



VOX COLLEGIATE of LOS ANGELES

A proposed 6-12 charter school

Respectfully submitted to Los Angeles Unified School District on April 19, 2017.

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Assurances, 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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(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, or the nature of the program operated, by the charter school, 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(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

General Information

General Information	
• The contact person for Charter School is:	TyAnthony Davis
• The contact address for Charter School is:	1353 Masselin Ave., Los Angeles, CA 90046
• The contact phone number for Charter School is:	323-902-7133
• The proposed address or target community of Charter School is:	Watts neighborhood of Los Angeles, extending to five primary zip codes (90001, 90002, 90003, 90059, 90061)
• This location is in LAUSD Board District:	7
• This location is in LAUSD Educational Service Center	South
• The grade configuration of Charter School is:	6-12
• The number of students in the first year will be:	105
• The grade level(s) of the students in the first year will be:	6
• The scheduled opening date of Charter School is:	August 20, 2018
• The enrollment capacity is: • (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	525 for grades 6-10. Upon charter renewal, grades 11 and 12 will be added, increasing enrollment capacity to 735.
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional single-track extended day
• The bell schedule for Charter School will be:	7:45 a.m. – 4:00 p.m.
• The term of this charter shall be from:	July 1, 2018 – June 30, 2023

Community Need for Proposed Charter School

Los Angeles Unified School District (“LAUSD”), the second largest school district in the United States, serves approximately 665,000 kindergarten through twelfth grade (“K-12”) students in Los Angeles County.¹ There are nearly 1,300 schools within LAUSD, including magnet, charter, and special education schools.² Within LAUSD, as of the 2016-17 school year, there were 228 independent charter schools, serving approximately 107,000 students.³ According to the most recent data, obtained after the 2014-15 school year, there were 41,830 students on waitlists for seats in LAUSD charter schools.⁴

Los Angeles is a diverse city, and LAUSD is a diverse school district, reflecting the varied cultures, races, and ethnicities that make Los Angeles such a unique blend of people. Of the approximately 665,000 K-12 students in LAUSD classrooms, racial demographics are represented as follows:

- 74% identify as Latino
- 9.8% identify as White
- 8.4% identify as Black or African-American
- 6% identify as Asian
- 0.4% identify as Pacific Islander
- 0.2% identify as American Indian/Alaskan Native.⁵

LAUSD is in a period of academic growth, seeking to fulfill the goals set forth for its students and families.⁶ Since the 2009-10 school year, the District has seen a steady increase in its graduation rate, with a graduation rate of 77% for 2015-16, which would be a record for LAUSD.⁷

In late August 2016, the State of California released results from the California Assessment of Student Performance and Progress (“CAASPP”, commonly referred to as the Smarter Balanced Assessment Consortium (“SBAC”)). To note, 2016 was the second year that California students took the SBAC, an assessment designed to be a more rigorous assessment, aligned to California Common Core State Standard (“CCSS”).⁸ By switching to the SBAC from the former standardized assessment framework, the state sought to determine whether California’s students in grades three through eight and eleven are on track for college success.⁹ In the second year of testing, California saw passage rates improve

¹ LAUSD.net. Los Angeles Unified School District. Web. Sep 2016. <
http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/32/Fingertip%20Facts2016-17_FINAL.pdf>.

² Ibid.

³ Ibid.

⁴ “Overview: Los Angeles Charter Public Schools,” *California Charter Schools Association*, June 2016, http://www.ccsa.org/blog/LAUSD_FactSheet_2016.pdf.

⁵ LAUSD.net. Los Angeles Unified School District. Web. Sep 2016. <
http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/32/Fingertip%20Facts2016-17_FINAL.pdf>.

⁶ LAUSD Goals: (1) 100 percent graduation; (2) proficiency for all; (3) 100 percent attendance; (4) parent and community engagement; and (5) school safety.

⁷ Kohli, Sonali, “California and L.A. Unified graduation rates continue to increase,” *Los Angeles Times*, April 12, 2017, <http://www.latimes.com/local/education/la-me-edu-state-graduation-rates-20170412-story.html>.

⁸ California Department of Education, *2015 CAASPP Post-Test Guide*, August 2015.

⁹ Ibid.

by 3% and 4% in math and English, respectively.¹⁰ LAUSD also saw scores improve in each subject - 4% in English and 6% in math.¹¹

While improvement in the 2016 SBAC results should be seen as a positive for LAUSD, and the academic growth of LAUSD students should be recognized, it is important to address the fact that, despite some growth, the vast majority of LAUSD students are not meeting the District goal of proficiency in English and math. Of the 265,000 LAUSD students tested in 2016, 61% did not meet standards in English and 71% did not meet standards in math.¹² Taken together, these numbers mean that approximately two thirds of students tested are achieving below grade level and not on track for college success. LAUSD School Board Member Ref Rodriguez responded to the most recent test scores by remarking, “I appreciate the goals that have already been [achieved] . . . And folks are thinking about how we can up it. . . Incremental doesn’t work for me, and it doesn’t work for kids.”¹³ The Founding Team of Vox Collegiate of Los Angeles (“Vox Collegiate”) agrees with Board Member Rodriguez. Vox Collegiate seeks to work with the District to make greater and more rapid academic improvements for all students.

SBAC results from 2016 become more urgent when filtered across race and economic status. When analyzing the proficiency of students based on race and ethnicity, the results from the 2016 SBAC show that students are not being educated equally (see Figure 1).¹⁴ LAUSD’s Black and Latino students, who represent approximately 83% of all LAUSD students, were significantly outperformed by their White and Asian peers in 2016, as they had been in 2015.¹⁵ In English performance, the average proficiency of White and Asian students nearly doubles that of Black and Latino students. In math, average proficiency of White and Asian students nearly triples that of Black and Latino students.

Figure 1: 2016 LAUSD SBAC Proficiency by Race/Ethnicity

2016 LAUSD SBAC Proficiency by Race/Ethnicity		
	English	Math
All students	39%	29%
Asian (6% of all students)	73%	67%
White (9.8% of all students)	53%	64%
Latino/Hispanic (74% of all students)	37%	24%
Black/African American (8.4% of all students)	31%	18%

For students considered economically disadvantaged, qualifying for free or reduced school meals under the National School Lunch Program, academic achievement lags behind peers who do not face similar economic difficulty. In 2016, less than one third of economically disadvantaged students in

¹⁰ Los Angeles Times Staff, “CALIFORNIA’S NEW K-12 TEST SCORES, What they are, why they matter and how your school scored,” *Los Angeles Times*, August 24, 2016, <http://www.latimes.com/projects/la-me-edu-test-scores-2016/?q=audubon&p=1&c=name&o=asc>.

¹¹ Ibid.

¹² Ibid.

¹³ Blume, Howard, Joy Resmovits, and Sonali Kohli, “More L.A. Unified students reach goals on statewide exams, district says”, *Los Angeles Times*, August 23, 2016, <http://www.latimes.com/local/education/la-me-laUSD-test-scores-20160823-snap-story.html>.

¹⁴ Ibid.

¹⁵ LAUSD.net. Los Angeles Unified School District. Web. Sep 2016. <
http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domains/32/Fingertip%20Facts2016-17_FINAL.pdf>.



