reflect the curriculum maps and instructional materials adopted for each course. While designed at

the classroom level, they are calibrated to ensure they are rigorous, aligned, and sufficient to measure student progress.

Student work products, such as projects, essays, or presentations, are embedded into units of instruction and aligned to both standards and curriculum goals. Teachers use common rubrics to evaluate these tasks, ensuring they serve as meaningful demonstrations of learning within the curriculum. These products assess not just content knowledge but also the application of skills taught throughout the instructional cycle.

Together, these assessments provide a comprehensive, curriculum-aligned system to measure student progress and inform teaching. They are administered at appropriate intervals and in a variety of formats, ensuring they are both sufficient in frequency and valid in design.

Data Analysis and Reporting

The types of data the school will use. Central City Value High School uses performance data from the following standardized assessments: The NWEA assessments, state-mandated high school exit exam (if applicable), the SBACs, the Early Assessment Program, the ELPAC, and AP exams. The Charter School also uses data from benchmark exams given every nine weeks.

The role and use of data to inform curriculum and instruction. Teachers and administration analyze performance data to identify students' strengths and instructional needs. They also conduct item analyses of the assessments to determine which learning tasks are most challenging for students. Teachers then use the data to modify their instruction and will reteach standards that students have failed to master until the large majority of students are able to demonstrate proficiency on that standard on a formative assessment. Curricular changes may be made in response to patterns of performance.

The NWEA MAP is administered three times a year to measure student growth in ELA and Math and to inform instruction. Mandatory benchmark exams are given every nine weeks, and teachers use PowerSchool - Assessment to mine the information to assess student progress. This allows teachers to re-teach when necessary, differentiating instruction to accommodate the learning styles of subgroups and individuals.

Results of the benchmarks are regularly discussed in department meetings and shared with the administration. During these discussions, teachers exchange ideas on how to teach difficult concepts in their subject area. With the use of frequent benchmark exams, teachers identify areas of academic weakness in students from the identified subgroups (students with disabilities, ELs). Teachers use the data to provide additional instruction in those areas to meet the needs of the students and move them toward mastery of the standards. When data reveals that a student or group of students is not meeting grade-level expectations despite re-teaching, targeted interventions are implemented. These may include small-group instruction, extended learning time, tutoring, or referrals to

academic support services. Intervention plans are monitored through follow-up assessments and adjusted as needed to ensure progress.

The role and use of data to monitor and improve the Charter School’s educational program and operations. Central City Value gathers input from stakeholders on its educational program and operations. In addition to regular parent meetings, ELAC and LCAP input processes, and observation, Central City Value uses online surveys to get feedback from students, parents, teaching, and support staff. A committee of school staff will analyze the survey results and suggest improvements. In addition, data gathered from surveys and student performance trends is also used to identify areas where enrichment opportunities such as advanced coursework, leadership development, or extracurricular programming can be expanded or refined to further engage students and support their growth beyond the core curriculum.

Central City Value High School also uses surveys to assess parent support for the school and to assess how well students have internalized the five core values. These surveys are administered and analyzed annually and reports from the data are prepared for the Board of Directors and the school community.

The role and use of data to inform stakeholders of school performance. Consistent with its emphasis on academic excellence, Central City Value tracks student academic performance and reports on that performance regularly to the CEO and the Board of Directors. A dashboard is used to keep the board apprised of performance and highlight areas of particular excellence or need for growth. The Academic Performance and Accountability Committee, a committee of the Central City Value High School Board of Directors, during the year to review the Dashboard and the Charter School’s progress toward meeting specific goals. In keeping with principles of charter school transparency, Dashboard data will also be made available on the Charter School’s website, by way of a link to the Dashboard site.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy. Central City Value teachers use the following grading scale in all courses.

A range	B range	C range	D range	F range
97-100% = A+	87-89%= B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

Type and Frequency of Progress Reporting. At the end of each semester, report cards are issued to students and families. Progress reports are given at the midpoint of each semester. Student/Parent/Advisor conferences are scheduled at this time, and specific strategies for improving grades are discussed.

PowerSchool is used to calculate grades and provide progress reports and report cards. Parents, students, and teachers have twenty-four-hour access to student grades via PowerSchool. Teachers are required to update student grades at least once a week so that parents and students can monitor student progress.

Advisors discuss academic progress with their advisees at least once a week. Advisors share effective strategies and practices for maximizing a student's potential and, with the student, sets incremental goals for improvement. The Advisor/Advisee relationship involves motivation, inspiration and modeling, as well as correction of ineffective learning habits and poor time management.

Promotion & Graduation Policy and Procedures. At Central City Value we prioritize proactive, individualized support to ensure all students are on track to graduate with their cohort. Rather than relying on grade-level retention, we implement early identification and intervention strategies to address academic challenges.

Credit Requirements for Grade-Level Promotion

Students progress through grade levels based on the number of credits earned (cumulative):

- Promotion to 10th grade: 55 credits
- Promotion to 11th grade: 120 credits
- Promotion to 12th grade: 170 credits

These benchmarks help ensure that students are on a clear path to meeting graduation requirements by the end of their 12th-grade year.

New Transfer Student Placement

Students who transfer into CCVHS from other schools are placed in the grade level that corresponds to the number of credits they have earned. This ensures accurate placement and allows the school to provide appropriate academic planning and support to help each student stay on track for graduation.

Monitoring and Intervention

School counselors continuously monitor each student's academic progress. If a student is identified as being off-track for graduation, a personalized credit recovery plan is developed, communicated to parents and closely monitored. This plan may include targeted interventions, such as tutoring, academic workshops, or adjusted course schedules, to address specific learning needs.

Senior Year Support

For students entering 12th grade who are at risk of not graduating with their cohort, an intensive support plan is implemented. This plan focuses on providing the necessary resources and guidance to help students meet graduation requirements. In some cases,

students may complete their graduation requirements in the fall semester following their expected graduation date.

Family Engagement

CCVHS maintains open communication with families regarding student progress. Parents and guardians are informed during advisory meetings if their student is at risk of not graduating on time. Collaborative meetings with the student, family, and school staff are held to review progress, discuss available support options, and develop a plan to ensure the student achieves their academic goals.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on

the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such

notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

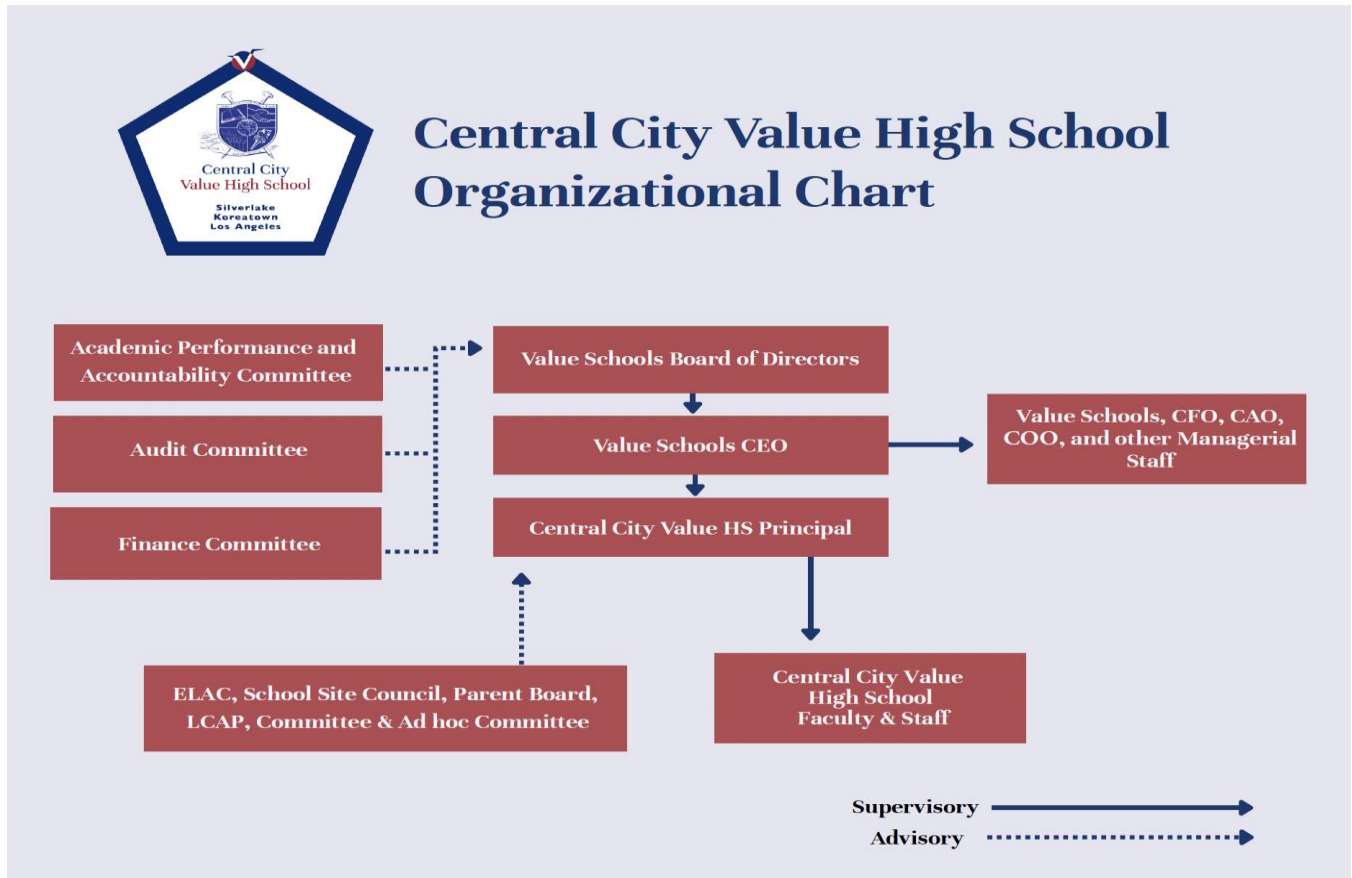
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure



Value Schools is a California nonprofit public benefit corporation established by Jerome R. Porath, Ph.D., and incorporated in July 2000.

The mission of Value Schools is to establish and support high-quality, values-based elementary and secondary charter schools for populations of students who have been historically underserved.

The Value Schools Board of Directors (“the Board”) sets all policies for, and has sole legal and fiduciary responsibility for, Central City Value.

Value Schools is responsible for establishing and maintaining relationships with all relevant entity on behalf of Central City Value, including but not limited to the Los Angeles Unified School District, the Los Angeles County Office of Education, and the CDE.

Value Schools separately accounts for all funds, public and private, that are given to Central City Value, and uses such funds solely for the operation of Central City Value. Value Schools enters into all contracts, leases and other legal agreements that may be necessary to operate Central City Value.

Value Schools provides financial and accounting services, legal representation, public relations and general oversight of school operations for Central City Value. In return for the services provided, a percentage of the public funds given to operate Central City Value is transferred to Value Schools for its general operations. Value Schools sets that percentage for each school it operates according to the anticipated cost of services provided and financial position of that school. Nine percent per year is currently set as the appropriate target when a Charter School attains full enrollment; newer schools historically have been assessed a lower amount until they reached full enrollment. Value Schools reserves the right to adjust the fees as necessary to cover the services provided.

