

VOX COLLEGIATE of LOS ANGELES

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VOX COLLEGIATE

YOUR  VOICE IS POWER

Charter Renewal Petition

For the Term July 1, 2026 – June 30, 2031

Submitted July 18, 2025 to:

Los Angeles Unified School

District Board of Education

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Affirmations, and Declarations

Vox Collegiate of Los Angeles (also referred to herein as “Vox Collegiate” and “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.

Since opening its doors in 2018, Vox has been on a mission to help students find and use their voices—both in the classroom and beyond. The school was founded by a passionate team of educators, advocates, and community leaders, including the Founder, a dedicated board, and a group of committed stakeholders who shared a bold vision for what education could look like in the South LA community.

Students who once entered below grade level in reading or math are now not only catching up, they're thriving. The school’s daily focus on literacy, math, speech and debate, and social-emotional learning has helped students grow into strong communicators and thinkers, ready to advocate for themselves and their communities. With a deep belief that every student deserves the tools to think critically, speak powerfully, and lead confidently, Vox was designed to offer more than just the basics—it’s a place where students are seen, heard, and pushed to reach their full potential.

In recognition of this commitment to academic excellence and student growth, Vox Collegiate was named a California Distinguished School in 2024—an honor that reflects the impact of its rigorous and student-centered approach.

What began as a response to the community’s urgent need for a high-quality, student-centered school has grown into a vibrant institution where every child is empowered to lead, learn, and speak with purpose. Many families say that Vox feels more like a second home than a school, where staff go the extra mile, students feel supported, and high expectations are matched with real love and care. For this community, Vox isn’t just a school—it’s a promise that every child’s voice matters.

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 stude

General Information

<u>General Information</u>	
The contact person for Charter School is:	Dr. Jasmine Banks Head of School & Chief Executive Officer
The contact address for Charter School is:	1100 West Manchester Avenue Los Angeles, CA, 90044
The contact phone number for Charter School is:	323-570-2915
The current address of the Charter School is:	1100 West Manchester Avenue Los Angeles, CA, 90044
This location is in LAUSD Board District:	1
This location is in LAUSD Region:	South
The grade configuration of Charter School is:	6--10
The number of students in the first year will be:	252
The grade level(s) are:	6--10
The enrollment capacity is:	400
The type of instructional calendar (e.g. traditional/ year-round, single track/multi-track, extended day/year) will be:	Traditional single-track
The regular bell schedule for Charter School will be:	9:00 a.m. – 4:00 p.m.
The term of this charter shall be from:	July 1, 2026 – June 30, 2031

About Vox Collegiate

Vox Collegiate of Los Angeles has provided a high-quality school option in the South Los Angeles area since 2018. We serve a high-needs population and primarily educate students from Westmont and Florence, areas which are home to high rates of poverty. According to U.S. Census data, the three zip codes that we primarily serve (90044, 90047, and 90003) have median incomes that range between \$9,500-\$28,250 below the median income for Los Angeles City, and poverty rates up to 10% higher than the city average. Only 7-20% of adults in these neighborhoods are college graduates, well below the city average of 39.2%. Our students reflect the community in which we are located, with 86.6% of students identified as socioeconomically disadvantaged. The vast majority of our student body is Hispanic or Latino (83%), with 16.1% identifying as African American or Black. We also serve a significant population of English Learners (21%) and students with disabilities (10.3%). These demographics highlight our commitment to meeting the needs of historically underserved students through a rigorous academic program, targeted interventions, and a nurturing school culture.

Families of students in this area have valued Vox's strong academic program which grows students consistently year over year and offers rigorous learning and advanced technology to ensure students are receiving advanced support and individualized learning opportunities. In addition to our academic program, we have developed a strong school culture and extracurricular offerings such as our integrated speech and debate program which is aligned to California English Language Development Standards and Common Core State Standards in reading, writing, speaking and listening.

Self-Reflection for Charter School

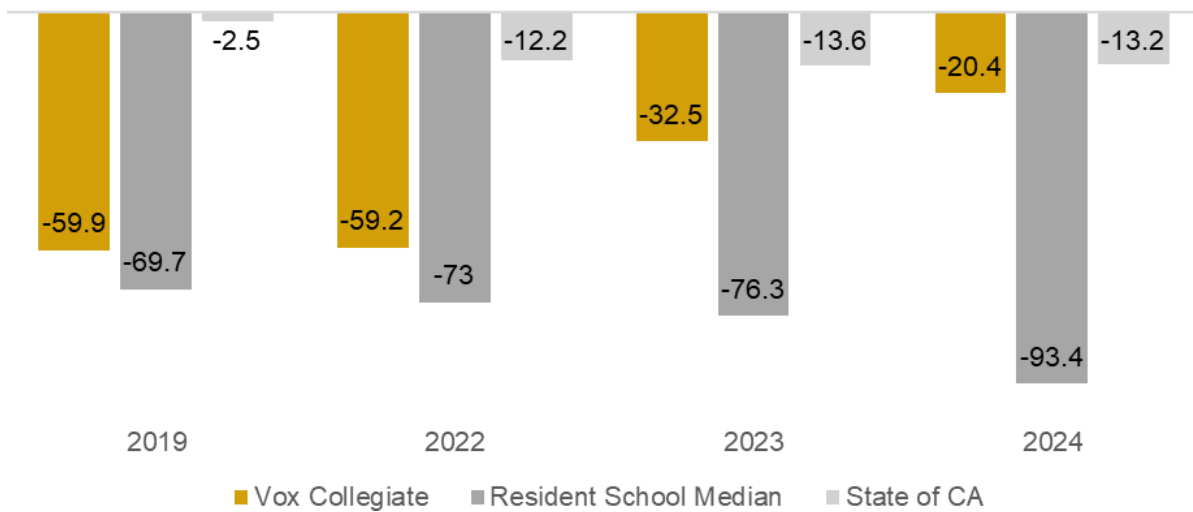
California Assessment of Student Performance and Progress Over the Charter Term

During the current charter term, Vox Collegiate has built a strong and stable leadership team, fostered a positive and inclusive school culture, and implemented a rigorous academic program that consistently outperforms both the state and the Resident School Median (RSM). The RSM is comprised of nearby schools including Bret Harte Preparatory Middle, Mary McLeod Bethune Middle, Horace Mann UCLA Community School, Ánimo Legacy Charter Middle, and Manchester Avenue Elementary. Vox's academic growth has been especially strong among historically underserved student groups. The school has demonstrated significant and sustained gains on the Smarter Balanced Assessment (SBAC) in both English Language Arts (ELA) and Math, reflecting the strength of its instructional practices and student support systems. Since the 2021–22 school year, Vox has outperformed the RSM overall and across all statistically significant student groups, and has consistently outperformed the state in the majority of those groups. Vox continues to close the gap with the state average overall, while accelerating progress for students most in need of academic growth.

English Language Arts

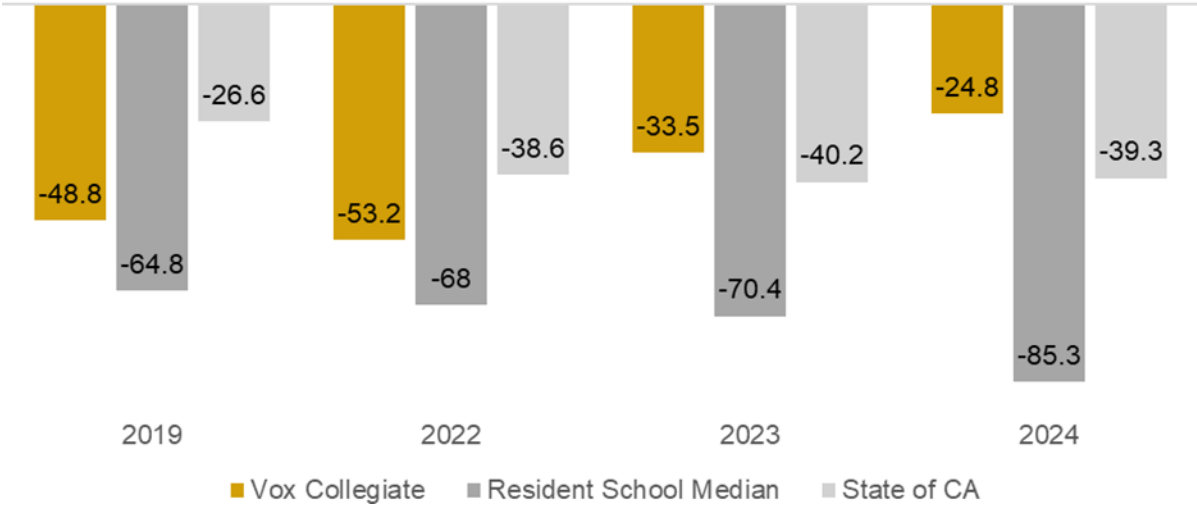
Since opening in 2018–19, Vox Collegiate has demonstrated consistent and meaningful growth in English Language Arts (ELA) Distance from Standard (DFS), especially among historically underserved student groups. From 2019 to 2024, Vox improved its overall ELA DFS by 39.1 points, moving from -59.5 to -20.4. In contrast, the state average declined by 10 points following the pandemic and has yet to recover. The Resident School Median (RSM) has also steadily declined and now sits 23.7 points below its 2019 level. In 2024, Vox outperformed the RSM both overall and across all statistically significant student groups. It also outperformed the state in 4 out of 5 statistically significant subgroups, reflecting the school’s strong instructional practices, targeted interventions, and data-driven support systems. While Vox has not yet surpassed the state average overall, it continues to close the gap each year and is now just 7.3 points behind.

ELA DFS Resident Schools & State Comparison - All Students



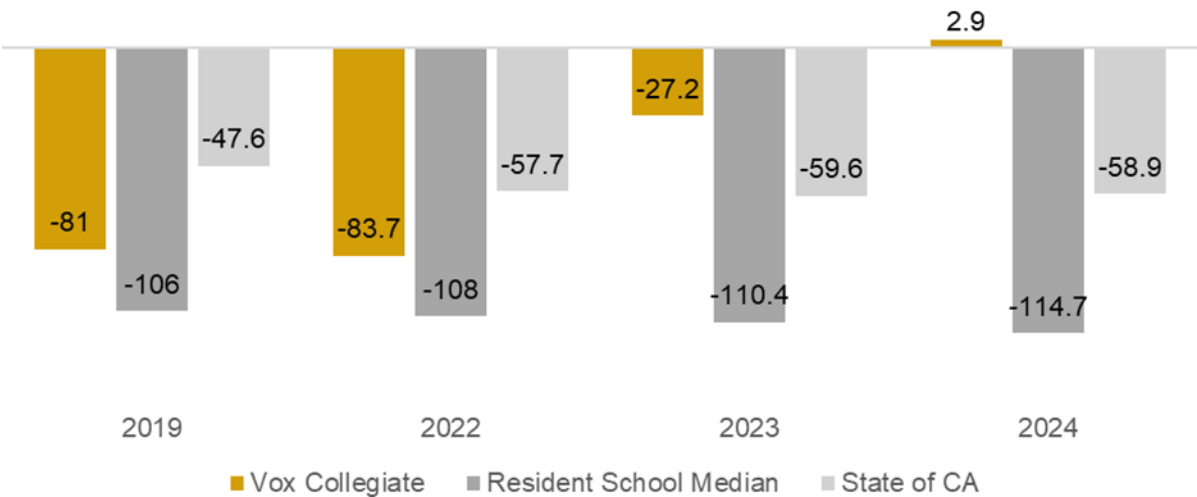
Hispanic or Latino students at Vox scored -24.8 in 2024, performing more than 14 points better than the state and 60 points better than the RSM. This reflects a 24-point improvement since 2019, while the state and RSM declined during that same period.

ELA DFS Resident Schools & State Comparison - Hispanic



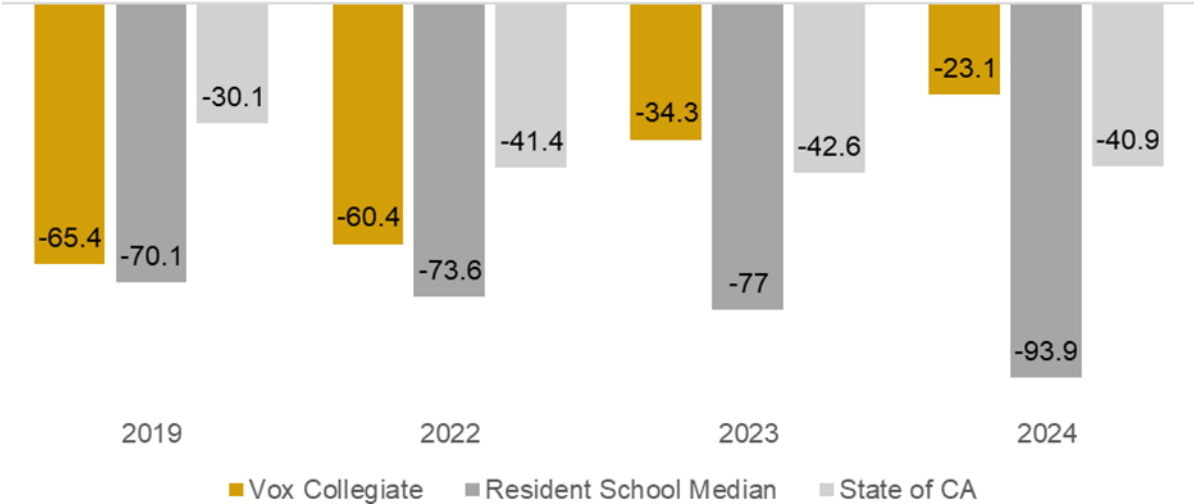
In 2024, African American or Black students at Vox scored +2.9 DFS, outperforming the state by over 60 points and the RSM by more than 117 points. This group improved by 84 points since 2019, making it the most dramatic gain across all subgroups.

ELA DFS Resident Schools & State Comparison - African American



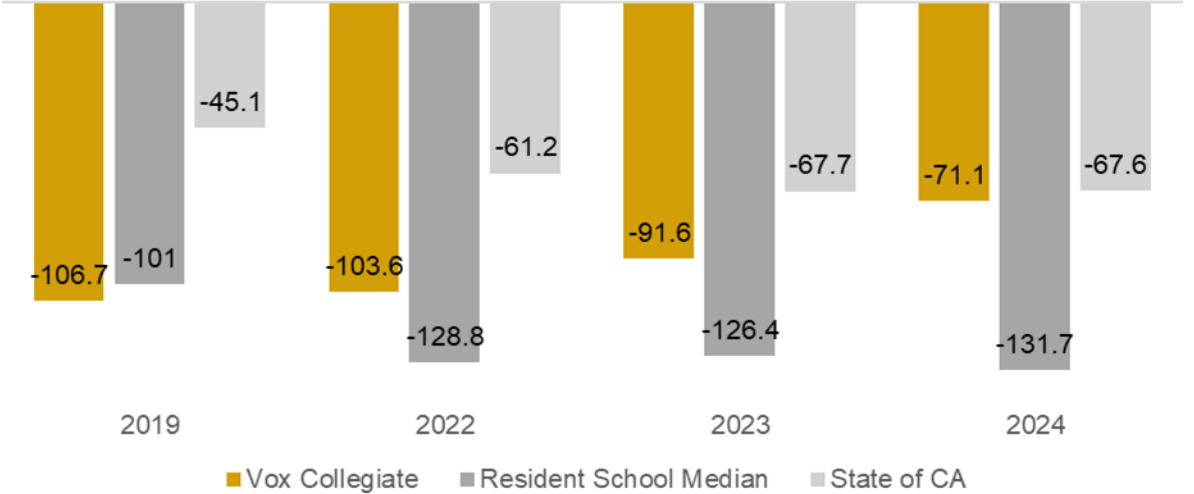
Vox’s socioeconomically disadvantaged students scored -23.1 in 2024, outperforming the state by nearly 18 points and the RSM by over 70 points. This group has improved by more than 42 points since 2019.

ELA DFS Resident Schools & State Comparison - SED

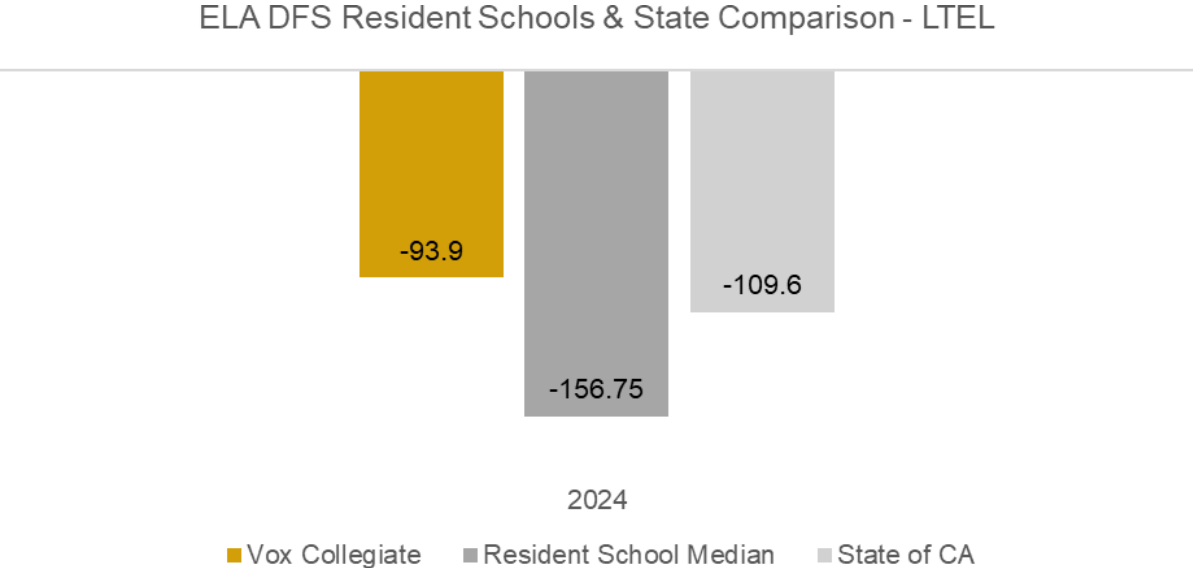


In 2024, English Learners at Vox scored -71.1, which is less than 4 points behind the state and over 60 points better than the RSM. This subgroup has made a 36-point gain since 2019.

ELA DFS Resident Schools & State Comparison - EL



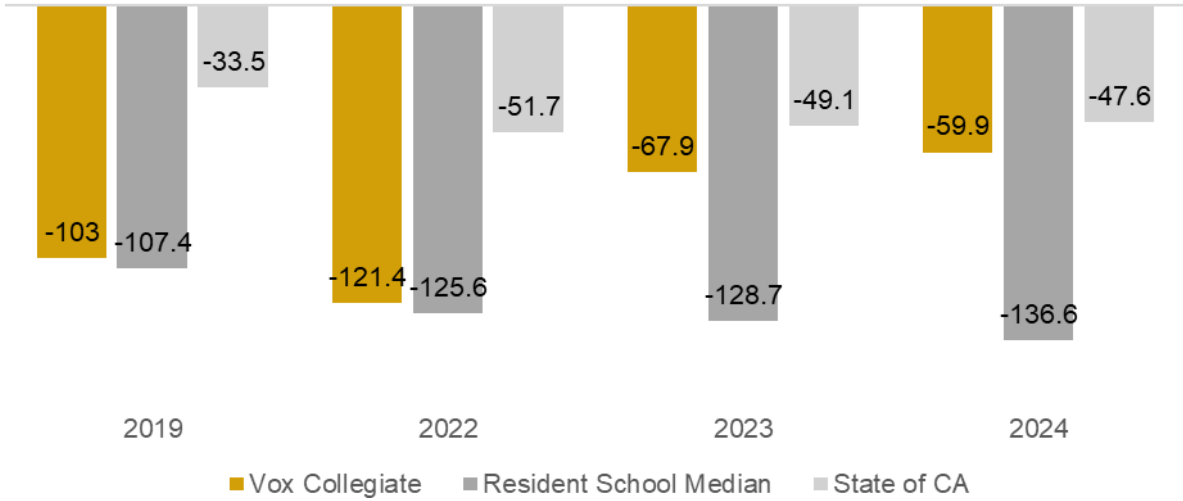
In 2024, Long-Term English Learners at Vox scored -93.9, outperforming the state by nearly 16 points and the RSM by over 60 points.



Math

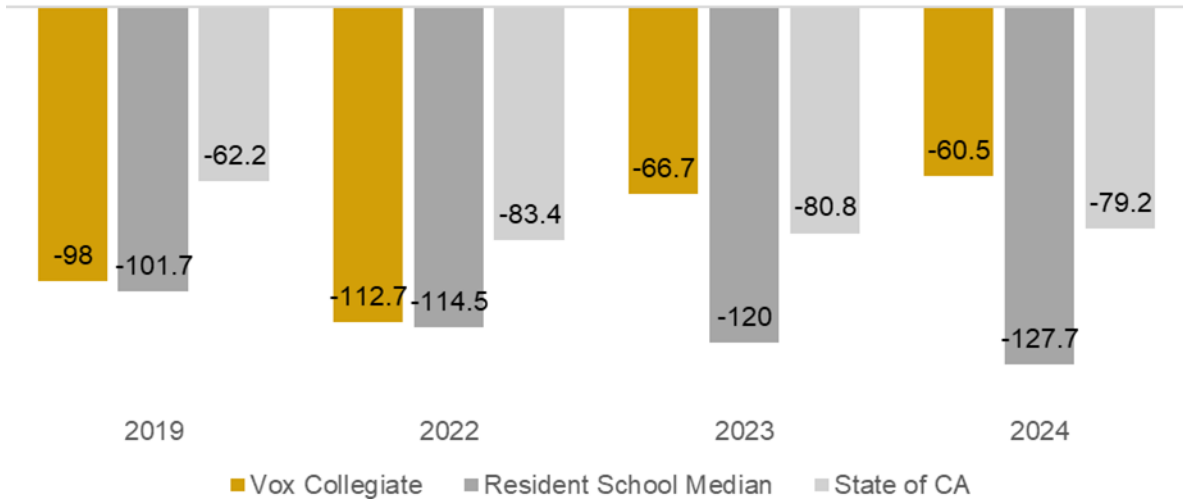
Since 2019, Vox Collegiate has made substantial and sustained gains in Math Distance from Standard (DFS), reducing its gap by more than 43 points and demonstrating one of the strongest post-pandemic academic recoveries in the region. Vox improved from -103 in 2019 to -59.9 in 2024, even as both the state and Resident School Median (RSM) declined over that same period. In 2024, Vox outperformed the RSM overall by nearly 77 points and continues to narrow the gap with the state average, which stands at -47.6. Vox also outperformed both the state and RSM across all statistically significant student groups. These results reflect the school’s deep focus on math intervention, dedicated time for foundational skill-building, and close progress monitoring for all learners.

Math DFS Resident Schools & State Comparison - All Students

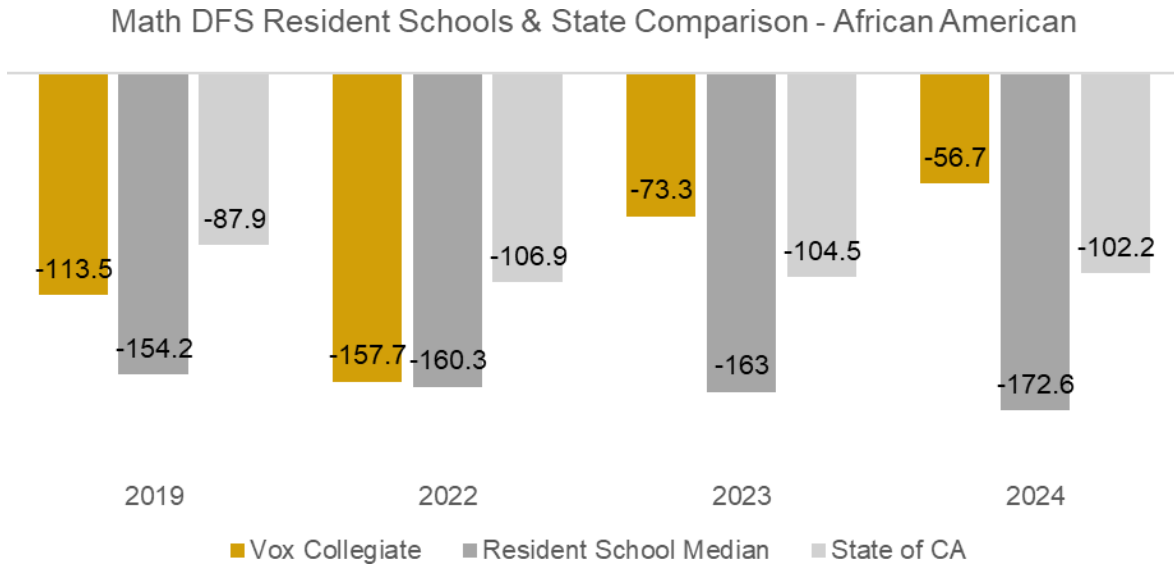


Hispanic or Latino students at Vox scored -60.5 in 2024, outperforming the state by almost 19 points and the RSM by more than 67 points. This group has improved nearly 38 points since 2019, while both comparison groups declined.

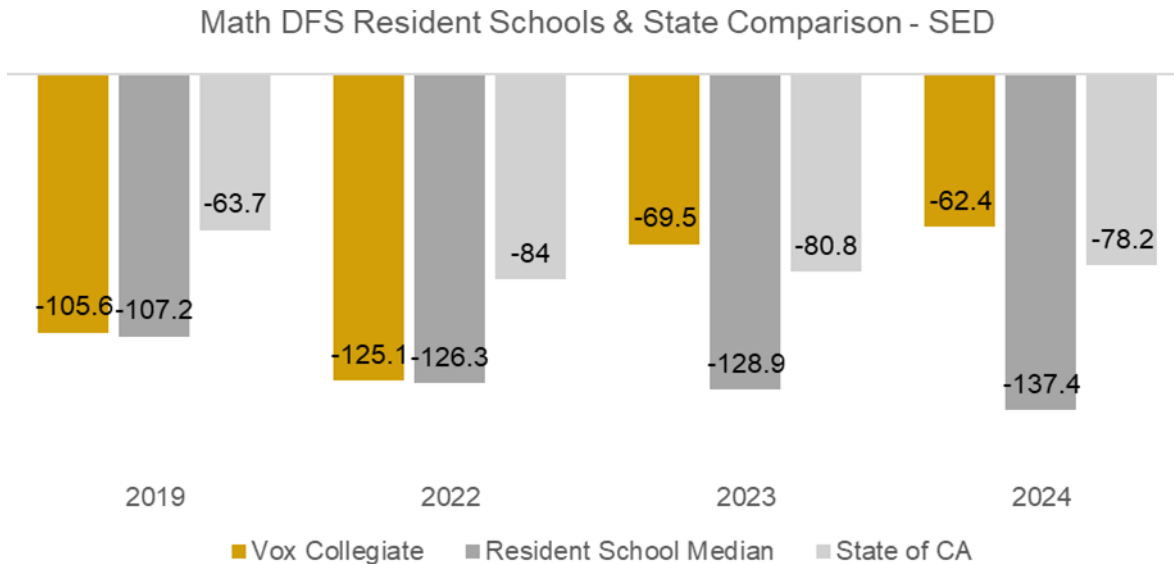
Math DFS Resident Schools & State Comparison - Hispanic



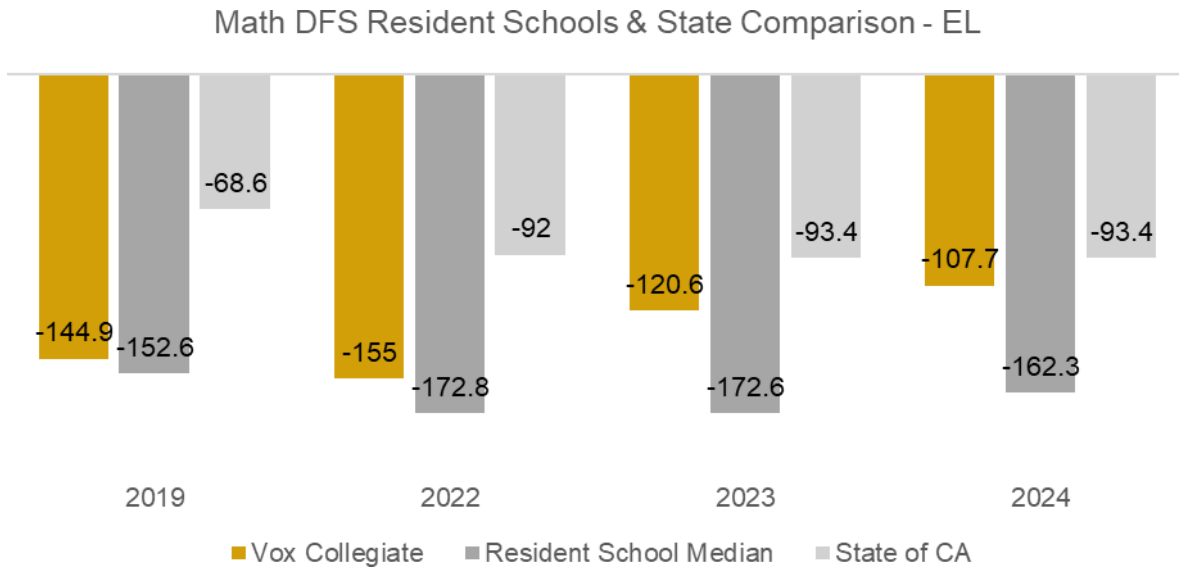
In 2024, African American or Black students at Vox scored -56.7 in Math, outperforming the state by more than 45 points and the RSM by nearly 116 points. This reflects a 57-point improvement since 2019.



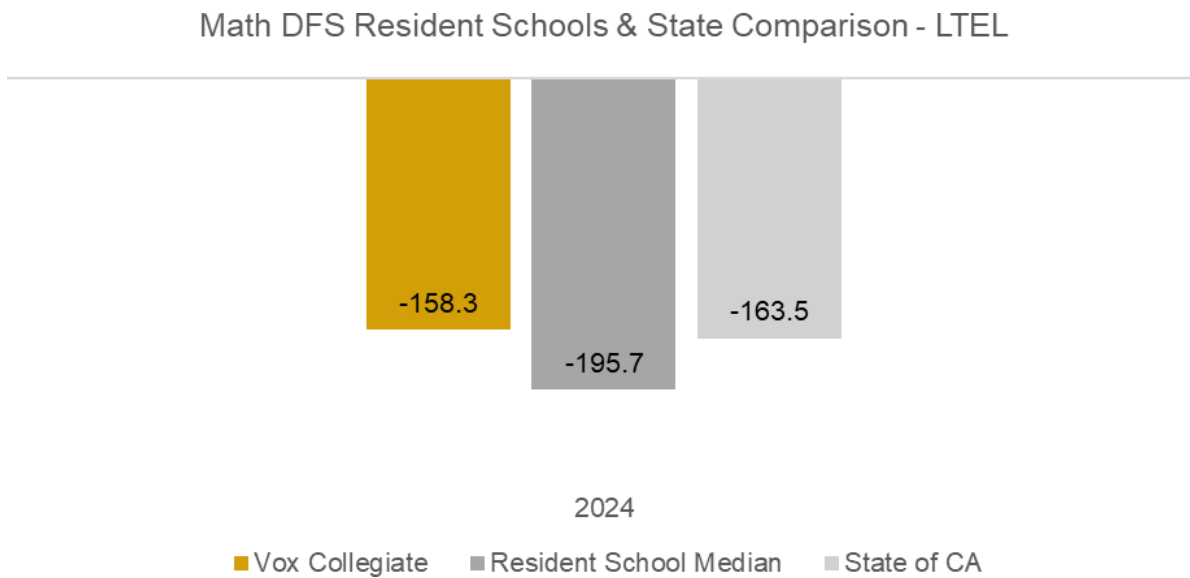
Socioeconomically disadvantaged students scored -62.4 in 2024, outperforming the state by nearly 16 points and the RSM by 75 points. Vox has improved over 43 points for this group since 2019.



Vox’s English Learners scored -107.7 in 2024, ahead of the RSM by more than 54 points. This group has improved by 37 points since 2019 and now performs ahead of the state average, which remains at -93.4.



In 2024, Long-Term English Learners at Vox scored -158.3 in Math, outperforming the RSM by over 37 points and the state by 5 points.



VERIFIED DATA PERFORMANCE

NWEA Reading & Math

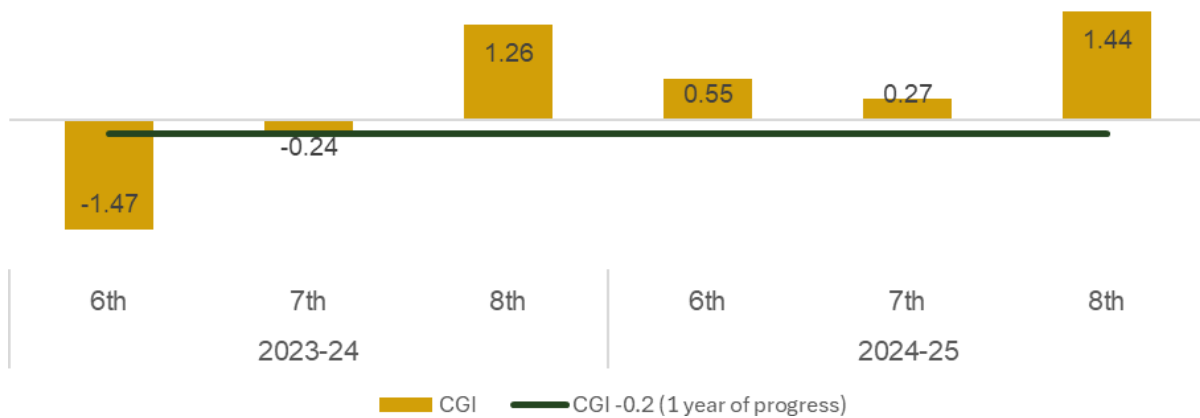
Vox Collegiate administers the NWEA MAP assessment in both Math and Reading to monitor student growth throughout the school year. Under California Education Code Section 47607.2 (AB 1505), a Conditional Growth Index (CGI) of -0.2 or greater is considered evidence of one full year of academic growth within a year. Recent MAP data from the past two academic years provides strong evidence that Vox students are growing well beyond this threshold, particularly in Math.

In 2024–25, students demonstrated exceptional growth in Math, with CGI scores of +2.28 in grade 6, +2.81 in grade 7, and +4.26 in grade 8. These scores represent more than two to four years of growth in a single year and mark a continuation of strong results from 2023–24, when students in grades 6 through 8 also exceeded the one-year benchmark.

Reading scores also reflect strong growth in the most recent year. In 2024–25, students achieved CGI values of +0.55 in grade 6, +0.27 in grade 7, and +1.44 in grade 8—all above the AB 1505 standard and showing significant improvement over 2023–24 outcomes, particularly for younger readers.

Taken together, these results demonstrate that students at Vox Collegiate are not only meeting growth expectations but, in many cases, exceeding them by a wide margin. These outcomes reflect the school’s continued investment in rigorous instruction, targeted supports, and responsive academic practices.

NWEA Reading School Conditional Growth Index (CGI)



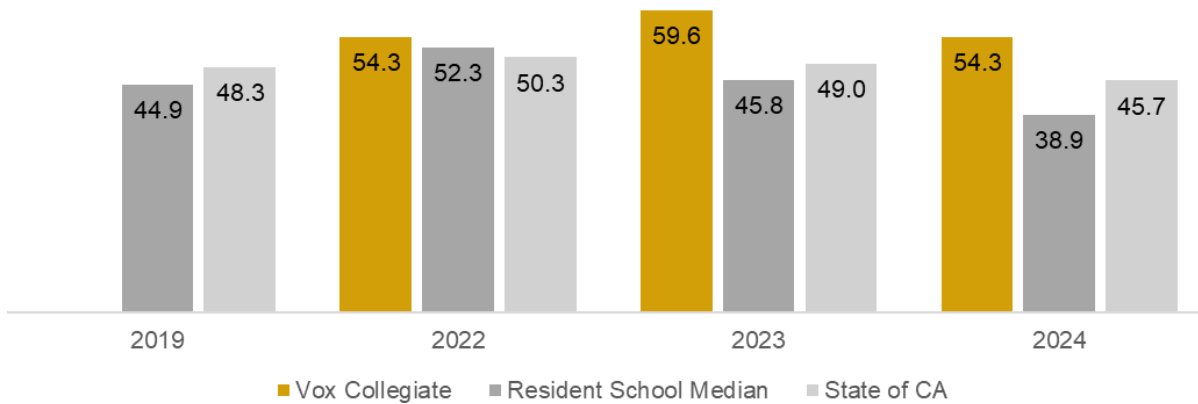
GRADE LEVEL	NWEA MAP Reading CGI		NWEA MAP Math CGI	
	2023-24	2024-25	2023-24	2024-25
6th	-1.47	0.55	1.25	2.28
7th	-0.24	0.27	1.34	2.81
8th	1.26	1.44	2.1	4.26

ELPI

Vox Collegiate has consistently outperformed both the state and Resident School Median (RSM) on the English Learner Progress Indicator (ELPI), demonstrating the strength of its instructional approach for multilingual learners. In 2024, Vox’s ELPI score of 54.3% exceeded the state average by nearly 9 points and outperformed the RSM by over 15 points. This marks the third consecutive year Vox has exceeded both the state and resident schools. Targeted language development strategies, integrated ELD instruction, and close monitoring of student progress have helped sustain high levels of growth for English Learners at the school.

In 2024, 54.3% of English Learners at Vox made expected progress on the ELPI, outperforming the state (45.7%) by nearly 9 points and the RSM (38.9%) by over 15 points. Vox has maintained this high level of performance for three consecutive years.

ELPI Rates Resident Schools & State Comparison - EL



Long-Term English Learners at Vox scored 62.5% on the ELPI in 2024, significantly outperforming both the RSM (48.3%) and the state (45.8%). This subgroup’s strong performance reflects the effectiveness of Vox’s sustained language supports and reclassification-focused

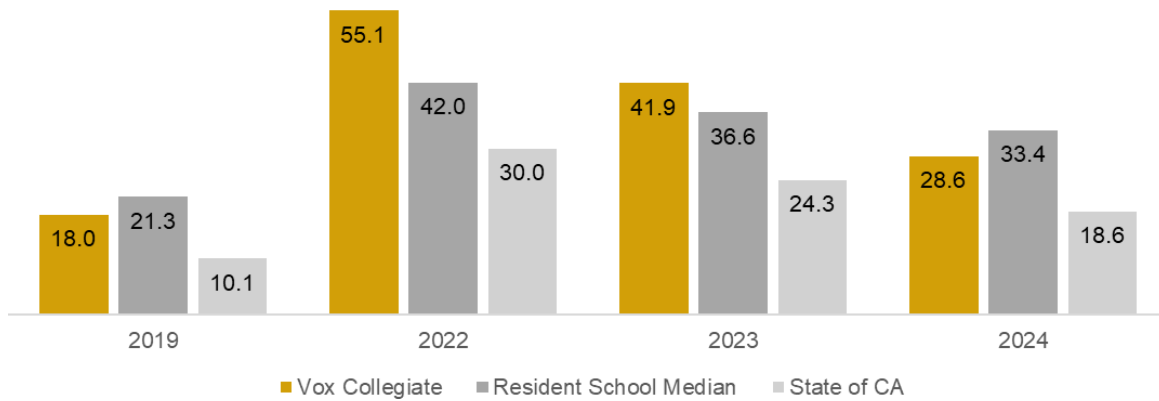
strategies.

Chronic Absenteeism

Vox Collegiate was severely impacted by the COVID-19 pandemic, experiencing a sharp rise in chronic absenteeism in the years that followed. Like many schools serving high-needs communities, Vox faced significant barriers to student attendance during and after school closures. While absenteeism rates remain higher than pre-pandemic levels, Vox has made meaningful and consistent progress in reducing chronic absenteeism each year. In 2024, Vox outperformed the Resident School Median (RSM) overall and across all statistically significant student groups and is closing the gap with the state more quickly than neighborhood schools. To support this continued improvement, Vox has implemented targeted attendance interventions, increased family engagement efforts, and adopted tiered systems of support aimed at re-engaging students and addressing the root causes of chronic absence.

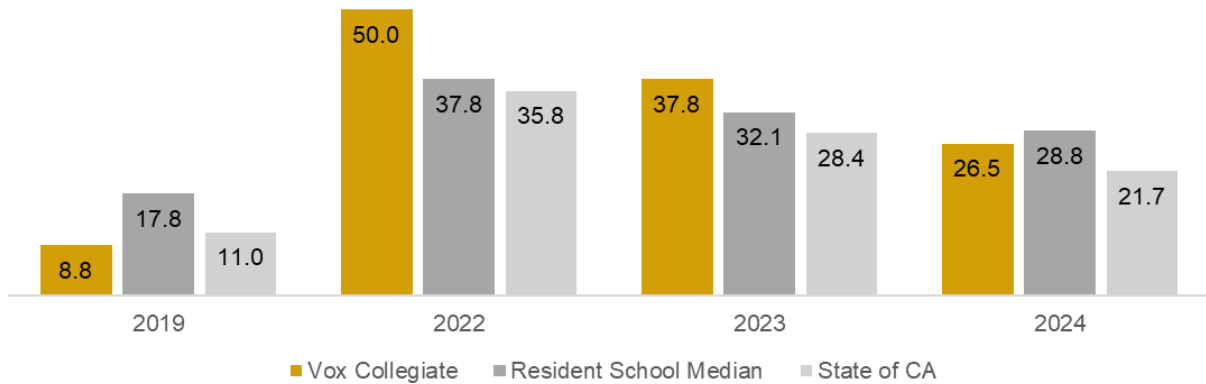
In 2024, Vox’s overall chronic absenteeism rate was 28.6%, outperforming the RSM by nearly 5 percentage points. While still higher than the state’s 18.6%, Vox has reduced its rate by more than 26 points since the post-pandemic peak in 2022.

Chronic Absenteeism Resident Schools & State Comparison - All Students



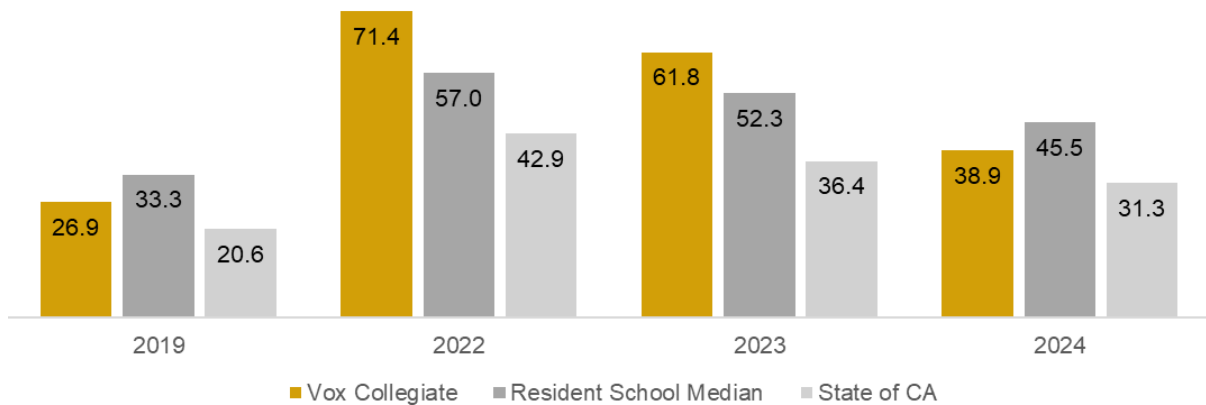
Hispanic or Latino students at Vox posted a 2024 absenteeism rate of 26.5%, outperforming the RSM by over 2 points and improving by more than 23 points since 2022. While rates remain higher than the state’s 21.7%, Vox continues to close the gap.

Chronic Absenteeism Resident Schools & State Comparison - Hispanic



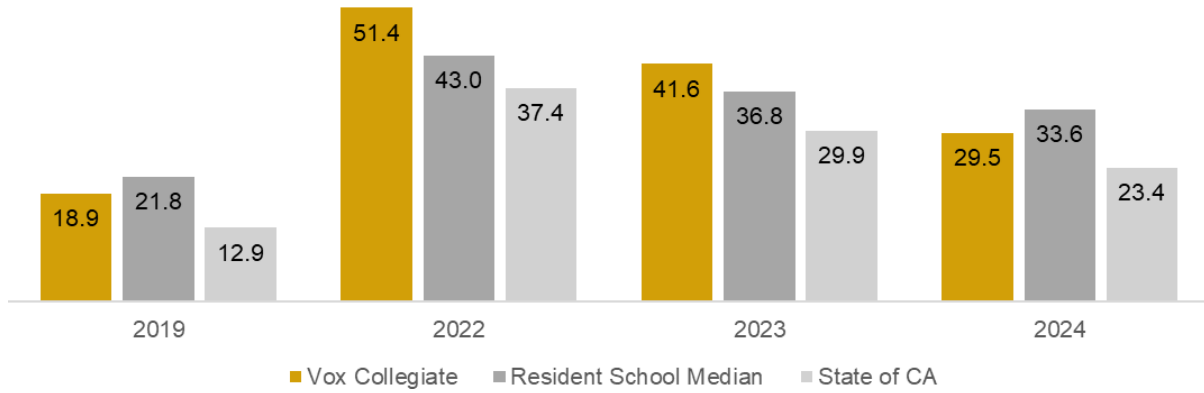
In 2024, African American or Black students at Vox had a chronic absenteeism rate of 38.9%, lower than the RSM of 45.5%. The state’s rate in 2024 was 31.3%. While chronic absenteeism remains high, it has decreased more than 32 points since 2022.