LAUSD, who account for approximately 75% of all LAUSD students, achieved proficient or advanced levels in English and math on the SBAC. However, non-economically disadvantaged students achieved proficiency at a rate of 62% in English and 51% in math.

Figure 2: 2016 LAUSD SBAC Proficiency by Economic Status

2016 LAUSD SBAC Proficiency by Economic Status		
	English	Math
All students	39%	29%
Not Economically Disadvantaged	62%	51%
Economically Disadvantaged	33%	23%

Beyond the SBAC assessment, additional academic achievement results for LAUSD students show that schools are not meeting the needs of all students, and students are not meeting academic expectations as measured against national results. On the National Assessment of Educational Progress (“NAEP”), for example, fourth and eighth grade students in Los Angeles were outperformed by their peers in similarly situated districts throughout the United States.¹⁶ In reading and math, 22% of fourth grade and 15% of eighth grade students in Los Angeles reached proficiency, compared to a national average of 39% and 32%, respectively.¹⁷ Similar to 2015 and 2016 SBAC results, the students in Los Angeles who tested as proficient in reading and math on the NAEP assessments are not a representative sample of the total student population of Los Angeles. Students testing as proficient on the NAEP assessments were disproportionately White and Asian and are not students identified as economically disadvantaged.¹⁸

The February 2016 LAUSD District Scorecard (data reproduced in Figure 3) provides more detail on the growth and achievement in LAUSD schools from 2011 to 2015.¹⁹ The scorecard shows that as of the 2014-15 school year, the most recent data made available by LAUSD, 14% of LAUSD eleventh grade students were prepared for college English and 5% were prepared for college math. Although the preliminary graduation rate in LAUSD grew to 77% for the 2015-16 school year, that growth should be understood in context.²⁰ Students are graduating, which is positive for our students and their families. However, 42% of graduates required credit recovery and/or makeup courses to reach high school graduation.²¹ Additionally, according to most recent data, 86% of LAUSD graduates were unprepared for college English and 95% were unprepared for college math.²² The lack of college preparedness is highlighted by that fact that 59% of high school students were not on track to meet the “A-G” graduation requirements set by LAUSD. Meeting the A-G requirements with a “C” grade or higher is required for entry to University of California (“UC”) and California State University

¹⁶ The Nations Report Card, *National Center for Educational Statistics*, Web. May, 2016. http://www.nationsreportcard.gov/reading_math_2015/#mathematics/district?grade=4.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ LAUSD.net. Los Angeles Unified School District. Web. May 2016. <<http://achieve.lausd.net/Page/478>>.

²⁰ Kohli, Sonali, “California and L.A. Unified graduation rates continue to increase,” *Los Angeles Times*, April 12, 2017, <http://www.latimes.com/local/education/la-me-edu-state-graduation-rates-20170412-story.html>.

²¹ The Times Editorial Board, “Making high school graduation meaningful again,” *Los Angeles Times*, Feb. 1, 2017, <http://www.latimes.com/opinion/editorials/la-ed-lausd-graduation-rates-credit-recovery-20170131-story.html>.

²² LAUSD.net. Los Angeles Unified School District. Web. May 2016. <<http://achieve.lausd.net/Page/478>>. Scorecard Data is as of 2014-15, which is the most recent Scorecard made available by LAUSD>.

(“CSU”) schools. While the majority of our students are graduating from LAUSD high schools, of those same students, the majority are also not meeting the basic qualifications to be accepted into California’s colleges and universities.

Figure 3: 2016 LAUSD District Scorecard Data

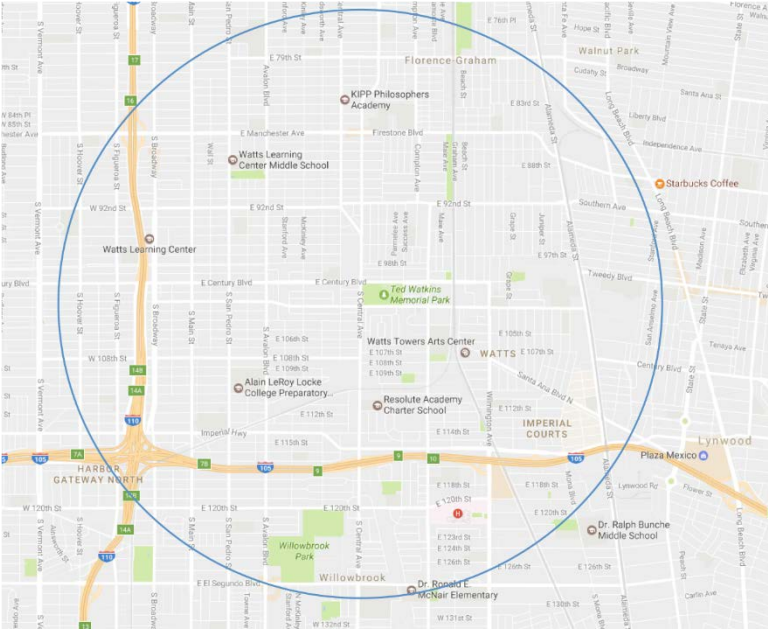
LAUSD District Scorecard Data²³				
100% Graduation	2011-12	2012-13	2013-14	2014-15
Four-Year Cohort Graduation Rate (All School)	67%	68%	70%	74%
Percentage of High School Students On-Track for A-G with a “C” (Grades 9-12)		35%	35%	41%
Percentage of Students Demonstrating College Preparedness in ELA as Measured by the 11 th grade EAP	14% (CST)	14% (CST)	16% (CST)	14% (SBAC)
Percentage of Students Demonstrating College Preparedness in Math as Measured by the 11 th grade EAP	10% (CST)	7% (CST)	8% (CST)	5% (SBAC)
Percentage of AP Exam Takers with a Qualifying Score of “3” or Higher	41%	39%	39%	39%
Proficiency for All	2011-12	2012-13	2013-14	2014-15
Percentage of 2 nd Grade Students Meeting Early Literacy Benchmarks			65% (Dibels)	65% (Dibels)
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th grade ELA	48% (CST)	48% (CST)		31% (SBAC)
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th grade Math	45% (CST)	45% (CST)		26% (SBAC)
Percentage of English Learners Making Annual Progress on the ELPAC	56%	53%	56%	54%
Percentage of English Learners Who Have Not Reclassified in 5 years (LTEL)	29%	27%	24%	24%
100% Attendance	2011-12	2012-13	2013-14	2014-15
Percentage of Students Attended 172-180 Days Each School Year (96% or Higher Attendance Rate)	65%	68%	71%	71%
Percentage of Students with Chronic Absence (Missing 16 days or 91% or Lower Attendance)	15%	12%	12%	13%

²³ Ibid.

Percentage of Staff Attending 96% or Above	67%	66%	72%	73%
Parent, Community and Student Engagement	2011-12	2012-13	2013-14	2014-15
Percentage of Students Who Feel a Part of Their School (Question on School Experience Survey)				81%
Parent Participation on School Experience Survey	32%	33%	31%	40%
School Safety	2011-12	2012-13	2013-14	2014-15
Single Student Suspension Rate	2.9%	1.2%	0.8%	0.6%
Instructional Days Lost to Suspension	25,948	12,651	8,841	6,221

Target Community

Figure 4: Target Community Map



Vox Collegiate will educate the sixth through twelfth grade students of South Los Angeles in the greater Watts community, centered around the intersection of 103rd Street and Central Avenue (the “Target Community”), students who, through no fault of their own, directly reflect the racial and economic achievement gaps shown in current academic achievement levels in LAUSD.

