



Board of Education Report

File #: Rep-096-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Proposed Material Revision for Vox Collegiate of Los Angeles Charter Schools Division

Brief Description:

(Approval of the Proposed Material Revision for Vox Collegiate of Los Angeles) Recommends approval of the material revision for Vox Collegiate of Los Angeles to decrease grade levels and reduce enrollment capacity, currently located in Board District 1 and Region South.

Action Proposed:

Approve the material revision of the charter for Vox Collegiate of Los Angeles (“Charter School”), to decrease grade levels from 6-10 to 6-8, and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

Background:

Vox Collegiate of Los Angeles is a 6-10 span school currently serving 224 students on a private facility at 1100 W. Manchester Ave, Los Angeles, CA, 90044 in Board District 1 and Region South. Vox Collegiate of Los Angeles was approved by the LAUSD Board of Education on June 13, 2017.

On July 18, 2025, the Charter Schools Division commenced processing of Vox Collegiate of Los Angeles complete material revision. Vox Collegiate of Los Angeles seeks to revise its current charter, which expires June 30, 2026.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

Expected Outcomes:

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

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school for the remainder of the charter term, and to operate, as amended, commencing in 2026-2027.

“No” - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board’s action and direction.

Policy Implications:

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

Budget Impact:

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

Charter School has selected LAUSD Special Education Local Planning Area (SELPA) Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced by an amount equal to the unspent special education funds of the previous fiscal year.

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

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

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes

and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools,” (Policy, p.3). Based on a comprehensive review and assessment of Charter School’s request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

Issues and Analysis:

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

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Vox Collegiate of Los Angeles Data Set

Attachment C - Material Revision

Attachment D - Desegregation Impact Statement

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

https://drive.google.com/drive/folders/1_DmDwr-cILhpInaa9p0STCyljc7x0r8z?usp=drive_link

Submitted:

09/18/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

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

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

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

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

**STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER**

Board of Education Report 096-25/26
October 14, 2025

School Name:	Vox Collegiate of Los Angeles		
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Vox Collegiate, Inc.		
Location Code:	7532		
Type of Site(s):	Private		
Site Address(es):	1100 W. Manchester Ave., Los Angeles, CA 90044		
Board District(s):	1	Region(s):	South
Grade Levels Served:	6-8	Current Enrollment:	224
Grade Levels Authorized in Current Charter:	6-10 (see proposed change in “Action Proposed” below)	Approved Enrollment in Current Charter:	525 (see proposed change in “Action Proposed” below)
CONSIDERATION:	Material Revision to decrease grade levels and reduce enrollment capacity		
CDE PERFORMANCE LEVEL: <small>(PER CDE’S 2025 CLASSIFICATION)</small>	Middle Performing		
CURRENT CHARTER TERM	2018-2026		
STAFF RECOMMENDATION:	Approval		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Vox Collegiate of Los Angeles (“Vox” or “Charter School”), a 6-10 school located in Board District 1 and Region South, to decrease grade levels from 6-10 to 6-8, and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

Vox Collegiate Inc., the California nonprofit public benefit corporation that holds the charter, is proposing to amend Vox Collegiate of Los Angeles’ charter to decrease grade levels and reduce enrollment capacity in order to consolidate and focus resources to better meet student needs.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision

application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition?
These criteria have been determined not to be bases for denial.
- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.
- Is the charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
This criterion has been determined not to be a basis for denial.
- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
This criterion has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Vox Collegiate of Los Angeles
Initial Authorization:	On June 13, 2017, Vox Collegiate of Los Angeles was authorized by the LAUSD Board of Education to serve 525 students in grades 6-10.
Most Recent Renewal	Not applicable
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on February 5, 2019, to amend admission preferences to meet SB 740 requirements.
Board Benchmarks in Current Charter Term:	Not applicable
Material Revision Application:	The processing of Vox Collegiate of Los Angeles’s complete material revision application commenced on July 18, 2025. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i> , the 120-day timeline (for presenting the material revision once processing commences) runs through November 27, 2025.
Master Plan for English Learners and Standard English Learners:	Vox Collegiate of Los Angeles implements its own Master Plan for English Learners and Standard English Learners.