Governing Board Composition and Member Selection

Membership and General Responsibilities. The Value Schools Board of Directors oversees all schools operated by Value Schools. The Value Schools bylaws provide that the Board is to have at least five (5) and no more than seven (7) members. The Board is self-perpetuating, with each Director elected for a term expiring on the second June 30th occurring after the date of the commencement of the Director's term of office, unless the Board determines that to provide the continuity of staggered terms, a Director may be elected for a term expiring on the first June 30th occurring after the date of the commencement of the Director's term of office.

The Value Schools Board of Directors recruits candidates who share the vision of Value Schools and who have the capacity to contribute to the advancement of the mission of Value Schools. This capacity is demonstrated through a commitment to educational excellence for traditionally underserved populations; understanding of the communities Value Schools serves; time to assist with Value Schools projects; and expertise relevant to the board's guidance and oversight functions. When a vacancy occurs or is anticipated, all directors are invited to suggest new candidates. When such candidates are not already known to the rest of the Board, the Board chair appoints an ad hoc committee to vet the candidates and assess their qualifications in light of particular experience or strengths the Board may be seeking at the time. Screened candidates are then asked to attend one or more board meetings, depending on the timing of the vacancy, to observe the Board's function and procedures. Interested candidates are then subject to a vote of the directors then in office.

The responsibilities of the Value Schools Board of Directors are to ensure that the mission of the Charter School is fulfilled, to hold the Value Schools Chief Executive Officer accountable for the successful performance of Central City Value in all areas, and to ensure the financial integrity of the Charter School and the sufficiency of resources to operate it.

Central City Value agrees and acknowledges that the Board of Directors, as the sole controlling and governing body for the Charter School, holds fiduciary authority and responsibility for, among other things:

1. The selection, hiring, compensation, supervision, evaluation, and termination of the Chief Executive Officer (“CEO”) and, through the CEO, all Central City Value employees;
2. The governance and operation of Central City Value in compliance with applicable law and policy, and with the Charter, as these may be amended from time to time; and
3. Central City Value’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Central City Value and its students.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code is included as part of the Charter School’s application for renewal. As required the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Value Schools Major Executive Positions

Chief Executive Officer

The primary responsibility of the CEO of Value Schools is to lead and manage the organization. The duties of the CEO include oversight of academic programs; educational leadership; budgeting; fundraising; development; public relations; long-range planning; student services; and recruitment of personnel for the home office. The CEO is responsible for the financial stability of the organization and oversight, control and supervision of all buildings, grounds and equipment. The CEO recruits, appoints, supports, evaluates and, if needed, dismisses the Charter School Principal.

The CEO reports to the Value Schools Board of Directors, which is responsible for the selection, hiring, compensation, supervision, evaluation, and termination of the CEO. The CEO is not a member of the Board.

Chief Financial Officer

The Chief Financial Officer (“CFO”) keeps and maintains adequate and correct accounts of the properties and the financial transactions of Value Schools. The CFO works with the CEO and back-office service provider to ensure that the charter management organization

and all its schools are financially sound and have appropriate processes and procedures in place. The CFO provides expertise in the areas of finance and accounting; payroll and human resources; insurance; grant and bond reporting. The CFO supports the activities of the auditors during the annual financial audit and ensures timely preparation and dissemination of such financial reports as may be required by the board or the CEO. The CFO reports to and is evaluated by the CEO.

Chief Academic Officer

The Chief Academic Officer (“CAO”) serves as a key leader and mentor for Value Schools principals and team, focusing on academic programming, curriculum, instruction, and assessments while promoting equity. The CAO strategically leads professional development, identifying needs and designing comprehensive plans backed by data and classroom observations. The CAO also connects with diverse stakeholders and contributes to the organization's strategic vision, fostering partnerships and ensuring the success of Value Schools. The CAO reports to and is evaluated by the CEO.

Chief Operating Officer

The Chief Operating Officer (“COO”) leads the planning and development of the organization’s operational objectives and initiatives. The COO also takes the lead in meeting the requirements of each of the Value Schools sites to comply with local, state and federal authorities. With the CEO, the COO co-creates strategies and oversees their implementation to achieve short- and long-term operational goals.

The COO reports to and is evaluated by the CEO.

Executive Vice President of Strategic Partnerships

The Executive Vice President of Strategic Partnerships develops and leads the vision, strategic planning, financial management, fundraising, and grantmaking operations that support the overall objectives for Value Schools, and sets the overall goals for fundraising campaigns and program initiatives. Serves as an active representative of Value Schools to the public and educational partners to communicate its mission, values, and accomplishments. Supports in promoting a positive brand elevating awareness of Value Schools through marketing, collaboration, communications and additional supports. Maintains positive relationships with Value Schools educational partners, including the board of directors, grantees, community leaders, etc. Oversees the budget, distribution of school funds, and strategies to ensure the financial sustainability required to fulfill Value School’s mission. Responsible for formalizing an effective process to create support: including grant writing, volunteer services, and programs to benefit all four Value Schools in serving students and meeting the Value Schools mission.

Governance Procedures and Operations

The Value Schools Board of Directors conducts its work through meetings of the whole and with the advice of three standing committees, all of which operate under Brown Act and Education Code Section 47604.1(c) requirements. Board committees meet within the

boundaries of the Los Angeles County, typically at the Value Schools home office (currently 680 Wilshire Place in Los Angeles). Committees set their own meeting dates, usually one to two weeks before meetings of the full Board, but may meet more frequently as circumstances and projects require. The Board may also be informed by advice and analyses produced by ad hoc committees or by task forces that the CEO forms from time to time. For all committees, membership is determined by a majority vote of directors then in office, subject to any membership constraints in the Value Schools bylaws.

Audit Committee

The Audit Committee participates in the selection of an external auditor, annually meets with the auditor, and reports audit findings to the Value Schools Board of Directors. It includes at least one member of the Board. The Audit Committee Chair may not simultaneously serve as a member of the Finance Committee.

Academic Performance and Accountability Committee

The Academic Performance and Accountability Committee works with senior staff and Value Schools leadership to monitor academic performance at Central City Value, considering what performance elements should be measured, how they should be measured, the timing of measurement, and how results should be reported. For each meeting, the committee is provided with dashboard and local control metrics assessing progress toward schoolwide and subgroup goals included in Central City Value's Local Control and Accountability Plan, as well as any other significant internal metrics. The committee also examines broader issues of educational importance and how Value Schools can increase academic achievement. Committee membership is determined by a majority vote of directors then in office, and typically includes board members. The committee regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Finance Committee

The Finance Committee works with the CEO, CFO and back-office service provider to ensure that the finances of Central City Value are properly managed and reported. Finance Committee meetings include reviews of financial reports from the Value Schools staff and back-office service provider. The committee also reviews Value Schools' business practices to maximize efficiency and effectiveness. Committee membership is determined by a majority vote of directors then in office, and typically includes board members and others with particular expertise in finance, accounting, business practices or real estate. The group regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure sound financial operations.

Meeting Procedures. Timing, location and notice. Each year at its June meeting, the Value Schools Board of Directors schedules at least six meetings for the upcoming school year, typically in September, November, January, March, April, and June. At times throughout the year, additional board meetings may be convened as needed to act on unforeseen or urgent issues, such as the need to obtain resolutions to pursue facilities or funding

opportunities. Board meetings are held within Los Angeles County boundaries, usually at one of the Value Schools, in a location sufficiently large to accommodate members of the public who attend. Time is allotted for members of the public to address the board in person or by teleconference as described below.

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted both on the Value Schools website and at Central City Value in a prominent place as close to its main entrance as is practically possible. At least 72 hours before regular meetings, and 24 hours before special meetings, the meeting agenda is posted in the same manner as the notice of dates and locations.

Quorum. A majority of the Directors then in office shall constitute a quorum. Should there be less than a majority of the Directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Teleconferencing. For each meeting of the Value Schools Board of Directors, Value Schools shall establish a two-way teleconference location at the school site of each of the charter schools it operates, in compliance with the requirements of Education Code Section 47604.1(c)(3). Value Schools shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the board. When one or more Board members participate in a meeting through teleconference, each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. During the board meeting, at least a quorum of the members of the board shall participate in the meeting from locations within the boundaries of LA County. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconference meeting shall be by roll call.

Board Member Abstention Procedures

In cases where a Board member abstains from voting on a matter, the abstention will be formally recorded during the meeting. The Board member shall publicly state their abstention and, when appropriate, the reason for the abstention will be noted in the official meeting minutes. Abstentions do not count as affirmative or negative votes, but the presence of the abstaining member may still count toward quorum. Value Schools complies with all applicable conflict of interest laws, including the Political Reform Act and Government Code Section 1090, to ensure proper governance and transparency in Board actions.

Records. The corporate secretary maintains copies of the Board's agendas and meeting minutes. Meeting minutes record all board votes, including abstentions, whether voting occurred at an in-person meeting or by teleconference. These materials are available on

request by e-mail or at the Central City Value main office, and are posted on the Value Schools website.

Central City Value School Staff and Organization

Principal

The major responsibility for Charter School decisions rests with the principal. The principal has authority in the areas of school personnel, curriculum, students, facilities and finances. The principal also chairs the School Site Council. The principal reports to and is evaluated by the CEO.

Faculty & Staff

See Job Descriptions in Element 5. Faculty and staff report to and are evaluated by the principal of Central City Value.

School Site Council

A SSC is a group of teachers, parents, students, and school staff who work together to develop, review, and evaluate school improvement programs and school budgets. Central City Value's SSC meets at the beginning of each school year. The SSC is composed of a minimum of 10 members:

- Five school staff members: one principal, three classroom teachers, and one other school personnel.
- Five parents, students, and/or community members: minimum of 1 student required

Nominations and elections are held annually during the last trimester of the current year for the following year. Aside from the principal or their designee, members of the SSC are selected by their peers. The principal serves as the SSC chair. Meetings require a quorum of 6 members with a majority vote of members present and voting required to approve any proposal. School Site Council members are trained on roles and responsibilities during the first trimester. The School Site Council meets as often as it needs to meet the following responsibilities:

- Assessing School Needs: Identifying areas of need based on student performance data and other indicators.
- Developing the Local Control Accountability Plan: Creating and Reviewing the LCAP which also serves as the Single Plan for Student Achievement ("SPSA") that outlines actions to improve student outcomes.
- Budget Management: Allocating funds and resources to support the goals and strategies in the LCAP/SPSA.
- Monitoring Progress: Reviewing and evaluating the effectiveness of the implemented strategies and making necessary adjustments.

- **Engaging the Community:** Ensuring meaningful involvement of parents, students, and staff in the school’s decision-making processes for multiple programs including Title I, Parent Involvement and Parent Compact policies, the CCVHS School Safety Plan required by state law.

Communication of nominations, elections, meetings are distributed via Parent Square communication portal and at various faculty and parent meetings. Information from SSC meetings are communicated to the Value Schools Board of Directors by the principal or designee.