The Founding Team of Vox Collegiate knows that by beginning in the sixth grade with a rigorous and supportive middle school academic program, all of our students will be

prepared to enter our high school academy at or above grade level proficiency in English and math, fully equipped to lead their education through high school, fulfilling each of the A-G requirements with a “C” average or higher, completing AP classes, becoming proficient in a non-English language, and graduating high school college-prepared and career-ready as self-motivated lifelong learners.

The residents of the greater Watts community want the type of school that Vox Collegiate offers in order to educate their children for a life of opportunity and prepare them to use their voices as advocates for themselves and their community. In the meetings and conversations that we have had with families, there is a strong desire for a school that will prepare all students, regardless of their starting point, to be able to access competitive colleges and careers.

Target Community Snapshot (zip codes 90001, 90002, 90003, 90059, 90061)²⁴

- Population 242,423
- 74% Hispanic or Latino, 24% Black or African American, 2% other
- Median household income - \$32,146
- 35% of families annually earning \$24,250 or less
- 24% of families headed by single parents

Figure 5: Target Community Educational Attainment

Target Community Educational Attainment (adults 25 and older)²⁵	
No High School Diploma or Equivalent	52%
High School Diploma or Equivalent	22%
Some College	13%
Associates Degree	3%
Bachelor’s Degree	4%
Master’s Degree or Higher	1%

As reflected in the Target Community snapshot above, residents of the Target Community are representative of the Black and Latino students struggling within LAUSD’s racial and economic academic achievement gaps. These neighborhoods are economically disadvantaged, with an average household income of approximately \$32,000, compared to a citywide median income of approximately \$50,205.²⁶ The educational achievement levels of the adults living in these neighborhoods are also less than city averages. In the Target Community, fewer than 5% of adults are college graduates.²⁷ According to the United States Bureau of Labor Statistics (“BLS”), adults earning a bachelor’s degree will earn almost greater than \$400 more on a weekly basis than an adult with only a high school degree.²⁸ Considering LAUSD’s racial academic achievement gap, it should be noted that, according to the BLS, Black and Latino adults with only a high school diploma will earn approximately half the weekly earnings of their Asian and White peers.²⁹ The significant impact that a college degree has on career opportunities and lifelong earnings is clear.

The residents of the Target Community have been left behind academically and economically, and education is a key lever to closing the economic gap between residents here and the rest of Los Angeles. With the current underperformance of traditional public schools and some charter schools serving students in the Target Community, the status quo of low income and low college graduation rates in this area is unlikely to change. Vox Collegiate seeks to provide a new, high quality, college preparatory middle and high school option for all families and all learners.

²⁴ <http://maps.latimes.com/neighborhoods/neighborhood/watts/>.

²⁵ Census 2010.

²⁶ Ibid.

²⁷ Ibid.

²⁸ <http://www.bls.gov/opub/ted/2015/median-weekly-earnings-by-education-gender-race-and-ethnicity-in-2014.htm>.

²⁹ Ibid.

Community Outreach

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 will support and sustain our long-term success. We will 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.

In planning Vox Collegiate and preparing the charter petition for submission, Vox Collegiate has engaged in the critical work of building community support, and has created channels for feedback that allow community to have a voice in the Charter School.

Over the past six months, in meeting with community members to listen to their concerns about the community and education, attending local group meetings, including weekly Watts Gang Task Force Meetings and monthly Watts Neighborhood Council Meetings, and tutoring 10-14-year-old students participating in the Gang Reduction Youth Development (“GRYD”) program at Watts Labor Community Action Committee (“WLCAC”), 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.
1. **We communicate our core beliefs.** The core beliefs on which Vox Collegiate is built are informed by the educational philosophy of the Founding Team, 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 Watts community, who care deeply for and continuously work for the children who reside there. When talking to *LA Weekly* about the park across the street from her house on Grape Street in Watts where children play outside and can get free breakfast and lunch during the summer, Betty Day, Founder of the Watts Gang Task Force, said, “If it rains, we put a tent up. The kids still come.”³⁰ 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 will be a 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 will be 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 will ensure that we are ready.

- 2. We are building awareness.** Over the past several months, Vox Collegiate has proactively reached out to parents/guardians, students, community stakeholders, and residents of the 90001, 90002, 90003, 90059, and 90061 zip codes in a variety of ways: **(a) Vox on the Block** – a grassroots, community engagement initiative; **(b) Community Meetings** – attendance at, participation in, and presentations for Neighborhood Council and community group meetings; **(c) Community Conversations** – meetings across the community to engage in discussion on education and the charter proposal; **(d) Soliciting Feedback** - hosting and maintaining a website with a Community Input Survey; **(e) Getting the Word Out** - flyer (Spanish and English) distribution at local businesses including coffee shops and restaurants as well as during local events such as the Watts Winter Wonderland and the Year One Anniversary of the Opening of LocoL Watts; and **(f) College Readiness with GRYD** – five-week program for 8th grade students in the GRYD program at WLCAC to create a high school success plan for completion of A-G requirements.

With charter approval, the Vox Collegiate Founding Team will continue to build on the momentum of community engagement conducted during the winter and early spring of 2016-17, and we will continue to spread the word about the school to parents and families who may not be aware of the totality of school options available to them within the community. We will continue to translate all major outreach documentation (flyers, website, etc.) into additional languages as needed and as spoken within the community.

We will 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 Watts neighborhood. Through this work, we have engaged with a number of community organizations and key stakeholders.

³⁰ Aron, Hillel, “Watts Riots 50th Anniversary: Massive Black Flight Leaves a Tiny Activist Core,” *LA Weekly*, Aug. 3, 2015, <http://www.laweekly.com/news/watts-riots-50th-anniversary-massive-black-flight-leaves-a-tiny-activist-core-5865739>.

3. **We are planning 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 the 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.
4. **We are implementing with accountability.** Vox Collegiate’s Founding Team has ensured that, prior to submission, additions and modifications to the charter application were made with fidelity to our mission and careful thought about the implications of each item. The team was proactive in sharing details of our program and philosophy with the Target Community and supporters. 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.

Comprehensively, our community engagement and outreach efforts have built significant public support for the school; we will continue and amplify these efforts going forward, which we anticipate will continue to grow the depth of our community support leading up to the proposed school’s launch in the Fall of 2018. Key metrics associated with outreach efforts can be found below.

Figure 6: Community Engagement Statistics

Community Engagement Statistics	
Engagement Element (as of April 1 st)	Number
Reach of Facebook social media postings	10,000+
Website (total page views since Feb. launch)	726
Flyers and postcards distributed	500+
Events attended	20+

Early community feedback from families and community members via one-on-one conversations and formal surveys have been positive, suggesting a need for a school like Vox Collegiate. We intend to use this feedback to tailor our individualized student supports, maintain a healthy student environment, and provide excellent enrichment opportunities.