	Vox Collegiate of Los Angeles
Special Education SELPA	Vox Collegiate of Los Angeles participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Vox Collegiate of Los Angeles is operated by Vox Collegiate, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Vox Collegiate of Los Angeles has been identified by the state as a Middle performing charter school. Please see discussion of the charter school’s record of academic performance below.

Please see the Vox Collegiate of Los Angeles Data Set.

b. Measurements of Academic Performance on the California School Dashboard

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

Vox Collegiate of Los Angeles

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

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

c. English Language Arts Indicator

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

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-59.2	Low	-12.2	Lower

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
Black or African American	Met	Very Low	-83.7	Low	-57.7	Lower
Latino	Met	Low	-53.2	Low	-38.6	Lower
English Learner	Met	Very Low	-103.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-60.4	Low	-41.4	Lower

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

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-20.4	12.2	Orange	-13.2	Lower
Black or African American	Met	Green	2.9	30.0	Orange	-58.9	Higher
Latino	Met	Yellow	-24.8	8.7	Orange	-39.3	Higher
English Learner	Met	Orange	-71.1	20.5	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-93.9	12.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-23.1	11.2	Orange	-40.9	Higher

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

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-20.4	12.2	Orange	-13.2	Lower
Black or African American	Met	Green	2.9	30.0	Orange	-58.9	Higher
Latino	Met	Yellow	-24.8	8.7	Orange	-39.3	Higher
English Learner	Met	Orange	-71.1	20.5	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-93.9	12.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-23.1	11.2	Orange	-40.9	Higher

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

d. Math Indicator

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

lower than the state for All Students, and higher than the state for four of five student groups.

Vox Collegiate of Los Angeles - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-121.4	Low	-51.7	Lower
Black or African American	Met	Very Low	-157.7	Very Low	-106.9	Lower
Latino	Met	Very Low	-112.7	Low	-83.4	Lower
English Learner	Met	Very Low	-155.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-125.1	Low	-84.0	Lower

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

Vox Collegiate of Los Angeles - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-67.9	53.6	Orange	-49.1	Lower
Black or African American	Met	Yellow	-73.3	84.5	Red	-104.5	Higher
Latino	Met	Yellow	-66.7	45.9	Orange	-80.8	Higher
English Learner	Met	Orange	-120.6	34.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-69.5	55.6	Yellow	-80.8	Higher

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

Vox Collegiate of Los Angeles - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-59.9	7.9	Orange	-47.6	Lower
Black or African American	Met	Yellow	-56.7	16.6	Red	-102.2	Higher
Latino	Met	Yellow	-60.5	6.2	Orange	-79.2	Higher
English Learner	Met	Orange	-107.7	12.9	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-158.3	-22.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-62.4	7.1	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s Status Level of Medium was the same as than the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Green was higher than the state’s color of Yellow. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2024 on the ELPI, the charter school’s English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state’s rates, respectively.

Vox Collegiate of Los Angeles - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	54.3%	Medium	50.3%	Higher

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

Vox Collegiate of Los Angeles - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	59.6%	5.3%	Yellow	48.7%	Higher

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

Vox Collegiate of Los Angeles- English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	54.3%	-5.2%	Orange	45.7%	Higher
Long Term English Learner	Met	Yellow	62.5%	-7.5%	Orange	45.8%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for All numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

than the state for All Students, and lower for four of five numerically significant student groups.

j. Dashboard Local Indicators

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

k. Additional Information

Vox Collegiate of Los Angeles was selected for the 2024 California Distinguished Schools Program.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was based on non-compliance with appropriate credentialing and assignment of certificated employees. The charter school provided response addressing the concern adjusting their procedures for credential review process. The CSD continues to monitor as a part of annual oversight.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2024-2025 was primarily due to the school’s audit finding reported in its 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. **FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