Chronic Absenteeism Resident Schools & State Comparison - African American



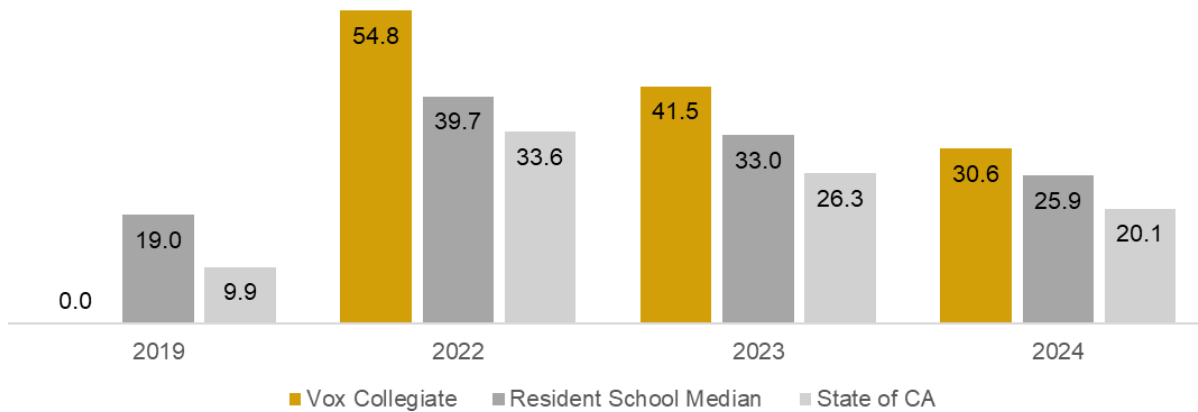
Vox’s socioeconomically disadvantaged students had a 2024 absenteeism rate of 29.5%, outperforming the RSM by over 4 points. Vox has reduced absenteeism in this group by nearly 22 points since 2022 and is continuing to close the gap with the state average of 23.4%.

Chronic Absenteeism Resident Schools & State Comparison - SED



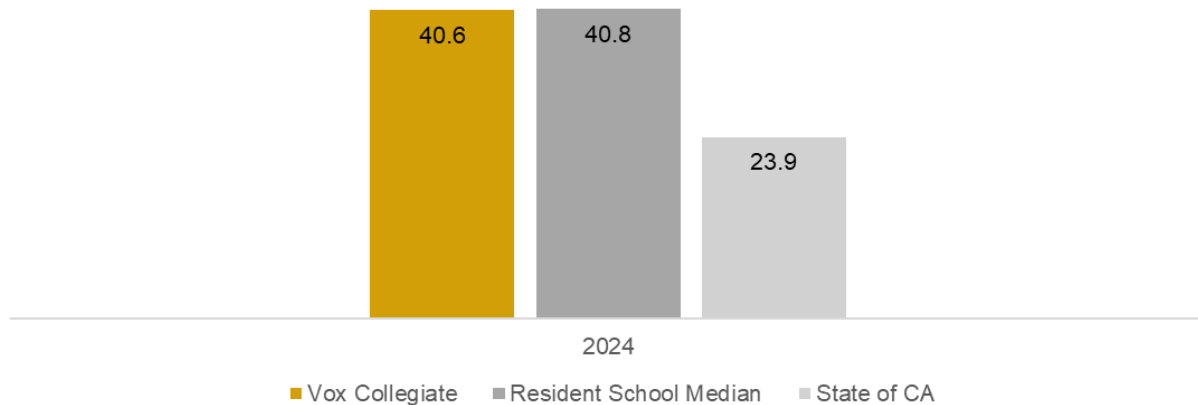
English Learners at Vox had a chronic absenteeism rate of 30.6% in 2024, slightly higher than both the state and RSM. However, this represents a 24-point improvement since 2022, making it one of the strongest recovery trends among student groups.

Chronic Absenteeism Resident Schools & State Comparison - EL



In 2024, Long-Term English Learners at Vox had a chronic absenteeism rate in line with the RSM, but well above the state average of 23.9%.

Chronic Absenteeism Resident Schools & State Comparison - LTEL



Suspension

Since 2019, Vox Collegiate has transformed its approach to student discipline, resulting in a dramatic and sustained reduction in suspension rates across all student groups. We believe in meeting every student with high expectations and even higher levels of support. As a school founded to serve historically underserved communities in South LA—particularly African American or Black and Hispanic or Latino youth—we are deeply committed to creating a safe, inclusive, and restorative learning environment where all students can thrive.

In our early years, Vox Collegiate served a high-need student population, including many students who entered school with histories of trauma, behavioral referrals, and interrupted schooling. At the same time, our founding team was building systems from the ground up—balancing high academic and behavioral expectations while still developing a more trauma-informed, culturally responsive approach. In hindsight, our initial reliance on exclusionary discipline reflected both the urgency of establishing school-wide norms and a lack of fully developed alternatives. As a result, during the 2018–2019 school year (our initial year of operation), some of our subgroup suspension rates were high, and we have been working diligently since then to reduce the suspension rates to what they are today: below 2% schoolwide and below 3% for all subgroups except one.

Since our initial year, we have made major investments in staff training and a multi-tiered system of supports grounded in restorative practices, relationship-centered discipline, and early intervention. Some of these changes include:

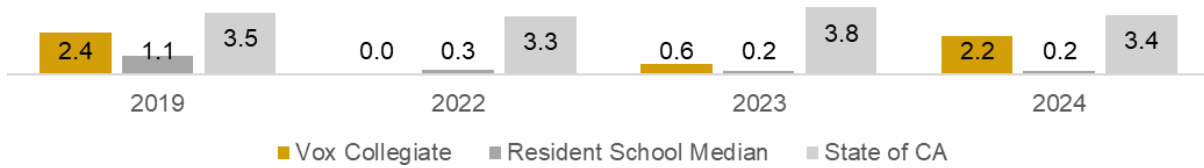
- Increased the allotted time in the bell schedule for daily social-emotional learning lessons,

grounding this work in research-based curricula to ensure all students receive consistent, developmentally appropriate support in building self-awareness, emotional regulation, and interpersonal skills.

- Implemented positive incentives and regular acknowledgement for students who embody our core school value of A.R.T. (Ambition, Respect, and Team), reinforcing a culture where positive behavior, personal growth, and community-mindedness are celebrated.
- Hiring a full-time Dean of Culture trained in trauma-informed and restorative practices.
- Ongoing professional development for teachers on culturally responsive classroom management, implicit bias, and relationship-centered discipline.
- Expanded social-emotional supports, including dedicated mental health counseling services and a student support team that proactively intervenes before issues escalate. The addition of a Community Schools Coordinator and full-time Counselor - funded through the California Community Schools Partnership Program (CCSPP) in FY24 - has strengthened our SEL supports by focusing on student mental health, family engagement, and connecting students with the social-emotional and community-based resources they need to flourish.
- Peer mentorship groups led by Advocates for Peace and Urban Unity (APUU) and SHIELDS for Families have provided students with safe spaces to build relationships, develop leadership skills, and receive guidance from trusted community mentors.
- Tiered behavior systems that emphasize reflection, restoration, and accountability over punishment.
- Student leadership and voice programs that help students take ownership of school culture and resolve conflicts constructively.
- As a result of these shifts, suspension rates have steadily declined. Our preliminary 2024–2025 internal data shows that overall suspensions are currently at an all-time low, with fewer than 1% of students suspended for the full year, and no disproportionate impact on African American or Black students or other student groups. These results reflect not only new systems, but a fundamental shift in mindset: we now view discipline as an opportunity to grow, connect, and heal, rather than simply correct. These changes have contributed to a school culture that prioritizes accountability, inclusion, and support over punishment.
- Moving forward, we will continue to reflect on our data, listen to our students and families, and strengthen the supports that keep every child safe, seen, and successful.
- In 2024, Vox outperformed the state average in suspension rates across all statistically significant student groups and continued to make progress toward closing remaining gaps with the Resident School Median (RSM). Vox reduced its suspension rate from 21.1% in 2019 to just 1.8% in 2024, outperforming the state average of 3.2% and closing the gap with the RSM, which is now at 0.3%. This reflects a 19.3-point reduction over five years.

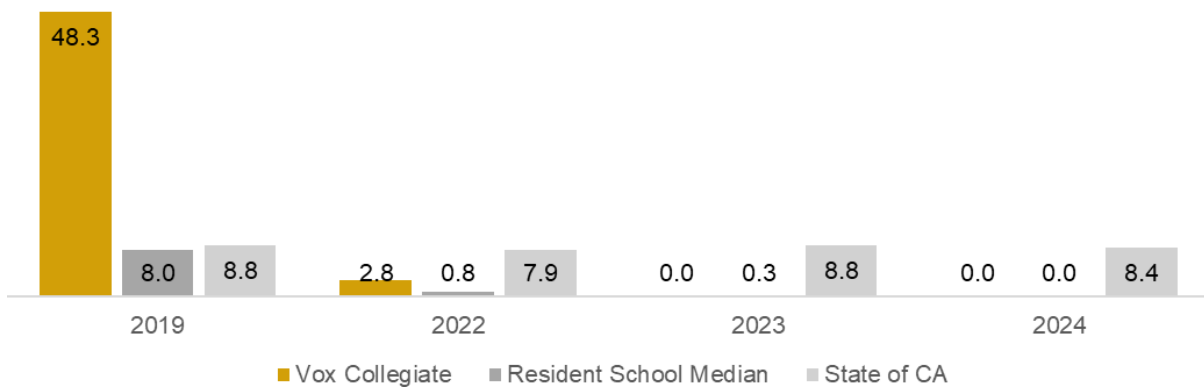
Hispanic or Latino students at Vox had a suspension rate of 2.2% in 2024, below the state average of 3.4% and slightly above the RSM at 0.2%. Rates remain low and stable over time, reflecting a positive shift in discipline practices.

Suspension Rates Resident Schools & State Comparison - Hispanic



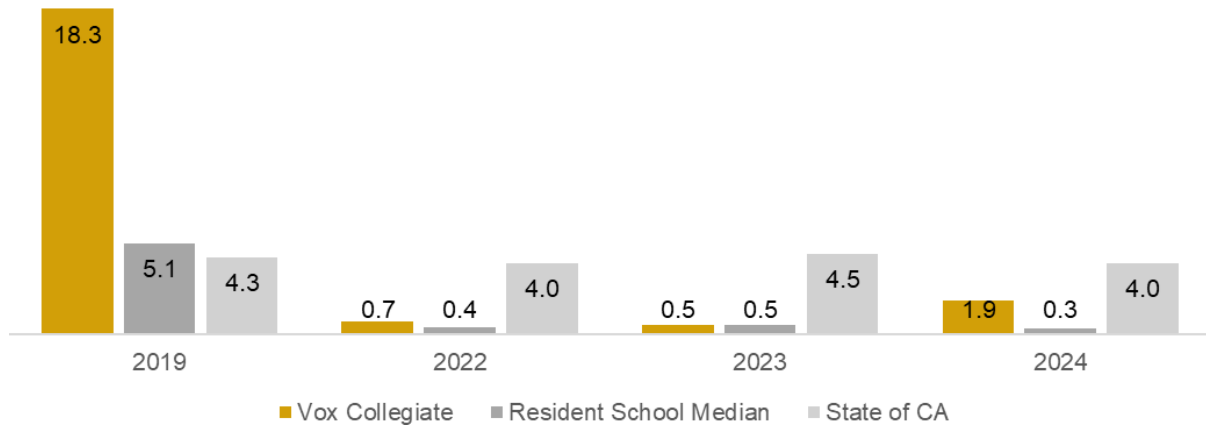
African American or Black student suspension rates at Vox dropped from 48.3% in 2019 to 0% in both 2023 and 2024. Vox now outperforms both the RSM and state average (8.4%) for this group, representing one of the most dramatic improvements across any indicator.

Suspension Rates Resident Schools & State Comparison - African American



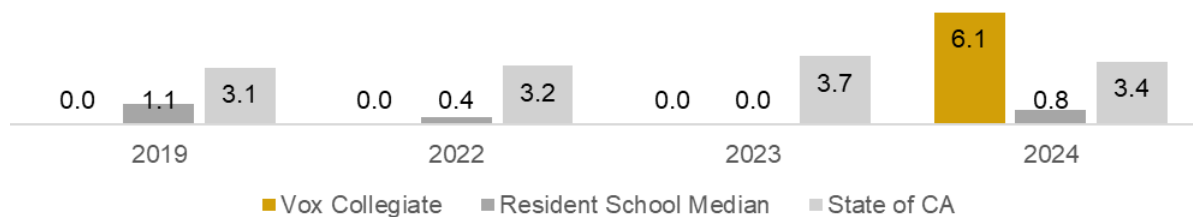
In 2024, suspension rates for socioeconomically disadvantaged students at Vox were 1.9%, well below the state average of 4.0% and above the RSM rate of 0.3%. This represents a 16.4-point decrease since 2019.

Suspension Rates Resident Schools & State Comparison - SED



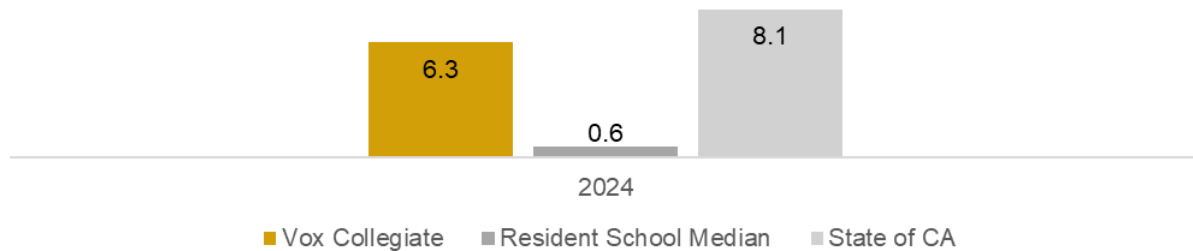
English Learner suspension rates increased to 6.1% in 2024 after remaining at 0% for three years. Although Vox is above the state average for this group, we continue to investigate the root causes and respond with targeted supports (see more on the next page).

Suspension Rates Resident Schools & State Comparison - EL



In 2024, Long-Term English Learners at Vox had a suspension rate of 6.3%. This rate is lower than the statewide average for LTEL students, but we recognize that any suspension impacts student learning and well-being, and this remains an area where we must continue to improve. Many of our LTEL students face unique challenges, including language barriers, cultural adjustment, and the stress of navigating multiple systems, which can sometimes lead to behavioral misunderstandings or struggles in traditional disciplinary frameworks.

Suspension Rates Resident Schools & State Comparison - LTEL



Next steps for reducing suspensions for both our ELs and LTELs include continuing to expand culturally responsive supports and restorative practices tailored to our students' unique needs. The addition of a bilingual Community Schools Coordinator and full-time Counselor have increased our capacity to provide timely, personalized support both in the moment and long-term, while also strengthening communication and trust with students and families. These ongoing efforts and strengthened supports will continue to help reduce suspension rates, foster a more positive school climate, and ensure all students—especially those most vulnerable—have the tools and guidance they need to succeed both academically and socially.

Enrollment Plan

Vox Collegiate opened its doors in August 2018 with 42 sixth and seventh grade students. We have grown continually to a total of 224 students in the 2024-25 school year. At the end of the charter term, we will have served 243 students in grades six through eight. Please see the Proposed Enrollment Plan below for a 6th-10th grade only offering. The Head of School, with support from the Operations Team and Principal will recruit and enroll students, recruit and hire staff, secure

school facilities, reinforce school operational systems, establish and maintain partnerships with community service providers who will provide resources to students and families, and develop and strengthen curriculum and assessment materials.

Proposed Enrollment Plan

Proposed Enrollment at Full Capacity						
Fiscal Year		26-27	27-28	28-29	29-30	30-31
Grade	6th	84	84	105	120	132
	7th	84	84	105	120	134
	8th	84	84	105	120	134
	9th	0	0	0	0	0
	10th	0	0	0	0	0
	TOTAL	252	270	315	360	400

Goals and Philosophy

“Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.” – Maya Angelou¹

Mission

Committed to academic excellence through rigorous curriculum and development of character confidence, Vox Collegiate of Los Angeles ensures all students excel in high school, college, and beyond, knowing the power and potential of their voice.

Vision

In his 2014 book *The Innovators*, chronicling the story of the innovative minds behind the computer and internet, Walter Isaacson argues that one of the driving forces behind innovation is communication.² Communication defines our relationship with the world around us. It includes the ways in which we both receive and distribute information. It is how we learn and teach. The Partnership for 21st Century Learning has identified communication as one of the four essential skills for students to be competitive in the 21st century.³

At Vox Collegiate, we believe that communication is the most important skill for students to develop as they grow into adults because, without communication, we have limited ability to learn and grow. Without communication, we have no community. Given the centrality of communication to our society, our voices are powerful tools in crafting the world in which we want to live.

Throughout history, we have seen communities of people left suffering because of an inability to give voice to their pain – a failure, through no fault of their own, to make audible the screams raging from injustice. Vox Collegiate will exist to ensure that each of our students has a unique voice that can be heard, a voice that they will use to fight for their right to live in peace, be treated with dignity, be educated, and for equality of opportunity. They will know the power and potential of their voices to change the world and be educated with the knowledge and skills to do so.

Vox Collegiate is guided by our goals for the high academic achievement of all students and the principle belief that every student can reach high academic expectations when supported to do so. With a research-based educational philosophy, supported by the replicable educational practices being executed at some of the most successful public charter schools locally and nationally, Vox

¹ Angelou, Maya, *I Know Why the Caged Bird Sings*, Random House, New York, 1969.

² Within a school design geared to meet their needs and achieve ambitious goals, our students will realize the vision that Vox Collegiate has for them to be independent, self-motivated learners, with a confident voice forged in purposeful character development.

³ Partnership for 21st Century Learning, <http://www.p21.org/about-us/p21-framework>.

Collegiate will ensure that the students that we educate develop the skills, knowledge, and character to excel in college and beyond.

Within a school design geared to meet their needs and achieve ambitious goals, our students will realize the vision that Vox Collegiate has for them to be independent, self-motivated learners, with a confident voice forged in purposeful character development.

Vox Collegiate has five core beliefs that serve as the framework for our students’ academic and lifelong success:

1. **Every Student Deserves a Meaningful Education.**
2. **High Quality Teachers are the Key Lever to Student Learning.**
3. **Data Drives Decisions.**
4. **We Learn from the Best and Make It Better.**
5. **Developing Students’ Character Confidence Allows Them to Use Their Voice to Improve the World.**

Building on these core beliefs, Vox Collegiate extends its commitment beyond academics by prioritizing the development of the whole child, nurturing intellectual growth along with emotional, social, and ethical well-being. Vox implements a “whole child” approach throughout its programming and has recently been awarded a California Community Schools Partnership Program: Implementation Grant to expand and enhance this programming. The focus of this grant is “an integrated focus on academics, health and social services, youth and community development, and community engagement,” (California Community Schools Framework, 2022).⁴ The school focuses on providing integrated student supports while fostering strong family and community engagement, promoting collaborative leadership, and extending learning opportunities. These efforts align with Vox Collegiate’s commitment to nurturing the whole child and empowering every student to develop the confidence and skills needed to use their voice effectively, ensuring they succeed academically, socially, and emotionally while becoming active agents of change.

Student Population

Vox Collegiate currently educates students in grades six through eight, with plans to expand to high school grades in the new charter term. In compliance with the law and in alignment with our mission to serve all students, Vox Collegiate welcomes all students and families residing in California. We focus recruitment on the Target Community (the South Los Angeles community in Los Angeles, primarily the following zip codes: 90044, 90047, and 90003). In the event that more students enroll than the number of available seats that we have in any grade level, students are admitted through a public, random lottery.

⁴ Source: California Community Schools Framework, 2022.

We currently serve nearly all students of color, with 83% identifying as Hispanic or Latino and 16.1% identifying as African American or Black. We also serve a significant population of English Learners (21%) and students with disabilities (10.3%). The majority of our students enter the sixth grade achieving below grade level expectations in English and math. In 2024, 26% and 19% of fifth graders from public schools in the Target Community either met or exceeded standards in English and math, respectively.⁵ From census data, we know that most of our students will be the first in their families to complete college. Our students are varied in proficiency levels and come with myriad needs, but as demonstrated through the positive academic data above, our school design meets the needs of all learners. Regardless of home language, household income, previous school performance, or special need, Vox Collegiate welcomes every student and is humbled by the opportunity to provide them with the high-quality education that they deserve and to which they are entitled.

Fulfilling the Intent of the California Charter Schools Act

Vox Collegiate will continue to meet the seven defined purposes of the California Charter Schools Act and serve the needs of the Target Community as follows:

1. **Improve student learning.** The instructional design of Vox Collegiate is built on the proven practices of schools that have effectively led students to high academic achievement. Vox Collegiate is a school in which each student is provided with rigorous curriculum delivered by committed teachers who support every child to succeed in college and beyond. Students will work hard toward their academic goals as individuals and as a team, knowing that they are supported by their school and their peers.
2. **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.** Vox Collegiate is a school for all students, but was specifically developed for a Target Community in which many students enter middle school performing well below grade level. Vox Collegiate is designed to ensure that students reach their individual potential, including students performing below grade level who need additional support to close the gap between where they should be performing and where they are.
3. **Encourage the use of different and innovative teaching methods.** Our innovative school design includes a speech and debate program for students, blended learning across all grade levels, a seamless 6-10 model, and the intentional release of student independence in preparation for high school and college rigor.
4. **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.** Teachers are valued as professionals at Vox Collegiate and are consistently coached to improve their instructional skills. Because we employ a slow growth school model, teachers are encouraged and supported to take on school leadership positions as the leadership team grows. Teachers who grow with Vox Collegiate are uniquely qualified for leadership positions at Vox Collegiate.

⁵ <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

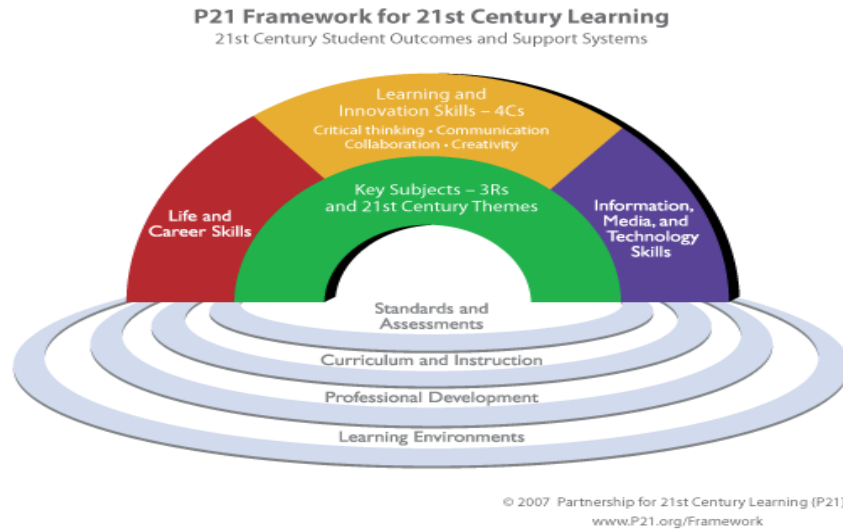
5. **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.** We are a public school entering a community of great need for academically high performing school options. Families will never be forced to send their children to Vox Collegiate. It is all about choice. It is the responsibility of Vox Collegiate to ensure that all families in the Target Community are aware of the opportunities that Vox Collegiate will provide and what innovative features set Vox Collegiate apart from other public-school options.
6. **Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule- based to performance-based accountability systems.** Vox Collegiate is committed to the goals and promises set forth in the charter petition and the annual goals that are a part of our LCAP. Our goals and promises are ambitious, but necessary to fulfill our mission of preparing all students for college and beyond. It is our duty to communicate our progress towards fulfilling our promises and achieving our goals to all stakeholders, inviting them to hold us accountable, humbly and thoughtfully receiving their input and critiques.
7. **Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.** Vox Collegiate is committed to partnering with LAUSD, nearby traditional schools and charter schools, and community service providers to meet the needs of our students. We look forward to ongoing collaboration and healthy competition with other public schools to improve educational opportunities and outcomes for all students in Los Angeles.

An Educated Person in the 21st Century

The Partnership for 21st Century Learning, whose members include the State of California, the National Education Association, the National Speech & Debate Association, PBS, Intel, and Disney, has established a framework for understanding 21st century learning and skills. Their framework is built on the relationship between overarching desired student outcomes and the support systems that provide for them (see P21 Framework on the next page).⁶

⁶ P21 Framework for 21st Century Learning, Partnership for 21st Century Learning, <https://files.eric.ed.gov/fulltext/ED519462.pdf>

P21 Framework



21st century student outcomes are made up of the following:

- Content Knowledge and 21st Century Themes
 - Traditional content area instruction through current, relevant themes
- Learning and Innovation Skills (the 4Cs)
 - Communication
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Collaboration
- Information, Media and Technology Skills
- Life and Career Skills
 - Developing the knowledge and social and emotional skills to navigate and adapt in a complex world.

The outcomes described in the Framework for 21st Century Learning are outcomes that we seek for students at Vox Collegiate. We begin developing 21st century learners by ensuring that instruction in every classroom is grounded in rigorous curriculum, aligned to CCSS and California Content Standards. Although technological literacy, familiarity, and comfort are critical to our students' ability to access opportunity in the 21st Century, an educated person in the 21st century is more than a person who is focused on learning about technology. An educated person in the 21st century fully embraces traditional content knowledge, understanding that content knowledge and

expertise provides an opportunity for creativity and innovation applied through the latest technology. Technological literacy and comfort are a necessity because they allow one to use technology as a means of achieving one's goals and accessing information.

A Vox Collegiate student will only be able to write a great novel if they understand the basics of grammar and are familiar with literature. They will only be able to innovate microprocessors if they are familiar and confident applying fundamental math procedures in unique circumstances. They will only be able to create an effective treatment for Alzheimer's disease if they have mastered biology and chemistry and broadly understand the interconnectivity of scientific and mathematical concepts. We envision our students ascending through college and contributing to the 21st century world in incredible ways. This is possible if we provide them with an educational experience that supports their retention and application of content knowledge through traditional mediums and new technology. By doing so, students are able to access any field in which and about which they are interested and passionate.

When defining what it means for students to be critical thinkers and mastering the "4Cs," the innovation skills described in the Framework for 21st Century Learning, we refer to the five habits of mind described in Ted Dintersmith and Tony Wagner's 2015 book *Most Likely to Succeed*.⁷ In considering what is most central to an informed and intelligent citizenry, as communicators, creators, critical thinkers, and collaborators, Dintersmith and Wagner describe the five habits of mind as the critical thinking habits that we attempt to instill in students:

1. Evidence – How do we know what we know, and what is the evidence?
2. Viewpoint - Could there be another point of view?
3. Connections/Cause and Effect - Do you see any patterns? Has this happened before? What are the possible consequences?
4. Conjecture – Could it have been otherwise? If even just one thing had happened differently, what might have changed?
5. Relevance: Does it matter? Who cares?⁸

These five habits of mind, and the accompanying questions students should be asking themselves, are the thinking to which we guide our students in every class. These habits apply to math just as much as they apply to English and social studies. Additionally, our speech and debate program provides students with a significant opportunity to practice applying these habits and learn how they bolster one's ability to make, defend, evaluate, and oppose arguments, key skills to being successful in any field.

Our students are creative thinkers and problem solvers. Through their unique voices, they are able to effectively communicate the well-founded and thoughtful ideas that they generate. The mission of Vox Collegiate and our speech and debate program is aimed precisely at this goal. In speech and debate class, our students wrestle with complex questions and practice developing thoughtful

⁷ Dintersmith, Ted, and Tony Wagner, *Most Likely to Succeed*, Simon & Schuster, NY, 2015.

⁸ Ibid.

rationale in defense of their beliefs and ideas, strengthening the five habits of mind. They are grounded in fact, evidence, and logic. And, they have structured opportunities to develop mastery in communicating with any audience. Debates, public speaking, evidence gathering, and logical reasoning are applied to the daily learning of all Vox Collegiate students.

Information, media, and technology skills, the third component of 21st century skills, are also part of the learning experience at Vox Collegiate. Given the current technological landscape in which our economy is thriving and through which we communicate, we strategically support student learning in these areas, ensuring that students leave Vox Collegiate technologically literate. In fact, an education would not be truly meaningful if students were not equipped with the skills to access, use, and master current technology, which is presently focused on the transmission of information and new media. The voice that we will develop in students includes their voice as expressed through digital media. The oral and written advocacy skills that students practice throughout our speech and debate program are applied to new media platforms as well. For example, in eighth grade history, students may create video political advertisements advocating on behalf of federalists or anti-federalists. Middle school students will use Chromebook computers in a blended learning environment every day in their Mastery Practice classes, and they will have access to coding instruction through enrichment courses.

Blended learning at Vox Collegiate is implemented through a station rotation model during the students' Mastery Practice period. In this model, students rotate through stations based on a schedule set by their teachers.⁹ A study by the RAND corporation and the Department of Education of a diverse population of over 18,000 students across seven states found that “the rotation blended-learning model boosted the average high school student’s performance by eight percentile points by year two, which equates to roughly doubling math learning in a year for those students.¹⁰ At least one station in the classroom will include computer-based learning programs, which may include learning platforms such as DreamBox Learning - Reading Plus, Lexia Power Up, ST Math, Prodigy, and Khan Academy. These platforms provide engaging instruction at each student’s appropriate skill level. Vox Collegiate students are reading, engaging in integrated ELD, and performing math at varying skill levels. A blended learning environment allows us the opportunity to teach at students’ ‘zone of proximal development’ - the level at which work is appropriately difficult for a given child. Teachers are encouraged and trained to include technology in their classrooms and lesson plans, including lessons in a blended learning environment. As students gain independence, they become more capable of handling technology in different ways to enhance and personalize their education.

When we speak of ensuring that students are college- and career-ready, it includes ensuring the multiple competencies required to adjust to ever-changing circumstances that students will face in college and beyond. Therefore, our academic program supports our students to develop the character and life skills to persevere through life’s challenges. Our daily advisory periods are designed to ensure that students understand the world around them and how they can thrive in it,

⁹ In visiting and studying high performing charter schools we have found these learning platforms to be key tools for the blended learning programs at various schools, including Cornerstone Academy Preparatory School in San Jose, CA, which was founded by a BES Fellow and outperformed CA averages on the 2016 SBAC by 25% in ELA and 33% in math. <https://www.alphapublicschools.org/school/cornerstone-academy/>.

¹⁰ Horn, Michael B. and Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools*, Jossey-Bass, San Francisco, CA, 2015.

regardless of setbacks. In *Mindset*, Stanford psychologist Carol Dweck explores the proper mindset that should be cultivated in students to develop self-motivated, persistent, capable people.¹¹ She argues that the development of a “growth mindset” allows one to frame thinking around growth and opportunity, as they relate to effort and persistence, rather than framing thinking around fixed skills and traits that determine one’s potential¹². Based on the likely math and English proficiency levels at which our students will enter the sixth grade and the academic, professional, and economic success of the adults in the Target Community, it is imperative that Vox Collegiate students have a “growth mindset” and believe in their ability to determine their future. Our students will develop a “growth mindset” that provides them with the resolve to withstand life and career hurdles.

How Learning Best Occurs

Based on our research and study of high performing schools, Vox Collegiate knows that student learning occurs best when learning and instruction is scaffolded – designed to provide gradually reduced direct instruction and transition students to deeper understanding and independence. Teachers begin with a clear vision of what knowledge and skills students should have. From there, instruction is tailored to fill learning gaps and move students from receiving knowledge from teachers to independent mastery and application of knowledge and skills. When executed correctly, students are: (1) directly taught knowledge and skills; (2) given a safe environment in which to practice skills and apply knowledge under teacher guidance; (3) allowed to apply new knowledge and skills independently under the targeted advisements of a teacher; and (4) collaborate with peers to critically think and solve problems relevant to new knowledge and skills, applying them in novel circumstances. At Vox Collegiate, we have created a scaffolded learning environment in individual classrooms and throughout our overall educational programs for grades six through ten. Content and skill mastery is a means for students to achieve independence, and that path is planned and clear.

Gradual Release of Responsibility in Individual Classrooms – Vox Collegiate instructional plans are designed using a Gradual Release of Responsibility Instructional Framework. This framework is applicable to long-term instructional plans and daily lesson plans. The essence of the framework is the transfer of knowledge and skills from being held and directed by a teacher to being held and directed by students.¹² In the past, some educators took a three-tiered approach to the gradual release of responsibility, which included direct instruction from a teacher, guided instruction and practice between a teacher and an entire classroom, and students’ independent practice. Although the three- tiered release structure was a gradual release of responsibility, there was an important component of learning missing. Students were not provided the opportunity to communicate and collaborate amongst themselves and apply their learning within social contexts, learning from and building on the ideas of their peers. The “4Cs” - collaboration, communication, critical thinking, and creativity - identified by the Partnership for 21st Century Skills as 21st century learning and innovation skills, should be a part of any instructional framework designed to prepare

¹¹ Dweck, Carol, *Mindset: The New Psychology of Success*, Ballantine Books, NY, 2007.

¹² Fisher, Douglas, and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, ASCD, 2014.

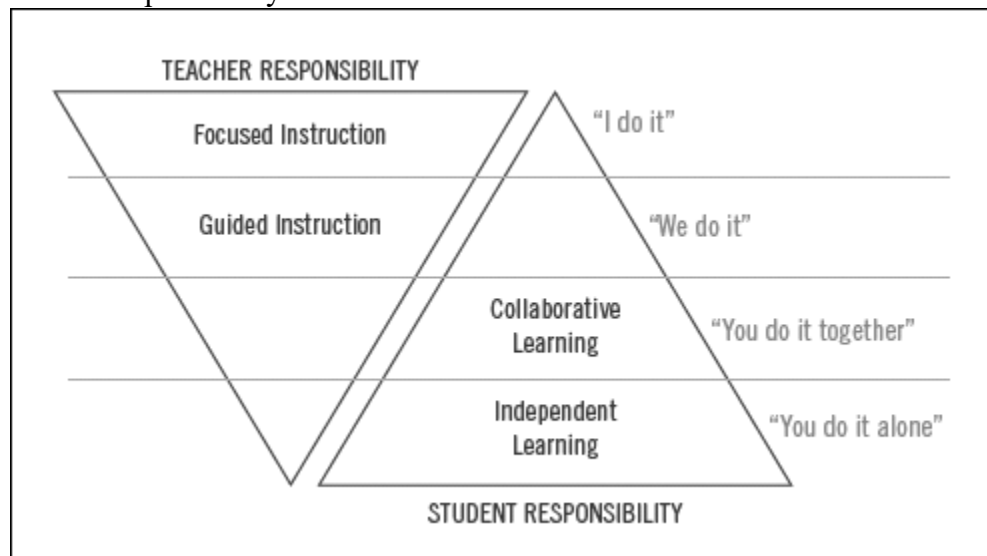
students for success in college and career in this day and age.¹³ Further, cooperative learning, wherein students have ample opportunity to communicate with peers regarding content, is a common strategy to support the English language development of ELs, of whom are a significant portion of the student population at Vox Collegiate. Finally, the deeper application that Common Core, as adopted by the State of California, requires means that more opportunities to practice and grapple with challenging material is key to an instructional framework that is aligned to ambitious goals and outcomes.

With all of this in mind, the gradual release framework that is employed at Vox Collegiate includes four tiers:

1. Focused, direct instruction – teacher establishes the purpose of the lesson, connecting it to academic and life goals, and imparts knowledge to students through lecture and modeling.
2. Guided instruction - teacher and students apply knowledge and skills together with teacher controlling focus and pace.
3. Collaborative learning – students work together to problem solve and apply new learning to novel situations, reviewing newly learned knowledge and skills with the help of peers, pressure testing their level of mastery against other students.
4. Independent learning – students work alone to problem solve and apply new learning to unique circumstances.

The Figure below illustrates the four-tiered Gradual Release of Instructional Responsibility framework as it is applied to classroom instruction.

Gradual Release of Responsibility Instructional Framework



¹³ P21 Framework for 21st Century Learning, Partnership for 21st Century Learning, <https://files.eric.ed.gov/fulltext/ED519462.pdf>.

This process of gradual release is applied to both long- and short-term curriculum plans. Application of this framework does not have to be sequential and does not need to be limited to individual lesson plans. Instructional plans may shift these tiers as appropriate.¹⁴

The key to ensuring that students are learning is that all four tiers are included as students are guided from introduction to mastery and independence.

Gradual Release of Responsibility in the Overall Academic Program – The expectations for what a sixth grader can and should do academically is quite different from what is expected of a tenth grader. At Vox Collegiate, as students mature throughout middle school and high school, we provide them with a structure by which they are held to greater academic expectations and provided with more academic freedom.

As students mature and develop a broader range of knowledge and skills, the instructional methods that best suit their continued growth change. In sixth and seventh grades, with little background knowledge and still in need of many foundational skills, and, in many cases, entering significantly below grade level, student learning must be heavily driven by teachers. But, in eighth grade, with a strong toolkit of foundational skills and knowledge, demonstrated ability as required at the grade level, and a burgeoning understanding of personal and academic interests and passions, students should have the independence to begin carving out their own academic and professional journey. When we speak of our goal of students developing their unique voices, inherent in that goal is the independence that comes with the development of one's voice. An independent voice that is focused on one's own purpose and life goals are a powerful tool to aid our students in carving out a successful future.

Once students matriculate to high school, they have increased responsibility for the trajectory of their own academic and professional path. We must prepare them for that responsibility.

Vox Collegiate will do so by gradually releasing learning responsibility through three tiers of academic independence:

1. Building Our Base – 6th - 8th
2. Enhancing Expectations – 9th - 10th

Vox Collegiate Tiers of Academic Independence		
	Tier 1	Tier 2
	Building Our Base	Enhancing

¹⁴ Fisher, Douglas, and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, ASCD, 2014.

	Expectations	
Grades	6th – 8th	9th – 10th
Purpose	To access the complex academic content taught in high school, students must have mastery of foundational knowledge and skills across all core content areas. Mastering foundational knowledge and skills is a gateway for students to innovate and creatively problem solve.	With the foundation provided in the early stages of middle school, students will be supported to apply foundational skills and knowledge in unique circumstances. Students will be supported to increase the intellectual complexity of the work that they produce and begin to meet the expectations of true college preparatory work.
Pedagogical Focus (darkness of gradient dominance of focus)	Teacher Centered	Teacher Centered
	Student Centered	Student Centered
	Self-Directed	Self-Directed
	Project-Based	Project-Based
Type of Instruction	Direct Instruction – whole class (60%)	Direct Instruction – whole class (55%)
	Small Group, Leveled Instruction (20%)	Small Group, Leveled Instruction (10%)
	Technology Enhanced Personal Instruction (10%)	Technology Enhanced Personal Instruction (10%)
	Heterogenous Group & Independent Work	Heterogenous Group & Independent Work

	(10%)	(25%)
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Not all Vox Collegiate students begin in the sixth grade. Some students transfer into Vox Collegiate with the need to be familiarized with school expectations and integrated into an established school culture. All new students entering at the beginning of the school year, regardless of grade level, will complete a student orientation and participate in our annual Bulldog Bootcamp. These opportunities introduce students to staff, school culture, expectations, and systems. New students are guided through the Student and Family Handbook and have the opportunity to practice school systems and ask questions. Students entering after the beginning of the school year will have one-on-one meetings with the Head of School or Principal to be introduced to Vox Collegiate. The Head of School will coordinate with new families to schedule meetings to discuss aspects of the school generally covered during family orientation meetings held prior to the start of the school year. Vox Collegiate will identify grade level student liaisons to assist staff with new student integration. Student liaisons will receive training to answer new student questions about Vox Collegiate and to include new students in social activities. We want new students to feel that they are a member of the community as soon as possible. Certain academic goals for Vox Collegiate are based on longitudinal cohort analysis. New students' academic progress will be monitored through cohort analysis, as they will be included in a new cohort upon their entry into Vox Collegiate.

At Vox Collegiate, we strive to create an atmosphere where students feel recognized, understood, and nurtured, enabling them to learn optimally. We recognize the value of building strong, trusting relationships with families, engaging them actively in their children's educational journey. Acknowledging that many challenges lie outside the immediate control of students and their families, we aim to serve as a vital resource, offering necessary support and assistance. This philosophy is integral to our vision of what it means to be a well-designed community school, where every element is geared towards fostering an inclusive, supportive, and effective learning environment for the "whole child." The Community Schools Model guides Vox's work with students, families, staff and community partners to ensure an integrated approach to improving student outcomes and the overall academic, health, and social services for our students.¹⁵ Vox implements the four pillars of the California Community Schools Model:

- **Integrated student supports**, which support student success by meeting academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health and social services." Effectively supporting students also requires that students be well known so that they can be well served.
- **Family and community engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting

¹⁵ Source: California Community Schools Framework, 2022.

educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

- **Collaborative leadership and practices for educators and administrators**, that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including “professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning and restorative justice.”
- **Extended learning time and opportunities**, that include academic support, enrichment, and real-world learning opportunities that extend beyond the traditional school day to support student growth and engagement. These programs include before-and after-school tutoring, weekend activities, summer learning, and enrichment activities such as sports, arts, college/career exploration and STEM programs. By offering extended learning opportunities, our community school aims to boost academic achievement, close learning gaps, and foster social-emotional development.

Local Control and Accountability Plan

We have aligned our educational program’s measurable goals to the priority areas set forth in CA Ed. Code § 52060. Details regarding our measurable goals and the action steps to be taken in furtherance thereof can be found in the below “LCFF State Priorities” table. Keeping these measurable goals at the forefront of our work guides us towards our mission of educating all learners to college success and beyond. As we make progress towards achieving these goals, we know that the vision we have set forth will become a reality. We will remain accountable to the goals that we have set for our school and students, as we know that those goals are ambitious and achievable.

LCFF STATE PRIORITIES <i>(Charter Term Commencing July 1, 2026)</i>	
Goal #1	
<p>Improved Academic Outcomes (growth and achievement)</p> <p>This is a focus goal for increasing academic progress for all students, especially our English Language learners, students with IEPs, and low-income who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, CAASPP, and EL reclassification. By June of 2027, Vox Collegiate will increase the school wide percentage of students who are "Standard Met" or "Standard Exceeded" on the state standardized assessment by 5% in both Math and ELA. By June of 2027, Vox Collegiate will increase the school wide EL reclassification rate by 5%.</p>	<p>Related State Priorities: 1, 2, 4, and 5</p> <p>Local Priorities:</p>

Specific Annual Actions to Achieve Goal

1.1 Equipping Staff - Professional Development and Staff

Collaboration Professional Development

- Support staff in developing a deeper understanding of state assessments and Common Core Standards
- Provide professional development opportunities for instructional staff that focuses on implementing best practices to increase and improve academic achievement for all students in math and ELA

Staff Collaboration and Data Analysis

- Provide regular time for staff to review ongoing assessment data, modifying instruction as needed
- Designate time for meaningful collaboration between teachers, school leadership, and our Special Education team to communicate best practices based on individual student needs

1.2 Assessment and Feedback

Assessment Design

- Designate time for teachers to create and revise formative and summative assessments based on ongoing data analysis, including NWEA and interim CAASPP assessments
- Feedback
- Extend staff time and opportunity to provide substantive individualized student feedback based on formative and summative assessments
- Distribute individualized feedback to students in ELA and Math on regular intervals.

1.3 Targeted Math and ELA Instruction

- Collect and disaggregate data from assessments, including but not limited to CAASPP and NWEA MAP assessments
- Staff uses data to guide collaboration and inform instruction, identify strategies for program improvement, and monitor student progress
- Expand writing practice and alignment across content and grade levels with regular collaborative planning, assessment, and data review of argumentative, explanatory, and narrative writing, including applicability to math performance tasks.