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.³¹

³¹ Dr. Martin Luther King, Jr. “The Other America,” delivered at Stanford University in 1967, following the Watts riot and various other racial conflicts across the U.S. <https://www.youtube.com/watch?v=m3H978KIR20>. Immediately following the Watts Riot, Dr. King commented on its significance, pointing out that the riot was less a reflection of race than a reflection of the rage that builds within a community in an economic ditch with no path to prosperity. <http://www.latimes.com/opinion/opinion-la/la-ol-watts-reactions-kennedy-king-johnson-eisenhower-20150810-story.html>.

Vox Collegiate is guided by our mission of educating students and helping them to develop a voice that will ensure that they are always heard; and we are passionate about providing an excellent six through twelfth grade educational option for the families of the Target Community, which is centered in the Watts neighborhood.

Fifty-two years ago, immediately after the Watts riot, Governor Edmund G. “Pat” Brown appointed former CIA director John McCone to investigate and report on the causes of the riot and find solutions to the conditions that lead to it. Notwithstanding well-founded criticism of John McCone, we note that one of the findings of his report was that low levels of academic achievement for children in Watts was an emergency largely caused by inequality between schools in Watts and schools in more affluent sections of Los Angeles.³² Twenty years later, Los Angeles County and the City Human Relations Commission jointly sponsored a report to revisit McCone’s findings and develop solutions to continuing issues in South Los Angeles.³³ That report found that the problems with education had not been addressed in Watts following the riot, and low academic performance persisted.³⁴

Today, poor academic performance continues to plague much of Watts and the surrounding neighborhoods. Based on 2016 SBAC results, a person walking into a 30-student classroom in a traditional public middle school in the greater Watts community would find four students reading on grade level and two performing math on grade level.³⁵ That is an injustice towards which this proposal is aimed and for which LAUSD and the State of California have stated their resolve to address.

In preparing Vox Collegiate to be a school that effectively addresses the educational injustice facing students in the Target Community, we have developed a school design that is aligned to LAUSD’s strategic plan. LAUSD’s 2016-2019 strategic plan is in pursuit of the goal of 100% of students graduating from high school.³⁶ In order to achieve this goal, the District focuses on the fundamental strategy of recruiting, developing, and supporting high caliber teachers and school leaders.³⁷ Focusing on teachers and school leaders will allow schools to have the following essential elements in place to fully support the achievement of 100% graduation:

- Highly Effective Employees
- High Quality Instruction
- Safe, Welcoming, Nurturing, and Engaging Learning Environments
- Culturally & Linguistically Responsive Instruction
- Budgeting for Success
- Focus on Preventing & Recovering Dropouts
- Raising Achievement in Persistently Underperforming Schools³⁸

³² “McCone Revisited: A Focus on Solutions to Continuing Problems in South Central Los Angeles”, *Los Angeles County and City Human Relations Commissions*, Jan. 1985, http://eec.lacounty.gov/Portals/EEC/Reports/129_McConeRevisitedLACountyandCityHumanRelationsCommissions.pdf.

³³ Ibid.

³⁴ Ibid.

³⁵ Based on 2016 SBAC results from Charles Drew Middle School, Samuel Gompers Middle School, and Edwin Markham Middle School.

³⁶ “LAUSD Strategic Plan, 2016-2019,” *LAUSD*, <http://achieve.lausd.net/Page/477>.

³⁷ Ibid.

³⁸ Ibid.

We agree with LAUSD that each of these elements is critical to creating a school in which students thrive academically. All but the last element listed above is applicable to the design of Vox Collegiate and will be present in Vox Collegiate to ensure that our students are learning and on track to graduate from high school, ready for college and career success.

At an immigration rights town hall in Watts on February 22, 2017, residents, both documented and undocumented, expressed their fears regarding immigration law enforcement and that because of their status, or the status of their neighbors, they needed to stay silent in the face of mistreatment. In order for the community to improve, it is imperative that the children with whose education we are entrusted are empowered with the tools to communicate their concerns, advocate for their community, and make sure that their voices are always heard. We know that LAUSD values empowering student voices. One of the key initiatives in the District's strategic plan to support equitable access to high quality instruction and curriculum is amplifying student voice and involvement.³⁹ Dr. Martin Luther King, Jr. famously remarked that "riot is the language of the unheard." At Vox Collegiate, we believe that it is our job as educators to provide our students with the language and communication skills so that they are never the unheard and the voice with which they speak is effective, persuasive, commanding, grounded in logic, truth, and fairness in pursuit of a better world.

The Target Community is in need of a school that provides students with a college preparatory education, a clear pathway to and through college, and the skills to advocate for and improve their community. Vox Collegiate will be that school. The seamless educational program that we have designed for students from middle school through high school will support all learners to excel academically, gradually increasing both autonomy and academic rigor and expectations as students progress from sixth grade through high school graduation. Regardless of the past academic challenges that students may bring with them to middle school, our students will matriculate to our high school academy fully prepared to thrive in a college preparatory high school course program, meeting all of the requirements to be accepted into a competitive four-year college and prepare for successful careers of their choice.

With autonomies of staffing, academic program, and budget, and the accountability for results those autonomies require, forming as a charter school provides Vox Collegiate with the flexibility to meet the unique needs of the students that we will serve. We know that all students can achieve when properly supported and instructed by effective teachers. The slow growth, small school environment that Vox Collegiate will provide is the type of education and support that will lead to life-changing educational gains for all of our students. A 2013 study by the Center for Research on Education Outcomes "found that the overall level and trajectory of performance in new charter schools was higher if charters opened and grew one grade at a time compared to opening with multiple grades or their full grade span enrolled."⁴⁰ National longitudinal studies have shown a positive relationship

³⁹ "LAUSD Strategic Plan, 2016-2019," *LAUSD*, <http://achieve.lausd.net/Page/477>.

⁴⁰ Peltason, Emily H. and Margaret E. Raymond, Ph.D. "Charter School Growth and Replication," *CREDO*, Jan. 30, 2013, <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

between small schools and academic achievement and student engagement.⁴¹ 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.⁴² In addition to being a slow-growth, small school, we propose to meet the needs of all learners by providing:

- A sixth through twelfth 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;⁴³
- A robust speech and debate program, required for all sixth through ninth grade 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;^{44 45}
- Rigorous, college preparatory curriculum in all content areas, aligned to CCSS and California Content Standards;
- A prioritized focus on literacy and math, with 100 minutes each of English and math instruction for all sixth through eighth grade students;
- Consistent communication with families about their child’s academic achievement and needs through weekly progress reports, biweekly phone calls, and monthly schoolwide family events;⁴⁶
- A longer school day and school year with expanded time for learning;
- Blended instruction with technology – 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. At the high school level, we will use blended learning and computer based learning programs to enhance personalized learning and learning independence⁴⁷;

⁴¹ Bowman, Richard, “Student Achievement, School Structure, and the Effects of Small Learning Community Implementation in Los Angeles - A Network Approach,” *RAND Corporation*, 2010, http://www.rand.org/pubs/rgs_dissertations/RGSD273.html.

⁴² Ibid.

⁴³ Supports provided to English Learners and students with special needs will be in compliance with all applicable state and federal laws and regulations.