Vox Collegiate of Los Angeles’ fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$438,142	\$509,839	\$768,123	\$1,169,311	\$1,541,396
Net Income/Loss	\$265,258	\$71,697	\$258,284	\$401,188	\$372,085
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	138	144	185	213	224

Vox reported 224 Norm Enrollment for Fiscal Year 2024-2025. Vox proposes, through this material revision request, to decrease its enrollment capacity to 400 beginning with the 2026-2027 school year. See **Section I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School’s student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified on the audit of the financial statements. However, the auditor issued a qualified opinion on internal controls over state compliance in regard to the Expanded Learning Opportunities Program (ELOP), identified as a material weakness.

Material Weaknesses: Yes. Please see the description below.

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

Vox’s 2023-2024 annual independent audit report identified noncompliance with state program rules and regulations, specifically related to the ELOP. Vox provided corrective actions with specific steps to address this audit finding, including communication and outreach, as well as staffing and program development. The CSD will continue to monitor this issue through oversight, including a review of Vox’s 2024-2025 independent audit report to assess the status of the implementation of Charter School’s corrective actions.

c. Other Significant Fiscal Information

Not applicable

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - English Language Arts

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

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

Student Group	ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	146	-59.2	Low	-12.2	Lower	100%	179	-32.5	26.6	Increased Significantly	Yellow	-13.6	Lower	100%	210	-20.4	12.2	Increased	Yellow	-13.2	Lower
African American/Black	100%	31	-83.7	Very Low	-57.7	Lower	100%	32	-27.2	56.6	Increased Significantly	Yellow	-59.6	Higher	100%	34	2.9	30.0	Increased Significantly	Green	-58.9	Higher
English Learner	98%	56	-103.6	Very Low	-61.2	Lower	100%	64	-91.6	12.0	Increased	Orange	-67.7	Lower	100%	80	-71.1	20.5	Increased Significantly	Orange	-67.6	Lower
Latino	99%	114	-53.2	Low	-38.6	Lower	100%	146	-33.5	19.7	Increased Significantly	Yellow	-40.2	Higher	100%	176	-24.8	8.7	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-93.9	12.6	Increased	Orange	-109.6	Higher
Socioeconomically Disadvantaged	99%	128	-60.4	Low	-41.4	Lower	100%	174	-34.3	26.1	Increased Significantly	Yellow	-42.6	Higher	100%	200	-23.1	11.2	Increased	Yellow	-40.9	Higher
Students with Disabilities	100%	18	-132.6	Very Low	-97.3	--	100%	16	-132.9	-0.3	Maintained	--	-96.3	--	100%	19	-124.2	8.7	Increased	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - Math