English Learner Advisory Committee

This committee works with school leadership to ensure ELs receive the services necessary to become proficient in English and prepared for high school coursework. The ELAC helps to assess needs, set program goals and objectives, develop a master plan for ELs at Central City Value. It also makes all parents aware of the importance of regular school attendance. The committee consults with the Principal to ensure all members receive appropriate training and materials to carry out their legally required advisory responsibilities. ELAC membership includes school administrators, teachers, and parents. Parents of ELs make up at least the same percentage of the ELAC membership as ELs do of the Charter School’s total student population.

Stakeholder Involvement

Parent and stakeholder involvement is key to supporting student learning and achievement. Research suggests that parental involvement has a positive influence on student academic achievement and school engagement. As such, it is critical that schools provide the space and opportunity for meaningful stakeholder involvement and participation. At the federal level, tools and guidance have been developed for school leaders to use as they work with families and communities to plan, implement, and evaluate family engagement practices that directly impact student achievement. This guidance comes together in *The Family Engagement Framework*.

The Framework places a renewed emphasis on families and educators working together as partners to improve individual student and schoolwide outcomes. The principles of the framework describe expectations, or standards, for schools to engage family and other stakeholders in supporting children’s education. National educational policies emphasize the importance of establishing programs to involve stakeholders, and practices to empower and engage them in the educational process. Equal representation in committees and organization activities must be promoted in order to achieve desired student and schoolwide outcomes.

At Central City Value we are moving toward comprehensive engagement programs that creates open communication and strong collaboration among schools, families, teachers, and headquarters to increase student achievement. A common understanding of the

guiding principles, goals, and strategies for family and stakeholder engagement will support effective communication and collaboration.

Central City Value offers Parent Center trainings for families to learn about school culture, expectations, and how to support students by promoting parent education. We also have workshops (individual and series) that link families with community programs and Local Educational Agencies. The purpose of these workshops is to identify services that promote the wellbeing of the family, provide security and mental wellness to all family members, and create an environment that promotes learning.

We invite all families and stakeholders to be part of this movement. As such, CCVHS encourages input and feedback from families and stakeholders. We want our *learning community* to be a *learning family*, The Central City Value Family. What we need as a community our children need as individuals, and this work is made better through parent and stakeholder participation.

Central City Value provides numerous opportunities for stakeholders to engage the school community as described above for parent organizations and committees. CCVHS maintains a portion of its website dedicated to events that parents and stakeholders may attend and/or participate in. CCVHS has a dedicated Parent Center Coordinator. The Board of Directors has an approved Title I Parent Involvement Policy available on the school website. Additionally, the CCVHS school site council, described above, provides dedicated time and space for direct involvement by stakeholders in schoolwide decision making. Additionally, feedback from parents and stakeholders is collected during regularly scheduled parent meetings and surveys. The Board of Directors monitors the performance on LCAP goals and provides feedback on goals and budget during meetings. Central City Value gathers input for its LCAP and annual update through surveys, focus groups, and meetings with stakeholders, including staff, families, students, SSC, and ELAC. Drafts are shared for feedback, and input is reviewed and incorporated before final approval by the Board of Directors, ensuring the plan reflects community needs. The CCVHS LCAP is available on the website, allowing stakeholders to easily access information about the school's performance and spending. As described in the LCAP section above, students, parents, teachers, Special Education and ELD faculty, along with teachers, staff, and community members are consulted, provide feedback for the development and update of the LCAP. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Central City Value currently has or expects to have the following positions for the next charter term:

Certificated	Classified
Principal	Operations Manager
Director of Instruction	Instructional Aide (may be certificated)
Teacher - Single Subject	Interventionist
Reading Specialist and Coach	Behavior intervention Implementation Specialist (may be certificated)
Counselor	Support Staff

CERTIFICATED POSITIONS

Principal

Instructional, Visionary, and Talent Leadership. As a Principal, the successful candidate will be responsible for providing visionary leadership and strategic direction to the school community. They will be expected to cultivate a culture of high expectations for both staff and students, and to promote a strong focus on academic achievement and character development

The Principal will need to have a keen eye for talent and be skilled in recruiting, retaining, and developing high-performing teachers and staff. Additionally, they should possess a deep understanding of effective instructional practices, and be able to guide teachers in implementing innovative and engaging approaches to teaching and learning.

Finally, the Principal should have a clear vision for the school's future and be able to inspire and motivate others to work towards achieving this vision. The successful candidate will be a dynamic, collaborative, and innovative leader with a track record of success in improving student outcomes.

Positive School and Community Culture. As a Principal, the successful candidate will be responsible for creating and maintaining a positive school and community culture that is aligned to the Values of the school community. They will be expected to develop and implement strategies that foster a welcoming and inclusive environment for all students, staff, and families.

The Principal will need to have strong interpersonal skills and the ability to build positive relationships with stakeholders, including parents, community members, and local organizations. They should be skilled in conflict resolution and able to address issues that may arise in a constructive and proactive manner.

Additionally, the Principal should have a deep understanding of the social-emotional needs of students and be able to provide support and resources to address these needs. They should also be able to create opportunities for student leadership and engagement, and to promote a culture of respect, empathy, and responsibility.

Finally, the Principal should be committed to promoting equity and cultural responsiveness, and to fostering a sense of belonging for all members of the school

community. The successful candidate will be a collaborative and compassionate leader with a track record of success in building positive school and community cultures.

Building and Managing Effective School Systems and Teams. As a Principal, the successful candidate will be responsible for building and managing effective systems and teams that support the school's goals and objectives. They will be expected to develop and implement policies and procedures that ensure the efficient operation of the school, including systems for budgeting, scheduling, and resource allocation.

The Principal will need to have a strong understanding of data analysis and be able to use data to inform decision-making and drive continuous improvement. They should also be skilled in project management and able to oversee the implementation of major initiatives and programs while ensuring the collaboration of teams.

Additionally, the Principal should have a deep understanding of compliance requirements and regulations related to school operations, and be able to ensure that the school is in compliance with all applicable laws and regulations. Finally, the Principal should be able to establish partnerships with community organizations and other schools to build a strong network of support for the school. The successful candidate will be a strategic thinker and collaborative leader with a track record of success in building and managing effective systems and teams that support the school's mission and vision.

Ideal Candidates will have:

- A belief in and alignment with the values of Value School
- Expertise in building a positive and collaborative adult culture;
- Instructional expertise, including knowledge of State Standards-aligned instruction, student-centered classrooms, differentiated instruction and supporting diverse learners in an urban setting
- Strong interpersonal skills and ability to build and cultivate relationships with students and adults;
- Is committed to self-reflection and a growth mindset while demonstrating humility and kindness in all interactions
- Excellent communication skills, both verbal and written;
- Ability to develop and implement organizational systems and strategies

Minimum Qualifications:

1. Evidence of agreement with the five core values of Value Schools.
2. Bachelor's degree or higher/Master's Degree preferred
3. Minimum of 3-5 years of teaching experience with a valid Teaching Credential
4. Minimum of 3-5 years' experience in a school leadership position as a school administrator, preferably an Assistant Principal
5. Administration Credential or 1-3 years of training in a valid and approved leadership program

Assistant Principal

Instructional Leadership

- Support the Principal in the development, implementation, and continuous improvement of the school's instructional vision and Plan for Continuous Improvement.
- Assist in planning and implementing high-quality professional development for teachers and staff.
- Supervise and support instructional staff as assigned, including conducting classroom observations, facilitating feedback, and providing instructional coaching support.
- Work with Instructional Coaches to evaluate instructional methods, curriculum materials, and classroom management strategies.
- Lead and participate in instructional learning walks, observations, and post-conference debriefs to support a culture of reflective teaching and learning.
- Assist with the implementation and interpretation of the curriculum to teachers, students, parents, and the community.

School Culture & Student Support

- Promote and maintain a collaborative learning environment that supports student achievement and well-being.
- Support the Principal in building a positive school culture rooted in the core values of Value Schools.
- Assist in student discipline and behavior management aligned with the school's policies and restorative practices.
- Serve as a liaison between school and families, and address student and parent concerns as needed.
- Identify students with special needs and collaborate with school and district specialists to ensure support and interventions are in place.
- Monitor and support student attendance efforts and interventions.

School Operations & Compliance

- Support daily school operations, including assisting with the master schedule, class assignments, student supervision, and extracurricular programming.
- Assist the Principal in enforcing school policies and ensuring compliance with federal, state, and local regulations, including special education and standardized testing.
- Coordinate requisitions for supplies, materials, and textbooks; oversee inventory and documentation of school resources.
- Maintain accurate school records, files, and prepare periodic reports as required.
- Ensure effective communication and implementation of school and district policies.

Leadership & Collaboration

- Serve as the acting Principal in the absence of the Principal.

- Participate in leadership team meetings and provide input on decision-making related to school planning and improvement.
- Collaborate with students, parents, staff, and external partners to support student success and community engagement.
- Represent the school at internal and external events, meetings, and activities as needed.
- Serve on committees and task forces as assigned.

Other Responsibilities

- Perform additional duties as assigned by the Principal to support the effective functioning of the school.

Required Qualifications

- Possess and maintain a valid California administrative credential or receive training through a valid leadership or training program for school leadership.
- Possess and maintain a valid California secondary or multiple subject teaching credential.
- A Bachelors degree from an accredited college or university.
- A minimum of 5 years of successful secondary teaching.
- Charter experience is a plus, but not required
- Evidence of agreement with the five core values of Value Schools.
- Bachelor's degree
- Has the appropriate credential for the position (see description above)
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

Desired Qualifications:

- Successful experience in teaching or in other ways working with students (of the age level for which employment is offered). Fluency in the native language of the students other than English.

Teacher - Single Subject

General Responsibility. A teacher is responsible for facilitating student learning at specified grade level(s) or in basic subject area(s) in accordance with the policies and practices of *Value Schools*.

Supervision. A teacher is supervised by the school principal and is responsible to the principal. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a teacher to one of these other administrators.

Specific Responsibilities.

Create a Positive Classroom Environment and Culture: Foster and maintain a supportive and inclusive classroom environment in which all students feel valued, respected and excited to learn every day. Ensure the classroom culture is aligned to the five core values of *Value Schools*, and ensure safety and best learning environment for all students.

Implement Daily Standards-based Instruction: Plan and implement lessons that are standards based, and designed to support diverse learners. Use curriculum to support the plan for each unit of instruction, and daily implementation.

Utilize Instructional Strategies and Engagement: Utilize a variety of instructional strategies and resources that will actively engage students in the learning process, and support their diverse learning needs.

Drive instruction using assessments and feedback: Use data through assessments to assess student progress and to drive instructional decisions. Support academic growth and development through timely, and strategic feedback.

Differentiate Instruction: Differentiate instruction to accommodate various learning styles, abilities, and diverse needs of students.

Engage in Collaboration and Stakeholder Engagement: Collaborate with colleagues, parents, and educational partners. Support student success through consistent collaboration with all educational partners.

Develop Positive Relationships with all Educational Partners: Work towards developing and contributing to positive relationships with students, parents and colleagues. Contribute to an overall school environment that is aligned to the five core values, philosophy and mission of Value Schools.