⁴⁴ After grade 9, students may choose to continue formally engaging with speech and debate through advanced speech and debate courses, as well as the speech and debate competition team, which will compete in local, state, and national competitions through the California High School Speech Association and the National Speech and Debate Association. Speech and Debate practices and advocacy projects will be interwoven into the curriculum of courses outside of speech and debate courses. See p. 90, Element 1, for more details on the Vox Collegiate speech and debate program.

⁴⁵ The course map for Vox Collegiate’s speech and debate program was developed in alignment with California ELD Standards and CCSS in reading, writing, speaking and listening standards. For each unit to be taught throughout the speech and debate program, teachers are required to include EL supports into lessons to ensure that students are interacting with the English in meaningful ways through collaboration, interpretation, and production of works. Additionally, teachers will support students on the proper structure of the English language in written and spoken work. See p. 90, Element 1, for more details on the Vox Collegiate speech and debate program.

⁴⁶ See p. 197, Element 10, for more details on family engagement and communication at Vox Collegiate.

⁴⁷ See p. 56, Element 1, for more details on blended learning at Vox Collegiate.

- Expansive high school course offerings that allow students to discover their interests and passions while preparing them for college and career, ensuring that all graduates fulfill the A-G requirements for acceptance to UC and CSU schools; and
- Direct support to students and families as they navigate the college application process, including tutoring and financial support for SATs and ACTs.⁴⁸

Student Population to be Served

Vox Collegiate will educate students in grades six through twelve. 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 will focus recruitment on the Target Community (the greater Watts community in Los Angeles, including the following zip codes: 90001, 90002, 90003, 90059, 90061). In the event that more students enroll than the number of available seats that we have open in any grade level, students will be admitted through a public, random lottery.

Based on demographic data from surrounding schools, we are likely to serve a high number of English Learners (“ELs”), and greater than 90% of our students are likely to be socioeconomically disadvantaged.⁴⁹ Additionally, there will be a significant number of students with special education needs, anticipated between 10% and 15%.⁵⁰ The majority of our students will enter the sixth grade achieving below grade level expectations in English and math. In 2016, 24% and 16% of fifth graders from public schools in the Target Community either met or exceeded standards in English and math, respectively.⁵¹ From census data, we know that our students’ parents, grandparents, and older siblings are unlikely to have attended and completed college.⁵² Most of our students will be the first in their families to complete college. Our students will be varied in proficiency levels and come with myriad needs, but our school design is meant to meet 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.

Enrollment Plan

Vox Collegiate will open its doors in August 2018 with 105 sixth grade students, organized into three cohorts of 35 students each. We plan for continuous growth of 105 matriculating sixth grade students each year, adding one new grade level each year until we reach full capacity. At the end of the charter term, we will serve students in grades six through ten, with a maximum student capacity of 525 students. At full capacity in year seven, 2024-25, we will serve 735 students in grades six through twelve. (Please see Figure 8: Proposed Enrollment Plan.) 2017-18 will serve as a planning year for Vox Collegiate. In the planning year, Vox Collegiate will undertake planning and preparing for all operational and academic systems to be implemented with founding staff and students in 2018-19, including curriculum development. The Head of School, with support from a Principal (beginning as

⁴⁸ A part of the high school course program will include college prep courses that include SAT and ACT prep. Additionally, we will assist families with the costs of college entrance exams.

⁴⁹ <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

⁵⁰ Ibid.

⁵¹ CDE, 2016 CAASPP Results, <http://caaspp.cde.ca.gov/sb2016/Search>.

⁵² Census 2010.

a part-time consultant in April 2018), will recruit and enroll founding students, recruit and hire founding staff, secure school facilities, design school operational systems, establish partnerships with community service providers who will provide resources to students and families, and develop and/or secure curriculum and assessment materials.

Beginning Vox Collegiate with one grade level and using a slow growth model of adding one grade per year allows Vox Collegiate to build a strong academic, cultural, professional, and operational foundation starting on day one. A slow growth model, as previously stated, has been shown to improve the performance and trajectory of new charter schools.⁵³ With one grade level, we will be lean enough to establish a cohesive and focused school culture amongst both students and staff. The founding staff and students will cultivate behavioral, curricular, and assessment systems, expectations, and customs that, when combined, form a close-knit, mission-driven, and achievement-oriented community, fully invested in a school culture that sustains academic achievement and character confidence for all students. With year one focused solely on our inaugural sixth grade class of students and a small team of teachers, Vox Collegiate will provide robust professional support to teachers and support staff in furtherance of our ambitious goals for students. With a successful year one launch, as Vox Collegiate grows, our strong instructional practices and operational systems will be well rooted. In year three, we will have a fully enrolled middle school academy with students in grades six through eight. In year four, we begin our high school academy, which will be for students in grades nine through twelve.

Figure 7: Proposed Enrollment Plan Y1-5

Proposed Enrollment Plan Y1-5								
Operating Year			Y0	Y1	Y2	Y3	Y4	Y5
Fiscal Year			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grade	Middle School Academy	6 th	0	105	105	105	105	105
		7 th	0	0	105	105	105	105
		8 th	0	0	0	105	105	105
	High School Academy	9 th	0	0	0	0	105	105
		10 th	0	0	0	0	0	105
		11 th	0	0	0	0	0	0
		12 th	0	0	0	0	0	0
Total			0	105	210	315	420	525

Figure 8: Proposed Enrollment at Full Capacity

Proposed Enrollment at Full Capacity										
Operating Year			Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Fiscal Year			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade	Middle School Academy	6 th	0	105	105	105	105	105	105	105
		7 th	0	0	105	105	105	105	105	105
		8 th	0	0	0	105	105	105	105	105
	High School	9 th	0	0	0	0	105	105	105	105
		10 th	0	0	0	0	0	105	105	105
		11 th	0	0	0	0	0	0	105	105

⁵³ Peltason, Emily H. and Margaret E. Raymond, Ph.D. "Charter School Growth and Replication," CREDO, Jan. 30, 2013, <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

	Academy	12 th	0	0	0	0	0	0	0	105
Total			0	105	210	315	420	525	630	735

Fulfilling the Intent of the California Charter Schools Act

Vox Collegiate will 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 lead student to high academic achievement. Vox Collegiate will be 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 all students in grades 6-9, blended learning across all grade levels, a seamless 6-12 school model, and the intentional release of student independence in preparation for 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 will be consistently coached to improve their instructional skills. Because we employ a slow growth school model, teachers will be encouraged and supported to take on school leadership positions as the leadership team grows. Teachers who grow with Vox Collegiate will be uniquely qualified for leadership positions at Vox Collegiate.
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 will be 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.