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

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

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	146	-121.4	Very Low	-51.7	Lower	100%	179	-67.9	53.6	Increased Significantly	Yellow	-49.1	Lower	100%	210	-59.9	7.9	Increased	Yellow	-47.6	Lower
African American/Black	100%	31	-157.7	Very Low	-106.9	Lower	100%	32	-73.3	84.5	Increased Significantly	Yellow	-104.5	Higher	100%	34	-56.7	16.6	Increased Significantly	Yellow	-102.2	Higher
English Learner	97%	56	-155.0	Very Low	-92.0	Lower	100%	64	-120.6	34.4	Increased Significantly	Orange	-93.4	Lower	99%	80	-107.7	12.9	Increased	Orange	-93.4	Lower
Latino	98%	114	-112.7	Very Low	-83.4	Lower	100%	146	-66.7	45.9	Increased Significantly	Yellow	-80.8	Higher	99%	176	-60.5	6.2	Increased	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-158.3	-22.4	Declined Significantly	Red	-163.5	Higher
Socioeconomically Disadvantaged	98%	128	-125.1	Very Low	-84.0	Lower	100%	174	-69.5	55.6	Increased Significantly	Yellow	-80.8	Higher	100%	200	-62.4	7.1	Increased	Yellow	-78.2	Higher
Students with Disabilities	100%	18	-231.2	Very Low	-130.8	--	100%	16	-158.1	73.0	Increased Significantly	--	-127.3	--	100%	19	-158.4	-0.3	Maintained	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
		Dashboard 2022					Dashboard 2023					Dashboard 2024							
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	35	54.3%	Medium	50.3%	Higher	47	59.6%	5.3	Increased	Green	48.7%	Higher	46	54.3%	-5.2	Declined	Orange	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	62.5%	-7.5	Declined	Yellow	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC															
		School					State of California								
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%
2022	EL	54.3%	0%	25.7%	20.0%	47.5%	Y	42	95.2%	1,052,513	Y	1,088,734	96.7%	1,088,734	Y
2023	EL	59.6%	0%	21.3%	19.1%	45.7%	Y	51	98.0%	1,048,300	Y	1,069,515	98.0%	1,069,515	Y
2024	EL	54.3%	0%	34.8%	10.9%	43.2%	Y	27	100.0%	193,182	Y	202,530	95.4%	202,530	Y
2024	LTEL	62.5%	0%	21.9%	15.6%	41.6%	Y	48	100.0%	1,028,083	Y	1,047,977	98.1%	1,047,977	Y
								22	100.0%	182,603	Y	190,459	95.9%	190,459	Y

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

Summative ELPAC Participation Rate Report															
		School					State of California								
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%
2022	EL	40	42	95.2%	Y	1,052,513	Y	1,088,734	96.7%	1,052,513	Y	1,088,734	96.7%	1,088,734	Y
2023	EL	50	51	98.0%	Y	1,048,300	Y	1,069,515	98.0%	1,048,300	Y	1,069,515	98.0%	1,069,515	Y
2023	LTEL	27	27	100.0%	Y	193,182	Y	202,530	95.4%	193,182	Y	202,530	95.4%	202,530	Y
2024	EL	48	48	100.0%	Y	1,028,083	Y	1,047,977	98.1%	1,028,083	Y	1,047,977	98.1%	1,047,977	Y
2024	LTEL	22	22	100.0%	Y	182,603	Y	190,459	95.9%	182,603	Y	190,459	95.9%	190,459	Y

Vox Collegiate of Los Angeles

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CA School Dashboard: Chronic Absenteeism

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

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

Student Group	Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023					Dashboard 2024								
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	156	55.1%	Very High	30.0%	Higher	191	41.9%	-13.2	Declined Significantly	Yellow	24.3%	Higher	217	28.6%	-13.3	Declined Significantly	Yellow	18.6%	Higher
African American/Black	35	71.4%	Very High	42.9%	Higher	34	61.8%	-9.7	Declined	Orange	36.4%	Higher	36	38.9%	-22.9	Declined	Orange	31.3%	Higher
English Learner	42	54.8%	Very High	33.6%	Higher	53	41.5%	-13.3	Declined	Orange	26.3%	Higher	49	30.6%	-10.9	Declined	Orange	20.1%	Higher
Latino	120	50.0%	Very High	35.8%	Higher	156	37.8%	-12.2	Declined Significantly	Yellow	28.4%	Higher	181	26.5%	-11.3	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	40.6%	-15.3	Declined	Orange	23.9%	Higher
Socioeconomically Disadvantaged	138	51.4%	Very High	37.4%	Higher	185	41.6%	-9.8	Declined Significantly	Yellow	29.9%	Higher	207	29.5%	-12.2	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	20	70.0%	Very High	39.6%	--	17	47.1%	-22.9	Declined	--	33.1%	--	19	52.6%	5.6	Increased	--	26.3%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Suspension Rate Indicator