Required Qualifications.

- California Single (Clear or Preliminary) Credential, permit, or other document required for their certificated assignment, with valid English Learner Authorization
- California University Internship Credential Eligible (Intern eligibility letter required) in content areas desired to teach
- Proof of California Credential in Progress (University letter can satisfy this requirement) in content area desired to teach
- Non-California Credential Transferring to California; please provide proof of transferring credential in progress (i.e., from other U.S. states) in content area desired to teach

Required Qualifications.

Candidates must meet **one** of the following requirements:

- Hold a **California Single Subject Credential** (Clear or Preliminary) with a valid English Learner Authorization that matches the certificated assignment;
OR
- Be **Internship Credential Eligible** through a California university, with an **intern eligibility letter** in the subject area they wish to teach;
OR
- Provide **proof of enrollment in a California credential program**, including a **university letter** confirming progress toward a credential in the subject area they wish to teach;
OR
- Be in the process of **transferring a valid teaching credential from another U.S. state**, with **documentation showing progress** toward obtaining the equivalent California credential in the subject area they wish to teach.

Desired Qualifications:

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English.

Teacher – Special Education

Specific Responsibilities

1. Develop and implement individualized education plans (IEPs) for students with disabilities, based on assessments and evaluations of their strengths and needs.
2. Collaborate with other teachers, support staff, and parents to create a positive and inclusive learning environment for all students.
3. Adapt curriculum and instructional strategies to meet the unique needs of each student, including modifying materials, providing accommodations, and using assistive technology.
4. Monitor student progress and adjust instructional strategies as needed to ensure that all student are making progress towards their goals.
5. Provide ongoing feedback to students, parents, and other educators on student progress and needs.
6. Ensure compliance with special education laws and regulations, including maintaining accurate records and documentation.
7. Attend and participate in IEP meetings, parent-teacher conferences, and other school related meetings as needed.
8. Continuously improve professional knowledge and skills through ongoing professional development and training opportunities.

Required Qualifications

- CA Education Specialist Credential with an authorization in Mild to Moderate and/or Moderate to Severe and English Language Learner authorization Candidates who do

not hold the appropriate credential or have a pathway to obtaining a California teaching credential **will not be eligible for a teaching position.**

- Evidence of agreement with the five core values of Value Schools.
- Bachelor's degree
- Has the appropriate credential for the position (see description above)
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

Desired Qualifications:

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English.

Counselor

Key Responsibilities.

1. Designated Instruction and Services (DIS):

- Provide direct counseling services, including individual and group sessions, to address students' emotional, behavioral, and social needs.
- Collaborate with teachers, parents, and other school staff to implement and monitor student support plans.
- Maintain accurate records of student progress and services provided.
- Ensure compliance with all state and federal regulations regarding DIS services.

2. Social-Emotional Learning:

- Implement and oversee SEL programs and curricula to promote positive social skills, emotional regulation, and resilience.
- Facilitate SEL workshops and activities for students, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Provide training and resources to teachers and staff to integrate SEL practices into the classroom environment.
- Support the development of a positive school climate through initiatives that foster inclusivity, empathy, and respect among students.

3. General Counseling Services:

- Provide academic counseling to assist students with educational planning, goal setting, and problem-solving.
- Assist students in developing coping strategies for academic and personal challenges.
- Conduct crisis intervention and provide immediate support to students in need.
- Work with families to address and support students' needs both at school and home.

4. College and Career Readiness:

- Provide guidance and support for students in exploring post-secondary options, including college, vocational training, and career pathways.
- Assist students with the college application process, including applications, essays, and financial aid resources.
- Organize college and career fairs, workshops, and guest speaker events to expose students to various opportunities.
- Support students in developing skills for career readiness, such as resume writing, interview preparation, and workplace expectations.

5. Collaboration and Advocacy:

- Act as a liaison between the school, families, and community resources to support student well-being.
- Advocate for students' needs and ensure they have access to necessary services and resources.
- Participate in multidisciplinary team meetings, including IEP and 504 plan meetings, to support student success.
- Engage in continuous professional development to stay current with best practices in school counseling and SEL.

Required Qualifications.

- Master's degree in School Counseling, Psychology, Social Work, or related field
- Valid state certification or licensure as a School Counselor
- Evidence of agreement with the five core values of Value Schools
- Compliance with policies on tuberculosis, criminal record review, and employment eligibility verification.

Preferred Qualifications.

- Bilingual in English and Spanish
 - Experience working in a diverse school setting
 - Experience in providing DIS services and implementing SEL programs
 - Excellent communication, interpersonal, and organizational skills
- Strong knowledge of child and adolescent development, counseling theories, and practices.
- Ability to work collaboratively with students, staff, families, and community partners.
- Commitment to fostering a supportive and inclusive school environment.

CLASSIFIED POSITIONS

Dean of Students

Behavior and Discipline

- Responsible for establishing and upholding school policies and codes of conducting, investigating and addressing student behavior concerns, and maintaining precise records of student behavior and interventions.
- Oversee suspension and alternative to suspension processes with a restorative approach, focus on non-exclusionary practices, and maintain through documentation.
- Collaborate in developing and monitoring the individual student's behavior support plan involving students, parents/guardians, teachers, counselors and support providers
- Ensure the safety and well-being of all students

Vision and Culture

- Foster and promote a constructive and collaborative environment throughout the school amongst all educational partners, including but not limited to, parents, students, teachers, etc around positive behavioral interventions and supports and trauma informed practices.
- Oversee and coordinate behavioral, discipline and restorative justice resources amongst educational partners to create a school climate that is aligned to the core values of Value Schools
- Establish, sustain and foster strong connections with all educational partners at the school site and the Value Schools Network team to ensure a strong Value Schools culture that is centered on the Values, school safety, restorative justice and cultural supports for all students
- Build a productive, positive, values based and collaborative culture in which all educational partners work towards supporting students through restorative practices and a Values based education
- Strives to attain a positive school climate in which students thrive with the support of a values based culture that is aligned to equity, inclusion and diversity.

Building Connections and Relationships with Educational Partners

- Collaborate with parents and families to promote academic excellence, encourage their active involvement in their student's life, create a safe and conducive learning environment at home, address classroom behavioral issues, and reinforce the school's core values.
- Establish connections with community partners to bring in supports, services and outside resources for students and families to have access to support students' social, mental, and behavioral growth as individuals

Supporting Students

- As a member of the attendance team, oversee the school's strategy for decreasing chronic absenteeism and improving overall student attendance. Utilize a trauma informed approach with a particular focus on specific student subgroups, such as English Learners, socioeconomically disadvantaged students, foster youth, homeless students, students with disabilities and various racial/ethnic groups.
- Collaborates with students to mend and sustain relationships with teachers, peers, and parents, offers guidance on classroom behavior, enforces accountability for actions, supports their holistic development, coordinates with counseling services and emphasize the importance of attending school and leaning into additional supports

Required Qualifications

- Evidence of agreement with the 5 core Values
- A Bachelors degree from an accredited college or university.
- A minimum of 3-5 years of successful elementary or secondary teaching, counseling experience, similar experience or school leadership support.

Preferred Qualifications

- Charter experience is a plus, but not required.
- Possess and maintain a valid California secondary or multiple subject teaching credential.
- Training in Socio-emotional learning, Restorative Justice and trauma informed practices.

Administrative Assistant

The Administrative Assistant provides high-level administrative and operational support to the Network Office leadership team. This role ensures smooth day-to-day office operations, facilitates communication with school sites and external partners, and manages critical tasks with discretion and professionalism.

- Office Coordination:
 - Greet visitors, answer incoming calls, and manage general inquiries.
 - Maintain office supplies, equipment, and workspaces; coordinate vendor relationships.
- Data & Document Management:
 - Organize and maintain electronic and paper files, ensuring confidentiality.
 - Compile and update databases, track project timelines, and generate standard reports.
- Project Assistance:

- Support special projects, such as event planning, grant coordination, and policy rollouts.
- Liaise with school site staff, department leads, and external stakeholders to gather information and coordinate deliverables.
- Office Policies & Procedures:
 - Help refine and document office procedures to streamline workflows.
 - Ensure compliance with district policies, record-keeping standards, and data-privacy regulations.

Required Qualifications:

- Evidence of agreement with the five core values of *Value Schools*.
- High school diploma or equivalent required; Associate’s degree or higher in Business Administration, Office Management, or related field preferred.
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
- Fluency in the English language.
- Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange furniture, equipment and materials in classrooms and other school settings.

Experience:

- 2+ years of administrative support experience, preferably in an educational or nonprofit environment.
- Proven track record of managing multiple priorities under tight deadlines.

Instructional Aide

Key Responsibilities.

Assisting with Instruction

- Support teachers in delivering lessons and instructional activities through 1:1 support, small groups, or the entire class in various subject areas including but not limited to math, reading, and/or science.
- Work closely with students who may need additional academic support, including those with special needs, learning disabilities, English Language Learners, or additional subgroups of students or students identified as below grade level.
- Reinforce learning concepts by working with students on assignments and projects.
- Assist with the preparation of instructional materials, including visual aids, educational projects and educational resources.

Classroom Management

- Help maintain a positive and orderly classroom environment.
- Supervise students during class activities, transitions, and breaks.

- Assist with classroom discipline by enforcing established rules and routines.
- Promote a respectful and inclusive classroom culture.

Student Support

- Provide extra support to students with special needs, learning disabilities, or English language learners.
- Monitor student progress and report observations to the teacher.
- Help students with organizing their materials and assignments.
- Offer emotional support to students when needed.

Administrative Tasks

- Assist with record keeping and maintaining student records
- Supervises students along with the teacher and, at times, independently of the teacher, especially before school, during recess, lunch and after school.
- Help with administrative tasks such as taking attendance and grading assignments.
- Support the teacher in communication with parents and guardians as needed.
- May assist in preparing and administering assessments or tests.
- Participates in professional development activities established by the principal or by the chief executive officer (or authorized designee).
- Attends parent, community and professional meetings as directed by the principal.
- Holds confidential matters with appropriate confidentiality.

Safety and Well-being

- Ensure the safety and well-being of students at all times.
- Be familiar with and adhere to school safety and emergency procedures.
- Report any safety concerns to the teacher or school administration.

Values Aligned

- Acts as a role model of the five core values of *Value Schools*.
- Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.

Specialized Roles

- Some instructional aides may have specialized roles, such as assisting with technology integration, physical education, art, or special education programs.

Required Qualifications:

- Evidence of agreement with the five core values of *Value Schools*.
- Has the qualifications that may become required by the State of California for the position.
- Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

- Fluency in the English language.
- Ability to: read printed materials; respond to oral questions and instructions; orally present information, give directions and answer questions; arrange furniture, equipment and materials in classrooms and other school settings.
- A High School Diploma and equivalent of one of the following:
 - Sixty semester units or ninety quarter units of college-level courses **OR** An Associate Degree in a related field.
 - At least 1 year of related experience.
 - Experience working with children.