1.4 Targeted Math and ELA Intervention

- Implement small group intervention/tutoring for students performing below 50th percentile in math and ELA

Expected Annual Measurable Outcomes						
Outcome #1: CAASPP Math						
Metric/Method for Measuring: % “Standard Met” or “Exceeded,” via California School						
Dashboard						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	26.6%	31.1%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
English Learner Students	8%	13%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	26.4%	31.4%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	0%	5%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
African American/Black Students	21.8%	26.9%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	27.8%	32.8%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #2: CAASPP ELA						
Metric/Method for Measuring: % “Standard Met” or “Exceeded,” California School Dashboard						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	35.3%	40.3%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
English Learner Students	8%	13%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	34.8%	39.8%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	0%	5%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
African American/Black Students	34.4%	39.4%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	35.8%	40.8%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #3: NWEA Map Math						
Metric/Method for Measuring: Median Student Proficiency, NWEA Map Reports						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	47th	49th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
English Learner Students	22nd	24th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	42nd	48th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	8th	10th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
African American/Black Students	48th	50th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	47th	49th	One percentile increase from year	One percentile increase from year	One percentile increase from year	One percentile increase from year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #4: NWEA Map ELA						
Metric/Method for Measuring: Median Student Proficiency, NWEA Map Reports						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	50th	52nd	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
English Learner Students	29th	31st	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	50th	52nd	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	22nd	24th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
African American/Black Students	53rd	55th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	48th	50th	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year	One percentile increase from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #5: ELPAC						
Metric/Method for Measuring: % of Students Improving on ELPAC, ELPI Dashboard						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
English Learner Students	59.6%	64.6%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	59.6%	64.6%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
African American/Black Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	59.6%	64.6%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #6: EL Reclassification Rate						
Metric/Method for Measuring: % of Students Reclassifying						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
English Learner Students	22%	27%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	22%	27%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
African American/Black Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	22%	27%	1% increase from prior year	1% increase from prior year	1% increase from prior year	1% increase from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Goal #2	
<p>Maintaining and Exemplary School Climate</p> <p>Vox Collegiate will maintain an exemplary school climate and culture where all students feel safe, valued, and are highly engaged in learning.</p> <p>This is a Maintenance of Progress Goal. These areas and metrics will be evaluated and monitored frequently and actions.</p>	<p>Related State Priorities:</p> <p>1, 3, 5, 6, and 8</p> <p>Local Priorities:</p>
Specific Annual Actions to Achieve Goal	
<p>2.1 Student and Staff Culture Celebrations</p> <ul style="list-style-type: none"> - We will have regular student and staff culture celebrations to promote a positive school climate. <ul style="list-style-type: none"> - Monthly family meeting <ul style="list-style-type: none"> - celebrate students of the week - semester awards - core value awards - NWEA MAP growth - Regular cultural celebrations <ul style="list-style-type: none"> - Latino Heritage - Black History Month 	

<p>2.2 Restorative Practices</p> <ul style="list-style-type: none"> - Implement increased restorative practices with respect to school discipline and PBIS <ul style="list-style-type: none"> - Pairing of PBIS and restorative justice practices (Dean of Culture) - Designated restorative practices lead engaged in professional development with IIRP. Provides explicit staff professional development on restorative practices - Collaboratively build and maintain restorative assignments library (fighting, bullying; cyber) - Culture Coordinator to conduct restorative conferences - Revised student and family handbook to reflect restorative practices as our grounding philosophy - Utilizing Aeries for tracking awards and consequences with staff to monitor and implement systems - Increase utilization of In-School Suspension in place of Out of School Suspension, and adopt restorative protocols for In -School Suspension - Robust response to intervention staff professional development

2.3 Student Enrichment

- Student Enrichment
 - Enrichment Courses - Art
 - Clubs & Intramurals- video games, anime, volleyball
 - Field trips - college visits annually, earned and entitled field trips

2.4 Social Emotional Learning and Mental Health

- Social Emotional Learning and Mental Health
 - Homeroom Circles: focus on helping students feel as though their identity is an asset to their academic success rather than a barrier. Because of the small advisory group size students are able to develop a bond with each other and a trusted adult which will allow the adult to scan for any needs that should be addressed in a 1:1; Builds student empathy and fosters connections with an adult and school setting. (Culture Coordinator and Student Supports Lead)
 - Mental Health Clinician through Community Partnership
 - consults and advises teachers and staff with mental health needs
 - runs professional development related to mental health issues
 - provides individual and small group counseling

2.5 Attendance Initiatives

- Any student who misses three classes in one week will receive a parent phone call from a leadership team member, along with additional check-ins from an assigned staff member. Additional supports may be provided as determined through the SST or Response to Intervention process.
- Operations support staff dedicated to supporting student attendance, engagement, and enrollment.
 - Awards, field trips, and classroom incentives will be provided for students who attain perfect attendance and/or increase their average daily attendance.

2.6 Health & Safety

- Vox Collegiate will continue to ensure well maintained facilities following all health protocols per public health guidance with annual safety plan update and training.
 - Vox Collegiate will work with school leadership and outside organizations to create a renewed communications and response plan for disaster events.
 - Continue annual inspection of facilities to ensure standards of safety and access. Identified issues will be tracked and completed as needed.
 - Conduct an annual school climate survey.
 - Maintain community safety for students coming to and leaving from school.

2.7 Highly Engaged Educational Partners: Promote Educational Partner Participation

- Annual School Climate Survey
 - Conduct annual stakeholder survey to gather input on educational programs
 - Make revisions and improvements based on survey results
- Educational Partner Councils, Committees, and Input Meetings
 - Continue ongoing recruitment of families, focusing on parents of English Learners, socioeconomically disadvantaged students, and students with disabilities, to participate in the active School Site Council and any other parent advisory committees
 - Hold input meetings for students, parents, and parents of students with disabilities
- Ongoing Parent-Educator Workshops and Support
 - Host a minimum of 3 parent educator workshops that staff and parents collaborate on to cover topics that further supports learning at home
- Provide regular communication with families regarding individual student progress (Budget: Aeries & Class Dojo)
 - Weekly communication about student progress
 - Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students' progress.

2.8 Operational Soundness

- Vox Will ensure all students have access to healthy resources at school including
 - Breakfast and lunch
 - Snacks as appropriate
 - Clean Water
 - Emergency Supplies
 - Required Health Screening

Vox will maintain an operationally sound school following required legal and regulatory requirements of relevant authorities.

Outcome #2: High Attendance: Improve Chronic Absenteeism Rate by 10%						
Metric/Method for Measuring: Dataquest						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
All students	41.9%	31.9%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
English Learner Students	41.5%	31.5%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
Long-term English Learner Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Socioeconomically Disadvantaged Students	41.6%	31.6%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
Foster Youth Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students with Disabilities	47.1%	37.1%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
African American/Black Students	61.8%	51.8%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
American Indian/Alaska Native Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Asian Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Filipino Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Hispanic/Latino Students	37.8%	27.8%	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year	1% decrease from prior year
Native Hawaiian/Pacific Islander	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Students of Two or More Races	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
White Students	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

Outcome #3: High Attendance: Improve Average Daily Attendance (ADA) to 95%						
Metric/Method for Measuring: CALPADS/Dataquest and SIS						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	ADA (2022-23) – 91%	95%	Maintain ADA of at least 95%	Maintain ADA of at least 95%	Maintain ADA of at least 95%	Maintain ADA of at least 95%
Outcome #4: Engaged Learners: Maintenance of Low Suspension Rate below 5%						
Metric/Method for Measuring: CALPADS/Dataquest and SIS						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	0.5% suspension rate in the 2022-2023 school year	Maintain low suspension rate below 5%	Maintain low suspension rate below 5%	Maintain low suspension rate below 5%	Maintain low suspension rate below 5%	Maintain low suspension rate below 5%
Outcome #5: Engaged Learners: Maintenance of Low Expulsion Rate below 5%						
Metric/Method for Measuring: CALPADS/Dataquest and SIS						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	0% expulsion rate in the 2022-2023 school year	Maintain low expulsion rate below 5%	Maintain low expulsion rate below 5%	Maintain low expulsion rate below 5%	Maintain low expulsion rate below 5%	Maintain low expulsion rate below 5%
Outcome #6: Engaged Learners: Maintain or lower the number of students who dropout in Middle School						
Metric/Method for Measuring: CALPADS/Dataquest and SIS						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	0% dropout rate in the 2022-2023 school year	Maintain low dropout rate below 1%	Maintain low dropout rate below 1%	Maintain low dropout rate below 1%	Maintain low dropout rate below 1%	Maintain low dropout rate below 1%

Outcome #7: Highly Engaged Educational Partners: Maintain the level of attendance at conferences, family workshops and/or trainings						
Metric/Method for Measuring: Participation and Attendance Records						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	99% of families attended family conferences in the 2022-23 school year	Maintain the level of attendance at conferences, family workshops and/or trainings	Maintain the level of attendance at conferences, family workshops and/or trainings	Maintain the level of attendance at conferences, family workshops and/or trainings	Maintain the level of attendance at conferences, family workshops and/or trainings	Maintain the level of attendance at conferences, family workshops and/or trainings

Outcome #8: Highly Engaged Educational Partners: % of staff who respond positively to school safety and sense of connectedness						
Metric/Method for Measuring: Stakeholder Survey						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	91% of staff agree/strongly agree that they belong at Vox in the 2022-23 school year	Maintain high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox	Maintain high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox	Maintain high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox	Maintain high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox	Maintain high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox

Outcome #9: Highly Engaged Educational students % of staff who respond positively to school safety and sense of connectedness

Metric/Method for Measuring: Stakeholder Survey

Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	<p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>	<p>Maintain high level of student satisfaction:</p> <p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>	<p>Maintain high level of student satisfaction:</p> <p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>	<p>Maintain high level of student satisfaction:</p> <p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>	<p>Maintain high level of student satisfaction:</p> <p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>	<p>Maintain high level of student satisfaction:</p> <p>90% of students agree/strongly agree that they belong at Vox</p> <p>90% of students agree/strongly agree that their classes are safe and under control.</p>

Goal #3	
<p>Increasing Student Outcomes</p> <p>Increasing Student Outcomes: Vox Collegiate will provide students equitable access to a high-quality, well-rounded, and standards-aligned education assuring college and/or career readiness.</p> <p>This is a Broad Goal. These areas and metrics will be evaluated and monitored frequently and actions.</p>	<p>Related State Priorities: 1, 2, 4, and 7</p> <p>Local Priorities:</p>
Specific Annual Actions to Achieve Goal	
<p>3.1 Curriculum & Instruction</p> <ul style="list-style-type: none"> - Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS <ul style="list-style-type: none"> - Premium licenses for Reading Plus, Nearpod, Newsela, Lexia, Zoom, Chromebooks, Hotspots, etc. - TCI, FUSE, Reading Reconsidered, OpenUp Resources as core curriculum - Develop instructional plans aligned to adopted curricular materials - Maintain continuity of access to online tools and instruction for all students and staff, including basic online infrastructure <p>3.2 Assessments</p> <ul style="list-style-type: none"> - Develop internal assessments as needed and Principal to provide PD to staff to support implementation <p>3.3 Professional Development</p> <ul style="list-style-type: none"> - Teacher and staff professional development <ul style="list-style-type: none"> - 3 weeks of summer professional development for teachers regarding instruction, culture, and operations to foster a safe and positive school culture and climate Mental Health First Aid, Trauma Informed Practices, Restorative Circles, and Mandated Reporter. - weekly professional development for teachers regarding school and classroom practices that create a positive and safe school culture. - weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques - NWEA data analysis - Will include Title II allocation for teacher support. 	

Expected Annual Measurable Outcomes						
Outcome #1: High Quality, Standards -Based Curriculum: All students have standards aligned instructional materials in school and at home						
Metric/Method for Measuring: Annual SARC Report						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	100% of students have access to standards-aligned materials and curriculum with ELD (2022-2023)	100% of students have access to standards-aligned materials and curriculum with ELD	100% of students have access to standards-aligned materials and curriculum with ELD	100% of students have access to standards-aligned materials and curriculum with ELD	100% of students have access to standards-aligned materials and curriculum with ELD	100% of students have access to standards-aligned materials and curriculum with ELD
Outcome #2: Maintaining Highly Qualified Teachers: Teachers and staff are appropriately assigned and fully credentialed in area taught						
Metric/Method for Measuring: CALSAAS Annual & SARC Report						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	83% of current staff are appropriately assigned and fully credentialed in area taught curriculum with ELD (2022-2023)	At least 90% of current staff are appropriately assigned and fully credentialed in every area taught	At least 90% of current staff are appropriately assigned and fully credentialed in every area taught	At least 90% of current staff are appropriately assigned and fully credentialed in every area taught	At least 90% of current staff are appropriately assigned and fully credentialed in every area taught	At least 90% of current staff are appropriately assigned and fully credentialed in every area taught

Outcome #3: Maintaining Student Preparedness: % enrollment in courses required by the state for middle and high school						
Metric/Method for Measuring: Annual SARC Report						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	100% of courses conducted with state adopted standards	100% of courses conducted with state adopted standards	100% of courses conducted with state adopted standards	100% of courses conducted with state adopted standards	100% of courses conducted with state adopted standards.	100% of courses conducted with state adopted standards

Outcome #4: Maintaining Highly Quality Instruction: Implementation of all adopted standards access to a broad course of study						
Metric/Method for Measuring: CALSAAS & Annual SARC Report						
Applicable Student Groups	Baseline 23-24	2026-27	2027-28	2028-29	2029-30	2030-31
Not Applicable	100% of students enrolled in a course required by the state for middle and high school	100% of students enrolled in a course required by the state for middle and high school	100% of students enrolled in a course required by the state for middle and high school	100% of students enrolled in a course required by the state for middle and high school	100% of students enrolled in a course required by the state for middle and high school	100% of students enrolled in a course required by the state for middle and high school

Instructional Design

Vox Collegiate is designed as a seamless 6th10th grade college preparatory school because students' paths to college and career should follow a cohesive progression, carefully designed to increase skills and knowledge in conjunction with independence. Sponsored by the U.S. Department of Education, the Great Schools Partnership produced a strategic guide to aid schools in easing students' transition from middle to high school, reducing the risk for 9th grade dropouts.¹⁶ The guide was written in response to the significant social, emotional, and academic challenges faced by students entering 9th grade, which leads to a higher likelihood of failing 9th grade courses, which leads to a higher likelihood of dropping out of high school.¹⁷ The plans and interventions suggested in the guide include collaboration between middle and high schools, providing high school orientation programs for students and families, and providing personalized academic and socio-emotional supports for transitioning students.¹⁸ We recognize the value that the plans and interventions provide in the transition from middle to high school, but know that we can do more to minimize the negative effects of the middle to high school transition.

While the schools that we have studied in developing our design served as strong models and provided us with a starting point, we have been careful not to stop at replication, ensuring that we meet the needs of our students and the desires of our families. Many of the students that Vox Collegiate educates come to us at-risk and behind grade level proficiency, unprepared to meaningfully access age-appropriate literature or engage with age-appropriate mathematical concepts. Our sixth-grade students may not be ready to independently analyze the internal struggle of Esperanza in *Esperanza Rising* or explain how the distributive property can be applied to solve multi-digit multiplication questions. With this in mind, the Team has examined and applied current research on the most effective strategies to educate and support traditionally at-risk students, providing them with a meaningful and innovative educational experience.

At Vox Collegiate, we set all students on a path to academic excellence and the development of their voice beginning in sixth grade. Thereafter, we support every student to reach their academic potential, and ensure that, regardless of race, socioeconomic status, home language, or ability, all Vox Collegiate students complete our 6-10 academic program fully prepared to lead a life of success in college and career.

To ensure that we meet the needs of the community and that every student at Vox Collegiate is successful in middle school, high school, college, and beyond, we embrace five core beliefs:

¹⁶ Abbott, Stephen E. and Pamela D. Fisher "Ninth Grade Counts – Strengthening the Transition Into High School," *Great Schools Partnership*, Summer 2012, <https://www2.ed.gov/programs/slep/ninthgradecounts/ninthgradecountsguide.pdf>.

¹⁷ Ibid.

¹⁸ Ibid.

Every Student Deserves a Meaningful Education.

“A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement.” – California Constitution, Art. 9, § 1.¹⁹

Vox Collegiate believes that the only way to ensure that our students reach their ambitious academic and life goals is to define and measure a quality and meaningful education by the academic rigor and performance expectations of the highest performing schools, public and private, in Los Angeles and from across the U.S.

Like the highest performing public and private schools in Los Angeles and across the U.S., Vox Collegiate knows that all of our students have the ability to succeed in college, and that such success lies in the quality of the education they receive at each level of their course of study. When Vox Collegiate students matriculate from eighth grade to high school, they will be gritty, self-motivated, independent learners, confident in their own potential, with the ability to advocate for their personal and academic needs; and they will have the measurable content knowledge and skills to tackle a college preparatory course of study in grades nine through twelve. In order to get our students to this point, we provide meaningful, high quality middle and high school education that holds them to high expectations and is clear on the action steps required for academic success.

The academic expectations for Vox Collegiate students come from exceptional academic achievement that has been reached by students at schools like Harvard Westlake, Marlborough School, California Academy of Mathematics & Science, and Huntington Middle School. A meaningful, quality education does not simply mean that our students are proficient and meet CCSS. Vox Collegiate students are expected to meet and exceed these standards as well as exemplify what it means to be high achieving students.

We know that we have provided a meaningful education when:

- All students read at or above grade level
- All students perform math skills at or above grade level
- All students maintain a love of reading, such that, their measured reading activity outside of school hours exceeds that of their peers
- All students formulate and deliver effective oral and written arguments, logically reasoned, well researched, and clearly communicated.
- All students meet measurable benchmarks that put them on track to perform well enough on the ACT or SAT to be accepted into highly competitive colleges and universities

Vox Collegiate will provide an opportunity for the parents and guardians of Los Angeles to send their children to a high performing school that will prepare children for future success. Research has shown that middle school behavior can predict a student’s likelihood of graduating from high

¹⁹ Full text of the California Constitution can be found at https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=CONS&division=&title=&part=&chapter=&article=IX.

school.²⁰ Sixth grade students who either: (i) failed math or ELA; or (ii) attended school less than 80% of the time; or (iii) earned an unsatisfactory behavior grade in a core subject had between a 10% and 20% chance of graduating high school on time. Vox Collegiate will assist in the continued upward trend toward 100% high school graduation in LAUSD by monitoring and addressing the middle school predictors of high school dropout prior to ninth grade and supporting our students and their parents to correct course before they matriculate to high school.

Because we know that failing math or ELA in middle school is a predictor of high school challenges, and that many of our students will enter the sixth grade performing below grade level expectations in both subjects, Vox Collegiate will provide additional time, instruction, and intervention in both ELA and math. Because we know middle school attendance directly affects success in high school, Vox Collegiate will communicate with families regularly and frequently so that parents are always aware of absences and the effect that such absences are having on their child's education. A child may be sick and out of class, but it is within our power to communicate to parents what the day's lesson was, what homework was distributed, and how their child can have access to such material. Because we know that unsatisfactory behavior impacts long term academic success, Vox Collegiate will communicate with parents biweekly with progress reports on how students' behavior is impacting their learning and how their child is growing as a contributing member of the Vox Collegiate school community. As a school, we are not in control of everything that happens in a student's life, but it is within our control to provide meaningful support to students to offset challenges that students will undoubtedly face. Our support to students and families will include: (i) a prioritized focus on literacy at all grade levels; (ii) an intentional design of tiered interventions, providing students additional time to make the academic gains necessary to close the achievement gap; (iii) a safe and structured learning environment, including a stable foundation for our students; and (iv) consistent parent involvement and communication, including family orientation, home visits, monthly family nights, and biweekly progress reports. Additionally, through effective teaching and rigorous curriculum, with a priority on literacy and mathematics, we will ensure that all of our students are academically prepared to be accepted by and succeed in highly selective high schools and eventually colleges across the country, focusing on readiness for the UC and CSU system.

Based on the 2023 and 2024 SBAC performance of elementary schools in the Target Community, we understand that many of our students will enter middle school behind grade level, in need of intensive instruction to close the achievement gap and then leap ahead by the time they begin high school. In order to properly support students to reach their academic goals and expectations, a meaningful education at Vox Collegiate will include the following:

²⁰ Balfanz, Robert, "Putting Middle Grades Students on the Graduation Path," *National Middle School Association*, June 2009, https://www.amle.org/portals/0/pdf/articles/policy_brief_balfanz.pdf.

Prioritized Focus on Literacy.

“Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn’t learn the reading basics early is unlikely to learn them at all. Any child who doesn’t learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.”²¹ According to a 2011 study conducted by Central Connecticut State University, among 75 of the largest cities in the country, Los Angeles ranked 61st in literacy.²² As of 2003, it was estimated that approximately one third of Los Angeles residents, 16 and older, lacked basic literacy skills.²³

A lack of literacy places students at risk of underachieving academically, walling them off from accessing entire fields of knowledge, and risks their freedom and basic ability to care for themselves or the families that they will one day have. Indeed, research shows that “85% of juveniles who appear in court and 75% of unemployed adults are illiterate.”²⁴

Illiteracy can be eliminated; and the only way to guarantee that Vox Collegiate students receive a meaningful education is to ensure that they are excellent readers. Literacy – the ability to read, write, and speak with clarity and insight - will open doors to all areas of study and will provide students with the necessary foundation to succeed in the career of their choice, prepared to follow their passions and reach their fullest potential. Vox Collegiate’s prioritized focus on literacy extends to every subject that we teach; math, history, science, speech and debate, enrichment, and physical education. Our students will read and write in every class and be evaluated on their ability to do so. The depth of understanding and meaning behind all areas of study is enhanced when students read and write about what and how they are learning. Vox Collegiate ensures that every student both learns to read and reads to learn.

Our sixth through eighth grade ELA instruction will include a 60-minute period within our daily schedule, which consists of guided reading, independent reading, rhetorical analysis, and elective reading groups. Further, our student incentive initiatives, which include weekly, school-wide awards ceremonies and the ability to earn school-branded merchandise, are heavily vested in independent reading. Students are encouraged to always have something to read on their person, whether that be a copy of *Their Eyes Were Watching God* or the most recent issue of *Time Magazine*. Regular independent reading is key for our students to improve their reading performance.²⁵

²¹ Moats, Louisa, “Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.” *American Federation of Teachers*, June 1999. Online at <http://www.aft.org>.

²² Wilson, Simone, “Los Angeles Ranks In Bottom Fourth Of 'America's Most Literate Cities,” *LA Weekly*, Jan 10, 2011, <http://www.laweekly.com/news/los-angeles-ranks-in-bottom-fourth-of-americas-most-literate-cities-2394040>.

²³ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy, <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>.

²⁴ Adams, Marilyn Jager, *Beginning to Read: Thinking and Learning About Print*, Cambridge, MA: MIT Press, 1990.

²⁵ Caldwell, K., and T. Gaine, “The Phantom Tollbooth’ and How the Independent Reading of Good Books Improves Students’ Reading Performance,” CA: Reading and Communication Skills Clearinghouse.(2000) (ERIC Document Reproduction Service No. ED449462).

In accordance with A-G requirements, our ninth through tenth grade students will take at least one English class, 50 minutes per day, in each of the four years that they are in high school. Although students will not have a second period of small group literacy in high school or reading groups, students will have at least 20 minutes dedicated to daily Office Hours in which they will be required to meet in small groups with content teachers to have in depth discussions about the content covered in class. Office hours will be a time for both remediation/tutoring and advanced study and exploration of high school concepts. Through Office Hours, high school students will begin practice advocating for and leading their own education. There will be choice in which Office Hours session students attend and with whom they attend them.

At Vox Collegiate, the goal is to provide rigorous academic instruction to ensure that all students are getting the academic foundation that they need in order to be prepared and succeed in college, their career, and life. We fully understand and are driven by the fact that our students' success is dependent on their ability to effectively communicate thinking, opinions, feelings and needs. Therefore, one of the greatest accomplishments is in seeing the written expression development of our students. A major focus of our professional development and instructional practices focused on our students in becoming confident and proficient writers as the vehicle of their oracy and literacy development. Students have had robust practice varied forms of multi-paragraph writing to convey their thoughts, opinions, and claims across all content areas. In addition, students' skills are developed through ongoing verbal and written feedback from the instructional staff grounded in the CAASPP rubrics. As a result, students are motivated to strengthen their writing abilities and overall impact as communicators.

Tiered Interventions.

As outlined throughout this document, to begin high school prepared to master content and embrace independence, prepare for college admission, and fulfill all A-G requirements, the majority of our middle school students will need to make greater than three years of academic growth during their three years of middle school. In addition to providing a highly structured, focused, and joyful learning environment, effective teaching, rigorous expectations, and data-driven instructional decisions, Vox Collegiate will feature a school day (9:00 a.m. to 4:00 p.m.) to support our students in achieving their academic goals.

Vox Collegiate, we believe that every student deserves the right support at the right time to grow with confidence and succeed in both academics and life. To ensure that all learners—regardless of their starting point—receive the individualized academic support they need, we've implemented a comprehensive system of tiered interventions. This approach allows us to identify student needs early, provide targeted support, and monitor progress closely, ensuring no student falls through the cracks.

Tier 1: Core Classroom Instruction

Our Tier 1 instruction incorporates evidence-based practices that engage students through multiple modalities and strengthen literacy rich skill development.

As a school, we have devised and implemented the following steps:

- **Structured Annotation and Visual Tools for Deeper Language and Literacy Development:** Use of a structured process of accessing text and media via an annotation methodology designed to enhance critical reading, information processing, and analytical thinking. These systematic approaches guide students through four distinct phases of engagement with all four domains of language development: listening, speaking, reading and writing. Across all content areas, students are provided with consistent visual tools to organize information, make connections between concepts, and develop higher-order thinking skills while reducing language barriers to content comprehension.
- **Collaborative Learning Strategies:** Shared reading and group practice promote peer-to-peer learning and feedback opportunities. Implementation of Booklet challenges and Nearpod activities that increase engagement while providing immediate formative assessment data.
- **Assessment Integration:** Strategic administration of NWEA assessments and CAASPP Interims with proficiency incentives to build assessment literacy and goal-setting skills. We have enriched our ELA curriculum with increased focus on regular exposure and practice with questions closely modeled after those found on the CAASPP. Additionally, the pacing of ELA instruction has been designed so that students have more authentic engagement with more texts, ensuring their familiarity with the varied text genres they will encounter on formative and summative assessments.

Tier 2: Targeted Interventions

As part of our Tier 2 interventions, Vox Collegiate offers targeted support for students who need additional time and instruction beyond the core classroom experience. These interventions include the use of high-impact blended learning programs in math, reading, and other foundational skills—designed to provide personalized instruction that meets students where they are. By combining adaptive technology with small-group instruction, we ensure that students receive both individualized attention and rigorous academic support in a structured setting.

Tier 3: Intensive Interventions

For students requiring intensive support, our Tier 3 interventions address foundational skill deficits as well as targets strategies to improve ELA and math outcomes specifically for our English Learners:

- **Small Group Foundational Skills Instruction:** We have established a structured Reading Fluency intervention program with a systematic four-step process. Students begin with a timed cold read to establish baseline performance, followed by modeled reading with whisper read- along to internalize proper expression and pronunciation. They then engage in independent practice before completing a final timed warm read. This process measures growth in Words Correct Per Minute (WCPM) from cold to warm reads, providing immediate feedback while tracking progress over time to build reading fluency and confidence.

- **Blended Learning Programs:** Reading Plus and Lexia Power Up are high-impact blended learning programs in reading, that leverage evidence-based literacy tools such which build comprehension, vocabulary, and reading fluency through personalized, adaptive instruction. We have also implemented Lexia English with targeted instruction for Newcomer students, providing a comprehensive approach to academic language development through explicit instruction in vocabulary, sentence structure, and discourse patterns essential for academic success.

At Vox Collegiate, the Mastery Practice period will include individualized intervention and robust support in a blended learning environment, as previously described, to reach students at their zone of proximal development.²⁶ Recent analysis and review of research sponsored by the U.S. Department of Education shows that increased learning time has a significant and substantially important positive effect on literacy for students who are below grade level proficiency.²⁷ Specifically, the review found that increased learning time was effective when: (i) delivered by certified teachers; (ii) delivered through lessons that were organized and focused with clear articulation of learning objectives and a sequenced demonstration of skills; (iii) included experiential instruction; and (iv) targeted specific student subgroups.²⁸ The rigorous learning program at Vox Collegiate fits this criteria. Teachers are appropriately licensed and credentialed. Our lesson plans are focused and delivered through a gradual release model. Students will receive experiential instruction through hands-on activities and some project-based learning. The Mastery Practice period is focused on supporting students at their individual learning levels, differentiating based on individual needs and the needs of student groups, including ELs, students performing below grade level, students with special education needs, and students identified as gifted and advanced.

Safe and Structured Learning Environment.

In 2014, the UCLA Institute for Democracy, Education, and Access published *It's About Time*, a study of the learning time and educational opportunity in California High Schools.²⁹ The study found:

- A. A 39% chance of the chaos of the home environment of students in schools with 75%-100% of students receiving free or reduced lunch prices (“High Poverty Schools”) affecting learning time;
- B. Students in High Poverty Schools lost more than half an hour each day, compared to their wealthier peers, due to classroom interruptions and delays to their routine;
- C. Teachers in High Poverty Schools spend an hour more than their peers on non-instructional tasks; and
- D. High Poverty Schools lost almost ten more school days than “Low Poverty Schools” due

²⁶ See p. 29, Element 1, for description of blended learning at Vox Collegiate.

²⁷Kidron, Yael, and Jim Lindsay, “The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a meta-analytic review,” Institute of Education Sciences, U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia, July 2014, https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf.

²⁸ Mirra, N., and John Rogers, *It's About Time*, UCLA's Institute for Democracy, Education, and Access. 2014.

²⁹ Ibid.

to teacher absences, emergency lockdowns, and standardized test preparation.³⁰

The takeaway from the UCLA study is that the potential instability in home life and disruption in the classrooms of students in High Poverty Schools means that students are at great risk of learning less in a given school year than their more affluent peers. In application, students in the Target Community would be expected to typically receive less instructional time and experience a less focused, less cohesive learning environment. Knowing that a chaotic home environment can lead to a disruptive school environment, which takes away from the learning time of students, we are dedicated to our locus of control, and therefore we have structured a school that maximizes learning opportunities for our most at-risk students by eliminating chaos and providing a school that supports learning throughout the day for all learners.

We are a joyful school that infuses excitement and engagement into the classroom through our learning content and physical activity. We are also a structured and disciplined school. Just as we believe in high academic expectations, we also believe in high expectations for school structure and personal behavioral choices. Every minute of learning time matters. The vast majority of students need to make greater than three years of academic gains in the three years that they spend in our middle school academy to be fully prepared for high school. Aligned to (i) the ambitious nature of our college preparatory mission for all students and (ii) LAUSD goals of 100% graduation, proficiency for all, 100% attendance, parent and community engagement, and school safety, structured and consistent academic approaches (including vertically and horizontally aligned curriculum, cognitively guided math instruction, and prioritized teaching taxonomies) and operational practices (how we enter, operate within, and leave school) are a cornerstone of Vox Collegiate.

From classroom to classroom, the physical spaces that students enter are consistent, as are the systems for how students engage with such physical spaces. Students begin and end each lesson the same way and are able to find required school resources in the same place in every classroom. The whiteboard configuration at the front of the room will provide students with the same information from classroom to classroom.

There is one system for bathroom procedures, homework assignment / distribution / collection / monitoring, peer-to-peer discussions, and accessing academic supplies. The expectations for these systems are clear and explicitly taught to our students by school leadership during orientation and by their classroom teachers during the first weeks of the school year. These systems will immediately be a clear and consistent part of our culture and will minimize classroom distractions that interfere with learning time so that students can remediate academic gaps quickly and accelerate their learning. We embrace the challenge, understanding that achieving the ambitious academic goals set for our students requires that we are a focused and structured school that protects learning time and shields out non-academic distractions.

³⁰ Ibid.

Complementing a consistent academic structure throughout the school day, Vox Collegiate reinforces stability and connection through daily advisory routines. Students begin and end each day the same way—by engaging in advisory with their dedicated advisory teacher and cohort, creating a consistent space where they feel a sense of connectedness, safety, and accountability as they strive toward success.

With the implementation of the California Community Schools Partnership Program (CCSPP), Vox Collegiate has significantly expanded its capacity to support students beyond traditional academics. This initiative has allowed the school to deepen its investment in whole-child development by strengthening systems that address students’ academic, social-emotional, and wellness needs. A key part of this growth has been the development of a dedicated SEL team—professionals who bring the time, care, and expertise needed to address students’ emotional and behavioral challenges with intention and compassion. With these supports in place, teachers are better equipped to prioritize rigorous and effective instruction, knowing that students are receiving the wraparound care they need to fully engage in learning. These integrated efforts ensure that students are not only present, but prepared to grow, achieve, and thrive—both in school and beyond.

Parental Involvement and Investment.

The California Department of Education provides its districts with a toolkit for improving and structuring family engagement with schools and student learning. The message from the former California’s State Superintendent of Public Instruction Tom Torlakson at the introduction of the family engagement framework is clear: “Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years.”³¹

Vox Collegiate agrees with the former State Superintendent’s message, and that message has directly affected our academic design. Vox Collegiate proactively and consistently engages parents about the relationship between family involvement and their child’s academic achievement. Engaging parents from enrollment through graduation allows us to work closely with parents to create a culture of learning that extends from the doors of the school through the doors of our students’ homes. The Team meets with families through a Parent University also known as a Family Orientation to the start of the school year. The Family Orientations provide a chance for small group and one-on-one interactions between the school and families to discuss questions, concerns, expectations, and how students will succeed at Vox Collegiate. Home visits are incorporated and intended to build positive relationships with each individual family and are held in a location that is comfortable for each family, including foster families and those families who are homeless or living in homeless shelters.³² We will meet wherever the family is most comfortable, which could include local libraries or other local public spaces or the school itself.

³¹ *Family Engagement Framework, a Tool for California School Districts*. California Dept. of Education, 2014.

³² Home visits are not required. Vox Collegiate will provide an accessible meeting location for families who do not wish to meet at their homes.

Teachers and academic members of the Leadership Team (Head of School, Dean of Culture, Managing Director of Special Education, and Principal) will communicate with families on a biweekly basis through phone calls with updates on student successes and areas of growth. Parents will receive biweekly progress reports with student academic and behavior performance. Families are invited to attend Monthly Cafecitos to have a conversation with the Principal and school staff about the expectations of Vox Collegiate for our staff, students, and families. Prior to distribution of student grades at the end of a trimester, advisory teachers schedule conferences with parents to discuss students' academic and behavior performance for the term and strategic plans to help students continue to grow. Additionally, we offer monthly family events to celebrate student successes and engage with our families on a more personal level. Vox Collegiate supports families throughout the school year with homework assistance and opportunities for parents to confer with teachers, via telephone and email, so that parents can support the academic needs of their children.

High Quality Teachers are the Key Lever to Student Learning.

In 2014, Harvard and Columbia University professors published a study which found that great teaching, measured through a value-added approach, provides students with benefits well beyond their academic performance in one year with such instruction.³³ The study found that students educated by great teachers are: (1) more likely to succeed in college; (2) more likely to attend highly selective colleges; and (3) more likely to have better socioeconomic futures.³⁴ A 2012 study by The Education Trust – West, which focused specifically on LAUSD, found that highly effective LAUSD ELA teachers were able to provide students with an additional half year of learning compared to students with teachers whose effectiveness was ranked in the bottom quartile of teachers, using a value-added model.³⁵ In math, effective teaching in LAUSD equated to an additional four months of student learning.³⁶

Additional research shows that “in a single year’s teaching, the top 10% of teachers impart three times as much learning to their pupils as the worst 10% do.”³⁷ Our students cannot afford to have teachers outside of the top 10%. In order for us to ensure our students have a future filled with academic and professional opportunities, it is vital that students experience great teaching in all subjects and within the pivotal middle school years. A study conducted by ACT, found that development of successful skills and habits in middle school is critical to ensuring high school success and college readiness.³⁸ Students leaving middle school without proper preparation are less likely to be college-ready by the time they leave high school³⁹. Using college readiness benchmarks in reading, math, and science, the study found that increasing academic performance

³³ Chetty, Raj, John Friedman, and Johan Rockoff. “The Long-Term Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood.” Pittsburgh, PA, *The American Economic Review*, 2014.

³⁴ Ibid.

³⁵ Hahnel, Carrie and Orville Jackson, “Learning Denied: The Case for Equitable Access to Effective Teaching In California’s Largest School District,” *The Education Trust – West*, Jan. 2012, <http://studentsmatter.org/wp-content/uploads/2012/04/ETW-Learning-Denied-Report1.pdf>.

³⁶ Ibid.

³⁷ “How to Make a Good Teacher.” *The Economist*, June 11, 2016, <http://www.economist.com/news/leaders/21700383-what-matters-schools-teachers-fortunately-teaching-can-be-taught-how-make-good>.

³⁸ “The forgotten middle: Ensuring that all students are on track for college and career readiness before high school”, *ACT*, Iowa City, IA, (2008).

³⁹ “The forgotten middle: Ensuring that all students are on track for college and career readiness before high school”, *ACT*, Iowa City, IA, (2008).

by the time students leave the eighth grade significantly improved college and career readiness upon high school graduation.⁴⁰ In fact, the rate of academic growth in high school for students who met eighth grade college readiness benchmarks was greater than those who did not.⁴¹ In order to maximize learning in high school, students must be academically successful in middle school. Therefore, Vox Collegiate prioritizes the hiring of talented and motivated teachers, providing them with the robust and targeted professional development and individualized support needed to reach their professional potential.⁴²

The teachers that we recruit and hire are qualified and capable individuals, appropriately licensed and credentialed, and aligned with our mission - individuals who believe that all children can succeed and who have committed their professional capacity to ensuring that they do. Our teachers are team-oriented people with an internal desire to grow as experts in their profession.

They are critical of themselves and their professional performance, embracing feedback, training, observations, and growth as they seek to improve their practice and student outcomes every day.

They are individuals who pride themselves on not just imparting knowledge but inspiring students to be self-motivated learners by connecting classroom experiences to life ambitions. We do not expect teachers to come to us perfect – great teachers are grown, not born - but we will require that they be receptive to coaching and practicing their craft for the betterment of our students.

Data Drives Decisions.

All of the decisions related to the planning and operation of Vox Collegiate are guided by our mission and goal of ensuring that all students excel in college and beyond. The leadership team is guided on the path towards our goals by data collected from students' performance on national, state, and school-specific assessments, aligned to the CCSS and college readiness measures. These assessments include formative, interim, and culminating assessments that are administered to all students.

Although experience and intuition are important in decision-making for an institution, relevant data provides evidence that can be used to pressure test vision and insights, granting decision-makers the opportunity to ask specific questions aligned to problems that need to be solved for an organization to meet its goals and improve.⁴³ Data collection aids schools in understanding more about their systems, teachers, and students. Data analysis provides an opportunity to turn knowledge into improved decision-making and performance. With ongoing data analysis, classroom instruction and the overall function of the school will remain relevant and appropriate. Research has shown that collaborative analysis of qualitative data and student performance data positively impacts the pedagogical approaches of classroom teachers, allowing them to expand

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² See p. 124, Element 1, for full details on the professional development program at Vox Collegiate.

⁴³ Brynjolfsson, Erik, and Andrew McAfee, "Big Data: The Management Revolution," *Harvard Business Review*, October, 2012, <https://hbr.org/2012/10/big-data-the-management-revolution>.

their skills and effectiveness in the classroom.⁴⁴

We hold ourselves accountable to the goals we set for students at Vox Collegiate. Staff, parents, board members, and students regularly receive and review data in order to identify areas of strength and growth and to plan for ways to improve the education provided to students at Vox Collegiate.

The Leadership Team and teachers regularly and systematically analyze student data to serve as the basis for conversations with all of our stakeholders. All elements of our school design are geared toward the goal that, regardless of entry point, at the end of each school year all students are proficient or advanced in their respective grade level standards. Regular and systematic analysis of student data ensures that Vox Collegiate can course correct in a timely manner to ensure students are being effectively educated and are measurably on course for academic success at their grade level.

We Learn from the Best and Make It Better.

Guided innovation can lead to remarkable breakthroughs in any field, including education. One of the legislative intents in enacting the Charter School Act of 1992 was to “encourage the use of different and innovative teaching.”⁴⁵ In alignment with California’s goal of innovation, and in addition to core content areas, we dedicate a full class period to speech and debate instruction, aligned to CCSS and California ELD standards. Through our innovative speech and debate program, each of our students find confidence in their voice and grow as advocates for themselves and their communities. They develop the research and logical reasoning skills to form clear and persuasive arguments and the confidence and performance and rhetorical skills to effectively communicate their messages.

In addition to our speech and debate program, we have integrated the best practices of highly effective classrooms and schools across the country as guideposts for our educational plan and improved upon them to fit the specific needs of the Target Community, including students performing below grade level, ELs, and students with special needs. Like Brooke Charter Schools, our English units are based around the study of novels and non-fiction books, specifically texts like *Number the Stars* by Lois Lowry and *Brown Girl Dreaming* by Jacqueline Woodson that engage critical questions of voice, social justice, and equality. Additionally, students will read classic literature like *House on Mango Street*, *Animal Farm*, and *Narrative of the Life of Frederick Douglass* so that they are exposed to and knowledgeable about classic English literature.⁴⁶ Like Equitas Academy in the Pico Union neighborhood of Los Angeles, we offer students additional learning time, which allows us to build a strong foundation in literacy and math while still offering

⁴⁴ Pella, Shannon, “What Should Count as Data for Data-Driven Instruction? Toward Contextualized Data-Inquiry Models for Teacher Education and Professional Development,” *Middle Grades Research Journal*, Volume 7(1), 2012, Information Age, <http://www.psychosphere.com/What%20should%20count%20as%20data%20for%20data-driven%20instruction%20.%20.%20.%20contextualized%20data-inquiry%20by%20Pella%20-%20Lesson%20Study.pdf>.

⁴⁵ CA Ed Code § 47601(c).

⁴⁶ <http://www.ebrooke.org/>.

engaging experiences with physical education, technology, and the arts.⁴⁷ Like Marlborough School in the Hancock Park neighborhood of Los Angeles, Vox Collegiate asks students to question and think critically about what they are learning, both inside and outside of the classroom, and apply a critical eye to their community, seeking ways to build a better community and use their voices for good.⁴⁸

Understanding that the job and tech boom of Silicon Beach is an important part of the economic future of Los Angeles, we effectively incorporate technology in innovative ways, including coding, engineering classes, and financial literacy through middle school enrichment and in formal classes at the high school level⁴⁹. With a blend of classical education, based on extended literature, logic, oracy and rhetoric study, interdisciplinary curriculum design, and computer-based learning experiences, Vox Collegiate prepares Los Angeles' next generation of innovators.

1. Every child has a voice. Developing Students' Character Confidence Allows Them to Use Their Voice to Improve the World.

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” – Martin Luther King, Jr.

Preparing students for success in college and beyond requires more than academic support. We build within each of our students a unique voice and a resolute character – a voice and character about which they are confident as they enter the world outside of the protective walls of our school. Vox Collegiate ensures that each of our students develop an independent and confident voice of their own so that they will enter college and the workplace as leaders, guided by a strong and ethical code. The Character Education Partnership has outlined eleven principles of effective character education as a framework for schools to follow in developing and implementing character development programs.⁵⁰ The principles include:

1. Promoting core values.
2. Defining character to include thinking, feeling, and doing.
3. Using a comprehensive approach.
4. Creating a caring community.
5. Providing students with opportunities for moral action.
6. Offering a meaningful and challenging academic curriculum.
7. Fostering students' self-motivation.
8. Engaging staff as a learning community.
9. Fostering shared leadership.

⁴⁷ <http://www.equitasacademy.org/>.

⁴⁸ <http://www.marlborough.org/index.aspx>.

⁴⁹ See p. 95, Element 1, for details on proposed course offerings at Vox Collegiate.

⁵⁰ “11 Principles of Effective Character Education,” *Character.org*, <http://character.org/more-resources/11-principles/>.

10. Engaging families and community members as partners.
11. Assessing the culture and climate of the school.⁵¹

In 2015, the schools across the country that the Character Education Partnership identified as being schools of character - schools that effectively embodied the eleven principles of effective character - were also schools that performed at high levels academically and outpaced national averages for student attendance.⁵² Strong character and strong academics are inextricably linked.

Through explicit teaching and the living model of our staff and Board, our students embody the Vox Collegiate A.R.T values. We believe that there is an ART to leading with our voice which underpin life success:

- **Ambition** - We hold ourselves accountable as we determine our bright futures by actively pursuing and accomplishing challenging goals.
- **Respect** - We treat ourselves and our community with care, empathy, and honesty.
- **Team** - We belong to a beautifully diverse community greater than ourselves and work together toward a just world.

Developing and practicing the habits of these values allows our students to achieve success and seize opportunity and impact inside and outside of the classroom.

Instructional Methods and Pedagogical Focus

We believe in the gradual release of responsibility and focus on developing student capacity and independence as they progress from sixth through tenth grade, as previously described and outlined in the Vox Collegiate Tiers of Academic Independence. Additionally, as previously reflected, we do not prescribe to a single pedagogical focus or instructional method. Instead, we believe that different pedagogies play distinct roles in leading students to the ultimate goals of capacity and independence. The pedagogical focus and instructional methods in support of guiding students to capacity and independence are implemented across content areas. Each category is explained below.

Direct Instruction - Direct instruction at Vox Collegiate is a teacher centered approach to instruction that uses carefully planned, standards-based and goal-oriented lessons that are sequenced to explicitly lead students from dependence on the teacher to independent application of skills. Despite trends towards, and some benefits of, student-centered approaches to education, research has shown teacher centered, direct instruction to be highly effective.⁵³ At Vox Collegiate,

⁵¹ Ibid.

⁵² "2015 Annual Report," *Character.org*, <http://character.org/wp-content/uploads/2015-Annual-Report-reduced-size.pdf>.

⁵³ In a synthesized review of the results of more than 50,000 studies of the effects of various factors on academic achievement, John Hattie found direct instruction to be a highly effective teaching strategy, including teaching students with special needs. Hattie, John, *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, NY: Routledge, 2009.

teacher centered direct instruction is used as a main staple throughout the school.⁵⁴

Enhanced Personalization – To meet the needs of all students, instruction must be differentiated. Even when the general framework of long-term curriculum plans and daily lesson plans are well-crafted and effective in practice, to ensure that all students are being supported to grow, regardless of whether a student is identified as gifted and talented or struggling to meet grade level standards, teachers must differentiate instruction so that all students can learn effectively. Differentiation may include differentiation of content, teaching methods, and teaching environment.

At Vox Collegiate, we utilize differentiated instruction in multiple ways throughout the academic program in order to personalize instruction for each student. One common means of differentiation is the use of technology. We are a one-to-one laptop environment. Every student has the opportunity to access high-quality computer-based learning programs. This allows our teachers greater range and flexibility in designing highly effective differentiated learning experiences for students.

The strategic use of blended learning and the inclusion of technology across multiple content areas helps to close the achievement gap for our students and aid them in gaining independence in learning. Technology is not a cure-all for the challenges facing public education, but it can be a tool in accelerating the efficiency and effectiveness of instruction. The purposeful use of technology, specifically computer-based learning platforms, enhances our instruction in four major ways:

- Personalizing learning for students to work on content suited to their individual skill level.
- Providing students with more practice with content and immediate feedback on their progress towards mastery.
- Improving the efficiency of instruction by allowing time for teachers to differentiate and provide attention to students most immediately in need and providing immediate data to teachers to inform instruction.
- Creating a technological mindset under which students are comfortable using technology as a means of accessing information, solving problems, and communicating.