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

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

Student Group	Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	160	0.6%	Low	3.1%	Lower	194	0.5%	-0.1	Maintained	Blue	3.5%	Lower	222	1.8%	1.3	Increased	Yellow	3.2%	Lower
African American/Black	36	2.8%	Medium	7.9%	Lower	34	0.0%	-2.8	Declined	Blue	8.8%	Lower	38	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	44	0.0%	Very Low	3.2%	Lower	55	0.0%	0.0	Maintained	Blue	3.7%	Lower	49	6.1%	6.1	Increased	Orange	3.4%	Higher
Foster Youth	13	0.0%	Very Low	12.4%	--	4	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Latino	123	0.0%	Very Low	3.3%	Lower	159	0.6%	0.6	Increased	Yellow	3.8%	Lower	184	2.2%	1.5	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	6.3%	6.3	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	141	0.7%	Low	4.0%	Lower	187	0.5%	-0.2	Maintained	Blue	4.5%	Lower	212	1.9%	1.4	Increased	Yellow	4.0%	Lower
Students with Disabilities	22	0.0%	Very Low	5.4%	--	18	0.0%	0.0	Maintained	--	5.9%	--	19	0.0%	0.0	Maintained	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

Enrollment Report

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

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

Student Group	Enrollment by Ethnicity and Student Group					
	2023-2024		2024-2025			
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	216	529,902	5,837,690	224	516,685	5,806,221
F/R Meal	93.5%	80.6%	61.6%	77.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	22.7%	20.1%	18.4%	21.0%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	94.9%	81.3%	62.7%	86.6%	82.4%	63.6%
Students w/ Disabilities	8.3%	14.8%	13.7%	10.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	16.2%	7.3%	4.9%	16.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.4%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	83.8%	73.8%	56.1%	83.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Learners	26	22.4%	17,921	7.3%	226,508	11.1%	22	15.9%	15,302	6.5%	211,186	10.6%	18	12.9%	13,052	5.9%	198,853	10.4%
LTEL 6+ Years	4	3.4%	17,295	7.1%	144,189	7.1%	9	6.5%	15,717	6.7%	136,188	6.8%	1	0.7%	11,406	5.2%	115,009	6.0%
At-Risk 4-5 Years	2	1.7%	60,457	24.7%	505,486	24.8%	3	2.2%	60,574	25.7%	519,651	26.0%	8	5.7%	57,726	26.1%	516,862	26.9%
EL 0-3 Years	17	14.7%	18,850	7.7%	236,319	11.6%	15	10.9%	14,725	6.2%	207,768	10.4%	20	14.3%	13,775	6.2%	178,306	9.3%
EL 4+ Years & Not At-Risk or LTEL	49	42.2%	114,523	46.8%	1,112,502	54.5%	49	35.5%	106,318	45.0%	1,074,793	53.8%	47	33.6%	95,959	43.3%	1,009,030	52.6%
EL Total	67	57.8%	130,377	53.2%	927,694	45.5%	89	64.5%	129,789	55.0%	924,422	46.2%	93	66.4%	125,465	56.7%	909,298	47.4%
RFEP	116	100.0%	244,900	100.0%	2,040,196	100.0%	138	100.0%	236,107	100.0%	1,999,215	100.0%	140	100.0%	221,424	100.0%	1,918,328	100.0%

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

Vox Collegiate of Los Angeles

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Students with Disabilities Report

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

	Special Education Enrollment by Category											
	2023-2024						2024-2025					
	School		Los Angeles Unified		School		Los Angeles Unified		School		Los Angeles Unified	
Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Students with Disabilities	18	100%	8.3%	78,319	100%	14.8%	23	100%	10.3%	80,505	100%	15.6%
Total SWD Enrollment	17	94.4%	7.9%	52,153	66.6%	9.8%	20	87%	8.9%	52,412	65.1%	10.1%
High Incidence	1	5.6%	0.5%	26,162	33.4%	4.9%	3	13%	1.3%	28,084	34.9%	5.4%
Low Incidence	0	0%	0%	18,713	23.9%	3.5%	1	4.3%	0.4%	20,802	25.8%	4%
Autism	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deaf-Blindness	0	0%	0%	188	0.2%	0%	1	4.3%	0.4%	178	0.2%	0%
Deafness	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Emotional Disturbance	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Established Medical Disability	1	5.6%	0.5%	971	1.2%	0.2%	1	4.3%	0.4%	931	1.2%	0.2%
Hard of Hearing	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Intellectual Disability	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Multiple Disabilities	2	11.1%	0.9%	10,930	14%	2.1%	4	17.4%	1.8%	11,596	14.4%	2.2%
Other Health Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Orthopedic Impairment	14	77.8%	6.5%	29,615	37.8%	5.6%	14	60.9%	6.3%	29,368	36.5%	5.7%
Specific Learning Disability	1	5.6%	0.5%	11,608	14.8%	2.2%	2	8.7%	0.9%	11,448	14.2%	2.2%
Speech or Language Impairment	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Traumatic Brain Injury	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%
Visual Impairment												