Coach/Assistant Coach

Coaches are responsible for supporting and guiding student-athletes in the development of athletic skills, teamwork, discipline, and sportsmanship. Whether serving as a Head Coach or Assistant Coach, this position plays a key role in fostering a safe, inclusive, and positive team environment while upholding the values and mission of the school’s athletic department.

Key Responsibilities

- Plan and conduct team practices, training sessions, and competitions.
- Teach sport-specific skills, game strategies, and techniques appropriate to the level of competition.
- Promote a team culture centered on respect, effort, responsibility, and sportsmanship.
- Supervise student-athletes during practices, games, travel, and other team events.
- Monitor the academic and behavioral standing of student-athletes and encourage success in both areas.
- Maintain equipment, uniforms, and facilities in coordination with the athletic department.
- Communicate regularly with athletes, families, and school staff regarding schedules, expectations, and progress.
- Support team logistics, including transportation, game-day preparation, and coordination with officials.
- Collaborate with the Athletic Director and coaching staff to ensure program alignment and adherence to league, district, and school policies.
- Attend required meetings, trainings, and professional development opportunities.
- Serve as a role model by demonstrating leadership, integrity, and a positive attitude.

Required Qualifications

- Evidence of agreement with the five core values of *Value Schools*.

- High school diploma or equivalent required; college coursework or degree preferred.
- Prior coaching experience or participation in the sport (at the high school, collegiate, or club level) strongly preferred.
- Strong knowledge of the sport's rules, strategies, and safety procedures.
- Excellent communication, leadership, and interpersonal skills.
- Ability to motivate and mentor student-athletes of diverse backgrounds and skill levels.
- CPR/First Aid certification and completion of any required coaching certifications (e.g., concussion protocol, sudden cardiac arrest training).
- Clearance of all background and fingerprint checks per school/district requirements.

Support Staff

The Support Staff at Value Schools are essential to maintaining an efficient and safe school environment. This team, which includes Facilities Coordinators, Custodians, Clerical Office Support, and Security Guards, plays a pivotal role in supporting the daily operations of the campus, ensuring it runs smoothly and effectively.

Key Responsibilities.

- Manage maintenance and repairs, coordinate with vendors, ensure compliance with health and safety regulations, and address facility issues.
- Perform cleaning and maintenance of school areas, set up for events, monitor supplies, and report any maintenance or safety concerns.
- Provide administrative assistance, handle correspondence, maintain records, manage office supplies, and facilitate communication among staff, students, and parents.
- Monitor campus security, conduct patrols, assist with visitor check-in, respond to emergencies, and enforce security policies.
- Support academic duties, such as supporting ELs and SWDs

Required Qualifications:

- Evidence of agreement with the five core values of *Value Schools*.
- High school diploma or equivalent; additional qualifications or certifications may be required.
- Relevant experience
- Strong organizational skills, ability to multitask, and excellent communication skills.
- Knowledge of safety regulations and ability to handle sensitive information discreetly.
- Physical capability to perform required tasks and work in various environmental conditions.

Network Office Support

The Network Office Support position provides comprehensive support to schools within the network, focusing on various operational areas, including technology, nutrition, and enrollment. This role is vital in ensuring that schools operate smoothly and efficiently by assisting with daily operations and providing expertise in each support area. The Support position will collaborate with school administrators, staff, and external vendors to resolve issues, streamline processes, and enhance overall service delivery.

Key Responsibilities.

Technology Support:

- Assist with the installation, maintenance, and troubleshooting of hardware and software used across schools.
- Provide technical support for educational technology tools and platforms.
- Coordinate with IT teams to address more complex technical issues.
- Train school staff on the use of new technologies and digital resources.

Nutrition Support:

- Collaborate with school nutrition teams to ensure compliance with federal and state regulations.
- Assist with menu planning, nutritional analysis, and food safety protocols.
- Support the coordination of meal programs, including the collection and processing of free and reduced lunch applications.
- Facilitate communication between school nutrition staff and school to resolve issues and implement best practices.

Enrollment Support:

- Assist schools with the enrollment and registration process, ensuring compliance with network policies and procedures.
- Maintain and update student enrollment records in network databases.
- Provide training and support for school staff on enrollment software and procedures.
- Respond to inquiries from parents and guardians regarding enrollment processes and requirements.

General Administrative Support:

- Provide general administrative support to schools, including managing communications, scheduling meetings, and preparing reports.
- Assist in coordinating school initiatives and events.

- Collaborate with various departments to ensure efficient operation and service delivery.
- Maintain records, documentation, and data related to support areas.

Required Qualifications:

Education:

- Degree dependent on position
- Relevant training or certifications in specialized education

Experience:

- Years of experience dependent on position
- Experience in one or more of the following: providing technical support, managing school nutrition programs, or handling student enrollment is highly desirable.

Skills and Competencies:

- Strong problem-solving skills with the ability to manage multiple priorities.
- Excellent communication and interpersonal skills.
- Proficiency in technology, including software and hardware troubleshooting.
- Knowledge of school nutrition regulations and guidelines.
- Familiarity with student information systems and enrollment procedures.
- Ability to work independently and collaboratively with diverse teams.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities

and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

§ Child abuse reporting procedures

§ Routine and emergency disaster procedures

§ Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

§ Procedures to notify teachers of dangerous students pursuant to Education Code section 49079

§ A discrimination and harassment policy consistent with Education Code section 200

§ Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable

§ Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

§ A safe and orderly environment conducive to learning at the Charter School

§ The rules and procedures on Charter School discipline

§ Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All-Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to

certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Central City Value School’s student population reflects the neighborhood in which it is located. CCVHS makes every effort to encourage interest and enrollment from families that represent the diversity of Los Angeles. CCVHS serves an English Learner population that represents more than one-in-five students, and our students come from predominantly low-income families.

CCVHS documents its recruitment efforts and leverages the Parent Liaison to assist in the work of informing families of Central City Value as an option for their children. The Charter School strives to achieve a balance of racial and ethnic students, special education students, English Learners, and fluent English Proficient Students reflective of the general population residing in the territorial jurisdiction of the District. CCVHS uses a number of

strategies described below to achieve and maintain the LAUSD Racial and Ethnic Balance goal of 70:30 or 60:40 ratio.

During the late fall and winter months between July and December, staff participate in or organize outreach events aimed at community organizations to encourage families from diverse ethnic backgrounds to enroll their children. Central City Value High School collaborates with a number of trusted community organizations to support student recruitment and strengthen its presence in the local area. These partnerships not only provide valuable resources and services to families, but also position the school as a reliable and engaged educational option. The school maintains a presence at several key community-based locations:

- Children’s Institute 2121 West Temple Street
- Pico Union Project 1153 Valencia Street, Los Angeles CA 90015
- Central City Neighborhood Partners 501 S. Bixel St., Los Angeles, CA 90017
- Saban Community Clinic 137 N. Virgil Avenue, Los Angeles, CA 90004
- Friends of the Children – Los Angeles 672 S. Lafayette Park Place, Suite 33, Los Angeles, CA 90057
- Kid City Hope Place 714 W. Olympic Blvd Los Angeles, CA
- Inner City Arts 720 Kohler Street Los Angeles, CA 90021
- Bresee Foundation 184 S Bimini Place Los Angeles, 90004

Whenever any family expresses interest in Central City Value, the Charter School's administration will be fully committed to encouraging them to register their children. Additionally, Central City Value School plans to actively seek out and recruit from surrounding communities that have diverse economic, racial or ethnic, special education, and English Learner demographics. Starting in April each year, the Charter School intends to promote itself through the distribution of posters or flyers and, whenever feasible, through in-person events at the following sites.

Central City Value will conduct outreach to community organizations and middle schools, both public and private, during the late fall and winter to attract additional students. In addition to recruiting at other Value Schools, Central City Value will be participating in the:

- Vista Charter Middle School High School Fair in September at 2900 W Temple St, Los Angeles, CA 90026
- Equitas Middle School in September - 1700 West Pico Boulevard Los Angeles, CA 90015
- Gabriella Charter Middle School in October - 1435 Logan St, Los Angeles, CA 90026
- Citizens of the World Middle School in October - 152 N Vermont Ave. Los Angeles, CA 90004

When non-Latino families inquire about Central City Value, the administration will make every effort to encourage them to enroll their children. In addition Central City Value High

School will look to nearby neighborhoods that may have racial/ethnic populations other than Hispanic and actively recruit in those neighborhoods. In particular, Central City Value will advertise, by posters or flyers and, when possible, in-person gatherings, at the following local businesses and recreation centers:

- Little Caesar's Pizza - 100 S Vermont Ave Los Angeles, CA 90004
- Bobaholic - 100 ½ S Vermont Ave Los Angeles, CA 90004
- Los Lavaderos Coin Laundries - 110 S Vermont Ave Los Angeles, CA 90004
- Seafood City Supermarket - 134 S Vermont Ave Los Angeles, CA 90004
- JJ Bargain - 170 S Vermont Ave, Los Angeles, CA 90004
- AutoZone 162 S Vermont Ave. Los Angeles, CA 90004
- Aladdin Sweets and Market - 139 S Vermont Ave. Los Angeles, CA 90004
- Pupuseria La Posada - 103 S. Vermont Ave Los Angeles, 90004
- Jim's Burgers - 3040 Beverly Blvd. Los Angeles, CA 90057
- Smile Pediatrics Therapy and Diagnostics - 3031 Beverly Blvd. Los Angeles, CA 90057
- Coin Laundry Lavanderia - 3106 Beverly Blvd Los Angeles, CA 90057
- Smart & Final - 2720 Beverly Blvd Los Angeles, CA 90057
- Vanessa's Bakery -2747 Beverly Blvd, Los Angeles, CA 90057
- Country Ranch Market - 2800 Beverly Blvd. Los Angeles, CA 90057
- Bellevue Recreation Center - 826 Lucile Ave Los Angeles, CA 90026
- Normandie Park Recreation Center, 1550 Normandie Ave., Los Angeles, CA 90006
- Lafayette Recreation Park, 625 S. Lafayette Park Pl., Los Angeles, CA 90057

To inform families of prospective students about their educational options and the benefits of enrolling at a Value Schools charter school, Value Schools operates a website. Additionally, Central City Value utilizes a commercial online service to provide families seeking educational opportunities with information about schools that align with their interests. Central City Value ensures its inclusion in informational resources about charter schools, such as those offered by the LAUSD and the California Charter Schools Association. The Charter School also makes printed materials accessible both on-site and through mail distribution.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition

level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The requirements for admission to Central City Value are as follows:

1. The student must be a resident of the state of California.
2. The student must be eligible to enter the ninth, tenth, eleventh, or twelfth grade.
3. The student must not have completed the twelfth grade and must meet maximum age requirements.

Student Recruitment

As described in Element 7, Central City Value High School reflects the diversity of the surrounding community, serving a student population that is predominantly low-income and includes a high percentage of English Learners and students with disabilities.