As previously stated, the blended learning environment in our Mastery Practice classes are a rotation model, in which students rotate between targeted small-group or individual instruction with a teacher, computer-based learning platforms, and individual or group work during daily, 60-minute periods⁵⁵. The use of computer-based learning platforms aid in developing students' autonomy, as students work at a pace and level of rigor that fits their zone of proximal development.⁵⁶

⁵⁴ See p. 83, Element 1, for a detailed description of the prioritized instructional strategies to be used by Vox Collegiate teachers.

⁵⁵ Each rotation will normally last between 15 and 20 minutes. Teachers may adjust rotations depending on student needs. Rotation plans for blended learning periods will be a required component of teacher lesson plans.

⁵⁶ The "zone of proximal development" was defined by psychologist Lev Vygotsky as the level of instruction most beneficial to student learning – the level of learning slightly beyond the student's independent capabilities but where students can access material with limited assistance. Maintaining instruction at the zone of proximal development is a means of scaffolding for students, ensuring that as they advance, new material that is presented to them is challenging

Teachers are encouraged and trained to incorporate technology throughout the curriculum through computer-based assignments and assessments, computer-based learning platforms during Mastery Practice and independent class time, online communication with teachers, assignments, and classes focused on digital media, and coding instruction.

In college and as professionals, students are expected to have comfort and confidence with new technology, especially computers. Students must not only be able to word process and communicate electronically; they must also be able to use technology to learn and solve problems independently. Most immediately, students must have the technological comfort to confidently show their English and math skills on the computer-based SBAC assessment, which they must complete in grades 6, 7, 8, and 10 grade during the duration of their middle and high school experience at Vox. It is our responsibility to ensure that as our students advance through middle and high school, they are provided with the support and guidance to gain independence and comfort with and mastery of technology. We will fulfill our responsibility by implementing the purposeful use of technology on a school-wide basis. The figure below details the expectations for how technology is to be incorporated into the school model.

Vox Collegiate Technology Expectations		Middle School	High School
Curriculum	<ul style="list-style-type: none"> Blended learning rotational model for ELA Focus and Math Focus courses 	X	
	<ul style="list-style-type: none"> Blended learning rotational model and flipped model as designated by teachers through lesson planning 		X
	<ul style="list-style-type: none"> Students use computer based learning platforms in class and at-home to support learning at individual levels¹⁶⁸ 	X	X
	<ul style="list-style-type: none"> Teachers use student polling software for immediate data and feedback 	X	X
	<ul style="list-style-type: none"> Students maintain online work portfolios 	X	X
	<ul style="list-style-type: none"> Students use technology for research 	X	X
	<ul style="list-style-type: none"> Students use Microsoft Excel (or similar software) for data analysis and organization 	X	X
Class	<ul style="list-style-type: none"> Students complete digital media projects aligned to CCSS and California Content Standards 	X	X
	<ul style="list-style-type: none"> Students submit written work and receive feedback through Google Docs 	X	X

yet attainable per their individual skillset.

Assignments	● Peer review and critique through Google Docs	X	X
	● Group assignments organized through Google Docs	X	X
Testing	● Computer based NWEA MAP assessment in ELA and math	X	X
	● Computer based mock SBAC assessment	X	X
	● Computer based SAT mock exams and practices through College Board and Khan Academy		X
Progress Monitoring	● Students and families can check grades and behavior through our online student information system	X	X
	● Students will check school schedule and calendar updates posted on the school website	X	X
Communication	● Students expected to communicate with teachers via email regarding school work and when in need of additional assistance	X	X

Student Collaboration – At every grade level, whether done independently or guided by teachers, student collaboration through group work is an essential element to student growth and academic achievement. We want to ensure that our students have ample opportunities to collaborate and learn with and from one another. Student collaboration provides a number of proven benefits, including:

- Development of higher-level thinking, oral communication, self-management, and leadership skills
- Promotion of student-teacher interaction
- Increase in student retention, self-esteem, and responsibility
- Exposure to and an increase in understanding of diverse perspectives
- Preparation for real life social and employment situations⁵⁷

In assessments, long term curriculum plans, and daily lesson plans, we incorporate group work in a number of ways. A primary way of incorporating group work and collaboration at Vox Collegiate is through speech and debate practice in content areas outside of our speech and debate courses. Students debating ideas from English to science are forced to collaborate and argue with peers, constantly engaging with and learning from the ideas of others, developing their speaking, listening, and reasoning skills. Additionally, teachers are encouraged and trained to include collaboration into their classrooms through leveled small group instruction, middle school reading groups, case studies applied to various content areas, group problem solving, group research projects and presentations, heterogenous group testing, and discussion partners in each classroom. As students advance through tiers of academic independence, more group work is incorporated into student work and classroom instruction.

⁵⁷ Cornell University Center for Teaching Excellence, <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborativelearning.html#impact>.

Curriculum and Instruction

Aligned with our focus on development of each student's voice, Vox Collegiate's mission is to ensure that all sixth through tenth grade students excel in high school, college, and beyond. We know that our mission is possible in a school environment in which instruction and curriculum are tailored to academically rigorous standards and where development of character confidence is an intentional priority.

Vox Collegiate attests that each student will have sufficient instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the Head of School, in consultation with staff, will identify areas of need and order or create materials for the following year. Most curriculum and instructional materials at Vox Collegiate are internally developed. Additional curriculum, materials, and instructional activities are selected from state-adopted textbooks/materials based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college. Vox Collegiate will rely on a blend of digital content and hard-copy textbooks as appropriate for each content area and mastery level.

Core Content Area Curriculum Materials

Proposed Core Content Area Curriculum Materials

Grades	ELA & ELD	Mathematics	History/Social Science	Science
6-8	<ul style="list-style-type: none"> ● Vox Collegiate selected texts ● Vox Collegiate created materials ● Reading Plus ● Lexia PowerUp ● Duolingo ● NoRedInk ● Khan Academy ● Google Classroom ● Newsela ● Nearpod ● Lexia English ● Listenwise 	<ul style="list-style-type: none"> ● Open Up (adapted by Vox Collegiate as needed) ● Vox Collegiate created materials ● Khan Academy ● Prodigy ● Google Classroom ● Dreambox ● Nearpod 	<ul style="list-style-type: none"> ● Vox Collegiate created materials ● Vox Collegiate created materials ● Khan Academy ● Google Classroom ● Newsela ● TCI ● Nearpod 	<ul style="list-style-type: none"> ● Vox Collegiate selected texts ● Vox Collegiate created materials ● Vox Collegiate selected texts ● Full Option Science System (“FOSS”) ● Discovery Education ● Khan Academy ● FUSE ● Google Classroom
9-10	<ul style="list-style-type: none"> ● Vox Collegiate selected texts ● Vox Collegiate created materials ● Duolingo ● NoRedInk ● Khan Academy ● Google Classroom ● Newsela 	<ul style="list-style-type: none"> ● Eureka Math (adapted by Vox Collegiate as needed) ● Vox Collegiate created materials ● Khan Academy ● Google Classroom ● Dreambox 	<ul style="list-style-type: none"> ● Vox Collegiate selected texts ● Vox Collegiate created materials ● Khan Academy ● Google Classroom ● Newsela 	<ul style="list-style-type: none"> ● Vox Collegiate created materials ● Vox Collegiate selected texts ● Khan Academy ● Google Classroom

We believe that curricular and instructional alignment must be three-fold in order to effectively educate all students. Curriculum and instruction, including the previously described instructional methods of direct instruction, technology enhanced personalization, small-group leveled instruction, and independent group work, must be:

1. **Aligned to rigorous standards** that set clear learning and performance goals for students

- at each grade level and in each content area.
2. **Vertically aligned** between grade levels and content areas to ensure that students receive interdisciplinary learning experiences in which they are provided opportunities to practice skills and demonstrate mastery in multiple ways.
 3. **Horizontally aligned** at each grade level and content area to set quality control for student learning and ensure that best practices at Vox Collegiate are being shared with all students.

Vox Collegiate implements ELA and mathematics curriculum aligned to CCSS. Additionally, embracing our students who are ELs, our curriculum is aligned to California’s ELD standards. California’s ELD standards were designed to be integrated across all content areas so that ELs will have the opportunity to access grade level content while simultaneously developing their mastery of the English language. Integrated ELD is also embedded in students’ daily Mastery Practice block. Our social studies and science curriculum are aligned to California’s History-Social Science Content Standards and the Next Generation Science Standards for California Public Schools (“NGSS”), respectively.

Keeping in mind Vox Collegiate’s commitment to developing character confidence, we integrate speech and debate instruction and exercises across our curriculum as an innovative component of our instructional design. By explicitly teaching rhetorical strategies and logical reasoning through speech and debate, tailored to content area curriculum, students will develop independent voices as learners and leaders, with the confidence to share their voices with the world. Students will know that the messages they carry are grounded in sound thought and delivered in a way that all listening ears can understand. Speech and debate instruction and exercises, including opportunities for public speaking, in-class debates (research-based and impromptu), storytelling (oral and written), argument/rhetoric critiques, are built into content area assessments and daily lesson plans, aligned to CCSS and ELD standards.

At the middle school level, for ELA, math, science, and history/social studies, teachers are provided with scope and sequence plans, unit plans, and summative assessments for the full school year, prepared by the academic members of the Leadership Team. By providing these plans and assessments to teachers, we ensure vertical and horizontal alignment and that teachers are clear about the knowledge and performance expectations for Vox Collegiate students. Further, our teachers’ energy is focused on practicing and executing effective instructional practices to be applied on a school-wide basis. Vox Collegiate teachers prepare daily lesson plans, formative assessments, and homework for each content area. During summer professional development, teachers begin analyzing and internalizing plans and assessments provided by the Leadership Team. There are structured opportunities for teachers to collaborate, ask questions, and understand how provided plans and assessments should inform their daily lesson plans, formative assessments, homework, and student interventions.

Given the required content area expertise of teachers at the high school level, we will require our high school teachers to do more curriculum planning than our middle school teachers. High school teachers will be provided with scope and sequence plans and summative assessments in core

subjects, but will be expected to develop unit plans, daily lesson plans, and formative assessments, with support from the Head of School and Principal.

Scope and Sequence Plans – Scope and sequence plans for each content area will provide a general overview of the ideas, concepts, topics, and standards to be addressed in a school year, mapped out across the school calendar with estimates of assessment dates.

Unit Plans – Unit plans provided to teachers will narrow the scope and sequence plans to provide further detail on exactly what standards and objectives are to be taught and when. Each unit plan will include the following:

1. Abstract overview of all content covered during the unit;
2. Rationale for why given content is important to students;
3. Executive functioning skills to be practiced and demonstrated by students;
4. Metacognitive strategies and exercises;
5. Key points for students to understand in order to reach mastery;
6. Key learning experiences outside of normal lesson plan;
7. Common student misconceptions;
8. Required materials;
9. Key vocabulary;
10. CAASPP assessment examples (where applicable);
11. Unit Assessment;
12. CCSS and/or content area standards to be covered;
13. Teaching objectives; and
14. Unit calendar.

Summative Assessments – To ensure alignment between standards to be addressed, content and skills to be assessed, and content and skills to be taught, the scope and sequence and unit plans for each content area are aligned to summative assessments that reflect the student knowledge and performance expectations after a full year of learning based on CCSS and California Content Standards. Like scope and sequence and unit plans, the academic members of the Leadership Team, prior to the start of the year, create summative assessments. Teachers will prepare formative assessments as grade level teams prior to the start of each trimester.

Knowing that high quality teachers are the key lever to student learning, the professional development and support for all of our teachers is a priority at Vox Collegiate. The yearly professional development cycle includes an extensive summer program (15 days prior to the first day of school), weekly professional development (75 minutes each Friday following early dismissal of students), weekly grade level meetings or content team meetings, weekly feedback and observation loop, and data analysis and collaboration days (9 full days throughout the school year).

Summer Professional Development Program – As part of our unique approach to instructional planning, delivery, and supports, teachers participate in Summer Institute, three weeks of professional development prior to the start of the school year. The first week focuses on building culture and allows teachers to engage in conversations about the school’s mission, vision, and their role in building a lasting academic institution for the families of the Target Community. Understanding their role includes dissecting their daily, weekly, and more long-term responsibilities to Vox Collegiate, students, families, and the community. Teachers are given instruction on school operational systems and are provided with ample and unique opportunity to practice such systems, including student arrival, dismissal, and classroom transitions. In week two, professional development focuses on curriculum. Vox Collegiate teachers are provided with curriculum plans prepared by the academic members of the Leadership Team and given the opportunity to collaborate for an entire week within their content areas to begin internalizing the long-term plans and writing daily lesson plans. Week three focuses on practicing the high priority instructional strategies described below and integrating them into daily lesson plans. This week also provides teachers with the opportunity to practice the first week of school in order to ensure that students start the school year on strong footing, with teachers who are confident about the systems, procedures and expectations of Vox Collegiate.

Weekly Professional Development – Fridays at Vox Collegiate have an abbreviated schedule. Students are dismissed early at 2:30 p.m. and teachers will participate in professional development aligned to school-wide instructional goals and gaps from 2:45 – 4:00 p.m. The academic members of the Leadership Team determine instructional priorities and areas of growth through weekly teacher observations and data analysis. Each teacher has a weekly check-in with their coach to discuss their progress towards personal professional goals. Teachers are expected to write their personal goals in daily lesson plans. Weekly professional development meetings also provide opportunities for teacher collaboration on planning and assessments.

Professional Development, Non-Instructional Days – Following interim assessments, teachers participate in full day professional development days (9 per year) that have been held on the calendar as non-instructional days. Teachers collaborate as content area teams to analyze student growth and absolute performance on interim assessments in order to plan for future lessons and to develop intervention plans for students in need of additional assistance to reach their academic goals. All teachers meet to analyze and discuss school-wide successes, gaps, and trends. The academic members of the Leadership Team provide teachers with whole school plans and priorities for instruction based on interim data.

Instructional Strategies - Using research-based teaching taxonomy, including that developed by Doug Lemov, our teachers consistently use the instructional strategies described below to lead students to their ambitious academic goals.⁵⁸ In preparing instructional plans for Vox Collegiate, the Team observed and analyzed these strategies in action at some of the highest performing urban charter schools across the country.

⁵⁸ Lemov, Doug, *Teach Like a Champion 2.0*. Jossey-Bass, San Francisco, CA, 2014.

High Priority Instructional Strategies		
Skill	Type	Description
Right is Right	Academic Expectations	After setting clear expectations of how students of what is correct, students are held accountable to meet the expectation, without exception.
No Opt Out	Academic Expectations	A student unable or unwilling to correctly respond to a question is expected to complete the learning process. “I don’t know” is an unacceptable answer. Teachers will prompt the student to support their ability to correctly respond. If student is still unable to correctly respond, teacher will allow other students to respond correctly and return to the struggling student, giving them the opportunity to respond correctly using the model of their classmates.
Call and Response	Student Engagement	Choral responses to teacher questions build energy and positivity within the classroom.
100 Percent	Behavioral Expectations	All students are expected to follow the clear direction of the teacher all the time. Anything less than 100% is not acceptable.
Sweat the Details	Behavioral Expectations	Teachers expectations for 100% of students meeting expectations include details that may appear to be minor. Any instruction is an important instruction.
Positive Framing	Character and Trust	Narrate student behavior consistently and positively.
J Factor	Character and Trust	Celebrate the learning process and the relationship between hard work and growth.
Normalize Error	Character and Trust	Provide a safe space for students to get things wrong and celebrate their willingness to try and the process of learning. Getting things wrong is a natural part of the learning cycle with which students need to be comfortable.

A safe and structured learning environment drives student achievement. A study of California high schools found that for many low-income students a chaotic home life extended to a chaotic school community that led to less learning time and less academic gains.⁵⁹ “In High Poverty Schools, almost 18 minutes in a typical period are lost. This represents about five minutes more of lost time per period in High Poverty versus Low Poverty schools. Over the course of a school day, this difference would translate into around a half hour less instruction for students in High Poverty Schools. Looked at as a proportion of weekly class time, High Poverty schools lose 28% of instructional minutes, while Low Poverty schools lose only 19%.”⁶⁰ Understanding the effect of chaos on learning time, Vox Collegiate will provide students with a safe and predictable learning

⁵⁹ Mirra, N., and John Rogers. It’s About Time. UCLA’s Institute for Democracy, Education, and Access. 2014.

⁶⁰ Ibid.

environment that balances teacher autonomy with consistency across classrooms and other physical spaces. To ensure a consistent learning environment, Vox Collegiate classrooms will share the following physically and instructionally:

- Common Blackboard Configurations (“CBC”) – The CBC in our classrooms includes the daily schedule, lesson objectives, key vocabulary, homework, rationale for lessons, and a quotation related to school values.
- Vocabulary Word Wall – Each classroom dedicates a wall to student vocabulary developed across content areas throughout the school year.
- Turn and Talk – Students sit in paired desks with “shoulder partners” with whom they share answers to prompts and questions.
- Kinesthetic Learning – Teachers use physical activities within their lessons to create engaging and joyous learning spaces. Teachers intentionally connect student learning to physical activities like hand signals and gestures.
- Habits of Discussion – Each classroom contains anchor charts that provide students with sentence stems to guide classroom discussions and student interactions. Students are expected to use the language provided in the habits of discussion anchor charts to respond to teachers and peers.

Habits of Discussion
Ways to Show Agreement:
<ul style="list-style-type: none"> ● I agree with _____ because _____ ● I agree with you _____, but _____ because _____ ● I would like to add _____ to what _____ just said ● I know _____ because _____
Ways to Show Disagreement:
<ul style="list-style-type: none"> ● I respectfully disagree with _____ because _____
Clarifying Questions:
<ul style="list-style-type: none"> ● I have a question about _____ ● I am confused about _____ <ul style="list-style-type: none"> ○ What did you mean when you said _____? ● Can you please restate the question?
Ways to Further Develop the Conversation:
<ul style="list-style-type: none"> ● Can you say more about that? ● What do you think about what I said? ● Is there evidence to support your argument? ● Why do you think that?

Intervention and Enrichment

Vox Collegiate provides a number of opportunities for students to receive both targeted

intervention and enrichment as necessary, particularly in essential literacy and math skills. Students receive differentiated ELA support within middle school through daily Mastery Practice classes which offer differentiated small-group instruction in a blended learning environment to allow for both intervention and enrichment as needed. In addition, the daily reading group allows each student to pursue reading growth at their level. Students have the opportunity to take advantage of optional after-school tutoring, which are free and available to all students wishing to participate. Invitations to specific content area tutoring sessions are sent home for students performing below grade level. Attendance for such students is not mandatory but highly suggested. Like in ELA, all middle school students are enrolled in a Mastery Practice class that supplements their primary math course. Like the ELA Focus, this intensive period provides small group instruction and blended learning using resources like Dreambox, Lexia English, Lexia PowerUp, Khan Academy, Prodigy, and ST Math to remediate or enrich their learning as needed. Students who struggle to master essential math concepts during the school day, assessed through NWEA MAP, class work, and school created assessments, are invited but not required to participate in our Academic Tutoring and Enrichment sessions where they will focus on mastery of foundational math concepts required for success in accessing higher level mathematics, including algebra and statistics, as they advance to high school.⁶¹

To support our most struggling and persistently underperforming students with formal intervention, we will use the multi-tiered, student centered, and data-based Response to Instruction and Intervention (“RtI²”), which has been embraced by LAUSD. The purpose of the RtI² model is to have a systematic approach to monitoring and addressing our most dire student needs beyond general instructional differentiation. Although many of the components of the RtI² model, as outlined by the CDE, are a part of the educational program outside of our commitment to students with disabilities, we understand that the RtI² model and core components listed below are particularly important to creating a school in which students who may be struggling to achieve due to an unidentified learning disability are effectively supported to learn and identified to receive proper learning assessments. Students receiving an RtI² intervention program are students whose academic performance has not improved through general classroom instruction and differentiation. RtI² provides a framework ensuring that there is a measurable program in place to provide for student learning despite challenges they may have previously faced in the classroom. Using the RtI² model, the educational program and curriculum at Vox Collegiate includes:

- **Specific Learning Disability Determination.** The RtI² approach may be one component of Specific Learning Disability determination as addressed in the Individuals with Disabilities Education Act of 2004 statute and regulations. As part of determining eligibility, the data from the RtI² process may be used to ensure that a student has received research-based instruction and interventions
- **High-quality classroom instruction.** Students receive high-quality, standards and research- based, culturally and linguistically relevant instruction in their classroom setting

⁶¹ Tutoring will not be mandatory, but students performing below grade level will receive written invitations to attend tutoring for content areas in which they are struggling.

by highly qualified teachers.

- **High expectations.** A belief that every student can learn including students of poverty, students with disabilities, English learners, and students representing all ethnicities are evident in the school and district cultures.
- **Assessments and data collection.** An integrated data collection and assessment system includes universal screening, diagnostics and progress monitoring to inform decisions appropriate for each tier of service delivery.
- **Problem-solving systems approach.** Collaborative teams use a problem-solving systems process and method to identify problems, develop interventions and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
- **Research-based interventions.** When monitoring data indicates a lack of progress, an appropriate research-based intervention is implemented. The interventions are designed to increase the intensity of the students' instructional experience.
- **Positive behavioral support.** School staff members use school wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
- **Fidelity of program implementation.** Student success in the RtI² framework requires fidelity of implementation in the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.
- **Staff development and collaboration.** All school staff members are trained in assessments, data analysis, programs, and research-based instructional practices and positive behavioral support. Site grade level or interdisciplinary teams use a collaborative approach to analyze student data and work together in the development, implementation, and monitoring of the intervention process.
- **Parent/family involvement.** The involvement and active participation of parents/families at all stages of the instructional and intervention process are essential to improving the educational outcomes of their students. Parents/families are kept informed of the progress of their students in their native language or other mode of communication, and their input is valued in making appropriate decisions.

During Summer Institute, prior to the start of the school year, the academic members of the Leadership Team, with support from the special education teacher and Managing Director of Special Education, will train teachers on how to implement the RtI² model in every classroom, focusing on the diagnostic data that we will receive from student assessments at the start of the year. In both summer professional development and ongoing support, teachers will be coached by the special education teachers and Director of Special Education (hired in Y3) on how to best implement, manage and monitor students with IEPs. Using the RtI² model and regular communication with families, teachers identify students whose academic performance does not improve after intervention and a special education teacher or Managing Director of Special Education, in consultation with other content area teachers, will analyze whether such students' lack of responsiveness to intervention may be due to a disability. If, after analyzing data, it is determined that students may have an educational disability, a special education teacher or the Managing Director of Special Education will lead an evaluation to determine their eligibility for

special education services. If eligible, we will work with the students and the students' families to establish IEPs that will support the students to meet their academic goals at Vox Collegiate. There are additional intervention and enrichment opportunities for students beyond the school day. Students have access to additional before-school and after-school tutoring and enrichment in order to supplement and support their success in school. Such access is invited but not required. The tutoring and enrichment are available year-round, free of charge, to all students⁶². Summer programming is reserved for students who fail to demonstrate mastery or earn credit in a course during the normal school year. If students have not failed greater than two core courses in a school year, they can recover full course credit during our three-to-six-week Summer Program.

Course Offerings

Middle School Course List					
	Course	Grades Offered	Grading	Course Credits	A-G
History/Social Studies	World History (Ancient Civilizations)	6	A - F	N/A	N/A
	World History (Medieval & Early Modern)	7	A - F	N/A	N/A
	U.S. History	8	A - F	N/A	N/A
ELA	ELA 6	6	A - F	N/A	N/A
	ELA 7	7	A - F	N/A	N/A
	ELA 8	8	A - F	N/A	N/A
	Mastery Practice	6, 7, and 8	Credit/No Credit	N/A	N/A
	Speech and Debate I	6	A - F	N/A	N/A
	Speech and Debate II	7	A - F	N/A	N/A
	Speech and Debate III	8	A - F	N/A	N/A
Mathematics	Mastery Practice	6, 7, and 8	Credit/No Credit	N/A	N/A
	Math 6	6	A - F	N/A	N/A
	Math 7	7	A - F	N/A	N/A
	Math 8	8	A - F	N/A	N/A

⁶² After school tutoring and enrichment will be from 4:10 - 4:50 p.m. Monday through Thursday unless otherwise designated by the Head of School or Principal. Notice of after-school tutoring will be provided to families in writing. Enrichment classes will be offered based on teacher interest and availability. Tutoring will not be mandatory, but students performing below grade level will receive written invitations to attend tutoring for content areas in which they are struggling.

	Mastery Practice	6, 7, and 8	Credit/No Credit	N/A	N/A
Science	Science 6	6	A - F	N/A	N/A
	Science 7	7	A - F	N/A	N/A
	Science 8	8	A - F	N/A	N/A
Enrichment	Computer Science/Visual and Performing Arts	6, 7, and 8	A - F	N/A	N/A
Health and Physical Education	Health and PE 6	6	A - F	N/A	N/A
	Health and PE 7	7	A - F	N/A	N/A
	Health and PE 8	8	A - F	N/A	N/A

High School Proposed Course List						
	Course	Grades Offered	Grading	Course Credits	Core or Non-Core	A-G
History/ Social Science	Modern World History	9	A - F	10	Core	“a” - CSU and UC freshman admission requirement of 2 years of history/social science, including one year of U.S. history or one semester of U.S. history and one semester of American government, and 1 year of history/social science from either the “a” or “g” subject area (CSU)/ 1 year of world history, cultures, and geography (including European History) from the “a” subject area.
	U.S. History or A.P. U.S. History	10	A - F	10	Core	
English	English I	9	A - F	10	Core	“b” - CSU and UC freshman admission requirement of 4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD, which cannot be completed during the senior year for UC admission).
	English II	10	A - F	10	Core	
Math	Pre-Math I	9	A - F	10	Core	“c” - CSU and UC freshman admission
	Math I	9/10	A - F	10	Core	

	Math II	10	A - F	10	Core	requirement of 3 years of mathematics (algebra I and II, geometry) (4 years recommended).
Laboratory Science	Biology	9	A – F	10	Core	“d” - CSU and UC freshman admission requirement of 2 years of laboratory science with at least 1 year of physical science and 1 year of biological science (one from the “d” subject area and the other from “d” or “g” (CSU)/ at least two of the three foundational subjects of biology, chemistry, and physics (3 years recommended) (from the “d” subject area) (UC).
	Chemistry or AP Chemistry	10	A – F	10 each	Core	
Foreign Language	Spanish I	9/10	A – F	10	Core	CSU and UC freshman admission requirement of 2 years (or equivalent of the 2nd level high school course) of language other than English (3 years recommended for UC).
	Spanish II	10	A – F	10	Core	
	Spanish for Spanish Speakers	9/10	A – F	10	Core	
	Spanish III	10	A – F	10	Core	
Visual and Performing Arts “F”	Foundations of Drawing and Painting	9/10	A – F	10	Core	
	Theater Arts I	10	A – F	10	Core	
	Digital Art and Design	10	A – F	10	Core	
	Intermediate Drawing and Painting	10	A – F	10	Core	
	AP Art History	10	A – F	10	Core	
College Prep Elective “g”	Computer Science	9/10	A – F	10	Core	CSU and UC freshman admission requirement of 1 year of an elective from any area on approved “a-g” course list.
	Engineering	10	A – F	10	Core	
	Speech and Debate I	9	A – F	10	Core	

	Journalism I	9/10	A – F	10	Core	
	Journalism II	10	A – F	10	Core	
	Computer Science II	10	A – F	10	Core	
	Advanced Speech and Debate	10	A – F	10	Core	
Health and Physical Education	Health I	9	Credit/ No Credit	5	Non-Core	
	Health II	10	Credit/ No Credit	5	Non-Core	
	PE I	9	Credit/ No Credit	5	Non-Core	
	PE II	10	Credit/ No Credit	5	Non-Core	

History/Social Studies

Through history and social studies, students will develop their understanding of the world around them and the circumstances that lead to its development. Students’ study of how societal problems are solved and the critical missteps that lead to them will engage critical thinking and provide opportunities for students to develop a personal perspective on how they can promote positive change in the world. History and social studies courses will also support students’ growth as readers and writers, with collaboration between ELA and social studies teachers on the primary and secondary texts, fiction and nonfiction, and those short-response and extended writing exercises to promote academic growth.

The academic members of the Leadership Team support our social studies teachers to develop rigorous social studies lesson plans and formative assessments aligned to California’s History-Social Science Content Standards, beginning during Summer Institute. Social studies teachers coordinate with ELA teachers to develop rigorous and engaging history/social studies lesson plans that reinforce the reading and writing objectives addressed in ELA instruction. Like ELA instruction, history/social studies instruction will include speech and debate instruction and exercises, which will prepare students for the end-of-term interdisciplinary culminating performance assessments described in the speech and debate course outline. Students are required to complete a history/social studies course in each year that they attend Vox Collegiate, from sixth grade through tenth grade.

World History (Ancient Civilizations) (Grade 6) – This sixth-grade course develops student knowledge of ancient civilizations throughout the world and world geography. Students study the development of human civilizations, exploring: (1) human movement; (2) political and legal institutions; (3) trade networks; (4) human technology; and (5) religious and philosophical

systems. Students will have the opportunity to explore primary and secondary resources in this course.

World History (Medieval and Modern Times) (Grade 7) – The study of the world that began in the sixth grade continues in seventh grade with World History (Medieval and Modern Times). This course focuses on world history and geography from the Roman Empire through early modern times and the age of enlightenment. Students broaden their understanding of civilizations and human sociology by continuing to study: (1) human movement; (2) political and legal institutions; (3) trade networks; (4) human technology; and (5) religious and philosophical systems.

U.S History (Grade 8) – In the eighth grade, students transition from world history and civilizations to studying the history of the United States. This course provides students with the opportunity to explore U.S. history from the country’s foundation through the Civil War, Reconstruction, and Industrialization, with particular focus on the Constitution and its origins. Students analyze the establishment of modern democracy in the U.S. and the development of the country throughout different regions, exploring divergent priorities that ultimately led to the civil war.

Modern World History (Grade 9) – Because Vox Collegiate students are required to complete four years of history/social science courses, rather than the two courses required at most CA high schools, Vox Collegiate students begin their high school history/social science course of study in the ninth grade. The high school course of study begins with modern world history. In this course, students explore and analyze major global events from the late 18th century to the present day. This course highlights imperialism, industrialization, globalization, and both World Wars I and II.

U.S. History (Grade 10) – In tenth grade, students revisit U.S. history, focusing on the 20th and 21st centuries. In this course, students analyze both domestic and foreign relations, exploring how legal, political, economic, and social structures developed in the U.S. and their impact on individuals and groups. Much of this course examines how the U.S. foreign and domestic policy changed in response to conflict and its effects on U.S. citizens

AP U.S. History – This AP course may be selected by students, beginning in the tenth grade, replacing the generally required U.S. History course. Like the general U.S. History course, this course requires students to analyze how legal, political, economic, and social structures developed in the U.S. and their impact on individuals and groups. More particularly, this AP course is an intensive study of the development of the U.S. through seven themes: (1) American and national identity; (2) migration and settlement; (3) politics and power; (4) work, exchange, and technology; (5) America in the world; (6) geography and the environment; and (7) culture and society). Students study history through college level texts, significant research projects, and examination of primary and secondary historical resources. This course will prepare students for the AP exam in American History, passing of which suffices for the college course equivalent of a two-semester introductory U.S. history course.

ELA

In order to thrive as learners and excel in the 21st century, all students must be able to access and

utilize the English language in varied, complex formats. Reading is the primary means by which the majority of academic learning will take place in our students' lives. Writing is the primary means of communication. It is critical that students who matriculate through Vox Collegiate are fully capable of accessing and understanding any text that they desire and are able to effectively communicate their thoughts, beliefs, and ideas in writing. Every student is supported to engage with the English language in various formats - from classic novels across a diversity of writers, to biographies, to technical articles, to primary sources. In alignment with California's Reading/Language Arts Framework, each ELA course at Vox Collegiate supports the following: (1) meaning making; (2) language development; (3) effective expression; (4) content knowledge; and (5) foundational skills.⁶³ Our students grow each year to read and understand more advanced texts and ideas. Further, they communicate their understanding and analysis of the ideas expressed in these texts through college preparatory writing skills. The voice that we support students to develop in their time at Vox Collegiate is not just for oration. The extension of their voice through writing is of equal importance. Proper vocabulary, grammar, logic, and creativity are present in the writing of all Vox Collegiate students.

In addition to developing the skills necessary to read and write effectively, we want every student to have a love of reading. Text choice is an important factor in developing a passion for reading. Students are encouraged to read voraciously, and we will provide ample time for students to engage with texts of their choosing that may fall outside of the school curriculum. Additionally, the ELA curriculum includes texts that are not only aligned to student interests but also reflect and honor their diverse cultures, helping students stay engaged and see their identities and experiences represented in their learning. We prepare our students for the most rigorous and selective colleges in the U.S., both public and private, understanding that these schools are the gateway to a life of opportunity for Vox Collegiate students.

⁶³ English Language Arts/ English Language Development Framework, adopted by the California State Board of Education in 2014, <http://www.cde.ca.gov/ci/tl/cf/documents/elaelfwchapter7.pdf>.

Key Components of ELA Instruction	
ELA Component	Rationale/Explanation
Language	Developing the ability to communicate effectively is necessary to succeed in college. Through explicit instruction and teacher modeling, students understand what it means to speak clearly and effectively, and are expected to do so. The vocabulary of each student is a priority. We understand that a larger vocabulary increases students' ability to both access literature and express their own thoughts and feelings in writing and orally. Students are provided with vocabulary based on lessons and texts across all content areas. Students are expected to use newly acquired vocabulary in class discussions as well as their written work throughout the year. Through speech and debate instruction, students analyze rhetorical strategies and effective oratorical interpretations to understand tone, voice, and style and employ effective techniques in their own speech and debate practice.
Literature	As previously stated, reading curriculum is developed by the academic members of the Vox Collegiate Leadership Team. Reading curriculum is taught through class texts with each unit focused on one book (both fiction and non-fiction), supplemented by shorter non-fiction and fiction texts used to teach and reinforce daily objectives and unit themes. Much of the reading instruction is driven by class discussions and debates. Student performance is assessed through oral exercises, short answer written responses, multiple choice questions, and longer form essays.
Writing	Students are expected to do extensive writing in every content area. Writing classes focus on writing and analyzing complex essays, speeches, poetry, and prose. Students are expected to use their analysis of texts from their reading instruction to inform their writing. In anticipation of expectations in high school, students engage with document-based questions as a cross-curricular connection between reading, writing, social studies, and science. As students develop skills throughout the year, the rubric used to analyze their writing will grow. Throughout this process, students receive both verbal and written feedback from teachers and peers and are expected to revise their work by thoughtfully incorporating that feedback to strengthen their writing.

Speech and Debate	<p>Speech and debate instruction and exercises are interwoven across all content areas, focusing on literature, writing, and social studies. Additionally, each middle school grade level is expected to master speech and debate performance objectives each school year, which are assessed and performed at the end of each trimester. These culminating performance assessments are interdisciplinary, incorporating trimester appropriate reading, writing, and history/social studies standards and objectives.</p> <ul style="list-style-type: none"> ● 6th Grade – (1) Declamation; (2) Storytelling; and (3) Expository Speaking ● 7th Grade – (1) Dramatic/Humorous Interpretation; (2) Extemporaneous Debate; and (3) Public Policy Debate ● 8th Grade – (1) Original Prose; (2) Original Oratory; (3) Public Forum Debate; and (4) Extemporaneous Debate
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Vox Collegiate students are required to complete an ELA course each trimester. Literary works are grade level appropriate and culturally relevant. ELs and students with special needs are provided with appropriate accommodations and modifications so that they can fully engage with all grade level material.

ELA 6 – Grade six ELA focuses on four main areas: (1) citing textual evidence to support analysis and interpretation of texts; (2) determining the themes, main ideas, and purposes of texts; (3) understanding and describing the development of textual elements; and (4) analyzing and evaluating arguments based on strength of evidence and logical reasoning. Students are transitioning from elementary to middle school and the level of academic expectation and rigor is likely to be a significant departure from what they have previously experienced. ELA 6 is structured so that students develop gradual comfort with the increased academic expectations of middle school ELA. This course introduces students to Vox Collegiate’s college preparatory expectations for reading and writing.

ELA 7 – Building on the focus areas from the sixth grade, grade seven continues to focus on: (1) citing textual evidence to support analysis and interpretations of texts; (2) determining the themes, main ideas, and purposes of texts; and (3) analyzing and evaluating arguments based on strength of evidence and logical reasoning. Additionally, in grade seven, students focus understanding and analyzing how elements of a text interact and develop. This course introduces new text structures to students, including new forms of poetry and non-fiction writing. Students receive explicit vocabulary instruction, horizontally aligned to other courses.

ELA 8 – In the culminating middle school ELA course, students take a step forward in their engagement with texts. Students continue to: (1) cite textual evidence to support textual analysis; (2) determine and analyze the themes, main ideas, and purposes of texts; (3) analyze the interaction of elements of a text; and (4) analyze and evaluate arguments based on strength of evidence and logical reasoning. Additionally, in grade eight, students are expected to: (1) analyze the development of themes and ideas and how an author’s choice of language contributes to the development of an idea, purpose, characters, and themes; and (2) evaluate the relevance of evidence used in support of arguments and whether such evidence is sufficient to make a sound

argument. Students use what they learn from their analysis of accomplished authors to support their own writing as they develop their writing voice.

Mastery Practice (grades 6, 7, and 8) – Our middle school students have a second period of an ELA Focus, that is a time for small group instruction, individualized support/intervention, and blended learning through a rotation model and use of computer-based learning platforms. This period provides the opportunity for students to engage with an ELA and math study at their personal level.

ELA I – ELA I is the introductory ELA course for all ninth grade students. In this course students use the ELA skills learned in middle school to advance from citing textual evidence in support of textual analysis to evaluating the strength of an analysis (both explicit and inferential) by analyzing and critiquing evidence used in support thereof. Additionally, students continue to: (1) determine and analyze the themes, main ideas, and purposes of texts, analyzing their development in light of specific language and structural choices made by the author; (2) analyze the development and interaction of various textual elements and how they are employed by an author; and (3) analyze and evaluate arguments based on strength of evidence and logical reasoning, paying particular attention to the relevance of evidence and fallaciousness of reasoning.

ELA II – ELA II continues the focus of ELA I, but introduces tenth grade students to more complex texts, ideas, and developmentally appropriate themes.

Mathematics

Using data from similarly situated high performing public charter schools and national research and remaining consistent with CCSS and the California Mathematics Framework for Public Schools, we have developed our mathematics instruction based on the understanding that math proficiency consists of five interwoven components that must be present during learning in order to lead to mastery and persistent growth within mathematics.⁶⁴

1. Conceptual Understanding – Understanding broad mathematical concepts/ideas, relationships, and rationale. Why is this mathematical concept important and in what context should it be applied?
2. Procedural Fluency – Knowing mathematical procedures, understanding when to use them, knowing how to use them, and the ability to perform them accurately and efficiently.
3. Strategic Competence – Forming, representing, and solving mathematical problems.
4. Adaptive Reasoning – Logically relating one mathematical concept to another, with the ability to use such relationships to justify conclusions.
5. Productive Disposition – recognizing mathematics as a field of study worth pursuing and

⁶⁴ Kilpatrick, J., J. Swafford, and B. Findell (Eds.), “Adding it up: Helping children learn mathematics,” *National Research Council. Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: National Academy Press (2001).

recognizing oneself as capable of learning mathematics through consistent effort.⁶⁵

In sixth through eighth grade, daily math instruction will consist of a 60-minute block. Our goal is for all students to complete Algebra 1 by the end of the eighth grade, prepared to complete geometry in the ninth grade. The math curriculum is aligned with CCSS and provides support for ELs to be able to fully access all materials and instruction. In developing the curriculum, the academic members of the Leadership Team of Vox Collegiate, in conjunction with our math teachers, ensure that each mathematics unit and lesson plan addresses the five components of math proficiency.

Key Components of Math Instruction	
Math Component	Rationale/Explanation
Conceptual Understanding	Students connect new mathematical concepts to what they already know and engage with students in conversation about the relationships between mathematical concepts.
Procedural Fluency	Students learn and practice procedures of math computation. Students and teachers engage in discussion regarding when the procedure is to be applied. Lessons are layered to lead students to understand the most efficient ways to accurately perform procedures. Classes discuss common misconceptions in applying procedures.
Strategic Competence	Students formulate, solve, critique, and represent mathematical problems (apply mathematical concepts to answer broad questions). Students understand a situation, generate a mathematical representation, capture core mathematical elements, and recognize similarities and differences between mathematical structures.
Adaptive Reasoning	Students use logic and reason to justify their answers and approaches to problem solving.
Productive Disposition	Students connect what they have learned in mathematics to their effort. Students understand how what they have learned connects to their lives and aspirations.

Students are required to complete a math course in each year that they attend Vox Collegiate.

Math 6 – This course develops student understanding of ratios, proportions, and basic equations and functions. It is broken into four focus areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

⁶⁵ Ibid.

Math 7 – This course develops student understanding of ratios and proportional reasoning and arithmetic with rational numbers. It is broken into four focus areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8 – This course develops student understanding of linear algebra. It is broken into three focus areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

Mastery Practice - Math Focus (grades 6, 7, and 8) – Our middle school students will have a second period of Math each day of Math Focus, that is a time for small group instruction, individualized support/intervention, and blended learning. This period provides the opportunity for students to engage with Math study at their personal level.

Mathematics I – “The fundamental purpose of the Mathematics I course is to formalize and extend students’ understanding of linear functions and their applications.” The content that is taught in this integrated math course is funneled through the following categories: modeling, functions, number and quantity, algebra, geometry, and statistics and probability. Instruction in Mathematics I focuses on the following areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.⁶⁶

Mathematics II – “The Mathematics II course focuses on quadratic expressions, equations, and functions and on comparing the characteristics and behavior of these expressions, equations, and functions to those of linear and exponential relationships from Mathematics I.”⁶⁷ The content taught in this integrated math course is funneled through the following categories: modeling, functions, number and quantity, algebra, geometry, and statistics and probability.⁶⁸ Instruction in Mathematics II focuses on the following areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

⁶⁶ CCSSM, Mathematics I, <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf>. p. 86.

⁶⁷ California Department of Education, Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, adopted by the California State Board of Education, November 2013, <http://www.cde.ca.gov/ci/ma/cf/documents/mathfwgrade8jl.pdf>. p. 541.

⁶⁸ Ibid.

Science

The science curriculum at Vox Collegiate is aligned to NGSS, allowing students to develop the strong science foundation in middle school that are needed to succeed in honors science courses. Our middle school science curriculum sequences NGSS using an integrated learning progression. In sixth through eighth grade, the performance expectations, aligned to CCSS, are applied to content instruction in life, earth & space, and physical science. Performance objectives are organized into concepts that apply to each of the three science topics. Students are required to complete a laboratory science course in each year that they attend Vox Collegiate.

Science 6 - In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry into global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Science 7 - In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students consider human impact on these systems and explore engineering approaches to these concepts.

Science 8 - In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students consider human impact on these systems and explore engineering approaches to these concepts.

Biology - Biology Honors is a one-year laboratory science course devoted to the study of living organisms and their interaction with their environment. Topics include the chemistry of life, cell structure and function, heredity, molecular genetics, evolutionary biology, diversity of organisms, human physiology, and ecology. Students are expected to demonstrate critical thinking skills and higher levels of understanding.

Chemistry - Chemistry is a one-year laboratory science course. It is an introduction to inorganic chemistry and is intended to expose students to the fundamentals of chemistry. Topics include ionic bonding, nomenclature, solution chemistry, precipitation reactions, acid/base reactions, redox reactions, gas laws, energy, molarity, stoichiometry, and equilibrium.

AP Chemistry - AP Chemistry covers content typical of a first-year college general chemistry

course. To succeed in this course, students must exhibit high levels of commitment, motivation, and academic maturity. Students spend approximately two hours per week working on college level experiments, including Inquiry Labs.

Foreign Language

Vox Collegiate students complete at least two years of a language other than English, fulfilling A-G requirements and Vox Collegiate graduation requirements. Beginning in the ninth grade, students have the opportunity to begin a four-year foreign language course of study that, if completed, will lead students to fluency in a language other than English, providing them with access to people and places with which they would otherwise be challenged to communicate. Students will have the opportunity to take AP foreign language courses prior to graduation.²²²²²³

Spanish I - This course introduces students to Spanish language and culture. It provides practice listening, speaking, reading and writing in Spanish. Correct pronunciation and intonation are stressed. Basic language structures are introduced and the appreciation of the culture and customs of Spain and Spanish speaking countries is encouraged. Topics like family, friends, likes and dislikes are used in a communicative context.

Spanish II - This course reviews and expands the principal themes of Spanish I AB. The major verb tenses are introduced and their application in a communicative context is practiced in group and individual written and oral presentations. Students learn to communicate and inquire about others as well as ask appropriate questions to solve simple problems of daily life.

Spanish III - This level completes the presentation of the grammatical structure of the language, enhance the patterns of the spoken language, and broaden the student's language use. Aspects of the social, political, scientific, and cultural life of the countries where Spanish is spoken are explored.

Spanish for Spanish Speakers - This course is designed for the native speaker of Spanish. Students learn to read and write the Spanish language using proper grammar as required in the academic world. Social, cultural, and historical aspects of life in the countries where Spanish is spoken are explored.