Surrounding Schools Data

The schools educating students in the Target Community are struggling to meet the needs of all learners. Of the 20 LAUSD schools, including charters, identified in the bottom five percent of low performing schools in the State of California, four serve students in the Target Community, ranging from elementary to high school (Edwin Markham Middle, Florence Griffith Joyner Elementary, Samuel Gompers Middle, and Alain Leroy Locke College Preparatory High).⁵⁴

Although the four schools identified as the lowest performers struggle more than other schools in the target community, they are not alone in their struggles. Prior to California’s adoption of SBAC in 2014, no middle or high schools in the Target Community achieved the state target Academic Performance Index (“API”) score of 800.⁵⁵ Nine of the fourteen middle and high schools serving students in 2013 (not including elementary schools with 6th grade students) performed in the bottom 10% of all schools in California.⁵⁶ In 2015-16, California’s second year of SBAC testing, 23% of elementary school students (3rd – 5th grade) were proficient in English and math⁵⁷; 23% of 6th – 8th grade students were proficient in English, and 13% were proficient in math.⁵⁸ For high school students, who are only tested in the 11th grade, 47% of students were proficient in English, and 17% were proficient in math, including students attending King/Drew Magnet High School of Medicine and Science, which outperformed all other surrounding high schools by at least 24% and 35% in English and math, respectively.⁵⁹ The vast majority of students in the Target Community, from elementary to high school, are not achieving grade level expectations for college and career readiness according to current SBAC scores, ACT scores, and the percentage of graduates students meeting A-G requirements reflected in the figures below. .

Figure 9: Surrounding Middle School Data 2013 API

<i>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA - API⁶⁰</i>
<i>Address: 103rd St. at Central Ave.</i>

⁵⁴ Each of the school identified is included in the list of Tier I and II schools eligible for School Improvement Grants from funds allocated by the U.S. Department of Education to improve persistently low performing schools, <http://www.cde.ca.gov/sp/sw/t1/sigc4elig.asp>.

⁵⁵ <http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>

⁵⁶ Ibid.

⁵⁷ CDE, 2016 CAASPP Results, <http://caaspp.cde.ca.gov/sb2016/Search>.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

LAUSD Schools	# of Students [2015-16]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1 [Black or African American]	% Major Ethnicity #2 [Hispanic or Latino]	% Major Ethnicity #3 [White]	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Traditional Public Schools														
Charles Drew Middle School	816	90.6	14.6	22	14.3	82.8	0	614	No	No	591	1	1	N/A
Samuel Gompers Middle School	582	90.9	16.8	21.1	35.7	61	0	607	Yes	No	586	1	1	N/A
Edwin Markham Middle School	841	88.7	16.1	25.9	21.9	76.2	0	633	No	No	615	1	2	N/A
92 nd Street Elementary (only 6 th grade)	102	94.8	12.9	37.6	8.2	90.2	0	809	Yes	No	805	5	10	N/A
96 th Street Elementary (only 6 th grade)	72	95	15	32.7	20.2	78.7	0	811	Yes	No	809	5	10	N/A
99 th Street Elementary (only 6 th grade)	25	90.1	12.2	24	22.8	75.6	0	793	No	No	783	4	9	N/A
Judith F. Baca Arts Academy (only 6 th grade)	93	95.9	10.2	38.2	10.9	87.3	1	679	Yes	No	661	1	1	N/A
Avalon Gardens Elementary (only 6 th grade)	27	88	14.8	13	65.7	34.3	0	814	Yes	Yes	786	6	10	N/A
Charter Schools														
Alliance Jack H. Skirball Middle School	435	97.7	8.5	14.5	14.7	84.1	0.7	752	No	No	734	3	8	N/A
Alliance College-Ready Middle Academy 4 School	455	99.1	6.8	21.5	2.6	97.4	0	761	No	No	773	4	6	N/A

Animo James B. Taylor Charter Middle School	462	97.4	8.7	27.3	14	84.4	0.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Animo Mae Jemison Charter Middle School	316	94.9	7.3	22.4	15.2	76.2	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Watts Learning Center Charter Middle School	365	98.1	4.9	24.1	17.5	81.1	0	621	Yes	Yes	594	1	1	N/A
Kipp Philosophers Academy (5 th – 8 th)	350	95.4	19.4	15.1	42	56	0	714	N/A	N/A	N/A	1	N/A	N/A
Resolute Academy Charter School (5 th – 8 th)	95	95.8	12.6	33.7	28.4	67.4	3.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total/Ave	5036	94%	12%	23%	20%	78%	0%							

Figure 10: Surrounding High School Data 2013 API

<i>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA - API⁶¹</i>															
<i>Address: 103rd St. at Central Ave.</i>															
LAUSD Schools	# of Students [2015-16]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Ethnicity #1 [Black or African American]	% Ethnicity #2 [Hispanic or Latino]	% Ethnicity #3 [White]	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)	
Traditional Public Schools															
Alliance Cindy & Bill Simon Technology Academy	514	99.4	9.8	18.3	8.4	90.7	0.6	716	Yes	Yes	675	3	8	N/A	
King-Drew Senior High Medicine and	1570	88.7	1.2	2.6	42.3	55.7	0.6	798	Yes	Yes	784	7	10	N/A	

⁶¹ Ibid.

Science Magnet														
David Starr Jordan Senior High	557	89.6	15.7	33.6	16.9	80.6	1.1	615	No	No	564	1	4	N/A
Charter Schools														
Animo College Preparatory Academy	533	93.6	10.5	27.8	12.6	85.2	0	637	Yes	Yes	N/A	1	6	N/A
Animo Watts College Preparatory Academy	561	92.9	10.8	21.4	10.7	81.5	0	634	Yes	No	620	1	6	N/A
Alain Leroy Locke College Preparatory Academy	1684	94.2	13.6	26.2	27	70.7	0	531	N/A	N//A	N/A	1	2	N/A
Total/Ave	5419	92%	9%	19%	26%	72%	0%							

Focusing specifically on middle school, where Vox Collegiate will begin in August of 2018, in 2015-16, there were fifteen LAUSD schools, including charter schools, serving 5,036 sixth through eighth grade students in the Target Community.

- Charles Drew Middle School
- Samuel Gompers Middle School
- Edwin Markham Middle School
- 92nd Street Elementary (6th grade)
- 96th Street Elementary (6th grade)
- 99th Street Elementary (6th grade)
- Judith F. Baca Arts Academy
- Avalon Gardens Elementary (6th grade)
- Alliance Jack H. Skirball Middle School
- Alliance College-Ready Middle Academy 4 School
- Animo James B. Taylor Charter Middle School
- Animo Mae Jemison Charter Middle School
- Watts Learning Center Charter Middle School
- Kipp Philosophers Academy (5th – 8th)
- Resolute Academy Charter School (5th – 8th)

Greater than 90% of students at these schools are economically disadvantaged.⁶² The average percentage of special education students is greater than 10%.⁶³ The average percentage of ELs is greater than 20%.⁶⁴

None of these schools had a majority of students meeting or exceeding standards in English or math on the SBAC in 2016.⁶⁵ No school had one third of its students meet or exceed standards in math.⁶⁶ Taken together, at these schools, 77% of students failed to meet standards in English and 87% failed to meet standards in math.⁶⁷ These numbers are lower than the 2016 averages for Black and Latino students in the District as a whole.⁶⁸ While other schools in LAUSD experienced growth in academic achievement, as measured by SBAC, from 2015 to 2016, the middle school students in the Target Community did not.