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

ATTACHMENT C

**MATERIAL REVISION TO CHARTER OF
VOX COLLEGIATE OF LOS ANGELES**

This Material Revision to the Charter of Vox Collegiate of Los Angeles (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and Vox Collegiate Inc., a California non-profit public benefit corporation, operating a California public charter school known as Vox Collegiate of Los Angeles (“Charter School” and/or “VCLA”). District and Vox Collegiate Inc. are also referred to collectively as “Parties.”

This Material Revision is to be read in conjunction with and shall expressly revise the charter of VCLA which was originally authorized by the LAUSD Board of Education (“Board of Education”) on June 13, 2017, for a five-year term, from 2018 to 2023 (“Charter”) and was set to expire on June 30, 2023. However, Education Code section 47607.4 provides that all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Charter School expires on June 30, 2026.

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2026-2027 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District’s Charter Schools Division (“CSD”) must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, the Charter School is currently approved to serve 525 students in grades 6 to 10. On August 25, 2021, the Charter was amended to reflect that Charter School would postpone its enrollment roll-out for students in grades 9 and 10 until at the time of its next renewal;

F. **WHEREAS**, the Charter School’s governing board convened a meeting on July 14, 2025 during which it adopted a resolution (“Resolution”) proposing to materially revise the Charter to reflect that the Charter School will “serve only students in middle school, grades 6-8, beginning with the 2026-27 school year, with no plans to expand to the high school grade levels” and “to lower its enrollment capacity from 525 to 400 students”. The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, based on correspondence submitted to the District on or about July 18, 2025 (“July 2025 Correspondence”) in support of the Material Revision, the Charter School explained that “the rationale for the requested change is to consolidate and focus resources to better meet student needs.”. The July 2025 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, the District considers a charter school’s reduction of grades or grades levels served and change to its enrollment capacity as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”); and

I. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.
2. **Grades Served and Enrollment Capacity**: The Charter shall be revised to reflect that the Charter School serves students in grades **6 to 8**, and the enrollment capacity is **400** students.
3. **Element 1 – The Educational Program**: All references and related representations in the Charter to the high school program (grades 9-12), including references to graduation requirements, daily schedules, courses offered, etc., shall be deleted.
4. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.
5. All other provisions set forth in the Charter shall remain in effect and enforceable.
6. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.
7. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

8. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: _____ VOX COLLEGIATE INC.

By: _____

Title: _____

Authorized Representative of Vox Collegiate Inc.

DATED: _____ LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

Authorized Representative of Los Angeles Unified School District

Attachments:

- A. Vox Collegiate Inc. Board Resolution.
- B. Vox Collegiate Inc. July 2025 Correspondence.



ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VOX COLLEGIATE OF LOS ANGELES
BOARD OF EDUCATION REPORT 096-25/26

October 14, 2025

I. Category of Proposed Action:

The proposed action would amend the charter for Vox Collegiate of Los Angeles (“Charter School”), located in Board District 1 and Region S, to decrease grade levels from 6-10 to 6-8 and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this request for material revision would amend the charter to decrease grade levels from 6-10 to 6-8 and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

ELIAS JUAREZ
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services