CCVHS engages in specific outreach efforts to recruit and inform families of students who have a history of low academic performance, are socioeconomically disadvantaged, or have disabilities. These efforts include:

- Partnering with trusted community organizations and local service providers to reach high-needs families.
- Participating in middle school fairs and outreach events in neighborhoods with high percentages of underserved students.
- Posting recruitment materials in local businesses, recreation centers, and health clinics that serve low-income and immigrant families.
- Providing translated materials and personalized outreach via our Parent Liaison to ensure access for families of English Learners and students with special needs.
- Collaborating with feeder schools to identify and recruit students who may benefit from a more supportive, personalized high school setting.

These targeted strategies are designed to ensure all students, regardless of academic history, income, or learning needs, have equitable access to a high-quality education at Central City Value.

Lottery Preferences and Procedures

In the event that there are more children seeking enrollment in Central City Value than there is space available, students will be admitted according to the following preferences:

Lottery Exemptions. Students currently enrolled in Central City Value are exempt from the lottery.

Lottery Preferences.

1. Students living within LAUSD boundaries are given first preference in the lottery (required by law).

Additional preferences will be awarded to promote educational continuity, family unity, and convenience to:

2. Siblings of children currently enrolled in Central City Value (to keep families together).
3. Children of Central City Value's staff or Board members are included, up to 10% of enrollment (to attract employees and Board members).

Admission Process. Value Schools has transitioned from a paper-based admission process to PowerSchool Enrollment and School Mint, a digital system using enrollment and student management software to enhance transparency, efficiency, communication, and streamline operations. By moving online, we can provide a smoother experience for families by ensuring 24-7 access to admission status and updates.

1. Parents seeking admission for a new student in the Charter School submit a lottery application online. Upon submission, families immediately receive an automatic email notification listing the date, time, and place of the lottery. Admission applications for the upcoming year are available from July 1 through June 30 at the Charter School's website. Open Enrollment runs from July 1 through the close of business on the Monday before the lottery drawing, which takes place in the first or second week of January, depending on the calendar year. A subsequent open enrollment period follows the lottery.
2. The lottery application asks for the student's name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for a lottery preference.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they respond "No," those students are counted as non-returning for purposes of calculating the number of available seats in each grade. If the student indicates "Yes" on the Intent to Re-Enroll form, a spot is reserved for the student prior to the lottery. If the parent fails to timely return the Intent to Re-enroll form, the enrollment team attempts to connect with the family via phone call or email or in person. If no response is received, a seat is reserved for that student with the understanding that there is a possibility the student may not return the following academic year. In the months leading up to the lottery, the enrollment team supports applicants to complete lottery applications and answer any questions applicants may have.
4. The lottery draw is held in January, typically on the second Friday of the month. The first lottery draw of the new charter term, if needed, will occur on January 8, 2027. The draw is held at Central City Value, in a designated room and via Zoom for public access/participation. Interested parties, including District representatives, are welcome to attend the lottery drawing, but applicant attendance is not required for admission to the Charter School.
5. The lottery draw is conducted digitally via PowerSchool Enrollment or School Mint under the supervision of the principal or principal's designee. A scripted PowerPoint

presentation is read on the admission process. The lottery presentation is recorded and publicly posted.

6. If the number of applicants at any grade level does not cause the enrollment of that grade level to reach its capacity, all applicants for that grade are accepted.
7. If the number of applicants with lottery preferences exceeds the available seats on the lottery date, a lottery is conducted via PowerSchool Enrollment or School Mint. The digital lottery assigns seats to students with set preferences entered by families and confirmed and verified by the office team. Any remaining names not assigned a seat in the digital lottery are placed on a waiting list in the order the names are drawn.
8. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Public notice of admission process

1. All applicants to Central City Value receive two email notifications; one automatic email confirming the submission of an application; and a second email, confirming date, time, location of the lottery, and the description of the rules governing the admission process.
2. Notice of the date, time and place of the lottery is posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website.
3. As noted in “Admission Process” above, attendance at the lottery is not required for admission to the Charter School. In addition to the email notifications, parents may contact Central City Value’s main office to learn the outcome of students’ lottery applications, admission, or place on a waiting list.

Enrollment

1. Applicants receive an email notification from the PowerSchool Enrollment system immediately after the lottery notifying them of an offer for an available seat or number in the waiting list. Families have two business days to accept or decline the offer.
2. Parents/guardians of students who accept the offer of admission receive a notification via email containing a link to complete an enrollment form also known as the registration form by which the Charter School obtains additional demographic, health, and program eligibility information. Parents of returning students also receive a registration link with prepopulated demographic information from the previous year information which returning parents can update.
3. In the order of their lottery draw, an office staff follows up and provide online, text, phone, and in person support to parents/guardians who have applied, been offered a seat, yet not accepted the offer within the two business days. If the office staff member is unable to reach a parent directly, they will leave a message asking the parent to call for an appointment. If, after three calendar days, the parent fails to

indicate an intent to enroll the student, the applicant's name is moved to the end of the waiting list. Throughout this process the office staff is able to monitor who has accepted, declined and not responded to the offer via Powerschool Enrollment. The PowerSchool Enrollment system also tracks messages left and number of attempts made to follow up with applicants.

4. An appointment is scheduled for the parent to complete the enrollment form, either in a group meeting or individually. Appropriate accommodations are made for parents or guardians who cannot attend an appointment during regular office hours. Accommodations include extended office hours and the opportunity to submit the enrollment form by alternative means such in person or on paper.
5. Once a family accepts the offer of admission, parents receive a registration link. Our staff is available online or in-person to support parents with the registration process. If a parent indicates they need support with the registration, an appointment is scheduled for the parent to complete the enrollment form, either in a group meeting or individually. Appropriate accommodations are made for parents or guardians who cannot attend an appointment during regular office hours. Accommodations include extended office hours and the opportunity to submit the enrollment form by alternative means such as in person or on paper.
6. If the parent has accepted an offer but does not complete registration by June 30th or does not respond to follow up communications the student's name is moved to the end of the waiting list.
7. If the parent fails to keep the scheduled enrollment appointment and does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days, that student's name is moved to the end of the waiting list.

Waiting List

1. The waiting list governs the order in which openings are filled.
2. If a parent applies after the lottery and all seats for the desired grade have been filled, the parent is orally notified at the time of application of the position that the student will be assigned a place on the waiting list, which may be determined by a subsequent random drawing.
3. If a seat becomes available at a later date due to the departure of an enrolled student, a member of Central City Value's office staff calls parents in the order of placement on the list. Parents are given email and telephone contact information and directed to contact the school within three calendar days by one of those methods, or in person, to indicate interest in the seat.

Lottery records

Central City Value maintains in the cumulative files of admitted students a record of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the school. If the student leaves the school before graduating,

the record of how the student was selected is removed from the student's file and filed with the records of those students not selected in the year the student was admitted.

Central City Value maintains for three years a file with the lottery applications for those students not selected for admission. Filed lottery applications indicate the date the application was received, the lottery date and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the school is appended to the filed application.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(l).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Selecting the Auditor Approved by the State Controller. The Value Schools CEO and CFO meet annually with the Audit Committee of the Value Schools board to determine whether the auditor engaged for the previous fiscal year should be contracted for the current fiscal year audit. If the auditor previously engaged is determined to be satisfactory and eligible, and is listed on the California State Controller’s list of auditors approved to conduct charter school audits (<https://cpads.sco.ca.gov/CPAList.aspx>), the Audit Committee reports that determination to the Value Schools Board for its approval. If a new auditor is to be engaged, the Value Schools CEO and CFO propose two or more auditors with experience in education finance from the California State Controller’s list. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state

controller's list of approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit. With the assistance of a back-office service provider, the Value Schools CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. The principal of Central City Value provides information to the CFO or to the auditor as requested. The Value Schools CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit. Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Value Schools Board of Directors. The Audit Committee supervises the CEO and CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee's review of the final audit report or within a reasonable time period in light of the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

Submitting the Audit to Required Agencies. The Value Schools CFO is responsible for ensuring the submission of the completed annual audit to the Los Angeles Unified School District, the California State Controller, the CDE, and the Los Angeles County Office of Education by the 15th of December each year.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP

- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

The Charter School’s values-based school climate and student discipline system are consistent with the principles of the District’s *Discipline Foundation Policy*, *School Discipline Policy* and *School Climate Bill of Rights* resolution in that it uses schoolwide positive behavior support and discipline prevention; implements tiered behavior intervention; employs multiple alternatives to in-school and out-of-school suspension; and provides professional development to teachers, administrators, and staff on all aspects of the CCVHS discipline policies. Central City Value monitors student behavior data through PowerSchool, CALPADS reporting, and internal tools like the Dean’s List system. Administrators and counselors review data monthly to track trends, identify disproportionalities, and adjust supports. Data is shared with staff to inform schoolwide behavior and climate strategies.

Central City Value maintains a positive behavior philosophy by implementing School-Wide Positive Behavioral Interventions and Supports, emphasizing the modeling and reinforcement of positive behavior and lifestyle choices. Discipline policies focus on the students’ rights and responsibilities while on school grounds and at school activities, as well as the school’s options for dealing with challenging behavior. CCVHS uses alternatives to suspension to support students when behavioral missteps occur, including conversation with teachers or administrators, Community Time sessions in which students are able to reflect on their actions and make amends to the community, and tiered interventions of increasing severity. (See “Interventions Rather than Sanctions” below.) Following general principles of due process, the CCVHS discipline policies shall not be discriminatory, arbitrary or capricious. The policies are adapted as needed to take account of the provisions of the IDEA and other considerations common to students with special needs.

Responsible Behavior for Students

Responsible behavior is a hallmark of Value Schools because it reflects the Five Core Values, particularly the values of respecting others and building a safe and nurturing

community. These values are closely aligned with the principles of the District's *Discipline Foundation Policy*.

Students learn these values and how they relate to their educational experience throughout their CCVHS tenure, as described more fully in Element 1. The emphasis on these values results in such habits as:

- politeness and courtesy to all (e.g., teachers, students, volunteers, visitors);
- kind words about others: statements that degrade another for any reason are not acceptable; language that is crude, obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person's well-being and all forms of bullying—even if made in jest—are not acceptable;
- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting are not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- making healthy choices, including avoiding tobacco, controlled substances and alcohol. Substances that impair judgement, health, or the wellbeing of others are prohibited on campus.

Values outlined in the provisions are not merely theoretical, but are actively taught and applied throughout the student discipline process at Central City Value. The discipline policy is rooted in restorative practices, equity, and fairness, which are consistently reinforced through our curriculum, student support services, and behavioral interventions. We ensure that these values are not only part of our written guidelines but are also put into practice through regular staff training, student education, and in the resolution of disciplinary matters, supporting a positive and inclusive school culture.

Respecting human dignity includes tolerance of another's rights and differences, but is more than that. Beyond just getting along with others, human persons have the opportunity to benefit from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such habits as:

- cooperation with teachers and students in academics and other activities;
- honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
- resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
- getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g., substance abuse or depression) of some family

- situation (e.g., death of a parent or divorce) and of some peer pressure (e.g., conflicts in school or with friends, pressure from gangs);
- following safety rules so that all can feel and be secure;
 - regular attendance—because frequent absences affect school funding that reduces resources for all as well as one’s own education.