Visual and Performing Arts

Art, both visual and performing, is an essential part of an education and provides benefits for students beyond their ability to recognize and produce art. A 2014 study found that students' exposure to cultural art experiences: (i) improved students' knowledge about art and their desire to consume it in the future; (ii) made young people more tolerant and empathetic; and (iii) boosted critical thinking skills.⁶⁹ We want students at Vox Collegiate to develop an appreciation for and understanding of art, as well as the ability to produce art for themselves, freeing their natural ability to innovate and create a vision of the world that is wholly their own. Art provides a platform to connect one's aesthetic, cultural, and emotional perspectives and share them with the world.

⁶⁹ Greene, Jay P., et al, "Arts Education Matters: We Know, We Measured It," *Education Week*, Dec. 2, 2014, <http://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html>

Through enrichment, our school students are exposed to visual and performing arts and begin to develop their own perspectives.

Introduction to Digital Arts - Virtually every photograph or illustration in print, on television, or on the Web, is created or finished using a computer. In this course, students learn basic digital graphic skills using Adobe Photoshop CS3 and an introduction to Flash or other elements from the Adobe Master Suite, including video and sound editing, if time permits. They draw, paint, scan, photograph, and manipulate images to create art. Projects are designed to encourage individual exploration and self-confidence in a variety of media while learning the application of design principles.

Digital Art and Design - This course explores the crossover and interplay between digital and traditional art making. This course further examines the use of technology as an art-creation tool through a variety of digital tools, such as Adobe Photoshop, After Effects, and Flash. Typography, graphic and interactive design will be introduced. From designing posters to illustrating a book, students are given transferable skills that will prove valuable in any discipline.

Digital Storytelling - In this course, students explore and create their own digital stories using images and sounds, along with the written word. As part of this course students are given a series of five digital storytelling projects to complete. Students begin their journey with the class by creating multimedia short stories about their life and experiences. After working on autobiographical short stories students experiment with the methods of the documentarian. Students are given the opportunity to write a documentary depicting a story from the world in which we live. In the next project, students enter into the world of fiction where each student develops his or her own unique narrative by imagination.

Foundations of Drawing and Painting - This course focuses on developing fundamental skills in both drawing and painting. Emphasis is placed on the study of form, light and shadow, color, and composition through the exploration of techniques in wet and dry media. Students develop a basic design vocabulary while increasing their observational, analytical, technical, and expressive studio art skills.

Intermediate Drawing and Painting - This course offers a continuation of material introduced in Foundations in Drawing and Painting. Emphasis is placed on breadth of subjects, materials, techniques, and approaches to artwork while working in both wet and dry media.

Theater Arts I - This course requires no prior experience in theatre and is designed to explore the nature of theatre as a performing art. This class trains the actor in the areas of speech, voice, movement, music, and dance. Students study selected plays from the perspectives of actors and directors, and the strategies of playwrights to develop the ability to imagine the play in performance and to appreciate the range of theatre's possibilities. The acting curriculum features improvisation, storytelling, poetry, text analysis, contemporary and classical scene studies, neutral mask, character mask, clowning, commedia dell'arte, television and film technique, and audition

preparation. Course may involve costs of attending professional theatre productions.

College Prep Electives

In high school, it is critical that students begin to find their passions. The purpose of the elective course offerings at Vox Collegiate is to provide students with a diverse spectrum of courses with which they can engage over their four years of high school. Through elective courses, students begin to see what careers they may want to pursue. They also begin to find the intellectual avenues and life experiences that fulfill them. To develop self-motivated learners, we provide students with the opportunity to explore what it is they are interested in learning.

Computer Science I - This course is an introduction to web page design and development through a series of online tutorials. These includes introductory courses in HTML, XHTML, JavaScript, CSS, and Critical Website Evaluation Criteria as well as an overview of currently accepted Web Standards as outlined by the World Wide Web Consortium. Students will build a variety of personal websites demonstrating the skill acquired from these tutorials. Students are expected to complete a final Web project, incorporating and demonstrating the skills acquired through these tutorials.

Computer Science II - Computer Science II introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, Computer Science II prepares students for college and career. Topics that are explored: networks, internet, www, encryption, programming with Java Script, data management and processing.

AP Computer Science - AP Computer Science is a college level introductory course in the field of computer science. This course introduces students to the basic building blocks of Object Oriented Programming through the Java programming language. Although there are no specific prerequisites for this class, a sound footing in mathematics, logical/scientific problem solving, rational analysis and critical thinking serves the student well in this course.

Creative Writing – Creative writing is a workshop for students in eleventh and twelfth grade. Students compose original poetry and short stories, then perform these works in class. Students will critique each other’s work, and receive criticism on their own writing. Due to the personal nature of creative writing, students must be able to maintain confidentiality and respect their fellow writers’ privacy.

Journalism I – The journalism class produces the school newspaper and the school arts/sports magazine. While our focus is on writing, designing and producing these publications, we also study the history of journalism in America and the legal responsibilities of journalists. Positions to be filled include writers, artists, photographers and editors.

Journalism II – In addition to writing and publishing the school newspaper/magazine at a by using advanced publishing software and graphic programs, students in Journalism II analyze the

structure and format of various newspapers, magazines, and yearbooks, and explain how the writers use the features to achieve their purpose.

Engineering - This introductory course exposes students to some of the major concepts encountered in a postsecondary engineering course. It focuses on habits of mind and problem-solving techniques rather than on computations or analytical content. Students develop an understanding of concepts and hone interpersonal and creative skills through collaborative activity-, project-, and problem-based learning. They are exposed to the practices of and specialized fields within several major branches of engineering, including chemical, mechanical, aerospace, and civil.

Health and Physical Education

At Vox Collegiate, we accept and appreciate the connection between physical exercise and mental health. In order for our students to meet the goals for their future as happy and productive people, it is imperative that they are physically healthy. With this in mind, in addition to the instruction in our core academic subjects, students participate in physical education courses in each grade. At each grade level, California physical education objectives align to five overarching standards:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.¹⁰⁰

Students master physical education objectives through physical activity and academic instruction leading to students developing and maintaining physiological and sociological health.

Health and PE 6 - Students participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. This course develops understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and lifestyles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, alcohol, and tobacco on the human body. Parent/guardian permission is required for the sex education component.

Health and PE 7 - Students continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests. This course continues to develop understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and

lifestyles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, and alcohol.

Health and PE 8 - Students continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports. This course is taught in a seminar format and expands on the previous health courses. The course affords opportunities for the exploration and discussion of issues in human relationships, personal growth, and good decision-making. Students examine and discuss ethical questions, develop self-awareness and self-acceptance, and learn how to help oneself and others through times of stress, pressure, depression, loss and grieving. The course aims to disseminate clear and accurate information about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse and to encourage respect for others regardless of gender, race, ethnicity, sexual orientation, or other differences.

Health I/PE I - Students continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports. In addition, one day per week, students analyze their health and well-being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

Health II/ PE II - Students continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.

Speech and Debate

The literacy and mathematical foundation provided to Vox Collegiate students empowers them to be strategic, creative thinkers, finding creative solutions to the problems facing them. However, alone, our students' ability to think critically does not lead to their success. The thoughtful ideas that students generate must be effectively communicated to the world in order for them to bear the fruit that they have the potential to produce. The speech and debate course program at Vox Collegiate develops each students' ability and confidence to effectively communicate their ideas and beliefs to any audience.

Effective communication includes the ability to speak confidently, logically, and articulately with appropriate words, tone, and volume, connecting the speaker to his or her audience.

At Vox Collegiate, students, beginning in sixth grade, develop their public speaking and oral and written advocacy skills by focusing on specific performance objectives each trimester. These performance objectives are designed to build on one another and allow students to amass a variable toolkit to be employed across all speaking and writing exercises. Each of the performance objectives listed below was taken from the National Speech and Debate Association's Middle

School Competition Events Guide.

Declamation - Declamation requires students to select a speech that was delivered in public and perform an excerpt of that speech to an audience. Speeches are up to five minutes in length. As a result, students typically shorten the text of the speech to meet time requirements. The event is not designed for students to mimic the original author of the speech. Instead, speakers are to develop an oration that delivers the message of the author in an original and engaging manner.

Storytelling - Students select a published story that meets a specified theme and perform the story for no more than five minutes. Storytelling themes range widely and may include mysteries, heroism, or fairy tales. Students select a story that would be appropriate for young children and tell the story as if presenting it to that audience.

Expository Speaking - Expository Speaking is a five-minute informative speech that introduces to the audience a topic of the student's choosing. The speaker should provide unique insights and explore interesting implications. At its core, Expository Speaking is an informative speech. Students doing Expository may cover topics ranging from an organization to a product, a process or concept. Effective speeches provide new information or perspectives on a topic, including those that are widely known.

Humorous Interpretation - Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. Humorous Interpretation is designed to test a student's comedic skills through script analysis, delivery, timing, and character development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance and state the title and author.

Dramatic Interpretation - Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, Dramatic Interpretation focuses on a student's ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances may also include an introduction written by the student to contextualize the performance and state the title and author.

Extemporaneous Debate - Extemporaneous Debate is a supplemental event at the National Speech & Debate Tournament. Students compete in a one-on-one format with limited prep time to prepare for the topic they are to debate. Students present arguments and engage in rebuttals, however, unlike other common debate events, students debate a number of topics, as opposed to a single topic for the entire tournament. Each round students are presented with a unique resolution. They are given a minimum of 30 minutes to prepare for the round. The use of evidence is permitted, but not a focal point due to the limited time available to prepare a case for the round.

Public Policy Debate - A two-on-two debate that focuses on a policy question for the duration of the academic year, this format tests a student's research, analytical, and delivery skills. Policy Debate involves the proposal of a plan by the affirmative team to enact a policy, while the negative team offers reasons to reject that proposal. Throughout the debate, students have the opportunity

to cross-examine one another. A judge or panel of judges determines the winner based on the arguments presented.

Original Prose - In Original Prose and Poetry (“OPP”), students write and present a piece composed of original prose, poetry, or a combination of prose and poetry. This event provides an opportunity for “creative” writers to present their work to an audience. The material may be humorous, dramatic, or a combination. The competition in this event is challenging because the material varies so widely. OPP combines the originality of oratory and the creativity of interpretation.

Public Forum Debate - Public Forum Debate involves opposing teams of two, debating a topic concerning a current event. Proceeding a coin toss, the winners choose which side to debate (PRO or CON) or which speaker position they prefer (1st or 2nd), and the other team receives the remaining option. Students present cases, engage in rebuttal and refutation, and also participate in a “crossfire” (similar to a cross-examination) with the opportunity to question the opposing team. Often, community members are recruited to judge this event.

Original Oratory - Students deliver a self-written, 10-minute speech on a topic of their choosing. Limited in their ability to quote words directly, Original Oratory competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely and may be informative or persuasive in nature. The speech is delivered from memory.

The Vox Collegiate speech and debate course program focuses on the following key skills, as applied to both speech and debate practice:

1. Verbal
 - a. Listening and responding
 - b. Controlling volume
 - c. Articulating
 - d. Pacing
 - e. Identifying audience
 - f. Setting tone
2. Nonverbal
 - a. Posture
 - b. Eye contact
 - c. Movement about space
 - d. Hand gestures
 - e. Facial control
3. Written and Argument
 - a. Word Choice
 - b. Rhetorical Strategies
 - i. Pathos (connecting to an audience)
 - ii. Ethos (developing credibility with an audience)

- iii. Logos (arguing based on sound logical reasoning)
- c. Researching

In addition to building students' mastery of the key skills listed above, the speech and debate program at Vox Collegiate is aligned to CCSS in ELA (reading, writing, listening and speaking) as well as California's ELD standards. Further, from analyzing and performing speeches from Dr. Martin Luther King Jr. to writing advocacy speeches about the need for lead-free water in urban communities, the topics covered in speech and debate provide opportunities for students to analyze examples of, argue about, and exercise our A.R.T values of Ambition, Respect, and Team.

Independent Study

Vox Collegiate may offer independent study as an optional alternative instructional strategy consistent with Education Code ("EC") § 51745 et seq., and applicable state regulations. Independent study is not mandatory, and no student is required to participate. Each student's program will be governed by a written independent study agreement outlining instructional objectives, evaluation methods, time commitments, and supports, and will be signed by the student, parent/guardian, and responsible certificated personnel in compliance with EC §51747(g). Instruction is supervised by a certificated teacher of record, and assignments are aligned to grade-level standards and substantially equivalent to in-person instruction (EC § 51747(c)).

The Charter School will provide necessary resources, synchronous instruction, and live interaction based on grade level requirements under EC § 51747(e), and maintain documentation for student progress and participation as required by EC §51747.5. For students participating more than 15 school days, Charter School implements tiered reengagement strategies pursuant to EC § 51747(d), including contact verification, family outreach, and pupil-parent-educator conferences if needed. Students with exceptional needs may participate in independent study only if determined appropriate by their IEP team per EC § 51745(c). All policies and procedures are maintained in compliance with 5 C.C.R. § 11700 et seq. and all applicable state and federal laws.

Graduation Requirements

The high school graduation requirements at Vox Collegiate are designed to meet two goals:

1. Ensuring all students meet admission requirements for competitive four-year colleges and universities; and
2. Ensuring all students are prepared for the academic rigor and necessary independence of competitive four-year colleges and universities.

The high school graduation requirements for Vox Collegiate students adhere to all state requirements and ensure that all graduates meet the A-G admission requirements for admission to UC and CSU schools. To receive graduation credit in a course, students must earn a grade of C or higher, or

“Credit”, when applicable.

Vox Collegiate High School Graduation Requirements

Some of our students will be students with special needs that may interfere with their ability to successfully complete all graduation requirements. A student identified as having a disability who has an IEP that suggests that such student cannot reasonably be expected to meet the Vox Collegiate graduation requirements due to an identified disability may have graduation requirements waived upon election of the student and her/his parent or guardian and approval by the Head of School, in consultation with teaching staff familiar with the student’s academic performance and ability. Policies related to graduation requirements for students with IEPs will be outlined in the Vox Collegiate Student and Family Handbook.

Credit Recovery Opportunities

There may be students who fail to earn credit in a given course by earning less than a C grade. Provided such students have not failed greater than two graduation requirement courses in an academic school year, such students will have the opportunity to recover full course credit for failed graduation requirement courses during our three-week Summer Academy. To recover course credit during Summer Academy, students will be required to:

- Attend Summer Academy at a greater than 90% attendance rate;
- Earn at least a C grade on the course final exam;
- Resubmit any projects or major papers from the normal academic year for which the student did not receive a C grade or higher; and
- Complete a personal academic improvement plan in consultation with a school counselor.

Students who complete the above requirements during Summer Academy will receive full course credit in applicable courses and will not be subject to retention. Pursuant to the promotion and retention policies described in Element 2/3, students who do not earn greater than a C grade, or credit where applicable, in greater than two courses in any one school year may be subject to retention. A student failing three courses in a school year may recover credit for two failed courses during Summer Academy and promote to the next grade level with the requirement that they retake and pass the third failed course from the previous school year.

Transfer Students

Transfer students will be provided the opportunity to access the Vox Collegiate academic program and fulfill graduation requirements. Course credit earned at other high schools by transferring students will be recognized and accepted by Vox Collegiate as fulfilling graduation course requirements and A-G requirements when applicable. If needed, students transferring to Vox Collegiate after the ninth grade with inadequate transfer course credits to reasonably fulfill Vox Collegiate’s graduation requirements by the completion of the twelfth grade will be placed on an

alternative course program designed to support such students to fulfill the A-G requirements prior to graduation. While graduation requirements at Vox Collegiate include course credit beyond the A-G requirements, an alternative course program for transferring students may limit required courses to the A-G requirements, with additional Vox Collegiate required courses being included as deemed reasonably achievable based on each student's transferring credits.

Accreditation

Vox Collegiate will apply for and receive accreditation by the Western Association of Schools and Colleges ("WASC"). The review process by WASC will commence in our third year of operation in order to ensure full accreditation prior to the high school graduation of our inaugural class.

Transferability of Courses

In the event students leave Vox Collegiate prior to high school graduation, such students' A-G course credits will be transferable to other public schools. Further, any such transferring courses will meet the admission requirements for UC and CSU schools. Parents will receive notification of course transferability in student recruitment and student enrollment materials, which will be available in both English and Spanish. Vox Collegiate college counselors will also work closely with students and families to ensure that they are aware of requirements and where each child stands in relation to those requirements. Communication with students and families will include information on how transferring in and out of Vox Collegiate may affect a student's ability to meet graduation requirements or A-G requirements. For example, a student transferring in or out of Vox Collegiate prior to the end of a given term may not receive full course credit prior to such transfer and may be required to fulfill a full term of such course to receive full course credit after transfer.

Academic Calendar and Schedules

Vox Collegiate's academic calendar follows the general structure of what is prescribed in the LAUSD single-track calendar, including 180 days of instruction. We are sensitive to the fact that many of our families have students at schools on the LAUSD single track calendar. With this in mind, we pushed back the start time of each school day during our calendar year by approximately one hour, while minimizing additional days at the beginning and end of the school year outside of the frame of the LAUSD single track calendar. The calendar and schedule at Vox Collegiate differs from the LAUSD single-track calendar in the following ways:

- Vox Collegiate calendar is divided into three trimesters;
- 180 days of instruction (135 regular instruction days; 35 abbreviated days with late afternoon professional development; 10 minimum days);
- 30 days of Academic Tutoring and Enrichment for student intervention (recommended but not mandatory) (not counted as instructional days); and
- 24 full days dedicated to professional development and student data analysis, including 3 weeks of professional development prior to the start of school year.

The 2026-27 school year will begin on August 10, 2026, and end on June 10, 2027. Whole school

holidays include Labor Day, Indigenous Peoples Day, Veterans Day, Thanksgiving (with a week for full fall break), winter break, Martin Luther King Jr. Day, President’s Day, spring break, Cesar Chavez Day, and Memorial Day. The calendar is marked to reflect days on which students will take the nationally normed Northwest Education Association Measure of Academic Progress (“NWEA MAP”) assessment to measure annual student growth in math and ELA, which shall be administered at the beginning, middle and end of the school year.

Vox Collegiate Academic Calendar

Vox Collegiate of Los Angeles

2026-2027 School Calendar

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Holiday (No School)
 Early Release Day (2:30pm)
 PD Professional Development (No School)

Parent Teacher Conferences (12:15pm Dismissal)
 First and Last Day of School

Holidays and Major Breaks
June 29 - July 3, 2026: Summer Break
September 7, 2026: Labor Day
October 12, 2026: Indigenous Peoples' Day
November 11, 2026: Veterans Day
November 24 - 28, 2026: Thanksgiving Break
December 14 - 31, 2026: Winter Break
January 1, 2027: Winter Break Continued
January 18, 2027: MLK Day
February 15, 2027: Presidents' Day
March 22 - 26, 2027: Spring Break
March 31, 2027: Cesar Chavez Day
May 31, 2027: Memorial Day

Professional Development (No School)	
July 20 - 31, 2026: Summer PD	April 5, 2027: Full Day PD
August 3 - 7, 2026: Summer PD	May 7, 2027: Full Day PD
September 18, 2026: Full Day PD	June 11, 2027: Full Day PD
October 19, 2026: Full Day PD	June 15, 2027: Full Day PD
January 4, 2027: Full Day PD	
February 12, 2027: Full Day PD	
March 8, 2027: Full Day PD	

August 6, 2026 - Bulldog Bootcamp
ALL NEW Students (6th, 7th, & 8th Grade)

School Events		
November 2, 2026: End T1	February 26, 2027: End T2	November 16 - 20, 2026: T1 Conferences
November 3, 2026: Start T2	March 1, 2027: Start T3	March 15 - 16, 2027: T2 Conferences

Important Calendar Dates

Vox Collegiate 2026-2027 Academic Calendar – Important Dates			
July		January	
July 20-31	Professional Development	January 1	New Year's Day (no school)
		January 4	Professional Development (no school)
		January 18	MLK Day (no school)
August		February	
August 3-7	Professional Development	February 12	Professional Development (no school)
August 6	Bulldog Bootcamp	February 15	Presidents' Day (no school)
August 10	First Day of School/ Start of Trimester 1	February 26	End of Trimester 2
September		March	
September 7	Labor Day (no school)	March 1	Start of Trimester 3
September 18	Professional Development (no school)	March 8	Professional Development (no school)
		March 15-16	Parent Teacher Conference (minimum day)
		March 31	Cesar Chavez Day (no school)
October		April	
October 12	Indigenous Peoples' Day (no school)	April 5	Professional Development (no school)
October 19	Professional Development (no school)		
November		May	
November 2	End of Trimester 1	May 7	Professional Development (no school)
November 3	Start of Trimester 2	May 31	Memorial Day (no school)
November 11	Veterans Day (no school)		
November 16-20	Parent Teacher Conference (minimum day)		
November 23-27	Thanksgiving Break (no school)		
December		June	
December 14-31	Winter Break	June 10	Last Day of Instruction & End of Trimester 3

		June 11	Professional Development (no school)
		June 15	Professional Development (no school)

Middle School Daily Schedule - The middle school daily schedule at Vox Collegiate provides students with greater opportunity for instruction and practice in ELA and math than they would otherwise receive at a traditional district school, while also providing them with opportunities for enrichment classes outside of the core academic subjects. The school day officially begins at 9:00 a.m. and ends at 4:00 p.m. on regular instructional days, with students receiving 355 minutes of instruction, including 60 minutes of each ELA and math. Each Friday, students are dismissed at 2:30 p.m. for teacher professional development days. Students still receive 60 minutes of each ELA and math on early dismissal days, but overall instructional time is 285 minutes. Given our projected annual calendar, students receive 59,400 instructional minutes per year, exceeding the California instructional minute requirement by 5,400 minutes. This difference in instructional minutes means that students at Vox Collegiate receive approximately 18 extra days of school each year compared to schools with a traditional 300-minute instructional day on a 180-day school calendar.

Our class schedule offers each student eight, 60-minute class periods per regular instruction day with the following classes:

- English
- Math
- Social Studies
- Science
- Speech and Debate
- Physical Education/Enrichment (physical education 2 days/week; enrichment 2 days/week)
- Mastery Practice – ELA/ELD and Math Focus

Additionally, students have the opportunity to eat breakfast each morning at the school before beginning their daily 45-minute advisory period to start the official school day and a 10-minute advisory period to end the day as dedicated time where students build relationships, develop social-emotional skills, and receive guidance to support their personal and academic growth. Students engage in a Mastery Practice block that either focuses on ELA or math for the day. The Mastery Practice block also includes integrated ELD. As a result, this period provides students ample time to engage in either small group instruction, individualized support/intervention, and/or blended learning. This period provides the opportunity for students to engage with ELA, ELD, and math study at their personal level. All middle school students have two break periods during the day, a lunch break and an afternoon break. Please note that passing periods between middle school classes have not been included in the daily schedule. Students transition as a cohort to their content class.

Sample Schedule - 6th Grade

Vox Collegiate Year 1 Daily Schedule					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	Breakfast	Breakfast	n/a
9:00 AM	9:45 AM	AM Advisory	AM Advisory	AM Advisory	45
9:45 AM	10:45 AM	Social Studies	ELA ¹⁰⁹	Math	60
10:45 AM	11:45 AM	Math	Social Studies	ELA	60
11:45 AM	12:30 PM	Lunch	Lunch	Lunch	n/a
12:30 PM	1:30 PM	ELA	Math	Social Studies	60
1:30 PM	1:50 PM	Break	Break	Break	n/a
1:50 PM	2:50 PM	Mastery Practice	Mastery Practice	Mastery Practice	60
2:50 PM	3:50 PM	Science/Enrichment /PE	Science/Enrichment /PE	Science/Enrichment /PE	60
3:50 PM	4:00 PM	PM Advisory	Advisory	PM Advisory	10
Total					355

Sample Schedule - 7th Grade & 8th Grade

Vox Collegiate Year 1 Daily Schedule					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	Breakfast	Breakfast	n/a
9:00 AM	9:45 AM	AM Advisory	Advisory	AM Advisory	45
9:45 AM	10:45 AM	ELA	Math	Social Studies/Science	60
10:45 AM	11:45 AM	Social Studies/Science	ELA	Math	60
11:45 AM	12:45 PM	Math	Social Studies/Science	ELA	60
12:45 PM	1:30 PM	Lunch	Lunch	Lunch	n/a
1:30 PM	2:30 PM	Enrichment/PE	Enrichment/PE	Enrichment/PE	60
2:30 PM	2:50 PM	Break	Break	Break	n/a
2:50 PM	3:50 PM	Mastery Practice	Mastery Practice	Mastery Practice	60
3:50 PM	4:00 PM	PM Advisory	Advisory	PM Advisory	10
Total					355

Sample Early Dismissal Schedule - 6th Grade

Vox Collegiate Year 1 Daily Schedule (Friday Early Dismissal)					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	Breakfast	Breakfast	n/a
9:00 AM	9:45 AM	AM Advisory	AM Advisory	AM Advisory	45
9:45 AM	10:45 AM	PE	ELA	Math	60
10:45 AM	11:45 AM	Math	PE	ELA	60
11:45 AM	12:30 PM	Lunch	Lunch	Lunch	n/a
12:30 PM	1:30 PM	ELA	Math	PE	60
1:30 PM	2:15 PM	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	45
2:15 PM	2:30 PM	PM Advisory	PM Advisory	PM Advisory	15
Total					285

Sample Early Dismissal Schedule - 7th Grade & 8th Grade

Vox Collegiate Year 1 Daily Schedule (Friday Early Dismissal)					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	Breakfast	Breakfast	n/a
9:00 AM	9:45 AM	AM Advisory	AM Advisory	AM Advisory	45
9:45 AM	10:45 AM	Speech & Debate	ELA	Math	60
10:45 AM	11:45 AM	Math	Speech & Debate	ELA	60
11:45 AM	12:45 PM	ELA	Math	Speech & Debate	60
12:45 PM	1:30 PM	Lunch	Lunch	Lunch	n/a
1:30 PM	2:15 PM	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	45
2:15 PM	2:30 PM	PM Advisory	PM Advisory	PM Advisory	15
Total					285

High School Daily Schedule - The high school daily schedule at Vox Collegiate will be similar in structure to the middle school schedule. This similarity minimizes the stress that comes with students transitioning from middle school to high school. The school day officially begins at 7:45 a.m. and ends at 4:00 p.m. on regular instructional days, with students receiving 380 minutes of instruction. Each Friday, students will be dismissed at 2:30 p.m. for teacher professional development days. On these days, instructional time will be 285 minutes. Given our projected annual calendar, students receive 64,800 instructional minutes per year.

Our class schedule offers each student eight, 50-minute class periods in core subjects per regular instruction day and allows for three-minute passing periods when moving from one instructional period to the next. Course offerings depend on grade level.

Additionally, students will have the opportunity to eat breakfast each morning at the school before beginning their daily 15-minute advisory period to start the official school day. Students will be able to visit teachers to discuss content or personal learning matters for 20 minutes each day, immediately after lunch. Students will have two break periods during the day, an AM break and a lunch break. Please note that passing periods between middle school classes have not been included in the daily schedule.

Sample High School Schedule

Vox Collegiate 9-10 Daily Schedule (regular instructional day)			
Start	End	9-10	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	n/a
9:00 AM	9:30 AM	Advisory/Office Hours	30
9:30 AM	10:20 AM	English	50
10:20 AM	10:50 AM	Lunch	n/a
10:50 AM	11:40 AM	Social Studies	50
11:40 AM	12:30 PM	Foreign Language	50
12:30 PM	1:20 PM	Science	50
1:20 PM	1:30 PM	Break	n/a
1:30 PM	2:20 PM	Elective 1	50
2:20 PM	3:10 PM	Elective 2	50
3:10 PM	4:00 PM	PE	50
Total			380

Sample High School Early Dismissal Schedule

Vox Collegiate 9-10 Daily Schedule (early dismissal PD day (Friday))			
Start	End	9-10	Instructional Minutes
8:30 AM	9:00 AM	Breakfast	n/a
9:00 AM	9:30 AM	Advisory/Office Hours	30
9:30 AM	10:20 AM	English	50
10:20 AM	10:50 AM	Lunch	n/a

10:50 AM	11:40 AM	Math	50
11:40 AM	12:30 PM	Science	50
12:30 PM	1:20 PM	Social Studies	50
1:20 PM	2:10 PM	Elective 1/2 (alternates)	50
2:10 PM	2:30 PM	Town Hall Meeting	20
Total			300

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	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												
1	No												
2	No												
3	No												
4	No												
5	No												
6	Yes	135	355	35	285	10	150	0	0	180	54000	59400	5400
7	Yes	135	355	35	285	10	150	0	0	180	54000	59400	5400
8	Yes	135	355	35	285	10	150	0	0	180	54000	59400	5400
9	Yes	135	380	35	300	10	150	0	0	180	64800	64800	0
10	Yes	135	380	35	300	10	150	0	0	180	64800	64800	0
11	No												
12	No												

Professional Development

Talented teachers must be found, recruited, and developed. We dedicate resources, both time and finances, to our teacher recruitment efforts, utilizing the networks of the team. Open positions and job requirements are publicized through our school website, LinkedIn, EdJoin, Teach for America (“TFA”), Teach Start and various college and university alumni networks, focusing on schools in the Los Angeles area. We attend and host events to promote Vox Collegiate and provide information about available teaching positions. There are a large number of colleges and universities in the Los Angeles area that regularly host job fairs for recent and soon-to-be graduates. We participate in these events and work to develop relationships with the faculty and staff organizers of such events to continue to recruit teachers. To support our speech and debate program, we specifically target candidates who participated in college speech and debate or drama and theater, majored in communications or drama, and/or have legal experience.

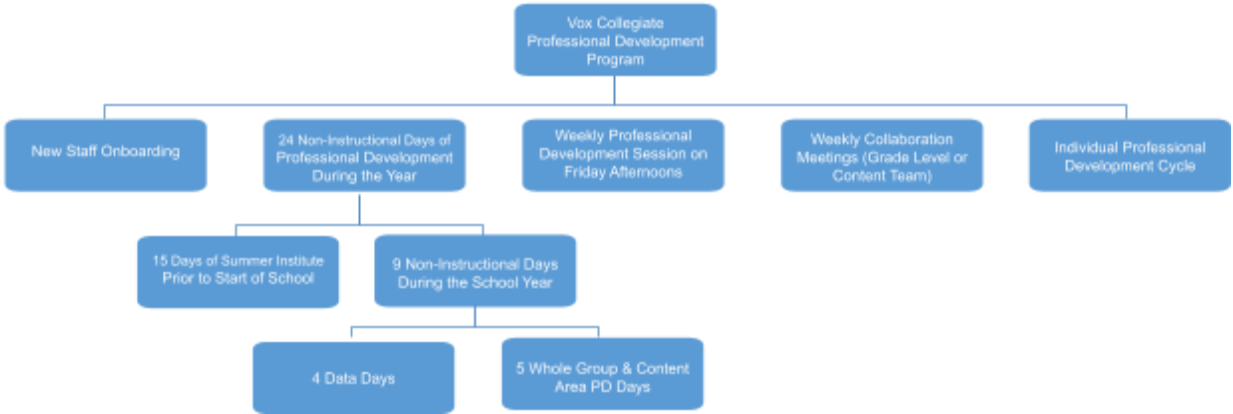
We firmly believe in continuous growth and developing teachers, but also ensure that teachers to whom we extend offers for employment are fully qualified, cleared, and certificated to meet the expectations of the job. Our application and hiring process provides us with an understanding of the mindset and competency of candidates. We assess whether candidates are aligned with our mission, vision and core beliefs, a requirement for employment. Our teacher application process is fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process includes the following steps:

- Resume and cover letter screening
- First round interview with the Head of School
- Second round in-person group interview with the Head of School and additional Leadership Team Member (s) (Principal, Managing Director of Special Education, Managing Director of Operations, and Dean of Culture)
- Tour and observation of Vox Collegiate
- Sample lesson (to be delivered at Vox Collegiate, the candidate’s school, or a partner school)
- Feedback on sample lesson
- Reteaching of sample lesson
- Reference checks, securing of transcripts, and completion of background checks (In full accordance with California Ed. Code 44237 and 45125.1, background checks, fingerprinting, and medical clearances are obtained prior to the start of the school year.)
- Formal offer of contract for employment

Every teacher is supported to provide classroom instruction and experiences that maximize student learning and lead each student to academic success. Our professional development program is designed to do four things: (1) Support teachers to confidently deliver instruction from the first day of school; (2) Grow each teacher’s capacity as an instructional leader by providing individualized support; (3) Provide for repeated opportunities to assess progress towards the school’s mission and adjust practices as needed; and (4) Facilitate collaboration amongst teachers and school leadership to ensure a cohesive educational experience with clear expectations for all

teachers and students. The professional development program at Vox Collegiate is a combination of new staff onboarding, summer preparation, designated non-instructional days, weekly team meetings, and individual coaching cycles between teachers and the Head of School, Principal, and the Managing Director of Special Education. Each component is described in further detail below.

Professional Development Program



Onboarding - From the time a new staff member is hired until the official Summer Institute begins, there are a series of tasks and activities that orient new team members to the Vox Collegiate way. The purpose of this onboarding process is to emphasize the team mentality of our staff culture and to arm staff members with a deeper understanding of the community and families whom we serve. This onboarding also allows us to take care of many logistical pieces in advance of Summer Institute, ensuring we are using that time to exclusively focus on a strong start to the school year. This onboarding process takes place for all new staff members. The key components of the onboarding process are detailed below.

Vox Collegiate Staff Onboarding				
What	Who	When	How	Why
Professional Book Study	All Staff	Finished reading by start of Summer Institute	Book & targeted discussion questions provided when hired/at end of year	To continuously push our professional practice, and to provide common language/mindset across all staff
Home Visits	New Staff	After lottery & enrollment, typically during May, June, & July	New staff member will accompany a Leadership Team Member on at least one Home Visit	It is imperative that all staff members are deeply invested in mission/vision of school and have deep understanding of the community who we serve
Family Orientation	All Staff	Late July or Early August	All staff members will be required to attend one of our family orientations	It is imperative that all staff understands three-way partnership between school, students, and families
HR Paperwork/Staff Handbook	New Staff	Upon hiring/after offer letter is signed	Comprehensive new hire folder complete with all necessary forms, staff handbook, etc.	Ensures that all necessary paperwork is handled as soon as possible, and frees up new staff members to focus solely on new role
Individual Classroom Vision	New Staff	Completed by start of Summer Institute	Based on mission, vision and philosophy of school, each new teacher will write a vision for his/her individual classroom	This will serve as a springboard for discussion during Summer Institute and will allow the Leadership Team to proactively vet for any mindset red flags. This vision will also provide teachers with a concrete

				road map for making the Vox Collegiate vision come alive in their individual classrooms.
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Summer Institute - Our Summer Institute sets the tone for the school year and clearly outlines to staff members what is expected of them. Summer Institute is focused first on creating a strong adult culture and developing a sense of team. Second, our Summer Institute is largely practice-based to ensure our teachers become masters of key instructional taxonomies, routines and procedures. Our main goal is to ensure consistency across all classrooms, and make certain that all adults are bought into, and have a deep understanding of, how to implement our school in the Vox Collegiate way.

The first week of Summer Institute focuses on painting the big picture, including topics such as mission, vision, philosophy, and core values. The first week of Summer Institute is intentionally designed to ground our educators in the school’s mission, vision, and strategic goals, ensuring that every staff member is aligned in purpose and direction as we enter the new academic year. Through reflective engagement with our core values, we reaffirm our collective commitment to student success, equity, and continuous improvement. In addition, this foundational week fosters comradery and trust among staff, establishing strong systems of collaboration that support effective teaching and shared leadership throughout the year. The second week turns to a more instructional focus and lesson plan development and internalization. The last week of institute is dedicated to ensuring a strong start to the year with our students, and digs more into daily routines and responsibilities, incorporating extensive amounts of practice such as daily run-throughs and lesson rehearsals. Each day, various icebreakers and team building exercises are incorporated to build a strong and united staff community. Some of the specific Summer Institute sessions that are incorporated are detailed on the next page.

Vox Collegiate Summer Institute				
What	Who (leads)	When	How	Why
Team Building/ Icebreakers	Leadership Team	Daily	First 15 minutes of each day	Establish strong adult culture and emphasize notion of team
Mission, Vision, Philosophy, etc.	Head of School	Week 1	Whole group introduction; break into small groups to dissect one of our core beliefs - report out to whole group.	Ground all staff members in reason we exist and our foundational beliefs; staff must know the 'why' before we can dive into the 'how'.
A.R.T Values & Culture	Head of School	Week 1	Mixture of whole group and small group activities; spend time developing plan to teach A.R.T values to our students.	Need deep understanding of A.R.T values to actively support them in each classroom.
Personality Inventories	Leadership Team	Week 1	Myers-Brigg or Big 5- take at close of one day then score overnight.	Need to understand your own personality/working style and that of those around you; need awareness of how you can work with those on your team.
Family Engagement & Communication	Head of School	Week 1	Socratic seminar discussion of provided article on family engagement.	Ensure all staff members are clear on importance of family engagement & expectations for family communication.
Community Scavenger Hunt	Principal	Week 1	Leadership Team plans scavenger hunt around neighborhood highlighting community partners, key landmarks, etc.	It is imperative that all staff members have deep understanding of community we serve - its strengths and its challenges.

Routines & Procedures- Whole School	Principal & Operations Manager	Week 1	Review expectations/ responsibilities and practice all associated procedures (arrival, dismissal, transitions, lunch routines, morning motivation, etc.)	These larger, whole group procedures are places where school culture can break down if not everyone is working together - it is imperative that all staff members understand the purpose of each routine and their role within it.
Big 5 Taxonomies	Head of School and Principal	Week 1	Brief introduction of a taxonomy and then whole group and small group practice of skill	Teachers must become masters of the taxonomies that will give them greatest leverage in the classroom.

Routines & Procedures- Classrooms	Principal & Operations Manager	Week 2	Mock classroom will be set up in training room - a routine will be taught and teachers will then rotate through practicing how to teach it to class.	Students thrive in consistent environments; everyone must be on the same page and have one way of doing things. Routines leverage efficiency and allow for all time to be dedicated to instruction.
Behavior Management/ Discipline System	Dean of Culture	Week 2	Explanation of the system, how to use it, its purpose, etc. Session will then switch to practice- based session on implementation (language around behavior management system- how/when to move a student to another level).	Teachers must have a common understanding of the discipline system and consistent language around its implementation. Keeping calm and serious tone will be a focus area of this session.
CCSS & CA Content Standards	Principal, Managing Director of Special Education (Dean of Curriculum & Instruction hired Y3)	Week 2	Leads review of CCSS for ELA and Math and models unpacking standards to create objectives and key points. In teams, teachers unpack standards in their respective content areas and analyze how they apply to summative assessments.	Staff must be invested in the purpose of each assessment and understand how we will use it to inform instruction, and understand how they are aligned to CCSS.

NWEA MAP Administration	Principal (Dean of Curriculum & Instruction hired Y3)	Week 2	Staff will be trained on how to administer, score, and interpret scores from NWEA MAP assessment.	Valid assessment data is crucial to our data-driven instructional approach.
Assessments	Head of School and Principal (Dean of Curriculum & Instruction hired Y3)	Week 2	Review CCSS and exercise unpacking standards to develop individual objectives and key points. Review purpose of assessment; review different assessments and our assessment schedule; introduce data analysis tool and use it to analyze proxy assessment data - how would you action plan for this class? All teachers complete a mock SBAC assessment.	Staff must be invested in the purpose of each assessment and understand how we will use it to inform instruction, and understand how they are aligned to CCSS.
Lesson Plans & Formative Assessments	Principal, Managing Director of Special Education (Dean of Curriculum & Instruction hired Y3)	Week 2	Use completed unit plans and summative assessments as springboard for discussion – creating and aligned formative assessment, components of lesson, overall lesson structure, pacing, work examples.	Teachers must have clear bar for rigor and strong understanding of planning and preparation expectations at Vox Collegiate.

Supporting SPED & ELL Students	Principal and SPED Teacher	Week 3	Discussion of best practices for these students; lead group through a lesson plan and how to enhance/differentiate for these students and align to ELD standards.	In order to deliver on our mission of an excellent education for ALL students, teachers must be equipped with tools to help all students access and master content.
Lesson Internalization/ Practice	Principal, Managing Director of Special Education (Dean of Curriculum & Instruction hired Y3)	Week 3	Break up into small groups and run practice sessions of teachers delivering lessons- audience provides feedback.	With lesson plans being provided, it is imperative for teachers to dedicate the necessary time to internalize the plans and rehearse the delivery. Practicing perfect will ensure a strong delivery when students are in the building.
Technology and Differentiation	Principal, Managing Director of Special Education (Dean of Curriculum & Instruction hired Y3)	Week 3	Provide guidance on using google docs programs in the classroom. Teachers examine model lesson plans built for a rotation model blended learning lesson in math and ELA. Teachers practice lesson planning a blended learning lesson for fictitious classroom using student performance data. Staff practices technology expectations and procedures.	Technology in the classroom must be planned and teachers must be comfortable planning for it. The use of computers must be purposeful.

<p>Student Voice in the Classroom</p>	<p>Principal, Managing Director of Special Education (Dean of Curriculum & Instruction hired Y3)</p>	<p>Week 3</p>	<p>Head of School guides teachers through the year’s performance objectives. Teachers practice speech and debate exercises and integrate them into their first weeks’ lesson plans.</p>	<p>It is our mission to develop students’ voices. We must encourage them to speak, listen, explain defend confidently in all of our classrooms in order to empower their voices.</p>
<p>Strong Start</p>	<p>Head of School</p>	<p>Week 3</p>	<p>Head of School summarizes the key learnings from summer orientation and discusses how it will all come together in the first few weeks of school. Staff will do a dry run of the first week of school (key procedures).</p>	<p>Whole staff MUST be on the same page and be a united force when students arrive in the building. All last-minute questions and kinks must be worked out in advance of the first day of school.</p>

Non-Instructional Professional Development Days – Including the 15 days of Summer Institute, staff will participate in 24 designated non-instructional professional development days throughout the school year. These 24 days are divided between Summer Institute (15 days), whole group and content team collaboration and Professional Development Days (9 days). It is important that staff have regular opportunities throughout the year to reflect, analyze, strategically plan, practice, and improve. Building a schedule of non-instructional development days with specific focus allows us to do that.

Vox Collegiate Non-Instructional Professional Development Days				
What	Who	When	How	Why
Summer Institute	All staff will participate in most sessions during Summer Institute. Operations and support staff will not need to be present for Summer Institute professional development sessions that are specifically focused on instructional practices and curriculum. However, all staff will be present for any sessions related to school mission, culture, and systems and operations. Programming will generally be led by the Head of School and Principal or other members of the school Leadership Team. There may be occasions where outside vendors are contracted to conduct professional development programming for the school.	Annual, 3-week period immediately prior to the first day of school.	Summer Institute is an opportunity for all staff to prepare to start the school year on a strong foot. Week One of Summer Institute will introduce all staff to the school's mission and vision. Week Two will focus on curriculum and instruction. Week Three will continue instructional practices and norm how school expectations for students will be upheld. Teachers will also begin to practice delivering their lesson plans and responding to potential scenarios. Teachers will receive feedback from school leadership and from other teachers to improve their instruction.	It is crucial that all teachers understand and internalize: 1. School mission, vision, and culture; 2. Professional expectations; 3. Lesson planning process and expectations; 4. School-wide systems, procedures, and 5. Instructional norms. A comprehensive onboarding process provides an opportunity for such understanding and internalization. Through comprehensive training and practice during onboarding, staff is provided the opportunity to start the school year on a strong foot, comfortable with the key systems, operations, and expectations of the school.

<p>Whole Group</p>	<p>Whole group professional development will include all staff. While the full schedule of professional development is likely to focus on instructional development, operations and support staff should be present for professional development around school mission, culture, systems and operations.</p>	<p>9 annual non-instructional professional development days, and every Friday afternoon, after students have been dismissed on our early dismissal.</p>	<p>Staff will convene to discuss and practice specific school improvement measures (e.g. using of positive behavior narration, implementing character values into everyday instruction, improving the arrival/dismissal/transition procedures). Staff will practice school expectations and strategically plan for students so that upon their return from vacation all adults act in unison in holding students to expectations that support growth to their academic goals.</p>	<p>Similar to Summer Institute, whole group professional development throughout the year is a time to norm on expectations for adults and students in the building. These days are more about fine-tuning our plans, procedures, systems, and instructional taxonomies than introducing anything new.</p>
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<p>Content/ Grade Level Teams</p>	<p>School leadership will hold meetings with content teams and grade level teams.</p>	<p>9 annual non-instructional professional development days, and every Friday afternoon, after students have been dismissed on our early dismissal.</p>	<p>Content/grade level team meetings provide an opportunity for collaboration. Teams will discuss student data and trends that they see in the classroom and in student work. During weekly meetings, teachers will discuss potential challenges students will face on upcoming lessons and assessments. On a weekly basis, school leadership will provide content teams with areas of praise and areas of growth that can be improved immediately. Because there will only be one speech and debate, one science, and one social studies teacher in year one, these teachers will be teamed with either math or ELA content teams for collaboration.</p>	<p>These meetings provide regular opportunities for cross-content area engagement with curriculum, beyond lesson planning and instruction. Instruction and rigor will improve, as teachers become more comfortable and confident with the curriculum in place at each grade level.</p>
<p>Data Days</p>	<p>Instructional staff will review student achievement data. All staff will discuss school data around parent and student surveys.</p>	<p>9 annual non-instructional professional development days dedicated to data analysis (student academic data and school operations data) and action planning. Data analysis will also be built into Friday's professional development schedule.</p>	<p>Following interim assessments, staff will review and analyze student data. Staff is expected to review data prior to meetings and be prepared with questions and observations to share with the team. School leadership will lead whole group data discussion and have points of focus for the whole school and for specific content teams. After whole school discussions, content teams will work in smaller groups to refine upcoming lessons and units to address student deficits noted in data. Teams will also use the data to plan intervention and remediation for students in need of additional support.</p>	<p>Data days are critical to ensuring that we remain on-course to deliver on our mission. Analysis of student data provides us with an assessment of which of our systems and instructional practices are healthy and effectively educating students. Data days will drive our ongoing curriculum and instructional development.</p>

Weekly Professional Development - Every Friday afternoon during the school year, students are dismissed at 2:30 p.m., rather than the normal dismissal time of 4:00 p.m., and we hold staff professional development from 2:45 – 4:00 p.m. These weekly meetings include staff culture building activities, whole school meetings to discuss school successes and areas of growth, and

content area meetings. Generally, the Head of School and Principal lead weekly professional development. However, there may be occasions where outside vendors are contracted to hold professional development trainings. In addition to designated data days, we use our weekly professional development sessions to implement instructional changes based on classroom data, teacher feedback, and observations from the academic members of the Leadership Team (Head of School, Dean of Culture, Managing Director of Special Education, Principal, and Dean of Curriculum & Instruction). Professional development topics include, but not be limited to:

- School culture and vision
- Classroom management and classroom culture
- Breaking down and understanding CCSS
- EL supports, strategies, and compliance
- Special education supports, strategies, and compliance
- Grouping students and planning for group work
- Releasing responsibility to students
- Integrating collaborative learning
- Integrating speech and debate practices across all content areas
- Integrating technology in the classroom (blended learning)
- Understanding appropriate rigor and supporting students to meet expectations
- Reading and writing expectations across content areas
- Lesson planning and assessment writing
- Student engagement
- Culturally relevant and responsive lessons
- Analyzing student data
- Using student data to inform instruction
- Teaching taxonomy techniques
- Family investment and communication
- Grading and student feedback expectations
- Recognizing and responding to student misconceptions in real time
- Differentiated instruction
- Student discipline

Weekly Collaboration Meetings (Content Team or Grade Level) - Our Content Teams and Grade-level Meetings empower staff members to take on leadership roles, fostering a sense of ownership and collaboration. This, in turn, boosts staff morale and development, which subsequently positively impacts student learning and success across all content areas. Collaborative planning sessions focused on vertical alignment and instructional coherence, as well as normed methods for expectations and systems.