Figure 11: Surrounding Middle School Data 2016 SBAC Performance

<i>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA - SBAC</i>															
<i>Address: 103rd St. at Central Ave.</i>															
Schools	# of Students in Testing Grades [2016]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Black or African American	% Hispanic or Latino	% White	% School Meeting Standards ELA	% School Meeting Standards Math	% Grade 6 Meeting Standards ELA	% Grade 6 Meeting Standards Math	% Grade 7 Meeting Standards ELA	% Grade 7 Meeting Standards Math	% Grade 8 Meeting Standards ELA	% Grade 8 Meeting Standards Math
Traditional Public Schools															
Charles Drew Middle School	816	90.6	14.6	22	14.3	82.8	0	13	7	N/A	N/A	12	7	15	6
Samuel Gompers Middle School	582	90.9	16.8	21.1	35.7	61	0	12	6	6	6	13	5	18	9
Edwin Markham Middle School	841	88.7	16.1	25.9	21.9	76.2	0	11	7	13	9	9	4	10	7
92nd Street Elementary (6th grade only)	102	94.8	12.9	37.6	8.2	90.2	0	28	29	39	33	N/A	N/A	N/A	N/A

⁶² <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

⁶³ CDE, 2016 CAASPP Results, <http://caaspp.cde.ca.gov/sb2016/Search>.

⁶⁴ <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

⁶⁵ CDE, 2016 CAASPP Results, <http://caaspp.cde.ca.gov/sb2016/Search>.

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ In 2016, 24% and 37% of Latino students exceeded or met standards in math and English, respectively. 18% and 31% of Black students exceeded or met standards in math and English, respectively. Los Angeles Times Staff, "CALIFORNIA'S NEW K-12 TEST SCORES, What they are, why they matter and how your school scored," *Los Angeles Times*, Aug. 24, 2016,

<http://www.latimes.com/projects/la-me-edu-test-scores-2016/?q=audubon&p=1&c=name&o=asc>.

96 th Street Elementary (6 th grade only)	72	95	15	32.7	20.2	78.7	0	31	29	38	19	N/A	N/A	N/A	N/A
99 th Street Elementary (6 th grade only)	25	90.1	12.2	24	22.8	75.6	0	31	27	28	20	N/A	N/A	N/A	N/A
Judith F. Baca Arts Academy (6 th grade only)	93	95.9	10.2	38.2	10.9	87.3	1	18	21	23	19	N/A	N/A	N/A	N/A
Avalon Gardens Elementary (6 th grade only)	27	88	14.8	13	65.7	34.3	0	36	24	44	33	N/A	N/A	N/A	N/A

Charter Schools

Alliance Jack H. Skirball Middle School	435	97.7	8.5	14.5	14.7	84.1	0.7	39	26	42	19	40	26	33	31
Alliance College-Ready Middle Academy 4 School	455	99.1	6.8	21.5	2.6	97.4	0	48	27	41	18	38	27	65	33
Animo James B. Taylor Charter Middle School	462	97.4	8.7	27.3	14	84.4	0.6	28	10	31	15	23	9	29	8
Animo Mae Jemison Charter Middle School	316	94.9	7.3	22.4	15.2	76.2	0	24	14	20	7	29	20	N/A	N/A
Watts Learning Center Charter Middle School	365	98.1	4.9	24.1	17.5	81.1	0	18	6	25	11	13	5	20	3
Kipp Philosophers Academy (5 th – 8 th)	350	95.4	19.4	15.1	42	56	0	38	21	28	14	41	27	34	16

Resolute Academy Charter School (5 th – 8 th)	95	95.8	12.6	33.7	28.4	67.4	3.2	33	24	42	29	N/A	N/A	N/A	N/A
Total/Ave	5036	94%	12%	23%	20%	78%	0%	23%	13%	21%	11%	20%	11%	21%	11%

Figure 12: Surrounding High School Data 2016 SBAC Performance

<i>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA - SBAC</i>												
<i>Address: 103rd St. at Central Ave.</i>												
Schools	# of Students [2016]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Black or African American	% Hispanic or Latino	% White	% School Meeting Standards ELA	% School Meeting Standards Math	% Grade 11 Meeting Standards ELA	% Grade 11 Meeting Standards Math	
Traditional Public Schools												
Alliance Cindy & Bill Simon Technology Academy	514	99.4	9.8	18.3	8.4	90.7	0.6	52	16	52	16	
King-Drew Senior High Medicine and Science Magnet	1570	88.7	1.2	2.6	42.3	55.7	0.6	76	41	76	41	
David Starr Jordan Senior High	557	89.6	15.7	33.6	16.9	80.6	1.1	38	6	38	6	
Charter Schools												
Animo College Preparatory Academy	533	93.6	10.5	27.8	12.6	85.2	0	35	6	35	6	
Animo Watts College Preparatory Academy	561	92.9	10.8	21.4	10.7	81.5	0	50	10	50	10	
Alain Leroy Locke College Preparatory Academy	1684	94.2	13.6	26.2	27	70.7	0	36	10	36	10	

Total/Ave	5419	92%	9%	19%	26%	72%	0%	47%	17%	47%	17%
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For high school students in the Target Community, the graduation rate is 77%, equal to LAUSD as a whole.⁶⁹ However, the high school graduation rate is only a part of the shared vision of Vox Collegiate and LAUSD. Like LAUSD, we have the goal of all students graduating high school college ready, prepared to thrive in the college of their choice. Currently, 64% of graduates are leaving high schools in the Target Community having met the requirements for admittance to UC and CSU schools.⁷⁰ Taken together with the graduation rate, these numbers mean that of the 5,419 students attending high school in the Target Community, less than half will graduate high school able to matriculate to a UC or CSU school. Therefore, if left unaddressed, half of our students will continue to have the opportunity to attend college foreclosed because our schools have not adequately prepared them for college access and success.

Figure 13: Surrounding High School Data

Surrounding High School Data					
Schools	# of Students	Cohort Graduates	Cohort Dropouts	Graduates Meeting UC/CSU Requirements	Average ACT Score
Alliance Cindy & Bill Simon Technology Academy	514	96%	1%	100%	16
King-Drew Senior High Medicine and Science Magnet	1570	97%	2%	63%	19
Animo College Preparatory Academy	533	57%	40%	61%	15
David Starr Jordan Senior High	557	70%	23%	37%	16.5
Animo Watts College Preparatory Academy	561	82%	14%	67%	14.25
Alain Leroy Locke College Preparatory Academy	1684	62%	24%	61%	14.25
Total/Ave	5419	77%	16%	64%	16.1

⁶⁹ <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

⁷⁰ Ibid.

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 Angelou⁷¹

Mission

Committed to academic excellence through rigorous curriculum and development of character confidence, Vox Collegiate of Los Angeles ensures all 6th through 12th grade students excel in 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.⁷² 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.⁷³

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. In 1965, three UCLA students produced a short documentary, *“Felicia,”* following Felicia Bragg, a 16-year-old student living in Watts and attending Jordan High School.⁷⁴ The documentary was not a dramatization of life after the Watts riot. In fact, it was made before the riot. *“Felicia”* was a short piece giving voice to the perspective and concerns of a young girl with dreams of going to college and improving her community. It was meant to communicate both the hurdles and hopes of the children of Watts. Following the riot and years of subsequent gang violence, the outside world may have associated Watts with violence and racial division. However, the voice of Felicia gives life to a community filled with children who have, and still have, dreams of a future filled with opportunity, choice, and equality. In remarking on her future, Felicia says,

“All these people that talk about Watts and say how dirty it is, how filthy it is, how much they want to leave. All my friends don’t want to live here – hate to say they live in Watts. I think that’s silly. They do live in Watts. Sure,

⁷¹ Angelou, Maya, *I Know Why the Caged Bird Sings*, Random House, New York, 1969.