The other three values—academic learning, the development of each person’s talents in an academically well-rounded way, and service to the community—are manifested in the following habits:

- striving to do one’s best at all times;
- paying attention in class and following teacher directions;
- doing homework and other assignments in a timely fashion; and
- helping others to do their work where appropriate.

Interventions, Rather Than Sanctions

The school climate at Central City Value is rooted in the five core values underpinning all Value Schools. Inculcating those values in the students and staff leads to a climate that reinforces the importance of school attendance, development of one’s potential, respect for self and others, maintaining a safe and nurturing school community, and being of service to the wider community. Central City Value’s goal is to produce students who are respectful scholars, able to interact successfully with people having world views, beliefs and preferences different from their own. Because the vast majority of CCVHS students internalize these values from an early age, many potential disciplinary issues are averted or resolved without need for formal action.

Central City Value employs a Restorative Justice model to implement its discipline policy. CCVHS believes that everyone deserves multiple opportunities for growth and development.

Restorative Justice allows those who have been harmed the opportunity to be heard, have input into resolution and have access to support. It also holds accountable those who caused the harm and gives them a role in making amends. Using Restorative Justice in the context of the core values, most problems are resolved with respectful, non-blaming communication and a problem-solving approach.

1. Interventions by Classroom Teachers

- Meet with students between classes or after school to discuss underlying cause of inappropriate behavior, and understand effects of behavior on others.
- Model appropriate behavior for specific situations.
- Generate alternative behavioral strategies.
- Formulate classroom-specific behavior plan.
- Discover common areas of interest with staff or other students.
- Seek motivational and inspirational influences.

- Help student find and carry out restitution for wrongdoing.
 - Contact parent to meet with student and teacher.
2. Interventions by Administrators
- All of the above interventions are also used by administrators. In addition, administrators may:
- formulate a schoolwide behavior plan.
 - Identify additional staff members for mentoring or support.
 - Convene SST meeting to explore unmet learning or social needs.
 - Recommend and arrange counseling.
 - For attendance-related issues, follow up with approved protocol.
3. Interventions by Counselors
- Explore root causes of inappropriate behaviors.
 - Screen for common mental health problems (trauma, depression, bullying, gender confusion or sexual orientation issues, eating disorders, anger, drug use, etc.).
 - Set up individual or group sessions to teach coping skills.
 - Refer student to other mental health professional if needed.
4. Interventions by Parents
- Meet with teachers and administration to discuss behaviors.
 - Reinforce positive changes at home.
 - Coordinate behavior plans with school and home.
 - Arrange for outside support, if needed.

Sanctions Other Than Suspension and Expulsion

1. Opportunity for make-up work, with support if necessary
2. Making restitution for offense, under the principles of Restorative Justice
3. Loss of privileges, such as free dress on Fridays or eligibility for “student of the day”

Restorative justice plans are tailored to the individual situation by the dean of discipline, principal and teacher. For example, a student who was disrespectful may work with younger students during their recess to work on modeling respectful behavior. A student who commits vandalism may help in a campus beautification project. A restorative justice plan is written with clear criteria explaining the behavior necessary for the student to return to normal standing in the community, and these plans are given to the student’s parents.²⁴

²⁴ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the terms “parent” or “parent/guardian” shall include these parties.

While the restorative justice plan is in operation, the student checks in daily with the dean of discipline or another staff member who is part of the plan. That dean meets daily with the teachers and playground staff to monitor the student's compliance and determine whether any modifications are needed.

In-School Suspension

Students serving in-school suspension will be assigned to an appropriate space on campus. This may include an available office space, the Learning Center, or another designated classroom where they can complete their assignments under supervision.

The student(s) serving the suspension will be supervised by a certificated teacher, an administrator, and/or support staff to ensure a safe and productive environment during the in-school suspension period.

During in-school suspension, students will receive instruction through a structured and supportive process. Assigned work will be provided by the student's regular teachers to ensure continuity in their education. The supervising certificated teacher, administrator, or support staff will facilitate the completion of these assignments, offering guidance and assistance as needed. Additionally, students may have access to online learning resources or instructional materials relevant to their coursework. The goal is to keep the student engaged in their academic responsibilities while they serve their suspension.

When a student is assigned an in-school suspension, the family—or, if applicable, the foster child's educational rights holder, attorney, and county social worker—will be promptly notified. Notification will be provided via phone call, followed by a written notice, which may be sent through email or a letter.

The notification will include the following information:

- The reason for the in-school suspension, including details of the incident leading to the decision.
- The duration of the suspension, specifying the dates and times the student will serve the suspension.
- The location where the student will be serving the suspension on campus.
- The procedures for supervision and the type of instruction the student will receive during the suspension.
- Any additional expectations or requirements for the student during the suspension period.

The notification will also offer an opportunity for the family or involved parties to discuss the suspension with the school administration and address any concerns or questions they may have.

The maximum number of days a student may be assigned to in-school suspension is limited to:

- Per Incident: Up to 5 days.
- Per Academic Year: A cumulative total of up to 20 days.

These limits are established to balance the need for discipline with the importance of maintaining the student's educational progress throughout the academic year.

To ensure that in-school suspension at Value Schools aligns with best practices and maintains the safety of students, staff, and visitors, the following strategies will be implemented while adhering to the requirement that grounds for in-school suspension must not exceed the grounds for general suspension:

1. Clear Definition of Grounds

- Clearly define the grounds for in-school suspension, ensuring they do not exceed those specified for out-of-school suspension. Specifically, in-school suspension will not be used for the following severe offenses:
 - Hate Violence: Acts where a student causes, attempts to cause, threatens to cause, or participates in hate violence will result in immediate out-of-school suspension or alternative disciplinary measures.
 - Harassment, Threats, or Intimidation: Any behavior involving harassment, threats, or intimidation against other pupils or school personnel will be grounds for out-of-school suspension, not in-school suspension.
 - Terrorist Threats: Any student who makes terrorist threats against school officials or property will face out-of-school suspension or more severe disciplinary actions.

2. Alternative Disciplinary Actions for Severe Offenses

For offenses involving hate violence, harassment, threats, or terrorist activities, Value Schools will use out-of-school suspension, expulsion, or referral to law enforcement as appropriate. In-school suspension will not be an option for these serious offenses, ensuring that the school remains safe and secure for all.

3. Enhanced Safety Protocols

For cases where in-school suspension is considered for other less severe offenses, enhanced safety measures will be implemented. This includes securing the in-school suspension environment with strict supervision by certificated staff, ensuring that students involved in less severe but concerning behaviors are closely monitored.

4. Restorative Practices as an Alternative

Instead of in-school suspension for offenses like harassment or threats that do not meet the threshold for out-of-school suspension, Value Schools will prioritize restorative justice

practices. This approach involves mediated discussions, community service, and efforts to repair harm, allowing students to learn from their mistakes in a constructive way while maintaining the safety of the school environment.

5. Staff Training and Support

Staff will receive training on how to handle incidents of hate violence, harassment, and threats, ensuring that they can respond effectively and safely. This includes understanding when to escalate to out-of-school suspension or law enforcement and how to support students in making positive behavioral changes.

6. Individualized Student Support

For students who commit less severe offenses that do not involve hate violence or threats, individualized support plans will be developed. These plans may include counseling, behavioral interventions, and academic support, helping the student to address underlying issues and avoid future incidents.

7. Parental Involvement

Parents or guardians will be actively involved in the disciplinary process for serious offenses. This collaboration ensures that the response is appropriate and that the student receives consistent guidance and support at home and at school.

8. Regular Policy Review

Value Schools will regularly review and update its disciplinary policies to ensure they comply with state regulations and effectively address student behavior while safeguarding the school community.

9. Communication and Transparency

All stakeholders, including students, parents, and staff, will be informed of the disciplinary policies and the specific circumstances under which in-school suspension may or may not be used. This transparency ensures that everyone understands the rationale behind disciplinary decisions and the emphasis on safety and fairness.

By adhering to these guidelines, Value Schools will ensure that in-school suspension is used appropriately and only for offenses that warrant this level of discipline, while more severe offenses will be addressed with the appropriate seriousness and alternative disciplinary measures.

Suspension and Expulsion - Overview

Consistent with its preference for intervention over sanctions, CCVHS implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning. Except where suspension and recommended expulsion are mandatory, as

described below, the principal may authorize an in-school or out-of-school suspension following the process described.

As described below, students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community.

As Education Code Section 47605(c)(5)(J) requires, Central City Value shall not involuntarily disenroll, dismiss, transfer or terminate a student for any reason unless the student's parent or guardian has been given written notice of intent to remove the student. That notice must:

- Be provided no less than five schooldays before the effective date of the action;
- Be written in the student's native language or that of the student's parent, guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and
- Inform the recipient(s) of the right to initiate certain notice and hearing procedures (described below) before the action is taken.

If the parent, guardian, or educational rights holder initiates these notice and hearing procedures, the student shall remain enrolled and shall not be removed until Central City Value issues a final decision. This provision does not apply to suspensions.

Grounds for Expulsion or Suspension

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity. Except in cases involving grounds for mandatory expulsion, any of the behaviors or offenses listed below may be grounds for in-school or out-of-school suspension, or expulsion, depending on the severity of the offense and taking into account the safety of the rest of the school community.

1. Grounds for Suspension *and/or* Expulsion (Mandated Recommendation)

The following offenses mandate immediate suspension and recommendation for expulsion:

- a. Possessed, sold, or otherwise furnished any firearm explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the

item from a certificated school employee, with the Principal or designee's concurrence.

- b. Brandished a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code, or committing a sexual battery as defined in Penal Code Section 243.4.
- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
 - The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
 - The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

If it is determined by the Discipline Review Committee ("DRC") and/or the Board of Directors, that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Principal Discretion; the principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate, in which case the principal may initiate suspension procedures:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, except for either of the following:

- i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
- ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d. Robbery or extortion.
- e. Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (Penal Code Section 243.)

In determining whether an offense warrants expulsion or a lesser sanction, the principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension and/or Expulsion (Principal Discretion to Recommend)

The Principal has maximum discretion whether or not to suspend and/or recommend expulsion when the Principal determines that a student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person;
- b. Willfully used force or violence upon the person of another, except in self- defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

- h. Possessed or used tobacco or any tobacco products or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
- m. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment (applicable to grades 9 through 12 only).
- o. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e) (applicable to grades 9 through 12 only).
- p. Intentionally engaged in harassment, threats, or intimidation against Value Schools personnel or volunteers or students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment (applicable to grades 9 through 12 only).
- q. Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the

circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- s. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School’s Board adopted Attendance Policy. A student may be involuntarily removed for unexcused absences only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above, which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice,

manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information.