Individual Professional Development Cycle - The academic members of the Leadership Team, responsible for teacher coaching and development, conduct short observations of instruction on a daily basis. Extended observations occur at least two times per week - one informal and one formal. We have a weekly professional development cycle designed for academic members of

Leadership Team to support the individual growth needs of each teacher. For each teacher, the weekly cycle consists of:

- i. 20-minute classroom observation;
- ii. 20-minute conference to discuss initial observation and action plan how to improve instruction;
- iii. 20-minute coaching session based on the weekly action plan;
- iv. Review of teacher's effectiveness implementing steps from the weekly action plan.

Until the school hires a Director of Curriculum and Instruction, the Head of School, Principal, and Managing Director of Special Education will share responsibility for individual professional development cycles. In addition to the formal cycle, they informally observe teachers each week through daily pop-ins and provide feedback based on these observations. Teachers identified as struggling to master instruction and/or classroom management receive live coaching and afterschool instructional practice sessions with the Principal or Dean of Culture, or other instructional staff members or consultants designated thereby.

Teacher Evaluations - In supporting teachers to grow within the education profession, it is important that we take the time to not only provide regular feedback, but to analyze each teacher's longitudinal growth through a formal evaluation process. At the end of each year, teachers should know whether or not the small actionable steps that they take each day to get better at their profession have helped them improve as effective educators. The formal evaluation process at Vox Collegiate will occur semiannually, led by the Head of School with support from the Principal and Managing Director of Special Education. The formal evaluation assesses teachers on their growth mindset, leadership and relationship skills, student individualization and assessment, skills and conceptual knowledge, and responsibility to the school team. We use student data, coaching and observations (formal and informal), and surveys of co-workers and students to evaluate teachers and determine their strengths, where they have grown, and where they need to grow in order to be more effective teachers.

Meeting the Needs of All Students

With a mission to ensure all students succeed, and the core belief that all children deserve a meaningful education, Vox Collegiate is committed to meeting the varied needs of all students and ensuring that our school is a welcoming place for them to thrive. Our educational program and school environment is designed to support all learners, including ELs, students who are economically disadvantaged, students achieving below grade level expectations, students with disabilities, foster youth, and students who are high achieving.

All students' academic progress towards mastery of standards and individual growth goals is monitored regularly and often. Diagnostic assessments will allow for early planning of individualized support and intervention strategies to meet each students' needs. During the first weeks of the academic year, all students will take NWEA MAP to determine their baseline performance in ELA and math and to set individual growth goals and plans.²⁶⁴ Using home

language survey data, annually, students with a home language other than English will complete the English Language Proficiency Assessments for California (“ELPAC”) Initial Identification Assessment (“IIA”), which will determine whether they are English proficient or need to be supported as an EL. On an ongoing basis, we will review interim assessment data, grade reports, in-class work, summative assessment data, and input from classroom teachers and parents to recommend interventions and supports for students.

Vox Collegiate’s school design, including curriculum and instructional practices, supports all students. We understand that the particular needs of student subgroups vary and require targeted strategies to support all students’ ability to fully engage with academic content. The table below details some of the strategies that are used at Vox Collegiate to support all students.

Student Instructional Supports	
Support	Target Student Group
AM and PM Advisory	All students
Reading Groups (grades 6-8)	All students, focusing particular attention on ELs, students with disabilities, and students reading below grade level
Mastery Practice (grades 6-8)	All students, opportunity for small group instruction at students' personal level for focused intervention and Support in reading and math
Office Hours (grades 9-10)	All students, opportunity for small group instruction at students' personal level for focused intervention and support
Academic Tutoring & Enrichment	All student groups performing below grade level expectations are invited to tutoring outside of the instructional school day
ELD Standards Alignment	ELs
Small School Size	All students
Vocabulary Walls with pictures	All students, focusing on language acquisition support for Els
Speech and Debate	All students
Blended Learning	All students
Habits of Discussion	All students, focusing on language acquisition support for Els
Explicit Vocabulary Instruction	All students, focusing on language acquisition support for Els
Consistent and Predictable Classroom Structure	All students, focusing particular attention on students with disabilities and English learner
Assessment and Feedback Cycle	All students
Biweekly Progress Reports	All students, focusing particular attention on students performing below grade level who may be in need of additional supports and interventions
Anchor Charts with Essential Knowledge	All students, focusing on language acquisition support for Els
Instruction Through Multiple Mediums	All students, focusing on language acquisition support for ELs and students with disabilities

The supports listed above are not exhaustive. Additional strategies are incorporated into instructional practices, operational systems, and curriculum design. As needed, we contract with third party consultants to provide professional development for our teachers and direct services to students to ensure that they are properly supported to reach their learning goals.

English Learners

Vox Collegiate values the diversity of South Los Angeles, which includes a significant number of families that speak a language other than English and many students who are learning English at varying degrees in our schools. The academic and professional opportunities for our ELs depends on their ability to master the English language. We provide instructional supports to ensure that this occurs. ELs participate in grade level content through full inclusion classrooms. During the Mastery Practice periods in grades six through eight, ELs receive individual and small group support to bolster the pace of their English mastery.

Our core instructional program is designed with an intense focus on literacy, which benefits not only ELs but all our students. We implement our own English Learner Master Plan (“EL Master Plan”) which documents identification, services, program, and evaluation. The EL Master Plan’s program and services are evaluated and revised annually. On an annual basis, we notify the District regarding the EL Master Plan. Vox Collegiate commits to providing our English Learners with an exceptional education, transitioning them into English Proficiency by providing effective supports and instructional approaches. Vox Collegiate recognizes the importance of valuing students’ native languages and culture; we foster appreciation for the cultures, customs, and languages of all our students and families through inclusion of culturally relevant themes and content in the core curriculum.

Identification of ELs – Each year, during the student intake process after enrollment, families complete a home language survey, which indicates whether students speak a language other than English at home. We provide the home language survey in various languages to ensure that all families understand what information is being collected and why. In accordance with Federal and California law, students who do not speak English as their primary home language take the ELPAC IIA within 30 days of identification from the home language survey. The ELPAC IIA provides us with the following information: (1) whether a student is English proficient; and (2) the student’s level of English proficiency. As required by law, and in accordance with our belief in partnering with families and parents, Vox Collegiate notifies parents of our responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 days following receipt of results, including the reason for identification of EL status if a child is identified as an EL. English learners’ English proficiency is assessed each spring using the summative ELPAC for the purposes of determining student progress toward English proficiency and whether a student should be reclassified as English proficient.

Supporting ELs - In implementing an instructional program to support our ELs, the goals of Vox Collegiate are twofold: (1) ensure student mastery of the English language; and (2) ensure student access to and mastery of grade-level content. To achieve these goals, we:

- Provide all core content instruction through a structured English immersion (“SEI”) program.
- ELs should steadily make progress in the acquisition of English while also keeping pace with their peers in mastering content. An SEI program supports ELs to work with their English-speaking peers as they engage with core content. All the while, specific instructional practices are deployed by teachers so that ELs have as meaningful an experience with content as their peers. English mastery does not have to be separated from core content but can come from dynamically engaging with core content, practicing the English language in authentic ways.
- Align curriculum to California ELD standards – Knowing that a high percentage of Vox Collegiate students are ELs at various stages of English proficiency, it is important to ensure that instructional plans specifically support ELs. Beyond content specific learning goals, Vox Collegiate teachers approach lessons with specific goals for students to engage with the English language and improve their mastery. Aligning to ELD standards creates a structure for teachers to consider the most effective ways to engage specific language skills – reading, writing, speaking, and listening.
- Employ Specially Designed Academic Instruction in English (“SDAIE”) strategies in all content areas – In order for an SEI program to be effective, teachers must employ strategies designed specifically to provide ELs with access to academic content. Incorporating SDAIE strategies into all our classrooms helps to ensure that ELs access the high-level content being taught in Vox Collegiate classrooms. Students acquire the vocabulary needed to understand content and be provided with ample opportunity to practice the language skills related to such content.
- Instruct students in small groups directed at their English language proficiency and proficiency levels in ELA – An SEI program offers heterogeneous classrooms filled with students with varying degrees of content and English mastery. Although we believe that this design offers the best educational design for all learners, we understand that strategically instructing students in small groups or individually at their personal learning level is important. Half of ELA instruction is small group instruction, with homogenous groups organized by learning level. During this instructional time, ELs receive designated ELD instruction. In the Mastery Practice classes (60-minute courses in grades 6-8), teachers provide daily designated ELD instruction to ELs in a small group setting based on student English and ELA proficiency. Additionally, because our Mastery Practice courses are delivered in a rotational blended learning environment, a portion of the period allows ELs to engage with the English language through computer-based learning programs such as Lexia English, Listenwise, and Duolingo.
- Provide extra time for engagement with English through our extended ELA instruction and speech and debate. Students receive 60 minutes of ELA instruction each day, with an additional 60 minutes dedicated to small group blended learning instruction in math and ELA. Additionally, students practice their English skills in a 60-minute speech and debate class, the curriculum for which is aligned to ELD standards and mandatory for students in all grades. This additional time expedites the reclassification of Vox Collegiate’s ELs, as they are being supported through SDAIE strategies and lesson plans aligned to ELD standards. Specifically, the Vox Collegiate speech and debate program focuses on all

students' speaking and listening skills, providing daily opportunities to practice effective oral communication of complex ideas.

- In accordance with California law, we have an English Learner Advisory Committee (“ELAC”), comprised of parents of ELs, parents of non-ELs, and school staff. The ELAC will serve as an advisory committee to provide advice and input to school administration and the School Site Council on school decisions and funding expenditures related to ELs. The ELAC does the following:
 - Advises the Head of School and staff on programs and services for ELs
 - Advises School Site Council on the development of the Single Plan for Student Achievement (“SPSA”)
 - Assists the school in the development of the school's needs assessment and ways to make parents aware of the importance of school attendance.
 - Annually, parent members of the ELAC are elected by parents/guardians of ELs. Other members of the ELAC are appointed by the Head of School. The percentage of parents of ELs on the ELAC is at least the same percentage as EL students at the school. In no event shall the percentage EL parents serving on the ELAC be less than 51%. Upon formation of an ELAC, appropriate funds are allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, the school provides the ELAC with relevant training that may be needed for members to carry out their duties.

Reclassification – In accordance with the reclassification procedures developed by the CDE, as set forth in CA Ed Code § 313(d), Vox Collegiate uses multiple measures and assessments to determine whether a student’s English proficiency should be reclassified. Parents are notified upon reclassification, and all student records are updated to reflect reclassification. After reclassification, students’ academic progress continues to be monitored for two years by assessing student mastery of ELD standards, to which Vox Collegiate curriculum materials are aligned.

The following criteria outlined below are used to determine reclassification:

EL Reclassification Requirements	
Type of Evaluation	Requirement for Reclassification
Assessment of English proficiency using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC Section 60810 (i.e., the ELPAC)	Using annual performance on the summative ELPAC, student achieves a level 3 or 4; and: <ul style="list-style-type: none"> • Listening is a 3 or higher, • Speaking is a 3 or higher, • Reading is a 3 or higher, and • Writing is a 3 or higher
Teacher evaluation, including, but not limited to, a review of the student’s mastery of standards	Teachers determine proficiency and readiness for reclassification by examining: <ul style="list-style-type: none"> • Student SBAC performance in ELA; • Student performance of mastery on internally- developed assessments; and • Student normed score on NWEA MAP for ELA.
Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English	Using SBAC, students achieve above the cut point. (School will factor whether performance (if low) was caused by something other than a lack of English proficiency.)
Parental opinion and consultation	Academic members of the Leadership Team and teachers will communicate with parents regarding their rights and the rights of their child regarding reclassification. Prior to reclassification, families will have an in-person meeting with an academic member of the Vox Collegiate Leadership Team.

The progress of RFEP students is monitored for two years after reclassification to ensure maintenance of English proficiency. Vox Collegiate uses the Proficiency Level Descriptors contained in the ELD standards to monitor the progress of students who have been reclassified. Additionally, Vox Collegiate monitors the performance of RFEP students using content area assignments, assessments, NWEA MAP and SBAC. Student attendance and behavioral data is also included in the analysis of RFEP student progress. Vox Collegiate monitors both individual student data and collective subgroup data for RFEP students.

As stated in the description of Vox Collegiate’s curriculum and educational program, we weave California ELD standards throughout all content areas to provide sheltered content instruction to all of our ELs, supporting their access to content. Additionally, we provide designated ELD instruction for students at ELs. All ELs at Vox Collegiate access differentiated small group instruction during the Mastery Practice periods. Students who are “Emerging” according to the

California ELD Standard Levels receive direct English instruction during English or during the mastery practice periods through small group instruction and computer-based learning programs.

The academic members of the Leadership Team coordinate with content area teachers to ensure that any time spent out of the general classroom for ESL instruction is at the least disruptive time to a student's content area instruction, especially in ELA and math.

During Summer Institute, we provide all our teachers with training in EL instruction, including how to adapt grade level content to include ELD standards and accommodate access for students with limited English proficiency.

Annually, the Head of School provides data reports and analysis of the school's EL student progress including improvement in ELPAC level, progress in English Language Arts, and Vox Collegiate assessment data disaggregated by subgroups, to both the Board and school staff to guide program evaluation. The Head of School and Academic Achievement Committee of the Board and the full Board review and give feedback on the degree to which the school's instructional support for EL students is aligned with the EL Master Plan. Progress of newcomers and Long-term English Learners ("LTELs") is monitored by annual ELPAC administration and support begins with identifying and tracking them as a subgroup, annually reviewing student performance and progress towards reclassification. Additionally, teachers meet with the parents of LTELs at the beginning and end of the year to discuss and review student goals and progress toward English proficiency. School and classroom-level identification and analysis includes current levels of performance, strengths, and needs, in addition to the specific obstacles for each individual student to meet reclassification. Teachers will document ongoing ELD progress using ELD assessment portfolios. This state-approved tool allows teachers and the Leadership Team to measure student progress and maintain evidence of student language acquisition and growth. Student attendance and behavioral data is also included in the analysis of LTEL progress. Targeted and ongoing professional development utilizing research-based practices for supporting LTELs is also provided to teachers.

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

At Vox Collegiate, we take seriously the responsibility of supporting every student to reach their full potential. Many of our students enter Vox Collegiate performing below grade level, but there are some students achieving above grade level who deserve targeted support to continue their academic growth. In each classroom, student growth is driven by students' individual learning needs. Just as teachers are trained prior to the start of the school year and through ongoing professional development to differentiate instruction and support for students in need of additional aid to access grade level material, they are trained to differentiate for students ready for an accelerated learning path.

Vox Collegiate's professional development provides teachers with strategies to broaden and deepen their ability to provide differentiated instruction and individualized programs to meet students' needs. Teachers are trained to differentiate lessons to meet the needs of advanced learners and provide learning experiences that meet the special needs of these students, including lesson pacing, the depth of content presented, and the variety of processes used, and products created.

The inclusion of small group instruction and differentiation at all grade levels provides a daily opportunity for students identified as gifted and talented or performing above grade level to receive learning support that meets their accelerated needs. This daily small group support occurs in the Mastery Practice classes. Parents are provided with information regarding gifted and talented programs and services provided to students. The middle school Principal is the onsite designee for parents to contact regarding GATE. When student academic levels in ELA and math are assessed at the beginning of the school year using NWEA MAP, we identify students who are achieving above grade level and ensure that the small group instruction provided to such students during the Mastery Practice period provides them with extension opportunities to drive their learning forward, beyond grade level expectations when appropriate. Throughout the year, we continue to identify and monitor students performing above grade level through internally created assessments, classwork, projects, and the SBAC. Additionally, we consult with students and parents regarding enrichment opportunities suited to each student's particular aptitude. Vox Collegiate does not perform formal testing for gifted and talented education. Some of the supports that are offered to high achieving students include:

- Differentiated Classroom Instruction in All Content Areas
- Ongoing Assessment of Student Performance to Determine Most Effective Supports
- Reading Groups at Individual Reading Levels
- Opportunities for Extension Study
- AP Courses
- Extensive Elective Course Options
- Nationally Competitive Speech and Debate

Students Achieving Below Grade Level

As previously stated, Vox Collegiate is committed to ensuring the academic achievement of students currently enrolled in schools that are not achieving academic expectations. One of the reasons for establishing Vox Collegiate is to provide an educational opportunity for all students to reach their academic potential, regardless of their entry point. From grades six through ten, Vox Collegiate provides a school where all students are supported to become college- and career-ready. Throughout the year, we continue to identify and monitor students performing below grade level through NWEA MAP, internally created assessments, and the SBAC. Student performance is analyzed on a weekly basis during Friday professional development, coaching check-ins, and during designated professional development days. Teachers, with support from the Leadership Team, develop intervention plans for students persistently performing below grade level.

To ensure that students achieving below grade level are provided effective supports and intervention/remediation plans as early in the school year as possible, we take steps in the first weeks of each school year to identify low-achieving students. Teachers and the academic members of the Leadership Team continue to review academic achievement data throughout the year to identify low-achieving students and institute intervention, and remediation plans as needed.

A student is identified as low achieving if they:

- Scores more than one grade level below actual grade level in reading or math on NWEA MAP
- Scores at Level 1 on the SBAC
- Earns less than a 70% in a core subject
- Is not on track to make/does not make at least one year of growth in reading and math as measured by NWEA MAP

We notify the parents of students who are identified as performing below grade level and ensure that supports and intervention/remediation plans are made in collaboration with parents. Some of the supports that are offered to support closing the academic gap for students achieving below grade level include:

- Biweekly Progress Reports
- Differentiated Classroom Instruction in All Content Areas
- Mastery Practice - ELA and Math Focus
- Academic Advisory Periods
- Academic and College Counselors
- Reading Groups at Individual Reading Levels
- Academic Tutoring & Enrichment (recommended but voluntary)
- Nationally Competitive Speech and Debate

Socio-Economically Disadvantaged/Low Income Students

Many of our students, more than 80% throughout the previous charter term, come from low-income families, qualifying for free and reduced priced meals under the federal lunch program. However, the income level of our students and their families is not determinative of their academic ability or life potential. All of our students can and will meet their academic goals, and we have designed a program meant to support all learners. The supports that we offer to all of our students bolster the academic gains of students from all income levels. The program that we offer is borne of designs from highly successful schools across the country that repeatedly prove that income does not determine ability. Poverty is not determinative of ability, but there are steps that we will take to ensure that our socioeconomically disadvantaged students have an uninterrupted opportunity to fulfill their academic potential. Throughout the year, academic performance data is disaggregated by subgroup so that during data analysis the Leadership Team and teachers can monitor the progress of socio-economically disadvantaged students, adjusting instructional plans as needed. Some of the supports that are offered to support closing the academic of all students, including those who are socioeconomically disadvantaged, include:

- Academic Tutoring & Enrichment (recommended but voluntary)
- Access to Technology (before, during and after school)
- Instruction on Financial Preparedness for Life and College
- Access to Reading Resources for the Home
- Mental Health Counseling and Support
- College Counseling and College Readiness Courses

- Financial Assistance for AP Exams⁷⁰
- Financial Assistance for SAT and ACT Exams
- SAT and ACT Tutoring
- College Tours

Students in Other Student Groups

There are students from other student groups who enroll at Vox Collegiate. They are supported with the same enthusiasm and commitment as the subgroups described above. Upon enrollment and registration, we identify students who are foster youth, homeless, or facing other hardships. We coordinate with these students’ families, our teachers, and social service/community support entities to ensure that these students are provided with the necessary services to thrive. Appropriate interventions, modifications, accommodations, and supports are provided to these students so that they are ready for high school, college, and career upon graduation from Vox Collegiate.

Additionally, after being in the community and understanding historic challenges with violence and incarceration, we know that some of our students have suffered trauma that may impact how they learn and their comfort at school. With this in mind, we implement trauma-informed strategies and practices at Vox Collegiate to minimize the impact of trauma on students’ educational experience.

Trauma-Informed Student Supports		
Domain	Specific Strategies	Vox Collegiate Practices
School Culture and Infrastructure	School administration should support and promote trauma-sensitive approaches school-wide through: <ul style="list-style-type: none"> ● Strategic planning ● Assess staff training needs ● Confidentially review and plan for individual cases ● Review policies (e.g., school discipline policies) to ensure they reflect an understanding of the role of trauma in student behaviors ● Develop community partnerships ● Evaluate these efforts on an ongoing basis 	School leadership will promote trauma-sensitive approaches school wide by: <ul style="list-style-type: none"> ● Assessing and strategically planning staff professional development around training needs, including both summer and in-year professional development ● Planning and reviewing individual cases before and during the school year in collaboration with teachers. ● Ensuring ample professional development for staff regarding school discipline policies and restorative practices. ● Develop partnerships in the community to offer trauma-sensitive support. ● Evaluate trauma-sensitive practices with respect to instruction and school culture.

⁷⁰ All AP exam costs will be supported through the school.

<p>Staff Training</p>	<p>Incorporate staff training on trauma that addresses how to:</p> <ul style="list-style-type: none"> • Strengthen the relationships between staff, children who have experienced trauma, and their caregivers • Identify and access outside supports • Help traumatized children regulate their emotions to ensure academic and social success 	<p>Integrate staff professional development on trauma-sensitive practices, including:</p> <ul style="list-style-type: none"> • Role playing critical conversations with students to support staff towards building strong relationships with students. • Providing staff with supports available in school and in the community. • Partnering with specialists to offer training to staff and direct support to students to help students gain awareness of and regulate their emotions.
<p>Link to Mental Health Professionals</p>	<p>Schools should create links to mental health consultation and services for staff, students, and families.</p> <ul style="list-style-type: none"> • For staff, clinical supports include the opportunity to participate in sessions with their peers and a clinician to confidentially discuss specific cases, reflect on experiences of secondary trauma, and learn and practice strategies for working with children and families. • For students and families, school staff should refer families to appropriate mental health resources and following up on referrals. Trusting relationships between parents/caregivers, school staff, and mental health providers can help to ensure success. Be sure to secure the necessary authorization for release of information between parties to facilitate communication and collaboration. 	<p>Vox Collegiate will establish links to mental health consultation services for staff, students, and families by:</p> <ul style="list-style-type: none"> • Refer staff to relevant local mental health professional support centers to confidentially discuss specific cases, reflect on experiences of secondary trauma, and learn and practice strategies for working with children and families. • Referring students and families to appropriate mental health resources and following up on referrals. Vox Collegiate will secure the necessary authorization for release of information between parties to facilitate communication and collaboration.

<p>Academic Instruction for Students Who Have Experienced Trauma</p>	<ul style="list-style-type: none"> ● Specific strategies can be used to support the learning needs of students who have experienced trauma, including discovering and building on the student’s individual interests and competencies; maintaining predictable routines and expectations; maintaining expectations for the student that are consistent with those of his/her peers; and providing positive behavioral supports. ● Language-based teaching approaches can help students process information and alleviate their fears. Students who have experienced trauma often pay more attention to nonverbal cues than verbal communication, so using multiple forms of communicating information and helping students identify and verbally express their feelings are important strategies to support learning. ● School evaluations, including psychological, speech and language, functional behavioral, and occupational therapy evaluations, should assess the role of trauma and identify needed supports. 	<ul style="list-style-type: none"> ● Vox Collegiate will utilize multiple teaching methods that are shown to be best-practices in trauma-sensitive instruction, including: <ul style="list-style-type: none"> ● Culturally relevant pedagogy ● Culturally relevant curriculum ● Activating schema/building on student interests and background knowledge ● Maintaining predictable routines, including those for entry, the advisory, daily practice of core values, and daily classroom procedures (e.g. passing in papers, quiz protocol, etc.) ● A behavior management system focused on clear and consistent expectations, positive reinforcement, and restorative justice practices. ● Explicit teacher training on use of non-verbal cues including tone, voice, facial expression, and physical proximity. Teachers will communicate information through verbal and written cues. ● Attentiveness to the role of trauma in all psychological, speech and language, functional behavioral, and occupational therapy evaluations.
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<p>Non-Academic Strategies</p>	<p>School discipline policies are trauma- informed when they:</p> <ul style="list-style-type: none"> ● Balance accountability with an understanding of traumatic behavior; ● Teach students the school and classroom rules while reinforcing that school is not a violent place and abusive discipline (which students who have experienced trauma may be accustomed to) is not allowed at school; ● Minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans; ● Create consistent rules and consequences; ● Model respectful, nonviolent relationships. Communication procedures and protocols are trauma-informed when they: ● Respect confidentiality; ● Involve open communication and relationship-building with families; ensure ongoing monitoring of new policies, practices and training. 	<p>Vox Collegiate’s discipline policies are trauma-informed in the following ways:</p> <ul style="list-style-type: none"> ● Our consequence ladder is consistent and holds students accountable to high behavioral standards, but builds in conversations between teachers and students to ensure mutual understanding. ● Our discipline policies and practices are rooted in restorative justice, not punishment. ● Rules, expectations, and consequences are consistent across classrooms. ● Teachers receive explicit training, including role plays, of modeling respectful communication. Seeking to understand is an explicit step in our communication protocol. We have a robust plan for frequent communication with families.
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Meeting the Needs of the Community

“I think America must see that riots do not develop out of thin air. Certain conditions continue to exist in our society which must be condemned as vigorously as we condemn riots. But in the final analysis, a riot is the language of the unheard.” – Dr. Martin Luther King, Jr.

Vox Collegiate is guided by our mission of educating students and helping them to develop a voice that ensures that they are always heard; and we are passionate about providing an excellent sixth through tenthgrade educational option for the families of the Target Community, which is centered in the South Los Angeles area.

Vox Collegiate’s approach to community engagement centers on our belief in the power of family and community engagement to bolster the success of schools. We know that families and the community are true assets to Vox Collegiate, and deep community partnership supports and sustains our long- term success. We work to make families and the community feel welcome and appreciated at Vox Collegiate, and partner with them to ensure that our students reach their goals.

Throughout the school year, Vox engages in the critical work of authentic community engagement, and we have created channels for feedback that allow the community to have a voice in the Charter School. The Charter School actively connects with community members to listen to their concerns about the community and education by attending local group meetings, including bi-monthly Community Safety Meetings at Algin Sutton Park, and engaging with organizations such as the Gang Reduction Youth Development (“GRYD”) program, Community Build, Advocates for Peace and Urban Unity (APUU), SHIELDS for Families, and Council District 8. Vox Collegiate has observed the consistent theme that residents want better educational options for their children, more opportunity for their children to access college and jobs after high school graduation, and they are concerned that their voices do not matter and are not being heard.

Based on our work in the Target Community, Vox Collegiate is using the following four approaches to guide our community outreach:

1. **We communicate our core beliefs** - We have defined the overarching set of core beliefs for Vox Collegiate's academic and organizational policies and practices and communicate them to the community.
2. **We are building awareness** - We have been activating the community’s interest about Vox Collegiate, with a distinct focus on outreach to a diverse cross-section of families.
3. **We are planning strategically** - We are soliciting input from the community to make Vox Collegiate's design and community buy-in as strong as possible.
4. **We are implementing with accountability** - We are maintaining public transparency throughout the design process and monitoring our progress with strategic initiatives, especially those influenced by community stakeholders.

We communicate our core beliefs. The core beliefs on which Vox Collegiate is built are informed by our educational philosophy and informed by the nationally respected work of Building Excellent Schools and the high performing urban charter schools recognized as members of their network. Our core beliefs are outlined below:

- A. Every student deserves a meaningful education.
- B. High quality teachers are the key lever to student learning.
- C. Data drives decisions.
- D. We learn from the best and make it better.
- E. Developing students' character confidence allows them to use their voice to improve the world

We are inspired by the work of local leaders within the South Los Angeles community, who care deeply for and continuously work for the children who reside there. We seek to be part of this larger fabric for positive and real change within the community. Our core beliefs serve as the foundation for Vox Collegiate being a strong, consistent institution that is part of the public education offered through LAUSD to the families of the Target Community. Remaining grounded in and committed to our core beliefs is vital. From our opening, Vox Collegiate has been effective, inclusive, and sustainable. Regardless of any challenges faced by our leaders, our teachers, or our staff, the children will still come. Focusing on our core beliefs ensures that we are ready.

We engage families and students. Vox Collegiate proactively communicates with parents/guardians, students, community stakeholders, and residents in the community in a variety of ways:

- A. **Community Meetings** – attendance at, participation in, and presentations for Neighborhood Council and community group meetings;
- B. **Community Conversations** – meetings across the community to engage in discussion on education and the charter proposal;
- C. **Soliciting Feedback** - hosting and maintaining focus groups and administering stakeholder surveys;
- D. **Getting the Word Out** - flyer (Spanish and English) distribution at local businesses including coffee shops and restaurants as well as during local events. We translate all major outreach documentation (flyers, surveys, website, etc.) into additional languages as needed and as spoken within the community.

We continue to amplify our activities to build awareness for the school by hosting tables at events throughout the summer and conducting door-to-door communication with families and continue to grow partnerships with community organizations and city support services to ensure that we are reaching the highest need families in our communities.

Our community engagement work is cyclical and continuous, conducted with a broad range of stakeholders to ensure that Vox Collegiate is seen and received as a true community partner within the greater South Los Angeles area. Through this work, we have engaged with a number of

community organizations and key stakeholders.

We plan strategically. This phase of our community engagement work ensures that Vox Collegiate’s charter petition is relevant and responsive to the needs and desires of the Target Community for a high achieving, public school serving students in middle and high school grades. By engaging with attendees at community meetings and events, we understand that there is a clear need for a game-changing school, and we have already thoughtfully adapted feedback that allows us to build a school supported by the community.

We implement with accountability. Vox Collegiate’s Team is proactive in sharing details of our program and philosophy with our families and the community. We continue to empower the community to stay involved in the process, providing up-to-date information regarding authorization and the school’s implementation of the charter petition. Annual feedback from students, staff, and families (via both individual and group conversations as well as formal surveys) is consistently positive. We use this feedback to tailor our individualized student supports, maintain a healthy student environment, and provide excellent enrichment opportunities.

Today, poor academic performance continues to plague much of South Los Angeles and the surrounding neighborhoods. Vox Collegiate effectively addresses the educational injustice facing students in the Target Community, by implementing a school design that is aligned to LAUSD’s strategic plan. LAUSD’s 2022-2026 strategic plan is in pursuit of the goal of that the percentage of students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A-G approved courses will increase to 70% by June 2026.⁷¹ In order to achieve this goal, the District focuses on the fundamental strategy of dedicating focus on building a system where exceptional teaching can be found in every classroom, and knowledgeable, critical thinkers can be found in every seat.¹⁰⁴ Focusing on teachers and school leaders will allow schools to have the following essential elements in place to fully support the attention on college and career readiness:

- High Quality Instruction
- Enriching Experiences
- Eliminating Opportunity Gaps
- College and Career Readiness⁷²

We believe each of these elements is critical to creating a school in which students thrive academically. All of the elements listed above are applicable to the design and daily operations of Vox Collegiate to ensure that our students are learning and on track to graduate from high school, ready for college and career success.

⁷¹ “LAUSD Strategic Plan, 2022-2026,” LAUSD, <https://sites.google.com/lausd.net/lausdstrategicplan/home>.

⁷² Abbott, Stephen E. and Pamela D. Fisher “Ninth Grade Counts – Strengthening the Transition Into High School,” Great Schools Partnership, Summer 2012, <https://www2.ed.gov/programs/slep/ninthgradecounts/ninthgradecountsguide.pdf>.

The community we serve values our school, which provides students with a college preparatory education, a clear pathway to and through college, and the skills to advocate for and improve their community. The seamless educational program that we have designed for students supports all learners to excel academically, gradually increasing both autonomy and academic rigor and expectations as students' progress from sixth grade through middle school graduation. Regardless of the past academic challenges that students may bring with them to middle and high school, our students graduate fully prepared to thrive and be successful in their careers of their choice, or in college.

At Vox Collegiate, we know that all students can achieve when properly supported and instructed by effective teachers. The slow growth and small school environment that Vox provides is the type of education and support that leads to life-changing educational gains for all of our students. National longitudinal studies have also shown a positive relationship between small schools and academic achievement and student engagement. Research that specifically examined the effects of small school communities in Los Angeles found that small school communities had a positive effect on student discipline outcomes, GPA, and student retention. In addition to being a small school, we propose to meet the needs of all learners by providing:

- A sixth through eighth grade academic program for a seamless transition from middle school to high school that gradually increases both student autonomy and academic expectations;
- A safe, structured, and supportive learning environment for all learners, including English Learners and students with special needs;
- A robust speech and debate program, required for all students, aligned to CCSS and California ELD standards, which provides added support and English practice for our EL students, designed to develop each student's unique voice and their ability to communicate effectively;
- Rigorous, college preparatory curriculum in all content areas, aligned to CCSS and California Content Standards;
- A prioritized focus on literacy and math for all sixth through eighth grade students;
- Consistent communication with families about their child's academic achievement and needs through biweekly progress reports, biweekly phone calls, and monthly schoolwide family events;
- A longer school year with expanded time for learning;
- Our middle school math and English classrooms will employ a blended learning model where students rotate from computer-based individualized learning programs to small group targeted instruction with specialized attention from teachers.

A Typical Day

The following describes the experience of a visitor, arriving in the morning to experience life at Vox Collegiate.

At 9:00 a.m., it is still cold outside despite the sunshine. The few students that huddle outside of the gate to the school wear their Vox Collegiate sweaters with the green and gold school crest emblazoned over their hearts. The Operations Manager checks student uniforms and, with a smile, reminds students they need to be in uniform before they enter school. Just as a team puts on a uniform before a big game, we put on our uniforms for school.

The school's Leadership Team (Head of School, Principal, Managing Director of Special Education, Dean of Culture, and Operations Manager) begin their daily meeting at 7:45 a.m. The Leadership Team meets in the small school office to discuss instructional priorities for the day and individual student concerns. It is important that students who may have had a challenging day yesterday are greeted with encouragement to start their day today. There must always be an adult on campus that they can trust and turn to for a listening ear.

At 8:00 a.m. the rest of the instructional team joins the Head of School and Principal in the staff workroom for morning huddle. The Head of School runs the short meeting, beginning by celebrating the successes of individual teachers and students from the previous day and then reviewing instructional priorities for the team. The Principal reminds the team to make sure that attendance is submitted to the online system by 9:10 a.m.

The team disperses at 8:15 a.m. Classroom teachers head to one of the three advisory rooms for which they are responsible and prepare for students to arrive. They make sure that the agenda for the day is on the blackboard or whiteboard with daily objectives and homework. They post their own messages of inspiration for students, each one different and personal. They ensure that there are adequate student supplies in the appropriate bins. Jazz music plays lightly, setting a calm tone for the start of the day.

By 8:30 a.m., there is a line of students waiting mindfully outside of the gate. The Principal opens the front entrance door promptly at 8:30 a.m., greeting each student by name and with a handshake. As the Principal shakes each student's hand, the Principal says, "Today we get better." A few students seem to be struggling in the morning, not making eye contact, dragging their feet. The Principal does not end their interaction with these students with the standard greeting. Instead, the Principal takes the time to have a short personal conversation with these students. They need to be reassured that when they are at Vox Collegiate they are in a safe place. If the conversation cannot be had quickly, the Principal makes a note to pull these students from class during their AM advisory.

The Dean of Culture checks each student to make sure that their uniform is correct – tucked, grey or black polo shirt, khaki pants.

Students walk past the Dean of Culture and to the outside eating area. Breakfast waits for them in the lunchroom where they will pick up their nutritious meal to start the day. Today is Greek yogurt, granola, and pears. Breakfast is eaten mindfully until 8:50 a.m., at which point students dispose of any trash and prepare for schoolwide morning announcements.

By 8:50 a.m., a member from the Leadership Team stands at the front and raises a pre-agreed hand gesture (e.g., raised hand or open palm). This visual cue signals everyone—students and staff—to turn their attention forward. Once attention is secured, the Leadership Team member warmly welcomes the entire school, acknowledging the collective presence:

“Good morning, Vox! We’re glad to see our whole community here today.”

The Leadership Team member then segues to introduce the announcement portion. Additional staff or students then may volunteer to join the front and individually deliver “shoutouts”, recognizing individuals or groups who exemplify the school’s A.R.T values (e.g., Ambition, Respect, Team) and/or brief operational reminders such the day’s schedule, lunch info, upcoming events. The Leadership Team member concludes with a high-energy send-off:

“Let’s make it a great day!”

Immediately after, the entire student body and staff participate in a unified clap. This moment builds collective energy and focus as they transition to their next steps for the day. Students are released in cohorts named after specific colleges (e.g., “CSUDH”, “Cal Berkeley”) to proceed to AM advisory. During advisory, they engage in their scheduled social-emotional learning (SEL) lesson for the day.

All students are expected to be in their seats by 9:00 a.m. Students arriving after 9:00 a.m. are considered tardy and must sign in and get a pass from the Operations Assistant before proceeding to class. AM advisory provides an opportunity for whole-class discussions of Vox A.R.T values of Ambition, Respect, Team and how they can be applied in the everyday lives of students. Before the teacher begins instructing, the class leaders for the month lead each class in their cohort cheer.

Advisory discussions are lively. The value being discussed is Ambition - the “A” in ART. In small groups, students discuss the importance of having their own voice, thinking of real-world examples where having confidence in their voice is a necessity. At 9:40 a.m., with only five minutes remaining in advisory, students write down actionable goals for the day related to their voice. Most students apply voice goals to speech and debate class. Others focus on speaking out if they see

bullying. Some write goals about expanding their vocabulary, using at least three new words during the day.

At 9:45 a.m. content instruction begins. In every class, with every teacher, class begins the same way.

Teacher: “I’m excited to teach.” Students: “We’re excited to learn.”

Students have six content area classes each day. One of those periods is dedicated to general grade level instruction. The other is a blended learning period known as Mastery Practice for the middle school students, in which students receive small group instruction based on their individual learning needs, accelerating their growth through personalized attention.

The instruction at Vox Collegiate is consistent across classrooms and content areas. From English to science, there is a focus on literacy. Walking into any classroom and spending more than five minutes, a visitor sees students reading. Students are also writing – a lot. It is a priority that students get into the habit of explaining their thinking and writing down their rationale and reasoning, making a record of how they arrive at answers. But, just as much as a visitor sees writing, they hear dialogue and debate. The practices of our speech and debate course program extend to other content areas. Whether defending a rhetorical interpretation of Elie Wiesel or questioning why dividing fractions leads one to multiply a reciprocal fraction, students are expected and encouraged to use their voice.

For adolescent and teenage middle school students, speaking up and using your voice is a risk, both personal and social. Therefore, visual and operational consistency is prioritized throughout the school. For students to feel safe, they need a structured environment with limited chaos. What a student experiences from class to class should be predictable. The blackboard or whiteboard configurations, student supply desk, daily agenda, word wall, and homework can be found in the same place in each classroom.

Students sit up in their desks; the pace of instruction is too urgent and content too rigorous and engaging to pull away. Students are pushed to their academic limits. Hands fly in the air to ask questions. Teachers circulate about the classroom while students work in order to differentiate instruction and meet the needs of all learners. A student who is still trying to master the English language repeatedly glances at the word wall on the side of the room as she writes an essay.

- In English class, students annotate their copy of *Raisin in the Sun*, taking note of evidence to support the inferences they made the previous day.
- In math class, a small group of students work on their conceptual understanding of fractions while another group of students works independently on computers.
- In science class, students conduct an experiment on fungi and bacteria growth. The

- students write their findings in a lab journal.
- In social studies, students discuss principles of Islam and its effect on governmental systems in the middle east.
 - In speech and debate, students sit at computers with headphones as they watch original performances of speeches. As they watch, they take notes on copies of the speeches that they have at their desks. Upon closer examination, students are making notes of performative moves they want to make when they deliver their interpretation of the speech to the class.
 - In PE, students participate in a relaxing day of yoga, giggling at how inflexible the Principal is as she joins the yoga while conducting classroom observations.

All classes end the same way. Teachers acknowledge the wins for the day and next steps for continued learning. Students express feelings of pride and the joy of learning.

Students rotate with their assigned cohort to their scheduled classes each day. In the afternoon, students have a break.

Teacher: “I’m excited to teach.” Students: “We’re excited to learn.”

Students eat lunch during their assigned grade level time. It is important that students develop healthy and socially appropriate eating habits. They socialize at lunch, but do so at a respectful level. Students who do not want to socialize are not forced to do so. Students are encouraged to bring books to lunch. They are also encouraged to practice their speech and debate pieces at lunch. Those willing to practice portions of memorized speeches or dramatic narratives in front of the whole school are given the chance to do so in the last five minutes of lunch. Teachers make sure that these students are always supported in their bravery.

After lunch, students transition to their next content class. The discussions are lively and students are taking ownership in their academic progress. It is clear that students have a social relationship with content. They make an audible sigh when the class ends.

Students are a little sluggish after lunch, but teachers work strategically to keep all students engaged in lessons. One student, having a particularly difficult day before lunch, ends the third period completing a personal reflection on their choices. But, after the afternoon break and a short pep talk with the Principal, the student seems to be in a better place, encouraging classmates and volunteering to answer challenging questions in class. The teacher makes sure the students’ efforts are recognized with verbal praise and electronically receives Bulldog Bucks (B-Bucks) for meeting one or more of the A.R.T values.

In the afternoon, all students have a break. They are released outside for the break period. Students are allowed to use the restroom, converse with friends, eat a snack or play an activity with their

peers. Students will have a choice during this time, but of primary concern is that students have time in the afternoon to take care of their personal needs before continuing their learning for the day. Some teachers organize student games during break. Others give students the freedom to lead their own break time. Either way, it is an opportunity for students to release energy, be social, and decompress from the rigorous work they've been doing all morning. After break, students begin their next class the same way they do all others.

Before dismissal, students begin PM Advisory. Teachers reflect on how the school A.R.T values of Ambition, Respect, and Team were shown by individual students and cohorts throughout the day. Homework assignments are reviewed. Students give shout outs to one another. At 4:00 p.m., teachers and students listen intently for the all-call from the dismissal team to release students who walk home and the individual names of students being picked up by their caregivers. All students are released with waves and well wishes.

Element 2 – Measurable Pupil Outcomes
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 & Measuring Pupil Outcomes: Summative Assessment Performance Targets

We set a number of ambitious goals for Vox Collegiate, students, and teachers. Accountability to our goals drives Vox Collegiate towards academic excellence for all students. Each goal is important, but at the core of our mission is educating students and ensuring that they are equipped with the skills to independently thrive in the 21st century. Therefore, the majority of the specific, measurable goals that are outlined are directly related to student academic proficiency and college preparedness. Proficiency in ELA and math is primarily assessed through the CCSS aligned SBAC. Student longitudinal growth in ELA and math is assessed using the NWEA MAP. Other academic content areas are assessed using our internally created assessments, which are aligned to California state standards in Social Studies and the NGSS.

We pay particular attention to our accountability goals related to our students with disabilities and ELs. It is vital that they receive the services and supports to which they are entitled, including, but not limited to, teachers certified to teach English as a second language and providing direct English instruction to LTELs so that they can make measurable progress, achieve success, and have an excellent education. Academic excellence is a long-term mission at Vox Collegiate. Given the proficiency rates in ELA and math at similarly situated middle schools in and around South Los Angeles, the students at Vox Collegiate need to make significant growth each year of school in order to achieve proficiency or higher in ELA and math, and be on track for college readiness by the time they matriculate from middle school to high school. We monitor student growth regularly and are accountable to ensuring that our students make growth in ELA and math at a high enough rate to ensure that they are on the path to be college ready by the time they graduate from high school. After academic goals, our goals extend to the community and organizational health of our school. Achieving these combined goals is the recipe to a successful school. In order to meet our goals, and pursuant to CA Ed Code § 5202, we set quantifiable measures, aligned to each of the eight state priorities described in CA Ed Code § 52060(d). See LCFF State Priorities table in Element 1 for full details.

In addition to the goals in the LCFF table, the Vox Board of Directors conduct an annual review of the school, board, and governing policies to assess the school's strengths and weaknesses.

Measuring Pupil Progress Toward Outcomes

Driving towards our mission, a core belief of Vox Collegiate is that student achievement data should drive decision-making. We regularly and systematically measure student progress and achievement using various assessments to determine the degree to which Vox Collegiate is achieving its goal of educating all students. The assessments that we have chosen include: (1) daily exit tickets, which are used to inform instruction on intervention on a day-to-day basis; (2) internally developed, standards-based interim assessments administered every 5-6 weeks, which measure student progress towards mastery and inform instructional planning; (3) comprehensive

summative assessments which measure student mastery of annual standards and provide a measure of the effectiveness of the educational program at Vox Collegiate.

In addition to measuring student mastery, we monitor student growth throughout the school year and review data to understand individual student needs and to monitor the performance of demographic subgroups. Students' academic performance levels are gauged against peers across the country using the nationally normed NWEA MAP. Students will take SBAC each spring in grades 6-8 and 10 as required to determine their mastery of grade level CCSS in ELA and math. College readiness will also be measured when students participate in the College Board's PSAT 8/9, providing them, their families, the school, and LAUSD with information on whether students are on track to achieve a successful score on the SAT exam.⁷³ SBAC will allow us to understand the academic health of our students on an absolute basis and on a comparative basis against their peers in LAUSD and across the State of California. Students take NWEA MAP three times per year (beginning, middle, and end of year) in reading and math. Student scores on MAP provide a normative measure of their performance against other students as well as a longitudinal measure within each year and across years. Although a high percentage of our students are in middle school, it is important to track the degree to which they are on the path to college preparedness. In 2015, NWEA conducted a study of the relationship between MAP scores and student performance on the ACT, in order to provide schools with the ability to use MAP scores as a predictor of college readiness.⁷⁴ The study found that middle school students are likely to reach college readiness by high school graduation, benchmarked as an ACT score of 24, if as middle school students they score between the 70th and 84th percentile in math and the 66th and 75th percentile in reading.⁷⁵ Vox Collegiate students are supported to reach these benchmark percentiles by the time they complete the eighth grade. To effectively support students, we use the data from their performance on the diagnostic MAP assessment that they take in the fall of each year to establish individual annual growth goals for students that lead them to the college readiness benchmarks for reading and math by the time they complete middle school. The MAP is administered again mid-year and end-of-year. Students continue to take MAP throughout their middle school experience as a measurement of individual growth and college readiness.

⁷³ PSAT 8/9 exam costs will be supported through the school.

⁷⁴ <https://www.nwea.org/resources/map-college-readiness-benchmarks/>.

⁷⁵ <https://www.nwea.org/content/uploads/2015/08/MAP-College-Readiness-Benchmarks-Study-AUG15.pdf>.

Vox Collegiate Assessments						
	Interim Assessments	Summative Assessments/ Criterion Referenced Assessments	Norm-Referenced Assessments	State Assessments	Reading Level	Language Proficiency
Type of Assessment	Internally developed a. Daily Exit Tickets b. ELA Unit Assessments c. Math Unit Assessments	Interdisciplinary performance assessments covering ELA, Social Studies, and Speech and Debate standards (completed at the end of each trimester, covering standards taught to date) Internally created end of year math assessment.	1. NWEA MAP (ELA & Math)	1. Smarter Balanced Assessment (“SBAC”) 2. California Science Test (“CAST”) and 3. California Alternate Assessment for Science (“CASS”) ⁷⁶ 4. California FITNESS-GRAM	<ul style="list-style-type: none"> • Reading Plus • Lexia Power Up • Reading • Fluency Passages 	ELPAC
Definition	Periodic assessments measuring student progress towards end of year mastery goals. Questions on interim assessments should include questions modeled after SBAC questions.	Comprehensive assessments measuring mastery of standards and objectives covered to date.	Assessment measuring a student’s performance against the performance of other test takers.	Comprehensive assessment measuring student mastery of grade level state standards.	Assessment of student Lexile level or grade level equivalent.	Administered to students with a home language other than English to Assess English proficiency
Score Expression	Mastery of standards.	Mastery of standards and rubric evaluations with qualitative feedback	RIT Score (equal interval scale measuring individual item difficulty values to estimate student achievement)	Level of mastery overall and as applied to specific standards	Lexile level or grade level equivalent	English Proficiency Level

⁷⁶ Only applicable to grade 8

Purpose	Predict student performance on SBAC Measure student mastery of standards Evaluate effectiveness of instruction Identify students in need of remediation Identify standards in need of re-teaching.	Measure student mastery of standards.	Compare student growth and academic performance to peers. Measure growth of students over time.	Measure student mastery of standards. Compare student academic performance to peers Measure student, class, and school growth over time.	Differentiate ELA instruction by reading levels. Effectively organize reading groups. Measure student reading growth over time.	Measure English proficiency and provide benchmark for English acquisition over multiple years.
Format	Questions aligned to CCSS and modeled after SBAC questions	Interdisciplinary assessments will require students to research, write, and physically perform Math assessment will be aligned to CCSS and modeled after SBAC questions	Adaptive computerized assessment	Computerized math and ELA assessment	Computerized reading assessment	Multiple choice and performance
Frequency	<ul style="list-style-type: none"> • Daily Exit Tickets administered at the end of most lessons • Unit assessments administered at the end of each unit (roughly 6 – 7 times per school year) 	<ul style="list-style-type: none"> • Interdisciplinary assessments – 3 times per year • Math – administered at the end of the year 	3 times per year	Annually	Every 4-6 weeks	Initial identification assessment and annual follow up to measure progress towards English proficiency

Data Analysis and Reporting

As previously stated in Element 1, data analysis at Vox Collegiate is a systematized part of our school community and culture. Data is clearly, openly, and regularly communicated to students, parents, and the Board.

At monthly meetings, the Head of School provides the Board with details on the school's progress towards measurable goals. The Board's regular review of the performance data is important to ensure the academic, fiscal, and cultural health of the school. The Board uses performance data to assess the effectiveness of the Head of School and whether or not the school is in danger of not meeting its performance goals, which are annually reviewed and set by the Board. In addition to annually reviewing performance goals, the Board and Head of School publish the school's annual report online and communicate the information contained therein to LAUSD and the State of California.

In addition to the annual report, Vox Collegiate also produces an annual School Accountability Report Card ("SARC") to communicate school demographic data and performance to the CDE and the public. All student achievement data and student information data kept in a school information system like Aeries are available for reporting purposes including the SARC. Annually, student achievement data is disaggregated to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Communication with Students and Families

To ensure a meaningful education for every student, Vox Collegiate involves and invests parents and families in our school culture and educational program. To sustain the academic gains of our students, the culture of excellence and support must extend from the home to the classroom. Our families and school partner to support the growth of our students. To build the involvement and investment of parents and families, Vox Collegiate communicates student performance data and other information with families through various media on a frequent and consistent basis and we regularly provide families with access to the school so that they can see and understand what we are doing to educate students. Vox Collegiate keeps families abreast of student progress, academically and behaviorally, so that decisions about each student's education inform decisions. Vox Collegiate makes language accommodations so that all families are able to access school communications. We take the following steps to build our relationship with families:

Home Visits - During the school year, the Head of School, with support of the Leadership Team, meets with students and their families at their homes. Home Visits provide school leadership and families the chance to engage in intimate conversations about Vox Collegiate's mission and its expectations for students and families. Families have a chance to ask questions that are important to them in a comfortable environment. In these meetings, the Head of School and Leadership Team seek to begin developing a trusting, personal relationship with each student and family so that the families will feel comfortable partnering with the school to support students.

Parent University – Vox Collegiate holds Parent Universities (Family Orientations) for all families prior to the start of each school year. These meetings will provide parents and guardians with information about school expectations, systems, policies and supports. Both teachers and school leadership attend Parent Universities. For newly enrolled students, parents will have the option to attend a Parent University within two weeks of the close of the enrollment window. Two additional Parent Universities held for all parents between 10 and 14 days prior to the first day of school. At the end of every other week, families receive a student progress report with information regarding student academic and behavioral progress.

Parents who have questions about the information on the progress reports can contact teachers by phone, the parent portal (Parent Square) or via email. Contact information is provided on each progress report. Parents should allow teachers 24 hours to respond to phone calls and emails before following up.

Student Progress Conferences – At the end of the first and second trimesters, parents and guardians will have meetings with students’ primary academic advisor (AM advisory teachers) to receive student report cards and/or progress reports. These conferences allow academic advisors and parents to have an in-depth discussion about student performance as reflected in report cards. Academic advisors provide context to the information contained in report cards and inform parents of steps being taken to support students going forward. These conferences are also an opportunity for teachers and parents to discuss any ongoing behavioral or academic concerns and how they can be addressed in school and at home. Conferences take place during the week following the end of each trimester. Parents may coordinate with academic advisors to schedule meetings before school, during an academic advisor’s prep period, or after school.

Retention Conferences – If, after the final trimester grades have been calculated, it is determined that a student has not earned promotion to the next grade level and is eligible for retention (see below), the Head of School, student, family, and content area teachers will meet to discuss the best course of action to ensure that the student makes necessary academic gains the following school year. Students eligible for Summer Programming will receive mailed, written notices and the Head of School will schedule conferences with the parents of such students.

Biweekly Outreach – At least one teacher makes a biweekly phone call or sends an electronic message to parents and guardians to provide updates on student progress. These outreach methods celebrate student successes and provide parents with information about growth opportunities for their students. Teachers are prepared to answer parent questions about student progress.

Monthly Family Nights – We will hold monthly Family Nights throughout the year to celebrate the progress of our students and for families to see how we are working to educate their students. Family Nights are casual opportunities for families, teachers, and staff to engage as partners within the larger school community, working to support students. We will not hold Family Nights during months in which we hold student progress conferences.

Weekly Newsletters – The school will send families weekly newsletters, Bulldog Bulletin, with

updates on school progress towards academic goals, calendar reminders, and tips on how to support student learning at home.

Collection, Analysis, Use, and Reporting of Academic and Operational Performance

Collaborative Staff Teams: Real-Time Data to Drive Instruction - Content and Grade-Level Teams at Vox meet weekly to analyze both academic and behavioral data, using formal (e.g., assessments) and informal (e.g., classroom observations, student work) indicators. These meetings are designed to surface trends across cohorts, grade levels, and individual students, and result in immediate instructional shifts. Teachers use these insights to adjust upcoming lesson plans and plan differentiated supports, including re-teaching, small group instruction, and targeted interventions. This collaborative, data-informed approach ensures that instruction remains responsive and aligned with student needs, while also fostering shared ownership of student outcomes across the instructional staff. During weekly Grade Level or Content Team Meetings, teams compare student academic and behavioral performance. Using formal and informal data trends, teachers determine cohort and grade level trends and concerns about individual students. Using this information, teachers adjust weekly lesson plans for their classes and plan individualized supports for students in need of remediation.

Professional Development Days: Deep Analysis for Instructional Impact - After internally developed interim assessments and NWEA MAP testing, the school holds Professional Development Days for all teachers. There are four data days and five content area days annually. These non-pupil days are an essential element of our professional development as they give the school full days without instructional responsibilities to analyze student data (mastery and growth data) and plan how we proceed with our educational program to effectively meet student needs and reach our academic goals. During these days, teachers identify standards, objectives, and questions with which students struggled or succeeded. They assess what worked and what did not work in previous plans to lead students to mastery and use that knowledge to adjust future units as needed. The Head of School, Principal, and Dean of Curriculum and Instruction review data prior to Professional Development Days to lead whole school discussions of student achievement and make cross content area connections, providing opportunities for collaboration amongst all teachers to support student learning.

Student-Centered Data Use: Monitoring Progress and Supporting Growth - At Vox, students are active participants in their academic journey through a structured system of progress monitoring and reflection. We administer NWEA MAP assessments three times annually, along with benchmark assessments in ELA and math, unit assessments, Practice CAASPP assessments, and daily exit tickets to gather comprehensive data on student performance. Students receive biweekly progress reports and complete goal-setting reflections before and after each NWEA testing round. This practice empowers students to track their own growth, internalize academic goals, and engage meaningfully with their learning progress. The data collected not only informs instructional adjustments but also supports tailored interventions and enrichment opportunities aligned with each student's needs.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

The grading policy at Vox Collegiate is a highly consistent and clearly codified mastery-based grading system. The same system applies to all grade levels and classes, except those for which students receive either credit or no credit. The purpose of a mastery-based grading scale is to make sure that grading is an informative tool for teachers, students, and families. Student progress toward college readiness is measured on an ongoing basis, with information regarding how far behind or advanced a student is from where he or she is expected to be at any given grade level. Teachers receive ongoing training regarding grading and are provided with time to collaborate with content and grade level teams regarding student grades and expectations. Specifically, training on grading and assessment procedures and expectations is a component of Professional Development Days. Students and families receive biweekly progress reports that outline each student's most recent academic standing in all of their classes. Official report cards are distributed to families at the end of each trimester.

Grading Scale			
Letter Grade	GPA	Percentage	Implications
A+	4.0	97.5-100%	Student consistently demonstrates advanced levels of mastery with content standards.
A	4.0	92-97.4%	
A-	3.67	90-91.9	
B+	3.33	87.5-89.9%	Student consistently demonstrate proficiency with content standards.
B	3.0	82-87.4%	
B-	2.67	80-81.9	
C+	2.33	77.5-79.9%	Student consistently demonstrates basic competency with content standards.
C	2.0	72-77.4%	
C-	1.67	70-71.9	
D	1.0	60-69.9%	Student does not yet consistently demonstrate basic competency with content standards.
F	0.0	Below 60%	Student does not demonstrate basic competency with content standards.

Promotion Requirements

Students are not promoted socially. Promotion from one grade to the next is earned through academic performance. Students must demonstrate that they are prepared for the academic expectations of the next grade level in order to be promoted. In the event a student fails to demonstrate mastery for two consecutive years, a decision on promotion is made by the Head of School, after considering the opinion of the student’s family and teachers. Students who do not meet promotion requirements at any grade level may be subject to retention. If the Head of School, in consultation with a student’s teachers, determines that retention is the best course of action to support the student’s academic growth and mastery of content, the Head of School makes a written determination and specifies reasons for retention and recommended academic support and intervention. Prior to the end of the school year, the Head of School holds a conference with parents, teachers, and the student subject to retention. In lieu of retention, students who fail to meet promotion requirements may have the opportunity to retake courses or complete unsatisfactory/missing projects during Summer Programming. Retention decisions are made on an annual basis. Students may be retained in a grade level for more than one year.

Grade Level Promotion Requirements	
Grade	Requirement
Into 7 th	Student has earned a C- (70%) or better in all core content areas (English, Math, Science, Social Studies)
Into 8 th	Student has earned a C- (70%) or better in all core content areas (English, Math, Science, Social Studies)
Into 9 th	Student has earned a C- (70%) or better in all core content areas (English, Math, Science, Social Studies)
Into 10 th	Student has earned a C- (70%) or better in all core content areas (English, Math, Science, Social Studies)

Attendance

The Vox Collegiate attendance policy is modeled after policies implemented at some of the most successful urban charter schools in the country. The purpose of these attendance policies is not to punish children or their families, but to ward off habitual truancy and the significant academic and social development costs to which it is correlated. The Vox Collegiate attendance policy promotes maximization of learning time. A student who is absent more than 20 days in a school year may be subject to retention. Any retention decisions ultimately involve a full assessment of whether a student has made appropriate academic progress in a given school year. Missing 20 days of school can significantly interfere with a student’s ability to achieve a meaningful educational experience and master content standards. Given the potential significant consequences of absences, the school provides immediate communication to parents in the event of an absence. A staff member will make a call to inquire as to why the student is absent and request that parents come to the school to collect any missing work for their student. Biweekly progress reports include the number of absences that a student has accumulated. Parents receive a phone call from the Head of School or his/her designee once a student accumulates 5 absences. At 10 absences, the Head of School sends

a letter home to parents regarding student absences and schedules an in-person meeting to create a plan to resolve absence issues. At 15 absences, the Head of School sends a second letter to parents and schedules another in-person meeting to discuss the potential consequence of retention if the student reaches 20 absences. Thereafter, for every absence, the Head of School or his/her designer calls the student's parents to discuss the reason for absence and to provide an immediate update on the number of absences the student has accumulated. The governing board's adopted full promotion and retention policy is communicated to all families.

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.

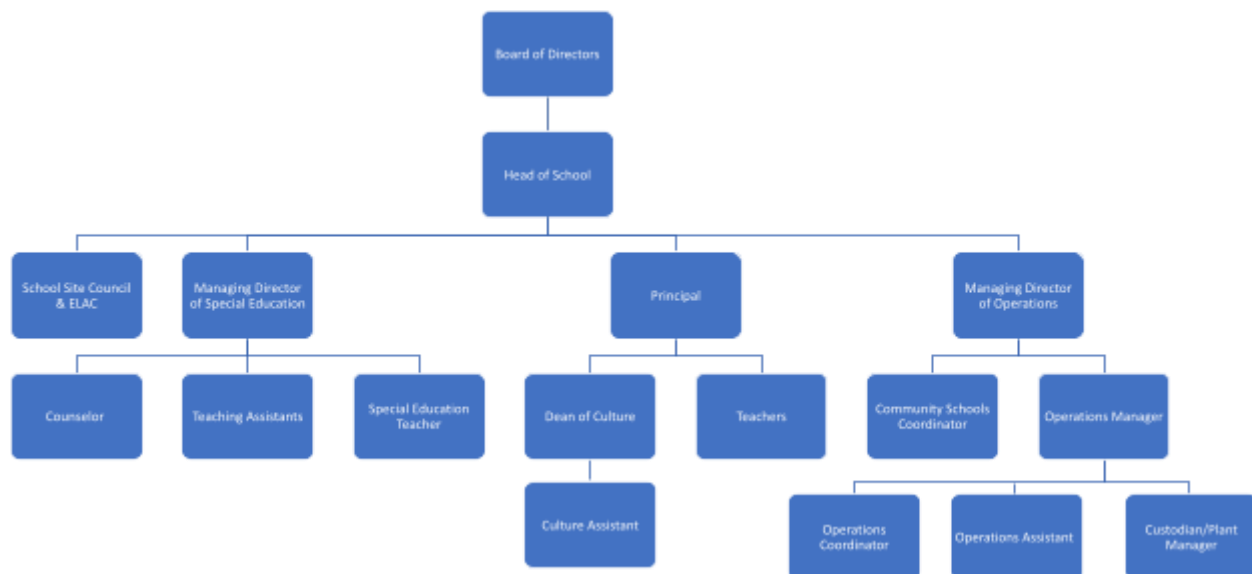
Governance Structure

Vox Collegiate is an independent charter school. It is governed and operated by Vox Collegiate, Inc., in accordance with the California Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Vox Collegiate, Inc. has 501(c)(3) status as a U.S. tax-exempt nonprofit organization. The bylaws, as may be amended from time to time, have been adopted by the Board and serve as the governing document of Vox Collegiate.

The Board is committed to the strong start and long-term health of Vox Collegiate. That can only be accomplished through effective and responsive governance. The Board has five overarching goals that guide its work.

1. Ensure fidelity to Vox Collegiate’s mission
2. Oversee that Vox Collegiate’s operation is accountable to the representations and warranties contained in the charter petition
3. Oversee the financial integrity of Vox Collegiate
4. Ensure that Vox Collegiate is always operated in compliance with applicable laws and public obligations
5. Care for Vox Collegiate’s long-term organizational health and sustainability

Board and Accountability Structure



The Board governs the school, establishes policy, and oversees the fiscal, regulatory and academic health of the school. The Board hires, supports, and evaluates the Head of School, who is the only individual who reports to the Board. The Board delegates to the Head of School all aspects of the

day-to-day operations of the school. The Board helps to ensure effective organizational planning by approving long-range goals and annual objectives, approving and monitoring the general policies, including but not limited to: Compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of Vox Collegiate are provided by the Head of School and the administrative staff as delegated by the Head of School.

One primary function of the Board is to oversee and evaluate the performance of the Head of School, whose responsibility is the day-to-day management and operation of the school. The Board's oversight of the Head of School includes hiring, setting compensation for, supporting, and annually evaluating the Head of School. The Board stays apprised of the day-to-day management and health of the school, including its academic, operational, and financial performance, through direct reports from the Head of School. Formal reports to the Board from the Head of School regarding the health and performance of the school are made at monthly, public Board meetings, which shall always be held in accordance with the Brown Act.

The Head of School is responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Vox Collegiate, the Head of School is responsible for providing timely reports to the Board. Each month the Head of School reports back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which are publicly announced and held in full compliance with the Brown Act.

Board Composition and Member Selection

The Board consists of seven to fifteen members and conducts business in accordance with its bylaws. The governance work of the Board is led by Board officers, which include a Chair, Vice Chair, Secretary, and Treasurer. Each officer is elected annually by other members of the Board. The Board conducts certain work through committees of less than a quorum of Board members, which may be established by Board resolution that sets forth the scope and authority of each committee. However, committees may not take official action on behalf of the Board without a formal vote in compliance with the bylaws and the Brown Act. Standing committees consist of an Academic Achievement Committee, Development Committee, Finance Committee, and Governance Committee. Committees are formally established, and members appointed, by the Board. The calendar for regular meetings of standing committees are adopted by the Board. Standing committee meetings are subject to the Brown Act as if they were meetings of the entire Board.

The Founding Board was selected based on their commitment to the mission of Vox Collegiate, their belief that every child deserves a meaningful education, and their varied and substantial professional experience. Each member has committed to devoting their time and energy, without any compensation, to ensuring that the mission and vision of Vox Collegiate is fulfilled and that the promises made to the public and to the authorizer in this charter are carried out in accordance with the law. The skillsets and expertise, from law to finance to real estate to marketing and education, will ensure that the Vox Collegiate is governed and managed effectively.

The Board consists of seven to fifteen members and maintains quorum for voting purposes. The exact authorized number is fixed by the Board from time to time by resolution. The Board convenes an annual retreat to set a calendar, goals, and strategic plan for the upcoming year. Additionally, the annual retreat provides an opportunity for the Board to review and receive training on state, federal, and District requirements. The Board has convened previously to receive training on charter school governance responsibilities (financial, legal, and academic) and public responsibilities under the Brown Act.

The determination of the need to add Directors is based on an evaluation of the current needs of the Board, along with skillsets provided by members currently in place. In seeking out additional Directors, the Board will look for the following:

- Commitment to Vox Collegiate’s mission and vision.
- Commitment to public education and the belief that every child deserves a meaningful education.
- Capacity to complete the work required of a Director.
- Record of and commitment to collaboration and teamwork.
- Good moral character and good standing professionally.
- Specific expertise in law, finance, 6-12 teaching, 6-12 school leadership, 6-12 school operations, marketing, human relations, fundraising and development, real estate, community outreach, or non-profit management.

The Board functions in accordance with its Bylaws. Selection of additional Board members is the responsibility of the full Board. Details of that process are outlined below. Annually, the Board receives training on governance procedures and expectations, including those related to the Brown Act and conflicts of interest.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board oversees Vox Collegiate's success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates thoroughly vetted and selected by a majority vote of the Board within a regular or special Board meeting held in accordance with the Brown Act and in accordance with the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates' alignment with Vox Collegiate's mission, and a commitment to a minimum of three years of service.

The Vox Collegiate nominating committee, known as the Governance Committee, presents potential Board members and officers for election by the current Board, in accordance with our Bylaws. Board members serve a term of three years from the date of their appointments, or until their successors are seated. No Board member will serve more than two consecutive three-year terms. Board members serve staggered terms to balance continuity with new perspectives. All qualified Board candidates, nominated by the Governance Committee, are elected through a majority vote of the seated Board members within a public meeting and in full compliance with the Brown Act. A Board member may resign at any time by filing a written resignation with the Chair of the Board, unless no Board member would remain. In that case, notice must be provided to the California Attorney General. A Board member elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our Bylaws, the Board may remove any officer or Board member with or without cause by majority vote of the entire Board at any regular or special meeting of the Board, provided that a statement of the reason or reasons have been mailed by registered mail to the officer or board member proposed for removal at least thirty (30) days before any final action is taken. This statement is accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Board member will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Board Roles and Responsibilities

- **CHAIR OF THE BOARD.** The Chair of the Board serves as the governance lead for the organization. The Chair of the Board:
 - presides at the Board meetings;
 - exercises and performs such other powers and duties as the Board may assign from time to time in support of the school, head of school, and board committees; and
 - in the case of a tie vote, the Chair of the Board shall abstain from the vote, allowing an odd number of directors to vote on the matter.
- **VICE CHAIR.** The Vice Chair serves in direct support of the Chair of the Board and in his

- or her absence, fulfills the obligations of the Chair of the Board. The Vice Chair:
- presides at Board meetings in the absence of the Chair of the Board; and
 - exercises and performs such other powers and duties as the Board may assign from time to time in support of the school, head of school, and board committees.
- **SECRETARY.** The Secretary ensures that Board action and meetings are in compliance with the Brown Act and the governing documents of the Board. The Secretary:
 - keeps a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board, and a copy of the governing documents of the Board;
 - provides notice of all meetings of the Board and of committees of the Board of Directors as required by the bylaws; and
 - exercises and performs such other powers and duties as the Board of Directors or the bylaws may require.
 - **TREASURER.** The Treasurer ensures that the financial accounts and records are properly maintained and communicated to the Board. The Treasurer:
 - keeps and maintains adequate and correct books and accounts of the corporation's properties and transactions;
 - sends financial statements and reports to the Board as are required to be given by law, by the bylaws, or by the Board;
 - serves as the chair of the finance committee; and
 - controls school property and money.

Governance Procedures and Operations

Location and Frequency of Meetings

Board meetings are held on a monthly basis within District boundaries. All meetings of the Board and its committees are be called, noticed, and held in compliance with the Bylaws and provisions of the Brown Act. The exact location of meetings is determined based on the need for space to reasonably accommodate public access and participation for Vox Collegiate stakeholders and accessibility to Board members. The Board meets annually for the purpose of organization, appointment of officers, and strategic planning. A resolution setting the annual calendar of Board and committee meetings is also adopted at this meeting. This resolution specifies the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, is held at a time, date, and location as noticed by the Board in accordance with the Brown Act.

Vox Collegiate complies with the Brown Act. Throughout the upcoming charter term, as it has during the current term, Vox holds all meetings in locations accessible to the public; it posts its Board of Directors schedule of meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the Board. Postings occur by email to those who have requested it and in a location that is publicly available 24 hours a day, 7 days a week in the Vox Collegiate office as well as on the school's website in English and Spanish or other dominant language as needed by the community served. Vox Collegiate maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes provided in English and Spanish. For easier access, Vox Collegiate posts the agendas and minutes on its website. The Board meets at least ten times annually to conduct business plus special meetings. All meetings of the

Board are open to the public, excluding closed sessions as permitted by the Brown Act. Given our commitment to community connection, the Board makes efforts to ensure that the time and location of meetings is such that members of the community, including parents and other stakeholders, have the opportunity to attend meetings and have their voices heard on matters related to Vox Collegiate.

Board Decision Making

Board action may only be taken at a properly called public meeting at which a quorum is present. In accordance with the Bylaws, a majority of the members in office shall constitute a quorum. Members may be physically present or present by teleconference, provided, however, that the location of members present at a meeting via teleconference must be publicly available in accordance with the Brown Act. At meetings where a quorum is present, the Board may generally take action by majority vote, unless a greater proportion of votes is required by the Bylaws. Action is taken during open meetings or via written action in accordance with the Brown Act.

As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the Board during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

Vox Collegiate has provided the LAUSD Charter Office with a copy of the Articles of Incorporation for Vox Collegiate, Inc., and the Bylaws and names of Board members of the school. Any changes made to these documents that materially alter the charter must first be approved through the District's charter amendment process to be effective.

Stakeholder Involvement

In order for Vox Collegiate to continue to be successful and fulfill its mission, it must remain a school that grows and matures with the community – not a school that is imposed on the community. Knowing this, we are committed to working with the Target Community, including parents, students, and other community members, to ensure that the decisions made at Vox Collegiate include the voice of the community.

We view our website as a critical tool for fostering engagement and maintaining transparent communication with all stakeholders, including students, families, staff, and the broader community. The website serves as a central hub for important school updates, including event calendars, announcements, academic resources and updates, and public documents. We provide access to key documents such as the school handbook, policies, and resources for students and families. Through the website, we also provide an easy way for parents and guardians to engage with school leadership through feedback surveys and contact forms. This open access fosters greater stakeholder involvement, allowing families to contribute to school decisions and track their child's development in real time.

Of primary concern when considering the voice of the community is providing meaningful opportunities for the parents of Vox Collegiate students to be involved with the school. The power

of Vox Collegiate to broaden the life opportunities for students is bolstered by our maintenance of relationships with families. From enrollment through graduation, we engage our families early and often, including:

- Home Visits - individual meetings between families and the Head of School and Leadership Team
- Parent University – family orientation prior to the start of the school year
- Monthly Family Nights – monthly celebrations of cultural events and student achievements
- Biweekly Progress Reports – biweekly written updates regarding student academic and character performance
- Student Progress Conferences – trimester conferences between teachers and families to discuss individual student successes and areas of growth
- Biweekly Outreach – biweekly communication from teachers to parents regarding student successes and areas of growth
- School Site Council (SSC) – advisory board comprised of the Head of School, teachers, students, parents, and community representatives
- English Language Advisory Council (ELAC) - advisory board comprised of the Head of School, Principal, teachers, students, parents, and community representatives
- Volunteer Opportunities – parents will have the opportunity to volunteer at the school
- Volunteer Opportunities – parents will have the opportunity to volunteer at the school site to assist with both normal school activities and special events

The Vox Collegiate School Site Council and English Language Advisory Council ensure that the voices of families, teachers, and the community are heard throughout the school’s decision-making process. Serving as an advisory board for the management of the school, the School Site Council includes the Head of School, teachers, students, parents, and community members. Members of the School Site Council are elected by their constituent group. Throughout the school year, the School Site Council meets monthly to advise the Head of School on management decisions, including, but not limited to, school policies, budgeting, the academic program, extracurricular activities, community events, and school culture/climate. When appropriate, the Board attends School Site Council meetings.

The English Language Advisory Council includes the Head of School, Principal, teachers, students, parents, and community members. Members of the English Language Advisory are elected by their constituent group. Throughout the school year, the council meets monthly to advise the school on matters related to the academic progress and language development of English learners, including reviewing the School Plan for English Learners, evaluating programs, and fostering parent engagement. ELAC also helps ensure compliance with state and federal regulations regarding the education of English Learners at Vox Collegiate.

Vox Collegiate engages the School Site Council, ELAC, staff, students, parents, and other community stakeholders regarding the annual LCAP. Engagement consists of surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP.

Feedback from stakeholders is documented, reviewed, and analyzed in the finalization of Vox Collegiate's LCAP. In May, after a preliminary school budget, LCAP, and associated goals are completed, the Head of School presents drafted plans to staff. After reviewing staff input, plans are presented to the School Site Council, students, parents, and other stakeholders for review and public comment, in preparation for formal adoption by the public vote of the Board in June.

Understanding our commitment to the broader community surrounding Vox Collegiate, we partner with various community members and organizations to involve them in the school and our students' experience and success. Students and staff participate in community service initiatives led by both Vox Collegiate and community organizations.

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 Recruitment & Eligibility

Given the priority that we place on ensuring talented educators lead classrooms and operational systems at Vox Collegiate, we allocate resources in our budget to recruit qualified candidates to be a part of the team at Vox Collegiate. We use various platforms and resources to recruit teachers and other staff, including online tools, local and national university job fairs, connections, and teacher recruitment partners. By offering a competitive salary, strong professional support, opportunities for professional growth, and a mission-oriented culture, we know that we can assemble and maintain an incredible team of adults to ensure the education of our students. Prior to employment, all candidates will be screened in accordance with California law, including fingerprinting and background checks for a history of violent or serious felonies. All candidates must meet health requirements, including proof of medical exam and tuberculosis testing. Prior to employment as classroom teachers, candidates must possess a verified, valid California teaching credential and English Learner Authorization. The authorization under each credential shall be

appropriate for all teaching assignments. All credentials must meet state and federal requirements, including any requirements related to teaching content. University intern eligible candidates may be eligible for employment, provided, however, that any such candidates must:

- (1) be eligible for an internship permit; (2) have a subject authorization meeting any federal and state requirements; and (3) have the ability to complete a full credentialing program within two years.

Management Structure

Management Structure
Head of School, Principal, Managing Director of Operations, Managing Director of Special Education, Operations Manager, Dean of Culture, Counselor, Community Schools Coordinator, Operations Coordinator, Operations Assistant, Teaching Staff (11) (including one special education teacher), Instructional Assistants (4) (including one culture assistant), Custodian, Plant Manager
Head of School, Principal, Managing Director of Operations, Managing Director of Special Education, Operations Manager, Dean of Culture, Counselor, Community Schools Coordinator, Operations Coordinator, Operations Assistant, Teaching Staff (11) (including one special education teacher), Instructional Assistants (4) (including one culture assistant), Custodian, Plant Manager
Head of School, Principal, Managing Director of Operations, Managing Director of Special Education, Operations Manager, Dean of Culture, Dean of Curriculum & Instruction, Counselor, Community Schools Coordinator, Operations Coordinator, Operations Assistant, Teaching Staff (14) (including one special education teacher), Instructional Assistants (4) (including one culture assistant), Custodian, Plant Manager
Head of School, Principal, Managing Director of Operations, Managing Director of Special Education, Operations Manager, Dean of Culture, Dean of Curriculum & Instruction, Counselor, Community Schools Coordinator, Operations Coordinator, Operations Assistant, Teaching Staff (15) (including two special education teachers), Instructional Assistants (4) (including one culture assistant), Custodian, Plant Manager
Head of School, Principal, Managing Director of Operations, Managing Director of Special Education, Operations Manager, Dean of Culture, Dean of Curriculum & Instruction, Counselor, Community Schools Coordinator, Operations Coordinator, Operations Assistant, Teaching Staff (15) (including two special education teachers), Instructional Assistants (6) (including one culture assistant), Custodian, Plant Manager

Employee Positions and Qualifications

Please see below a list of key school employees, their qualifications, and expectations for the positions.

Key Employee Job Descriptions			
Position	Certificated	Qualifications	Expectations
Head of School	N	<ul style="list-style-type: none"> ● Commitment to school's mission ● Two years teaching and/or school leadership experience ● Experience managing adults (preferably within the education field) ● Bachelor's degree required; Master's or advanced degree preferred ● Experience in education strategic planning ● Record of high student and professional achievement with quantifiable success ● Strong communication skills (oral and written) ● TB Clearance ● Background check clearance ● Experience with budgeting and contracting 	<ul style="list-style-type: none"> ● Oversee the day-to-day management of school instructional program and operations ● Strengthen school culture and maintain focus on school mission ● Strategically plan to ensure all students meet achievement goals ● Lead professional development of instructional staff, including direct coaching and supporting the creating of curriculum materials ● Select and evaluate teachers and other staff ● Regularly communicate with and report to the Board of Directors regarding the performance and health of the school ● Oversee annual budgeting ● Manage vendor relationships and contracting ● Develop and manage relationships with community service providers for student support services ● Oversee implantation of programs to support students with special needs and ELs ● Regularly communicate with school stakeholders, including families and parents, regarding school performance and health ● Ensure that operational health of the school, including responsible management of the school budget ● Serve as primary school disciplinarian for student misbehavior

<p>Principal</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission and vision ● CA teaching credential and appropriate license (CA administrative credential preferred) ● At least 3 years’ teaching experience (6-12) ● At least 2 years’ school leadership experience at schools with a similar student population to the Target Community (6-12 teacher coaching and planning and overseeing academic programs)¹²³ ● Record of high student and professional achievement with quantifiable success ● Strong classroom management and instruction skills ● Experience coaching instruction and writing curriculum ● Experience in education strategic planning ● Experience overseeing school operations ● Experience with data organization and analysis ● Strong communication skills (oral and written) ● Bachelor’s degree required; master’s or advanced degree preferred ● TB clearance Background check clearance 	<ul style="list-style-type: none"> ● Work alongside of the Head of School to oversee the day to day management of school’s academic and operational systems ● Co-lead instructional and academic strategic planning with Head of School to ensure all students meet academic achievement goals ● Co-lead and plan professional development of instructional staff, including direct coaching and supporting the creation of curriculum materials with Head of School ● Alongside of the Head of School, ensure that operational health of the school ● Assist Head of School in building school culture and maintaining focus on school mission ● Assist Head of School in evaluating teachers and other instructional staff ● Consult with Head of School regarding staff hiring decision ● Consult with Head of School regarding disciplinary decisions ● Alongside Head of School, oversee implementation of programs to support students with special needs and ELs ● Assist Head of School with communication with school stakeholders, including families and parents, regarding school performance and health ● Assist Head of School in communication with community resource providers for student supports ● Assist Head of School in preparation of reports to the Board regarding school academic, cultural, and operational health
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<p>Operations Manager</p>	<p>N</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● At least 2 years’ experience with operations/systems management (preferably within the education field) ● Experience with reading and reviewing annual budgets ● Experience with data organization and analysis ● Strong communication skills (oral and written) ● Bachelor’s degree ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Assist Head of School and/or Principal in the day-to-day management of the school ● Communicate with school’s back-office provider regarding financial and HR matters ● Oversee maintenance and creations and federal and state required documents and reports ● Manage student data and school information systems (both digital and physical) ● Assist Head of School in the management of vendor relationships ● Coordinate school vendors ● Manage school front office staff ● Manage financial reports ● Monitor petty cash receipts for documentation (delegated to Office Manager in Y4) ● Coordinate food services (delegated to Office Manager in Y4)
<p>Dean of Culture</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● CA teaching credential and appropriate license ● At least 2 years’ teaching experience ● Record of high student achievement with quantifiable success ● Strong classroom management and instruction skills ● Strong communication skills (oral and written) ● Bachelor’s degree ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Lead school culture initiatives, including weekly Town Hall meetings, student discipline systems, and A.R.T values character development ● Regularly communicate with parents and families regarding student behavior ● Support the Head of School and Principals in maintaining and developing positive school culture and in implementing school wide discipline and cultural systems ● Provide coaching and professional development to classroom teachers regarding classroom management, family communications, and community building within the classroom ● Monitor student discipline records (including attendance and homework) and strategize ways to address individual issues and schoolwide trends ● Assist Head of School and Principals with instructional support as requested

<p>Managing Director of Special Education</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● At least three years of prior teaching experience preferred ● CA Certified Special Education Teacher and appropriate license ● Experience working with students with special needs ● Experience managing special education teachers ● Knowledge of federal and state special education rights of students and responsibilities of schools, including the IEP process (testing and implementation of accommodations and modifications) ● Strong communication skills (oral and written) ● Bachelor’s degree (master’s degree preferred) ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Serve as the point of contact for all matters involving special education due process ● Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education ● Create and coordinate an annual schedule for IEPs ● Support and oversee special education teachers in drafting IEPS and ensuring compliance with all components of the IEP ● Train and lead teachers in professional developments regarding special education and Student Success Team procedures ● Facilitate review of intake assessments for incoming students ● Facilitate the evaluation/ reevaluation process ● Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers ● Ensuring that all service minutes are provided and appropriately documented through meticulous special education records ● Ensure compliance with all Federal and District SPED regulations regarding parent/guardian consent ● Work directly with general education teachers on issues that may arise in classroom settings ● Coordinate annual or biannual formative and summative evaluations of the special education program ● Maintain up-to-date Welligent records ● Provide Welligent data analysis for all Modified Consent Decree meetings ● Assist with interviewing of special education teachers and related service professionals ● Provide direct student services as needed ● Monitor progress toward IEP goals and ensure that parents are provided with frequent progress reports from special education teachers
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			<p>Lead regular meeting of members of the special education team to collaborate and share best practices</p> <ul style="list-style-type: none">● Coordinate collaboration with general education teachers to ensure academic success of special education students within the classroom● Complete other tasks as directed by the Head of School or Principals● Coordinate with Head of School and/or Principal to strategize instructional goals and strategies● Coordinate with Head of School and/or Principal re. instructional professional development for teaching staff● Support classroom teachers in developing instructional materials● Provide professional development and coaching to classroom teachers re. classroom management and content instruction● Assist Head of School and/or Principal with instructional support as requested
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<p>Community Schools Coordinator</p>	<p>N</p>	<ul style="list-style-type: none"> ● Commitment to the Vox Collegiate mission and vision ● Desire to collaborate and work as a team ● Belief in student voice and promoting it being a driver of instruction ● Bilingual Spanish/English Required ● AA degree or a minimum of 60 semester units ● At least two years experience working with youth and families ● At least two years experience in a role that manages schedules, facilities, staff, or program development experience 	<ul style="list-style-type: none"> ● Conducts needs assessments by working with the school leadership team, counselors, teachers, partner agencies, parents, and students to identify barriers to learning, available resources, and gaps in services ● Identifies, engages, and recruits partners to offer programs and services for students and families based on the community’s needs assessment ● Develops the continuum of services for the students, families and community members within the school neighborhood ● Assists directly with information sharing and referral services to maintain an effective referral process to community resources ● Creates, strengthens and maintains the bridge between the school and the community by creating opportunities for shared leadership and trust ● Facilitates and provides leadership through collaboration in order to resolve related issues to service delivery, access and coordination ● Assess for improvement and shared accountability between partnerships ● Advocates for students, families and community members within the school neighborhood ● Establishes and coordinates service teams to ensure needs are being met and services are being maximized to the extent possible and to make adjustments as needed ● Facilitates professional development ● Facilitates family involvement in a student’s education by organizing workshops, meetings, events, and home visits in conjunction with organization and school leadership ● Plan and lead family events ● Attend all family and parent-oriented meetings and
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			<p>events at school sites such as school council and committee meetings, Cafecito's, Back to School Night, and Parents Conferences to encourage family engagement</p> <ul style="list-style-type: none">• Supports families during the SART Process Conducts Home Visits as needed• Facilitates a Community Schools Advisory Council• Assists with student recruitment, enrollment, and attendance efforts by building strategic partnerships and attending community events that can increase awareness of our schools
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<p>Counselor</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to the Vox Collegiate mission and vision ● Desire to collaborate and work as a team ● Belief in student voice and promoting it as a driver of instruction ● Master’s degree in counseling ● Pupil Personnel Services credential ● TB clearance ● Background check clearance <p>Preferred:</p> <ul style="list-style-type: none"> ● Bilingual Spanish ● At least one year of prior K-12 	<p>Multi-Tiered System of Supports Leadership</p> <ul style="list-style-type: none"> ● Counselor will lead Tiered SEL and Mental Health Support ● Ensures tier 1, 2, and 3 supports are being appropriately implemented for all students ● Collaborate with administration and teachers to ensure prioritization of Tier 1 supports <p>Tier 1:</p> <ul style="list-style-type: none"> ● Support with Universal screeners and Needs assessments ● Classroom Instruction: Collaborates with teachers and staff to provide tiered social/emotional supports in the classroom ● Supports the development and implementation of social-emotional learning programs ● Supports the implementation of restorative practices across the campus. ● Conduct frequent walkthroughs of morning homeroom/advisory/SEL Blocks ● Meet regularly with the Dean of Student and Grade Level Leads to support SEL during instruction ● Support with implementation of a Tier 1 Framework ● School-Wide Initiatives: ● Connect Tier 1 to school-wide initiatives and PD ● Lead PD on implementation of Tier 1 supports ● Connect with external providers for Tier 1 PD opportunities ● Provide staff training in learning, child development, and child management to parents, teachers, administrators, and other professionals and paraprofessionals <p>Tier 2:</p> <ul style="list-style-type: none"> ● Lead SEL Groups based on data from needs assessment
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			<ul style="list-style-type: none"> ● Attend and assist SST meetings when needed and apply applicable services and observations ● Classroom support focused on social skills within the classroom setting ● Support with additional Tier 2 interventions in collaboration with teacher/parent <p>Tier 3:</p> <ul style="list-style-type: none"> ● Provides DIS counseling services for students on IEP counseling caseload ● Develops and documents IEP Goals and Presents Levels of Performance in the areas of social and emotional functioning ● Participates in IEP meetings, Annual Reviews, Triennial Reviews, and any other necessary school meetings ● Provides 1:1 Short term counseling ● Conducts classroom observations to gather data and insight into the behaviors of students on the caseload. ● Maintains up-to-date, accurate, and confidential counseling files, including record keeping in Welligent ● Crisis Supports: ● Provides Crisis Intervention Services to students as needed ● Conduct risk assessments as necessary, and mobilize appropriate support ● Develops and supports school staff, students, parents, and families in implementing student safety plans including Re-Entry meetings ● Serves as a member of the Crisis Response Team ● Leadership/Other: ● Serves on the school's leadership team to connect SEL Tier 1 support to school-wide initiatives and
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			<p>Professional Development</p> <ul style="list-style-type: none">● Additional Responsibilities:● Effectively communicates knowledge and ideas orally and in writing; maintains effective interpersonal relationships and communication in the professional setting● Supports the team with parent engagement and parent workshops● Performs other duties as assigned or requested by the appropriate administrator● Clearly communicates priorities to school site staff and leadership team● Counsel families on the transition to high school
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<p>Operations Coordinator</p>	<p>N</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● Experience with Microsoft office ● Strong communication skills (oral and written) ● Fluent in written and spoken Spanish ● High school diploma ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Manage office activities, including interfacing with visitors ● Manage office clerk ● Assist Operations manager in coordination of school systems and operations ● Maintain a calm and welcoming front office environment ● Assist Operations manager in coordination of school systems and operations ● Monitor front desk and school phone ● Assist with parent communication as requested ● Maintain and organize school supplies (not including SPED supplies) ● Monitor petty cash receipts for documentation (delegated from Operations Manager in Y4) ● Coordinate food services (delegated from Operations Manager in Y4)
<p>Operations Assistant</p>	<p>N</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● Experience with Microsoft office ● Strong communication skills (oral and written) ● Fluent in written and spoken Spanish ● High school diploma ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Maintain a calm and welcoming front office environment ● Assist Operations manager in coordination of school systems and operations ● Monitor front desk and school phone ● Assist with parent communication as requested ● Maintain and organize school supplies (not including SPED supplies)
<p>General Education Teachers</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● Strong communication skills (oral and written) ● At least one year of prior teaching experience preferred ● CA teaching credential and appropriate license ● Bachelor’s degree (master’s degree preferred) TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Plan and execute effective and engaging lessons, aligned to CCSS and scaffolded to meet the needs of all learners ● Work with Head of School, Principal, Dean of Curriculum and Instruction, and other members of the content team to develop curriculum and assessments ● Participate in practice-based professional development ● Serve as primary classroom disciplinarian enforcing school discipline system ● Regularly communicate with parents regarding student performance ● Complete other tasks as directed by the Head of School or Principals

<p>Special Education Teachers</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● At least one year of prior teaching experience preferred ● CA Certified Special Education Teacher and appropriate license ● Experience working with students with special needs ● Knowledge of federal and state special education rights of students and responsibilities of schools, including the IEP process (testing and implementation of accommodations and modifications) ● Strong communication skills (oral and written) ● Bachelor’s degree (master’s degree preferred) ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Provide pull-out and push-in special education services for students with IEPs ● Draft IEPs and ensure compliance with all components of the IEP ● Ensure that all service minutes are provided and appropriately documented through meticulous special education records ● Monitor progress toward IEP goals and provide parents with frequent progress reports ● Schedule, prepare for, and facilitate IEP meetings ● Meet regularly with other members of the special education team to collaborate and share best practices ● Collaborate with general education teachers to ensure academic success of special education students within the classroom ● Coordinate with the general education team to ensure students are provided an effective education ● Complete other tasks as directed by the Head of School, Principals or Special Education Director
<p>Speech and Debate Teacher</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Record of passion and commitment to developing communication skills ● Expertise with rhetoric, argument, and drama ● Commitment to school’s mission ● Strong communication skills (oral and written) ● At least one year of prior teaching experience preferred ● CA teaching credential and appropriate license ● Bachelor’s degree ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Manage speech and debate program at Vox Collegiate ● Lead speech and debate professional development for speech and debate ● Plan and execute effective and engaging lessons, aligned to CCSS and scaffolded to meet the needs of all learners ● Work with Head of School, Principal, and other members of the content team to develop curriculum and assessments ● Participate in practice-based professional development ● Serve as primary classroom disciplinarian enforcing school discipline system ● Regularly communicate with parents regarding student performance

<p>Teaching Assistants</p>	<p>N</p>	<ul style="list-style-type: none"> ● Commitment to school’s mission ● Strong communication skills (oral and written) ● Experience working with students (volunteer or employment) ● Bachelor’s degree ● TB clearance ● Background check clearance 	<ul style="list-style-type: none"> ● Assist teachers with day-to-day instruction ● Assist teachers with preparation of classroom materials ● Assist teachers with student data organization and analysis ● Complete other tasks as directed by the Head of School or Principals
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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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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 Learner, 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.