Suspension / Expulsion Process

General

The process for investigating incidents and collecting evidence will be fair and thorough. The Principal has the authority to suspend and to recommend expulsion, subject to the due process rights of students and their parents/guardians. The maximum consecutive number of school days for an in-school or out-of-school suspension for a single incident is five (5), although an in-school suspension of such length would be highly unusual. The maximum number of days for in-school or out-of-school suspension during the school year is twenty (20), unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal. The maximum number of suspension days for students with an IEP/Section 504 Plan is ten (10). At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

When the Dean of Discipline learns from a Central City Value staff member that a disciplinary incident needs investigation, they immediately contact the parents/guardians by telephone or in person to inform them that an investigation regarding their student is under way, the investigation could lead to a temporary or permanent removal from the classroom, and that there will be a meaningful opportunity to be heard prior to suspension. In a typical investigative process (i.e., a non-emergency situation), the Dean gathers known witnesses to the incident and asks each to write an account of the event in question. If more witnesses are discovered through this process, they are asked to submit witness statements as well. Students/witnesses who need help writing the statement (e.g., because of language, maturity or developmental barriers) may dictate it to the Dean. The Dean reads the witness statements and conducts interviews with witnesses to clarify the facts. These interviews are conducted in the spirit of the core values, with the goal of reinforcing principles of honesty and community. With the facts determined, the Dean interviews the accused student to learn that person's side of the story. The Dean then submits the evidence to the Principal. If necessary, the Principal may conduct follow-up interviews with witnesses to clarify the evidence.

Based on that investigation process, the Principal then contacts the parents/guardians to let them know whether the matter has been resolved or will proceed to a suspension conference.

Out-of-School Suspension Procedures

Notice to Parents/Guardians; Informal Pre-Suspension Conference

Suspension in emergency situations. An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Principal’s designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are immediately notified of the student’s right to return to school, no later than the next school day, for purposes of a conference with the principal or the principal’s designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor.

Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student’s record.

Suspension in non-emergency situations. In all non-emergency situations that appear to warrant suspension, a school administrator (typically the Dean of Discipline) will contact the student’s parent, guardian, or educational rights holder by telephone or in person, to explain the situation and to schedule an informal pre-suspension conference within two (2) school days. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student’s presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for them to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

Both in-school and out-of-school suspensions are intended to maintain safety and order, modify behavior, and continue the education of the suspended student. In-school

suspensions are usually served in the principal's office or other non-classroom space depending on who is overseeing the student during the suspension (typically the Dean of Discipline or the Principal). During teacher preparation times throughout the day (e.g., before school, at recess or lunch), the classroom teacher provides one-on-one instruction about the day's lesson and learning targets, and assigns suitable work. Throughout the school day, if the student needs additional attention from the classroom teacher to ask questions or explain lessons, the suspension monitor acts as a liaison with the teacher. If necessary, a properly credentialed staff member provides coverage for the classroom teacher while they deal with the needs of the suspended student. The student has access to appropriate educational supports during that time (e.g., the ability to pose questions to the teacher). The Dean of Discipline also oversees any restorative justice component of the suspension that may be assigned for the student to perform, such as during recess or lunch periods.

During an out-of-school suspension, the student is given assignments and homework by the student's teacher to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The principal or dean of discipline meets with the suspended student upon return to ensure that assignments have been completed.

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Chief Executive Officer of Value Schools, or designee, within five (5) calendar days after the decision of the Principal or the Principal's designee. The written appeal must specify the grounds for the appeal; that is, what provision of law, Central City Value's charter or the Parent/Student Handbook is said to have been violated or misapplied in the suspension process. Within five (5) calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools shall notify the parent/guardian or educational rights holder of the following:

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer of Value Schools or, in the event of a conflict, an administrator from a Value Schools campus other than Central City Value, who is not familiar with the events at issue;
- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed;
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence that proper procedures were not followed at the school level;

- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Value Schools CEO or designee) is final. If the decision to suspend is reversed, records of the initial decision are removed from the student's file.

Expulsion Procedures

Recommendation for Expulsion

If the action for which a student has been suspended is one that requires or may warrant expulsion, the Principal appoints a Reviewing Officer who is familiar with the circumstances surrounding the suspension and uninterested in the outcome. The Reviewing Officer: (1) determines whether the student's suspension should be extended pending an expulsion hearing; and (2) contacts the Value Schools CEO, or designee, to request that a Discipline Review Committee be appointed to conduct the expulsion hearing. Both steps are explained below.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Reviewing Officer determines that the suspension should not be continued pending the expulsion hearing. The student and/or the student's parent/guardian or educational rights holder will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Central City Value will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's

homeroom teacher continues to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student's parents and all needed materials are provided for pick-up in the CCVHS main office. The assignments are also listed on PowerSchool, to which the student and parents have access.

Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward trimester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Hearing

The Value Schools CEO, or the CEO's designee, appoints a Discipline Review Committee of two (2) certificated members and up to four (4) members in total (certificated and/or classified) uninvolved with the incident. The DRC may not include the Principal, any of the student's current teachers or coaches, the Reviewing Officer, or the Chief Executive Officer of Value Schools. At least one (1) member will be an administrator from another Value Schools campus.

The DRC's role is to conduct an expulsion hearing at which the student and parents have a meaningful opportunity to be heard and to present evidence, and to write a report of its findings of fact and conclusions. The DRC may interview and call hearing witnesses on its own initiative. Unless postponed for good cause by the chair of the DRC at the request of the student and/or parent, the hearing is held within 30 days after the date the student was suspended. At all steps during the suspension and expulsion process, whether written or oral, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Hearings are held at a time and in a setting that reasonably accommodates physical and scheduling constraints of necessary parties, including parents/guardians.

Written notice of the hearing is given to the student and the student's parents within three days of the expulsion recommendation and at least 10 business days before the date of the hearing.

Parents/guardians or educational rights holders are notified of:

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing

- The opportunity for the student to be represented by counsel or a non-attorney advocate
- Options for reasonable accommodations and language support if needed
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student
- The intention to hold the hearing in a closed session unless the student's parent/guardian makes a written request, at least ten (10) business days prior to the hearing, that the hearing be held in an open session.

Record of Hearing

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians as soon as possible.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense, if the Discipline Review Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. In such cases, the complaining witness in any sexual assault or battery case will be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The Charter School will also provide the complaining witness a room separate from the hearing room for use prior to and during breaks in testimony.

In preparing for and conducting the hearing, the DRC will make efforts to minimize the discomfort and potential intimidation of any complaining witness, including such

measures as non-threatening seating arrangements, permitting periods of relief from examination and cross-examination during which they may leave the hearing room, and limiting the time for taking the testimony of the complaining witness to the hours they are normally in school, unless good cause is shown that such accommodations would prejudice the rights of the student whose alleged infraction is under consideration.

Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the DRC that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Discipline Review Committee Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DRC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. Within three calendar days after the hearing and deliberation, the DRC prepares a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

Notice of Decision

After the DRC delivers its findings of fact and conclusions to the principal, the principal or designee attempts to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, Central City Value sends the parents/guardians, within two (2) calendar days, written notice of the decision, including the findings and conclusions. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of an Expulsion

An appeal of an expulsion decision must be made in writing to the Chief Executive Officer of Value Schools, or designee, within ten business days after the DRC's decision is received by the parents/guardians. The written appeal must specify the grounds for the appeal. Upon receipt of the appeal, the CEO, or designee, notifies the Value Schools Board, the entity that hears the appeal, that an appeal has been filed.

Within ten (10) calendar days of receipt of the written appeal the Chief Executive Officer of

Value Schools provides the parents/guardians with notice of the following:

- When and where the hearing will be held, which shall be no later than fourteen calendar days after the CEO, or designee receives the appeal; if appellant requests an extension, a hearing date will be set within 30 business days of the appeal notice;
- Who will conduct the appeal hearing, i.e., the Value Schools Board;
- Who may attend the hearing, including at least the parent/guardian, counsel or non- attorney advisor, and student;
- Options for reasonable accommodations and language support
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence concerning the event under discussion and/or the original hearing;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. Upon request of the student and/or parents, the Board may decide the matter based on the written appeal and record submitted, without a hearing. Whether decided on the record or after a hearing, the appellate decision is given in writing not later than three days after the conclusion of the submission of all materials and conclusion of any oral presentations. The decision of the DRC shall not be reversed arbitrarily or capriciously.

Central City Value is responsible for ensuring that any records of the expulsion proceedings are maintained, and makes available to students/parents the written findings, minutes and, if any, audio records of the proceedings.

CCVHS also provides post-expulsion support to expelled students and their families to facilitate continued access to education. In the event a student must be expelled, the Charter School will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled, and will provide parents/guardians with contact information for the Los Angeles County Office of Education for support to find an alternative placement. The Charter School will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person. Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students in the manner most useful for the family, to provide students and their families support and to facilitate continued access to education.

Readmission or Admission of Previously Expelled Student

Per California Education Code, a student who is expelled from Central City Value School may apply for readmission after a period of one year from the date of expulsion, unless otherwise specified in the terms of the expulsion order. The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the CEO or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Board of Directors following the meeting regarding the CEO or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

The rehabilitation plan will include criteria such as:

- Improved behavior and academic progress
- Consistent attendance and engagement
- Completion of assigned interventions or support programs
- A written request for readmission from the student and/or guardian
- Input from school staff on the student's readiness to return

These factors will guide decisions regarding readmission or reinstatement following expulsion.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA and District of Residence

The Charter School shall immediately notify the SELPA and District of Residence and coordinate the procedures in this policy with the SELPA and District of Residence of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications,

that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/Section 504 Plan Team shall review all relevant information in the student's file, including the child's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Plan Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/Section 504 Plan Team make the determination that the conduct was a manifestation of the child's disability, the IEP/Section 504 Plan Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Plan Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/Section 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to

the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the Section 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/Section 504 Plan Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Responsible Staff. Central City Value will have only two categories of employees: certificated and classified. At the time of initial employment, each employee will meet with the Human Resources Manager for Value Schools and receive information about the applicable retirement programs. The Human Resources Manager and CFO will work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.

Coverage Offered.

Certificated Staff. All eligible credentialed employees will be covered by the California State Teachers’ Retirement System (CalSTRS) subject to the terms of that system. Those employees covered by CalSTRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion. Central City Value acknowledges that it must continue such participation for the duration of its existence under the same County-District School (“CDS”) code.

Classified Staff. All eligible non-credentialed employees will be covered by the California Public Employees’ Retirement System (CalPERS). Employees covered by CalPERS participate in both the Medicare and OASDI portions of the federal social security system.

Central City Value acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

All Staff. All employees will be eligible to make voluntary contributions to a tax-sheltered plan.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, no student is required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed of their public school attendance alternatives during the lottery and enrollment processes by referral to resources such as LAUSD’s CHOICES brochure and website.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Central City Value
221 North Westmoreland Ave.
Los Angeles, CA 90004

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Central City Value
221 North Westmoreland Ave.
Los Angeles, CA 90004

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business

days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Internal Disputes

Disputes arising from within Central City Value, including all disputes among and between students, staff, parents, volunteers, advisors, vendors, and/or partner organizations will be resolved by the Central City Value Board of Directors and/or administrative staff. In the event the District receives a complaint about the Charter School, it will promptly refer such complaint to Central City Value and allow the Charter School to resolve the matter.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as

applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the

responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agents

In the event that Central City Value closes, the CEO and CFO of Value Schools will serve as closure agents, unless the Value Schools Board determines otherwise.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be coterminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and

maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

(i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA

requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have

responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any

new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, canceled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)