Vox Collegiate values diversity, recognizing the value in learning from cultures, beliefs, and backgrounds different from one’s own. Diversity of both thought and identity enhances the educational experience of all students. By interacting with different people, we learn to respect our differences and recognize commonality. Regardless of any student’s or family’s background, they are welcomed and respected at Vox Collegiate.

The Target Community, centered in the South Los Angeles region of Los Angeles, is the focus of our recruitment and outreach efforts. Based on the most recently available demographic data from the U.S. Census Bureau, the zip codes where most of our students live (90044, 90047, and 90003) are 38-77% Hispanic or Latino, and 20-56% African American or Black. We meet the District’s

Racial and Ethnic Balance goals of a 70:30 or 60:40 ratio (representing the percentage of Predominantly Hispanic Black Asian Other compared to Other White). We assess our progress towards achieving LAUSD's goal of 70:30 on an annual basis and adjust our recruitment plan as necessary. We embrace open enrollment and focus our student recruitment efforts on the Target Community, as we seek to fulfill the needs identified in the Target Community and ensure that families living in the Target Community have access to Vox Collegiate.

Student recruitment activities include:

- **Social Media Outreach (Ongoing)** - Vox Collegiate maintains an active social media presence, particularly through our Instagram page, which has proven to be an effective tool for reaching prospective families. Posts include information about our school's events, application processes, and other important updates. Social media campaigns are particularly active in October through March, when the school begins its recruitment period for the following academic year. Regular posts invite community members to events hosted by the school and link to online application forms and school tours.
- **Door-to-Door Family Outreach (January – April)** - From January through April, Vox Collegiate organizes door-to-door outreach efforts in the surrounding neighborhoods, particularly those that represent the target student population. School staff and volunteers visit homes to distribute informational flyers, answer questions, and personally invite families to upcoming recruitment events, school tours, and application deadlines.
- **Community Event Outreach (March – May)** - Vox Collegiate has a presence at key local community events, business venues, and public service organizations throughout the year, especially during March through May when recruitment intensifies. Our outreach team hosts informational booths and distributes marketing materials at high-traffic locations such as local businesses, organizations, and public service centers. Materials such as brochures, flyers, and fact sheets highlight the school's mission, programs, and upcoming events. Locations include popular community centers, local parks, and any public events or fairs that draw local families.
- **Presentations at Community Safety Meetings (February – May)** - Vox Collegiate actively engages with local community leaders by presenting at community safety meetings held throughout the year, particularly from February through May. These meetings are attended by residents, local business owners, and community stakeholders who are invested in the safety and well-being of the area. Vox presents information about our school, its benefits for students, and how the school supports community safety through educational programs. These presentations also are an opportunity to answer questions and encourage families to apply for the next school year.
- **Marketing Materials** - In all outreach activities, Vox employs a variety of marketing materials including printed flyers, brochures, posters, and digital content (e.g., social media posts, website updates). These materials are distributed during school tours, at

community events, and through local partnerships. Additionally, these materials are made available in English and Spanish to ensure accessibility for all members of the community.

Many families in our school community are multilingual. Therefore, marketing and informational materials are provided in both English and Spanish, and translators are present at recruitment events. Our school website, www.voxcollegiate.org, provides for translation of all material to 20 different languages, including Spanish.

The school is committed to ensuring that the ratio of Special Education, English Learners (ELs), and Redesignated Fluent English Proficient (RFEP) students mirrors the general population of LAUSD through targeted recruitment efforts. The school engages in community outreach and collaborates with local organizations, neighborhood schools, and family networks to ensure that families of all backgrounds are aware of enrollment opportunities. Vox Collegiate actively works to recruit English learners and students with disabilities by providing information in multiple languages, offering support for application processes, and hosting enrollment events in the community. The school prioritizes inclusivity by reaching out to underrepresented populations and ensuring that all students, including ELs and those with disabilities, are encouraged to enroll and are well-informed about the resources available to them. By focusing on equitable recruitment, Vox Collegiate aims to reflect the diversity of LAUSD's general student population in its enrollment practices.

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 schoolsite.

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.)

Admission Requirements

Vox Collegiate is an open enrollment, tuition-free public school with no specific requirements for admission. All students residing in the State of California who wish to attend Vox Collegiate are welcomed, as outlined in CA Ed. Code § 47605(d)(2)(A). To be included in the admissions process, families must submit an application, which includes their student’s name, grade, birthdate, and contact information.

Applications for enrollment must be received within the posted open enrollment period, which typically falls between August 1 and February 28. In August of each year, Vox Collegiate makes a public notice that it is accepting applications for the upcoming school year. Such notice includes the deadline for applications for enrollment, Vox Collegiate’s admissions policy, and information related to the public lottery. In the event that the number of students seeking admission exceeds the number of available seats, Vox Collegiate will hold a random public drawing for open seats, drawing student names from all applications submitted for available seats by the application deadline. Students not selected through the lottery are placed on a waiting list.

Student Recruitment

As described in the recruitment plans set forth in Element 7, Vox Collegiate is committed to serving all students and is an open enrollment public school. Our recruitment efforts focus on the Target Community, which is in need of high-quality educational options. Many of the students in the Target Community are ELs, students performing below grade level, students with special needs, and students who are social-economically disadvantaged. We prioritize recruitment efforts and monitor enrollment to ensure that the diversity of the Target Community is represented in the student population at Vox Collegiate. Our recruitment efforts include social media outreach (through Instagram), presenting at local group meetings, walking door-to-door to provide information to families, sending mailers, and inviting families to discuss Vox Collegiate at local businesses. They will all be supported at Vox Collegiate to meet their academic goals and become self-motivated life-long learners.

Lottery Preferences and Procedures

Students currently enrolled at Vox Collegiate are exempt from the application and lottery process. During any period of discretionary grant funding from the U.S. Department of Education, Vox Collegiate will comply with the Charter Schools Program Non-Regulatory Guidance (“CSP NRG”) regarding lotteries, including not using weighted preferences in its lottery procedures. In the event any provisions included here are deemed to conflict with the CSP NRG, the Vox Collegiate will modify its lottery procedures to ensure compliance and eligibility for federal funding.

Outside of any period of discretionary grant funding from the U.S. Department of Education, enrollment preference for open seats are given in order of the following:

- Students residing within the boundaries of LAUSD
- Siblings of currently enrolled students (applied to 6th grade only)
- Children of teachers and staff, not to exceed 10% of the total enrollment

Lottery and Waitlist Procedures

In the event a lottery must be held to determine enrollment, due to more applications for enrollment being submitted than seats available, enrollment is determined by random public lottery which is open and transparent. All students who have timely submitted applications for enrollment are included in the lottery, subject to the admissions preferences described above, and are notified of the date, time, and location of the lottery, which occurs no later than two weeks following the application deadline. Notice of lottery date, time, and location is made available at the school site, on the school website, and are mailed to families in both English and Spanish. Families and the public are invited to attend the public lottery, but attendance is not a requirement for being selected in the lottery and offered an open seat. The lottery occurs at the school site. The location of the lottery is publicly available, large enough to accommodate interested families, and ADA-compliant to allow for full public access. Translation services are provided so that English and Spanish speaking individuals may fully access proceedings. The date and time of the lottery is set so that most interested parties and stakeholders have an opportunity to attend.

Lottery rules are communicated to all parties present at the lottery, orally and in writing, including applicable enrollment preferences. Prior to any student names being drawn from the lottery, students who are given preference are identified. Student names are pulled from the lottery by an uninterested third party selected by the head of school.

To ensure the fairness and propriety of the enrollment lottery, the following process shall be followed:

- Student names are printed on slips of paper and placed into a box, with enrollment preferences identified by visible marks.
- Upon being drawn, student names are read aloud twice and recorded in chronological order, to include student name, an assigned number corresponding to the order they were drawn, student contact information, and any preference identifiers.
- The recording and review of lottery results are conducted by an uninterested third party different from and unrelated to the individual who conducted the public lottery. A final review of lottery results, including a review of appropriate distribution of seats to students with preferences, are completed prior to an announcement of final lottery results.

Student names are drawn until all open seats are filled. Remaining names are pulled and placed in chronological order to populate the waitlist. Students applying for enrollment after the lottery are added to the waitlist in the chronological order in which they apply. At any time, a family may request to be removed from the waitlist, which such request shall be granted. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place.

Families of students included in the lottery are notified of enrollment and waitlist status by written letter and phone call from the Head of School or his/her designee within two weeks of the lottery. Students offered an open seat for the upcoming school year are required to complete enrollment documents within four weeks of notification of an offer for an open seat. Following the lottery, and within two weeks of distributing initial notification enrollment status based on the lottery, the school will hold an information session for families to have outstanding questions answered prior to the deadline for submitting enrollment documents.

If a seat becomes available for students on the waitlist, families are notified by written letter and phone call from the Head of School or his/her designee and offered an open seat in chronological order, as identified on the waitlist. Families notified of an open seat from the waitlist up until two weeks prior to the start of the school year must confirm enrollment and complete enrollment documents within ten (10) business days of notification. Families notified of an open seat from the waitlist less than two weeks prior to the start of the school year or during the course of the school year must confirm enrollment and complete enrollment documents within seventy-two (72) hours of notification. In the event a family declines an offer for a seat, the next student in chronological order on the waitlist shall be offered a seat until the seat is filled. In no event shall a waitlist be applicable for more than one school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year.

Vox Collegiate maintains records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the school site. Records of lottery, enrollment, and waitlists shall be made available, upon request, for public viewing; provided, however, that student identification information, including identification numbers, shall not be included in such records.

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)(I).)

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)(I) 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

Annual Audit Procedure

Vox Collegiate has developed and implemented the controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School and the Finance Committee of the Board are knowledgeable about the CDE’s audit guide and, as required under CA Ed Code §47605(b)(5)(I), Vox hires an independent auditor to complete a comprehensive, annual fiscal audit of the school.

Vox Collegiate completes its annual fiscal audit in accordance with required deadlines. A copy of

the auditor's annual audit findings is provided to LAUSD, the County Superintendent of Schools, the State Controller, the CDE, and any other required entities by December 15th. An ad hoc committee of the Board, which may include persons who are not members of the board, but may not include any members of the staff of the Charter School, including the Head of School or the Treasurer, or any person with expenditure authorization or recording responsibilities within the organization, (the "Audit Committee"), ensures the timely submission of all documents.

Vox Collegiate's annual fiscal audit is a public document and is maintained in the school's office and made available to the public upon request.

The Audit Committee annually assumes responsibility for selecting an appropriate auditor, chosen from the California state list of auditors approved to conduct charter school audits, to conduct the school's annual fiscal audit. The Audit Committee, with assistance from the Head of School and Operations Manager, works with the selected auditor to complete the audit. The school's third-party financial back-office provider, the Head of School, and Operations Manager will ensure that the auditor has access to necessary documents to accurately complete the audit.

All audit findings are reported to the Audit Committee, which will review findings and, along with the school's third-party financial back-office provider, review any exceptions and deficiencies. In conference with the auditor, exceptions and deficiencies are resolved prior to completion of the final report. Audit findings, including exceptions and deficiencies, are reported to the Board with explanations from the Head of School and plans to resolve. At the next regular meeting following approval of the plan to resolve exceptions and deficiencies, the Head of School shall present audit report findings and how they have been resolved. In accordance with applicable deadlines, the Board will submit a report to LAUSD, describing resolution of deficiencies and/or anticipated timelines for resolution.

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:

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
2. 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.

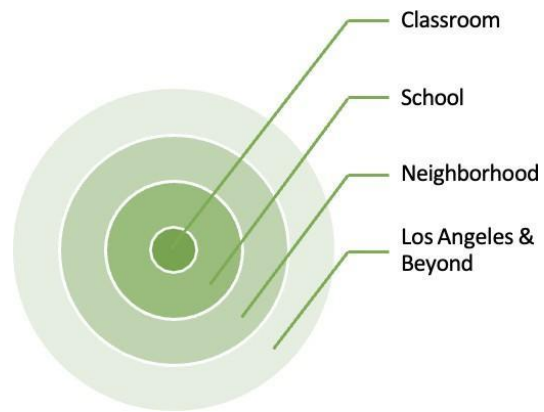
Discipline Foundation Policy

Vox Collegiate's discipline foundation policy aligns to LAUSD's discipline foundation policy. We commit to educating all students. One aspect of that commitment is implementing a discipline policy that is restorative, providing supports, interventions, and alternatives to the most extreme discipline measures of suspension and expulsion. Many of our students will enter Vox Collegiate performing below grade level. Thus, a discipline policy that supports students remaining in the classroom during all instructional time is critical. The three-tiered model of Restorative Justice, adopted in LAUSD's School Climate Bill of Rights, is a key element to Vox Collegiate being a successful, safe, and fair school. Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the discipline policy at Vox Collegiate, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Through our discipline policy, we seek to provide students with a safe, structured, community-oriented environment - an environment in which chaos is removed, and predictable expectations are the norm. We implement a policy that is developmentally appropriate and fosters students' ability to make responsible personal decisions as contributing members of a larger community, which is a critical skill as they gain autonomy through high school and into college. Families receive a copy of our Student and Family Handbook in their home language, which includes our discipline policy and code of conduct, prior to the start of the school year. Additionally, key details of the policy and code of conduct are reviewed at our various Parent Universities (annual Family Orientation meetings) where parents will have the opportunity to ask questions about school policies and expectations.

Community Expectations

In addition to incorporating a unified focus on our mission of ensuring every student excels academically, the culture of Vox Collegiate is bound together by concentric circles of community. These concentric circles of community that define our school culture begin at the classroom, expand to the school, extend to the neighborhood, and then to the City of Los Angeles and beyond. Our shared respect, appreciation, and affection for each of these circles will guide the ways in which we treat each of them.



Schoolwide School-Wide Positive Behavior Intervention and Support

At Vox Collegiate of Los Angeles, we implement a tiered behavior intervention system that is rooted in support, accountability, and the belief that every student can grow and thrive. Our approach to behavior is proactive, data-driven, and aligned with our core values of Ambition, Respect, and Team.

All students at Vox engage daily in research-based Social Emotional Learning (SEL) through the Sown to Grow platform and participate in Random Acts of Kindness activities. These routines help students develop self-awareness, empathy, and responsible decision-making—skills that are foundational to restorative practices. Students are given the tools to recognize their emotions, understand their impact on others, and make amends when needed.

As a cohort, students participate in a weekly Circle, where they reflect, share, and lead with vulnerability and strength. These circles build psychological safety, trust among peers, and strengthen the sense of belonging that is crucial to middle school development.

We utilize DeansList to document student behavior and monitor patterns over time. Positive choices are celebrated through regular recognition, while moments that require redirection are logged with specific next steps. This consistent tracking allows us to identify when a student may need Tier 2 or Tier 3 support, enabling timely interventions.

Our system follows progressive discipline—not as punishment, but as a framework for helping students understand the impact of their actions and learn from them. Interventions may include reflective writing, restorative conversations, small group SEL support, and, when needed, escalated consequences that are always preceded by opportunities to restore and reflect.

Each week, our Leadership Team and Social-Emotional Support Team review DeansList data to adjust supports, ensure equity in implementation, and strengthen our culture of high expectations with high support.

We implement *The Behavior Management Cycle*, developed by Lee Canter, which has earned national acclaim for its effectiveness and been implemented in some of the strongest schools in the country.¹²⁶ This system rests on three main steps, executed sequentially: (1) teachers clearly and specifically communicate directions, (2) teachers positively narrate students on task to reinforce expectations, and (3) teachers administer consequences from a pre-established consequence ladder for those students still not complying with directions. The sequence of these steps is critical, because teachers who give clear directions and positively narrate and reinforce expectations often will not need to administer consequences, as students overwhelmingly meet behavioral expectations that are clearly communicated.

In the classroom, our teachers are trained to de-escalate behavior using restorative strategies. This includes:

- Calm, non-confrontational language
- Use of a designated Calm Corner for students to self-regulate
- Gentle redirections that focus on student goals and values
- Prompt check-ins or relationship repair conversations

When corrective action is needed, teachers are trained to administer the correction (1) calmly and unemotionally and (2) with the use of an established consequence ladder. It is crucial that teachers use a neutral tone with students to avoid communicating frustration with students, as this action on the part of the teacher results in escalation and negativity. In addition, consequences must be set in advance to avoid the administration of arbitrary penalties. If one student is given detention for inappropriate language while another receives a verbal warning for the same misbehavior, this quickly creates a culture of inconsistency and bias, which causes culture to unravel. Instead, teachers assign consequences from a ladder that has been communicated in advance to students. At Vox Collegiate, the ladder is as follows:

Vox Collegiate Consequence Ladder

Step	Consequence
1 st Consequence	Verbal Warning
2 nd Consequence	Conversation During/After Class
3 rd Consequence	Conversation After Class, In-class Reflection ¹²⁷ , Phone Call Home
4 th Consequence ⁷⁷	Sent Out of Class for Restorative Conversation with Head of School, Principal, or Dean of Culture, Restorative Conversation with Teacher, Lunch Detention

The system above is rooted in restorative justice practices. After two behavioral infractions, a student is assured a restorative conversation with the teacher to get the student back on track. This conversation can happen during class, if the teacher can find a moment in the midst of instruction, or after class. When a student continues to struggle despite these in-the-moment interventions, additional support is provided by our Dean of Culture, Culture Assistant, or a member of the Leadership Team. These staff step in to ensure the student is seen, heard, and supported. Teachers reserve the right to skip down the consequence ladder for severe misbehaviors. For example, if a child physically hits another child, a teacher may immediately have a conversation with the student and reach out to the Dean of Culture, Culture Assistant, or a member of the Leadership Team for

⁷⁷ Triggers restorative justice protocol.

support. Serious behavior infractions may subject a student to suspension or expulsion, as described in detail below in the Grounds for Suspension & Expulsion section.

Before any elevated consequence is administered, students engage with our Restorative Cabinet, a space where they reflect on their choices through structured prompts, engage in mentorship conversations, and plan how to repair harm before returning to class. This process centers the student's voice and fosters personal responsibility, while maintaining their dignity.

If behavior escalates further, the intervention may include logical consequences paired with restorative reflection. At every level, we prioritize tagging in families as teammates—ensuring that caregivers are informed, involved, and part of the solution.

Through our tiered intervention system, daily SEL routines, and restorative justice practices, Vox Collegiate empowers students to take ownership of their behavior, repair relationships, and build the skills they need to succeed as learners and leaders.

At Vox Collegiate, Restorative Justice is more than a discipline strategy—it's a cornerstone of how we build relationships, cultivate community, and repair harm. Our students are seen not just as individuals, but as essential members of a team, and restorative practices allow us to maintain trust even when conflict arises.

Family Engagement

To ensure a meaningful education for every student, Vox Collegiate involves and invests parents and families in our school culture and educational program⁷⁸. To sustain the academic gains of our students, the culture of excellence and support that we seek to build must extend from the home to the classroom. It is important that our families and school partner to support the growth of our students. To build the involvement and investment of parents and families, Vox Collegiate communicates with families through various media on a frequent and consistent basis and regularly provide families with access to Vox Collegiate so that they can see and understand what we are doing to educate students. Vox Collegiate keeps families abreast of student progress, academically and behaviorally, so that decisions about each student's education are informed decisions. Vox Collegiate makes language accommodations so that all families are able to access school communications. We take the following steps to build our relationship with families:

- **Home Visits** - During the school year, the Head of School, with support of the Leadership Team, meets with students and their families at their homes. Home Visits provide school leadership and families the chance to engage in intimate conversations about Vox Collegiate's mission and its expectations for students and families. Families have a chance to ask questions that are important to them in a comfortable environment. In these meetings, the Head of School and Leadership Team seek to begin developing a trusting, personal relationship with each student and family so that the families will feel comfortable

⁷⁸ Vox Collegiate makes language accommodations so that all families are able to access school communications. We take the following steps to build our relationship with families.

partnering with the school to support students.

- **Parent Universities** – Vox Collegiate holds Parent Universities (Family Orientations) for all families prior to the start of each school year. These meetings will provide parents and guardians with information about school expectations, systems, policies and supports. Both teachers and school leadership attend Parent Universities. For newly enrolled students, parents will have the option to attend a Parent University within two weeks of the close of the enrollment window. Two additional Parent Universities held for all parents between 10 and 14 days prior to the first day of school.
- **Biweekly Progress Reports** – At the end of every other week, families receive a student progress report with information regarding student academic and behavioral progress. Parents are to review the reports to ensure they are up-to-date on student progress and understand the academic and behavioral status of their student. Parents who have questions about the information on the progress reports can contact teachers by phone or via email until 7:00 p.m. during the school week. Contact information is provided on each progress report. Parents should allow teachers 24 hours to respond to phone calls and emails before following up.
- **Student Progress Conferences** – At the end of the first and second trimesters, parents have meetings with students’ primary academic advisor in order to receive student report cards. These conferences allow academic advisors and parents to have an in-depth discussion about student performance as reflected in report cards. Academic advisors will provide context to the information contained in report cards and inform parents of steps being taken to support students going forward. These conferences are also an opportunity for teachers and parents to discuss any ongoing behavioral or academic concerns and how they can be addressed in school and at home.
- **Biweekly Outreach** – At least one teacher makes a biweekly phone call or sends an electronic message to parents and guardians to provide updates on student progress.⁷⁹ These outreach methods celebrate student successes and provide parents with information about growth opportunities for their students. Teachers are prepared to answer parent questions about student progress.
- **Monthly Family Nights** – We hold monthly Family Nights throughout the year to celebrate the progress of our students and for families to see how we are working to educate their students. Family Nights are casual opportunities for families, teachers, and staff to engage as partners within the larger school community, working to support students. We will not hold Family Nights during months in which we hold student progress conferences.
- **Weekly Newsletter** – Vox sends families weekly Newsletters, Bulldog Bulletin, with updates on school progress towards academic goals, calendar reminders, and tips on how to support student learning at home.

Professional Development

At Vox Collegiate, we know that the true culture of a school is established in the classroom, and

⁷⁹ Phone calls will be tracked through the student information system selected by Vox Collegiate. Teachers will be required to input the date, time, and subject matter of phone calls. The Head of School will review call records biweekly.

the effectiveness of our teachers has a tremendous impact on the behavior of our students. Our teachers play a critical role in preventing misbehavior before it occurs, and assertively addressing small misbehaviors so that temptations towards larger misbehaviors never present themselves. Teachers receive annual training during Summer Institute (three weeks of summer professional development) and the first two months of the school year on high-leverage classroom management techniques, including those outlined on the behavior management cycle and those in *Teach Like A Champion*. Teachers spend time practicing prevention strategies and quick behavioral corrections that allow students to maximize distraction-free instructional time.

Alternatives to Suspension

Whether in the classroom or the school-wide Town Hall meetings, students are expected to uphold our A.R.T values in everything that they do. When they do, they are recognized for their contributions to community success. When they do not, which is inevitable for children, they are reminded of school expectations through consistent enforcement of school consequences in a tiered system. Our goal is not to punish but to provide guardrails that keep students on the path to success. Consequences for violations of behavioral expectations include the following:

- Lunch detention
- Loss of student points
- Public apology (at the election of students)
- Community service (within the school)
- Loss of privileges
- Parent communication (phone call, letter, conference)
- Community Service (in and outside of school)
- In-class reflection
- In-school suspension
- Out-of-school suspension
- Expulsion

Using Data to Monitor Student Behavior

As a school, we are committed to building a middle school community where every student is seen, supported, and celebrated. Serving grades 6–10, our school uses DeanList, a powerful behavior and communication platform designed to help schools build stronger culture and keep families connected.

DeansList enables our staff to consistently log and track student behavior, with a strong emphasis on positive choices and moments when students embody our core values of Ambition, Respect, and Team. Whether a student is showing leadership in the classroom, supporting a peer, or demonstrating focus and drive toward academic goals, we use DeanList to capture and celebrate those actions in real time.

The platform also plays a key role in how we respond to behavior that needs redirection. When students or groups make choices that don't align with school expectations, staff document the

incident along with course correction steps—which may include reflective conversations, family communication, or restorative practices. This ensures a consistent, thoughtful, and values-driven approach to discipline.

Each week, our Leadership Team and Social-Emotional Support Team review reports generated from DeansList to identify trends, provide targeted support, and ensure that students are growing both behaviorally and emotionally. These insights allow us to intervene early, celebrate progress, and maintain a culture where students feel known and supported.

DeansList also strengthens our connection with families by supporting automated updates, communication logs, and easy-to-understand behavior summaries—keeping families informed and engaged in their child’s development.

At Vox Collegiate, Dean’s List helps us bring our values of Ambition, Respect, and Team to life, every single day.

Grounds for Suspension & Expulsion

Behavior matters that are persistent and/or outside of the bounds of lunch detention are handled by the Head of School or Principal. If a student is persistently disruptive to the learning process of other students, the Head of School or Principal will intervene to conference with the disruptive student in order to calm the situation and return the student to class as soon as possible, as a productive and contributing community member. Any breaches of community that are so egregious that they might warrant suspension or expulsion are handled by the Head of School unless otherwise delegated.³¹⁴ No student will be suspended or expelled from school without the approval of the Head of School, which shall occur after conference with student, advisory teacher, and Dean of Culture.

A suspension means that a student is not allowed to participate in their general education classroom (in-school suspension) or on school campus (out-of-school suspension) for a given number of days. The length of suspensions ranges from one to five days. A student who is suspended is required to complete any assignments missed when out of school or class and provided with tutorial support upon return. Instructional materials are provided for all suspended students by their regular classroom teachers. Students serving in-school suspension are provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the in-school suspension.

To support student learning and maintain student’s connection to the school community, every effort is made to provide for in-school suspension rather than out-of-school suspension. In-school suspension may be served within a student’s general classroom or, if the general classroom setting is not appropriate under the circumstances, in a separate space with constant supervision and support from a member of the instructional team. During in-school suspension, a student will lose all social privileges for the day. In-school suspension will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. Clear norms are set to protect the social-emotional well-being of students in in-school suspension and

ensure they are treated with respect by their peers. If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from in-school suspension and may instead be assigned an out-of-school suspension. An out-of-school suspension is recognized as an absence from school. To see how we have addressed suspensions over the years, refer to Element 1.

An expulsion means that a student is no longer allowed to attend the school, pending reinstatement after rehabilitation. A student who is expelled has the right to due process. The Head of School, Principal, and Dean of Culture will complete any necessary fact-finding and communicate with parents throughout the expulsion determination process.

The Vox Collegiate discipline policy, including provisions related to suspension and expulsion, may be applied to student actions that occur:

- on school grounds
- going to or coming from school
- during lunch or break periods (whether on or off school grounds)
- during, going to, or returning from school sponsored activities

In accordance with CA Ed Code § 48900, a student may be recommended for suspension or expulsion if it is determined by the Head of School or the Head of School's designee that the student committed one or more of the acts listed below.⁸⁰ In most instances, suspension may only be imposed for a first offense when other means of discipline fail to bring about proper conduct. However, in certain circumstances, specifically identified below, students may be suspended for a first offense. In such cases, expulsion shall be decided by the Board if it finds that either: (i) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (ii) due to the nature of the act, the presence of the student causes continuing danger. (CA. Ed Code § 48900 (b))

- Caused, attempted to cause, or threatened to cause physical injury to another person. (CA Ed Code § 48900 (a)(1)) (subject to first offense suspension)
- Willfully used force or violence upon the person of another, except in self-defense. (CA Ed Code § 48900 (a)(2)) (subject to first offense suspension)
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School or the designee of the Head of School. (CA Ed Code § 48900 (b)) (subject to first offense suspension)
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (CA Ed Code

⁸⁰ Enumerated acts are copied from CA. Ed Code § 48900.

- § 48900 (c)) (subject to first offense suspension) (subject to first offense suspension)
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(CA Ed Code § 48900 (d)) (subject to first offense suspension)
- Committed or attempted to commit robbery or extortion. (CA Ed Code § 48900 (e)) (subject to first offense suspension)
- Caused or attempted to cause damage to school property or private property. (CA Ed Code § 48900 (f))
- Stole or attempted to steal school property or private property. (CA Ed Code § 48900 (g))
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products. (CA Ed Code § 48900 (h))
- Committed an obscene act or engaged in habitual profanity or vulgarity. (CA. Ed Code § 48900 (i))
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (CA Ed Code § 48900 (j))
- Knowingly received stolen school property or private property. (CA Ed Code § 48900 (l))
- Possessed an imitation firearm. As used in this section, “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 that the replica is a firearm. (CA Ed Code § 48900 (m))
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (CA Ed Code § 48900 (o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (CA Ed Code § 48900 (p))
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events. (CA Ed Code § 48900 (q))
- Engaged in an act of bullying, as defined by the CA Ed Code. (CA Ed Code § 48900 (r))
- Committed sexual harassment as defined in Section 212.5 (CA Ed Code § 48900.2)
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 (CA Ed Code § 48900.3)

- Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (CA Ed Code § 48900.4)
- Made terroristic threats against school officials or school property, or both (CA Ed Code § 48900.7 (a))

In accordance with CA Ed Code § 48915, unless the Head of School or the Head of School's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, a student will be recommended for expulsion if it is determined by the Head of School or the Head of School's designee that the student committed one or more of the following acts at school or at a school activity on or off school grounds: In such cases, expulsion shall be decided by the Board if it finds that either (i) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (ii) due to the nature of the act, the presence of the student causes continuing danger. (CA Ed Code § 48915 (b))

- Causing serious physical injury to another person, except in self-defense (CA Ed Code § 48915 (a)(1)(A))
- Possession of any knife or other dangerous object of no reasonable use to the pupil (CA Ed Code § 48915 (a)(1)(B))
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician (CA Ed Code § 48915 (a)(1)(C))
- Robbery or extortion (CA Ed Code § 48915 (a)(1)(D))
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee (CA Ed Code § 48915 (a)(1)(E))

A student shall be immediately suspended and thereafter recommended for expulsion, upon a finding by the Head of School or the Head of School's designee that such student has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the head of school or the designee of the Head of School's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900,

is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed. (CA Ed Code § 48915 (c)(1))

- Brandishing a knife at another person. (CA Ed Code § 48915 (c)(2))
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code (CA Ed Code § 48915 (c)(3))
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900 (CA Ed Code § 48915 (c)(4))
- Possession of an explosive (CA Ed Code § 48915 (c)(5))

Students committing an act listed immediately above, requiring mandatory expulsion recommendation by law, shall be referred to a program of study that meets all of the following conditions:

- Is appropriately prepared to accommodate pupils who exhibit discipline problems
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school
- Is not housed at the school site attended by the pupil at the time of suspension (CA Ed Code § 48915 (d))

Suspension Procedures

Unless otherwise specified by law, the Head of School or the Head of School's designee shall have the discretion to suspend students in violation of the enumerated acts listed above. Prior to the effectiveness of an expulsion or suspension, a student's parents are notified. Parents shall have the opportunity to appeal suspensions and expulsions. Suspended students, whether in-school or out of school, are provided with instructional materials missed while serving a suspension. In order to provide adequate notice and consultation with parents, suspension determinations will proceed under the following three step protocol.

1. Parent Conference – Prior to a student's suspension, the Head of School shall confer with the student's parents to discuss the student behavior leading to suspension. The Head of School may suspend students prior to a parent conference if such student poses a clear and present danger to the lives, safety or health of the student, other students, or school personnel. In such cases, parents are notified and a conference is held as soon as practicable.
2. Determination of Suspension Length and Placement – The Head of School or the Head of School's designee shall have the discretion to determine the length and placement of suspensions based on the circumstances surrounding the student act triggering suspension consideration. Severity of the offense, impact on school community, and student behavioral history is considered when determining the length and location of suspension.
3. Notice of Suspension - Upon a determination of suspension by the Head of School or the Head of School's designee, a student's parents shall be notified of the suspension decision and its terms either in-person or via telephone, with translation to home language if needed.

Formal written notice of the suspension will follow initial in-person or telephone notice. Formal notice will include the reason for suspension, length of suspension, and the date and time at which student may return to school.

The number of days a student must serve in-school suspension is aligned with the severity of the behavior, but does not exceed two days per incident and ten days per year. The length of out-of-school suspension for students may not exceed a period of five consecutive days unless a recommendation has been made by the Head of School and agreed to by the student's parent/guardian. If a student is recommended for a period of out-of-school suspension exceeding five consecutive days, a second conference is scheduled between the parent/guardian and the Head of School or the Head of School's designee (Principal or Dean of Culture) to discuss the progress of the suspension upon the completion of the tenth day of out-of-school suspension.

Except in the case of an out-of-school suspension that is extended pending an expulsion, a student shall not be suspended for more than twenty days in a school year. In the case of an extended out-of-school suspension due to expulsion recommendation, Vox Collegiate will be responsible for student's interim school placement pending the completion of expulsion proceedings in accordance with the Alternative Educational Placement Memorandum of Understanding with the District. In the event of an interim placement, an expulsion hearing must be held no later than thirty days after the expulsion recommendation.

A student who is suspended from Vox Collegiate pending expulsion will be referred to the District's Student Discipline and Expulsion Support Unit ("SDES") for interim placement at a Community Day School or other alternative program. Additionally, Vox Collegiate will contact other charter schools within the District to determine if another charter school would be an appropriate interim placement. Students facing expulsion for the offenses listed below will be immediately referred to Los Angeles County Office of Education ("LACOE") for interim placement:

- Unlawful gun possession.
- For students 16 and older, assault of another person with a weapon in a manner likely to cause serious bodily injury.
- For students 16 and older, battery of another person causing serious bodily injury.

Upon a determination of expulsion, Vox Collegiate will notify SDES of the terms of expulsion. If the District's Board of Education permits conditional enrollment of a Vox Collegiate expelled student, the District will provide educational placement during the term of the student's expulsion. If the District's Board of Education denies enrollment of a Vox Collegiate expelled student, the District will initiate a referral of school placement to LACOE. Upon the completion of a term of expulsion and a student's satisfaction of terms and conditions of their rehabilitation plan, Vox Collegiate shall clear the student's expulsion order and readmit and reinstate the student in accordance with the rules and procedures adopted by the Board. If a student is not expelled, whether after an expulsion hearing or appeal, Vox Collegiate will coordinate with the District's Student Discipline Office to facilitate the students placement back in Vox Collegiate.

For students with disabilities, Vox Collegiate shall not proceed with expulsion and interim placement procedures until a manifestation determination IEP meeting has been held and the IEP team determines and documents a need for an interim placement.

In the case of out-of-school suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Classroom teachers will provide instructional materials to the Dean of Culture, who will make them available to the student and/or his/her family. In extreme cases of a long-term suspension exceeding five consecutive days of out-of-school suspension, the school may provide a tutor or other aide to support the student's continued education during their required absence from school.

Expulsion Procedures

A student whose actions are subject to suspension will be recommended for extension to expulsion if the Head of School determines that:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct; and/or
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A recommendation to expel from the Head of School must be supported by substantial evidence. Hearsay evidence is admissible. However, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from a protected witness. Recommendations to expel shall be in the form of written findings of fact from the Head of School and will be submitted to the Board who will make a final determination regarding the expulsion.

Students recommended for expulsion are entitled to a hearing within thirty days of an expulsion recommendation. Students and their families have a right to reasonable accommodations and language support during expulsion hearings. The Board ultimately determines whether expulsion is appropriate in light of a student's action and written recommendation from the Head of School that is provided to the Board prior to an expulsion hearing. The Board will preside over expulsion hearings. Unless a public hearing is requested by the student or the student's parent or guardian in writing, at least five days prior to the date of the hearing, expulsion hearings shall be conducted in closed session meetings of the Board. Regardless of whether the hearing is conducted in open or closed session, the Board can only take final action to expel a student in a public session. Students and their parents are provided written notice at least ten calendar days prior to any expulsion hearing. Such notice of expulsion hearing shall be delivered by certified mail and include the following:

- Date, time and location of hearing
- Statement of specific facts, charges and offense upon which the proposed expulsion is based

- Copy of disciplinary rules that relate to the alleged violation
- Opportunity for the student and student's parents to appear in person at the hearing
- Opportunity for the student to be represented by legal counsel or non-attorney advocate
- Right of the student to examine and acquire documents to be used by the Board at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on student's behalf
- Right to reasonable accommodations and language support

In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board that extraordinary circumstances exist requiring the evidence be heard. Before the Board makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

The Board shall make a record of the hearing. Such record may be maintained by any means, including electronic recording, provided that a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the record shall be available to the subject student, parent, or guardian upon five business days of a written request.

The Board shall make a determination of whether to expel a student within ten days of an expulsion hearing. Upon determination of expulsion by the Board, within 24 hours, written notice will be provided to the parents of an expelled student. Such notice will include:

- Statement of specific offense committed by the student for any acts listed in “Reasons for Suspension and/or Expulsion”
- Reinstatement eligibility review date
- Type of educational placement during period of expulsion
- Notice of appeal rights and procedures

The Head of School or their designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the student’s name and the specific expellable offense committed by the student.

The school will coordinate with an expelled student’s district of residence, county and/or private schools to assist with appropriate educational placement. Incidences of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates post- expulsion.

In the event that the Board rejects the recommendation of expulsion, expulsion proceedings will be terminated immediately and the student will remain enrolled in and return to regular classes at Vox Collegiate, unless the parent, guardian, or responsible adult of the student requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Head of School shall consult with the student's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the student in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made.

Vox Collegiate will implement safeguards to ensure that students eligible for special education are protected under our discipline policies and procedures. Disciplinary actions will be in compliance with the law and individual students’ IEPs and 504 Plans, when applicable. Prior to recommending discipline, including expulsion, the Head of School, in collaboration with special education teachers, other classroom teachers, student’s parents will determine whether student misconduct was: (i) caused by, or directly and substantially related to the student’s disability; and/or (ii) a direct result of our failure to implement a 504 Plan. If recommended for expulsion, students who receive special education services or are eligible for them will continue to receive such services at an appropriate interim school placement identified by Vox Collegiate.

Appeal of Suspension or Expulsion

Students have the right to appeal suspension and expulsion decisions made by the school. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal.

Parents will be notified prior to the enactment of a suspension. Thereafter, within the term of suspension, parents may request an appeal to the Head of School, which such appeal shall be heard within five days of notification of suspension. If the initial suspension decision was made by the Head of School, the appeal shall be heard by the Principal. If the initial suspension decision was

made by a designee of the Head of School, the appeal shall be heard by the Head of School. Following due consideration, the decision of the Head of School or Principal will be considered final. Appealing parents will be notified of final decisions.

Expulsion appeals must be made within fifteen business days of the Board's written decision to expel. Appeals must be submitted in writing to the Head of School and sent via U.S. Postal Service or delivered by hand to the school. Appeal hearings will be convened within twenty business days of the school's receipt of an appeal request, until which time students shall be considered suspended. Parents must be present at appeal hearings to present the student's appeal. The student may be represented by legal counsel or a non-attorney advisor.

Expulsion appeals will be heard by an expulsion appeal panel, consisting of three certificated members who will not be employees of Vox Collegiate or members of the Board. Panel members shall be impartial and not have participated in the original expulsion decision. The panel will be chosen by the Chair of the Board.

The appeal panel's review of expulsion decisions is not a substantive review of the facts and arguments presented to the Board at an expulsion hearing. The authority to make a determination of expulsion based on the evidence and arguments presented at an expulsion hearing remains that of the Board. The scope of review during appeal hearings shall be limited to a determination of whether the student was provided due process throughout the expulsion process, including whether there is relevant and material exculpatory evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. A student who successfully appeals an expulsion decision will be immediately reinstated as student at Vox Collegiate. Within three days of an appeal decision, written notice will be sent to the parents of a student who is unsuccessful in appealing an expulsion decision, including reasons for denial. Decisions made by the appeal panel are final.

Rehabilitation, Readmission, and Reinstatement

Rehabilitation - Students who are expelled from Vox Collegiate shall be given a rehabilitation plan upon expulsion as developed by the 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 year from the date of expulsion when the student may reapply to Vox Collegiate for readmission.

Readmission and Reinstatement – The Board shall adopt rules establishing procedures for the filing and processing of requests for readmission, the required review of all expelled students for readmission, and the processing of reinstatements. Students who are expelled from Vox Collegiate shall be given a rehabilitation plan upon expulsion as developed by the Board in consultation with the Head of School at the time of the expulsion order. The rehabilitation plan will include improved behavior, attendance and academic performance and a date not later than one year from the date

of expulsion when the pupil may petition Vox for readmission.

A student or parent/guardian may petition for readmission to Vox at the end of expulsion period, which shall be no later than one year from the date of expulsion. Petitions to readmit an expelled student shall include evidence that student has completed requirements of their rehabilitation plan. The readmission process will include a meeting with the Head of School to determine whether the student has met the conditions of the rehabilitation plan and/or whether the student continues to pose a danger to campus safety. At this meeting, Vox Collegiate will provide students and their parents/guardians reasonable accommodations and language support. The Head of School shall make a written recommendation to the Board for readmission unless there is a finding that the student has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. Students and their parent/guardian will be notified of the Board's decision, including the reason for the Board's decision. These procedures shall be made available to the student and the student's parent or guardian at the time the expulsion order is issued. Vox will be responsible for reinstating the student in a timely manner, upon the conclusion of the expulsion period. Reinstatement is also contingent upon Vox's capacity at the time that the student seeks readmission.

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.

Certificated, Classified, and other Staff Members

To support the life planning and retirement needs of employees, Vox Collegiate participates in Social Security and a 403b plan. Vox Collegiate does not participate in CalSTRS or CalPERS. Vox Collegiate retains the option to elect the CalSTRS coverage at a future date. Contributions are made at the rate established by the Teacher’s Retirement Board. Vox Collegiate completes all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS. All full-time employees, whether certificated classified or other, are covered under Social Security and the 403b plan. The Head of School, with support from the Operations Manager, ensures that coverage is appropriate and timely. Vox Collegiate accepts and understands its obligations to comply with CA Ed. Code §47611.

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.

Vox Collegiate is a school of choice. We notify parents and students, in both writing and in person, of their public-school attendance alternatives and that enrollment at Vox Collegiate provides no right to enrollment at other schools within LAUSD, unless provided through existing policy.

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

Head of School
 Vox Collegiate
 1100 West Manchester Avenue
 Los Angeles, CA, 90044

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

Head of School

Vox Collegiate
1100 West Manchester Avenue
Los Angeles, CA, 90044

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.

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.

The Head of School and Board will serve as closure agents.

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 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, cancelled, 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).)