⁷² Isaacson, Walter, *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*, Simon & Schuster, New York, 2014.

⁷³ Partnership for 21st Century Learning, <http://www.p21.org/about-us/p21-framework>.

⁷⁴ Kessler, Tess, “50 Years After the Watts Rebellion, *Felicia* Still Finds Relevance,” *Los Angeles Magazine*, Apr. 11, 2015, <http://www.lamag.com/culturefiles/50-years-after-the-watts-rebellion-felicia-still-finds-relevance/>.

everybody wants to get out. I don't. I think I want to stay here. But, I don't want to live like I'm living right now. But, I think that if Watts is ever going to be anything more than what it is, it's gonna take people who will stay here and build it up. After all, if everybody just starts moving out, those that can't move just stay here and live like their mothers and fathers lived. It's not gonna do any good."⁷⁵

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 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.**

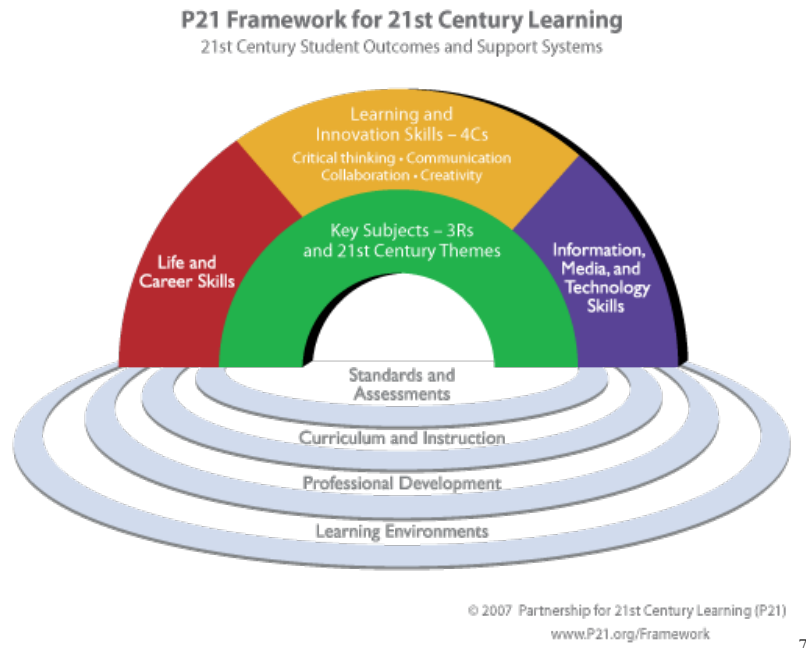
An Educated Person in the 21st Century

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 Figure 14: P21 Framework).⁷⁶

⁷⁵ "Felicia," <https://archive.org/details/Felicia1965>.

⁷⁶ P21 Framework for 21st Century Learning, Partnership for 21st Century Learning, <http://www.p21.org/about-us/p21-framework>.

Figure 14: 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.⁷⁸

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

⁷⁷ Ibid.

⁷⁸ Ibid.

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 will be 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 will be 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*.⁷⁹ 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?⁸⁰

These five habits of mind, and the accompanying questions students should be asking themselves, will be 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 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 will be creative thinkers and problem solvers. Through their unique voices, they will also be 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. Every day in speech and debate class, our students will wrestle with complex questions and practice developing thoughtful rationale in defense of their beliefs and ideas, strengthening the five habits of mind. They will be grounded in fact, evidence, and logic. And, they will have structured opportunities to develop mastery in communicating with any audience. Although speech and debate class will not be required after ninth grade, after which point it will become an elective course with opportunities

⁷⁹ Dintersmith, Ted, and Tony Wagner, *Most Likely to Succeed*, Simon & Schuster, NY, 2015.

⁸⁰ Ibid.

for participation in our competitive speech and debate team, the practices from our speech and debate program will be incorporated into the day-to-day instruction across all grade levels and content areas. Debates, public speaking, evidence gathering, and logical reasoning will be 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 will be 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. In high school, students participating in our public advocacy course will develop an advocacy campaign and create advocacy materials for digital, print, and audio distribution. Middle school students will use Chromebook computers in a blended learning environment every day in their Math Focus and ELA Focus classes, and they will have access to coding instruction through enrichment courses.⁸¹ High school courses will not be required to use a specific model of blended learning, but teachers will be trained and encouraged to implement various blended learning models, including a flipped model, within their lessons, incorporating technology to enhance personalization.⁸² In high school, students may begin taking art classes that focus on digital media. From ninth grade through senior year, students will have the opportunity to master digital media skills in preparation for a career in the field.⁸³

Blended learning for our middle school students at Vox Collegiate will be through a station rotation model. In this model, students rotate through stations based on a schedule set by their teachers. 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.⁸⁴ At least one station in the classroom will include computer-based learning programs, which may include learning platforms such as Dreambox, ST Math, and Khan Academy.⁸⁵ These platforms provide engaging instruction at each student’s appropriate skill level. Vox Collegiate students will be reading and performing math at varying skill levels. A blended learning environment allows us to opportunity to teach at students’ ‘zone of proximal development’ - the level at which work is appropriately difficult for a given child. In our high school academy, a single model of blended learning will not be required in each students’

⁸¹ Our projected budget has allocated funding to have a 1:2 ratio of Chromebook computers to students in year 1 and a ratio of 1:1 ratio thereafter.

⁸² See p. 56, Element 1, for more details on how flipped model blended learning may be incorporated at the high school level at Vox Collegiate.

⁸³ See p. 68, Element 1 for proposed course offerings at Vox Collegiate.

⁸⁴ Horn, Michael B. and Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools*, Josey-Bass, San Francisco, CA, 2015.

⁸⁵ 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.

<http://cornerstoneacademysj.org/>.

class schedule. However, teachers will be encouraged and trained to include technology in their classrooms and lesson plans, including lessons in a blended learning environment. As students gain independence, they will become more capable of handling technology in different ways to enhance and personalize their education. In addition to the rotation model of blended learning, high school teachers will implement a flipped model in their classrooms, in which students complete computer based learning at home/out of school and use class time to apply what was learned independently.

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 and our high school course program for college readiness are designed to ensure that students understand the world around them and how they can thrive in it, 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.⁸⁶ 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 potential.⁸⁷ 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, the Founding Team of 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 will create a scaffolded learning environment in individual classrooms and throughout our overall educational programs for grades six through twelve. Content and skill mastery is a means for students to achieve independence, and that path will be planned and clear.

Gradual Release of Responsibility in Individual Classrooms – Vox Collegiate instructional plans will be designed using a Gradual Release of Responsibility Instructional Framework. This framework

⁸⁶ Dweck, Carol, *Mindset: The New Psychology of Success*, Ballantine Books, NY, 2007.

⁸⁷ Ibid.

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.⁸⁸ 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 students for success in college and career in this day and age.⁸⁹ 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 will be 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 will be 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 circumstances⁹⁰

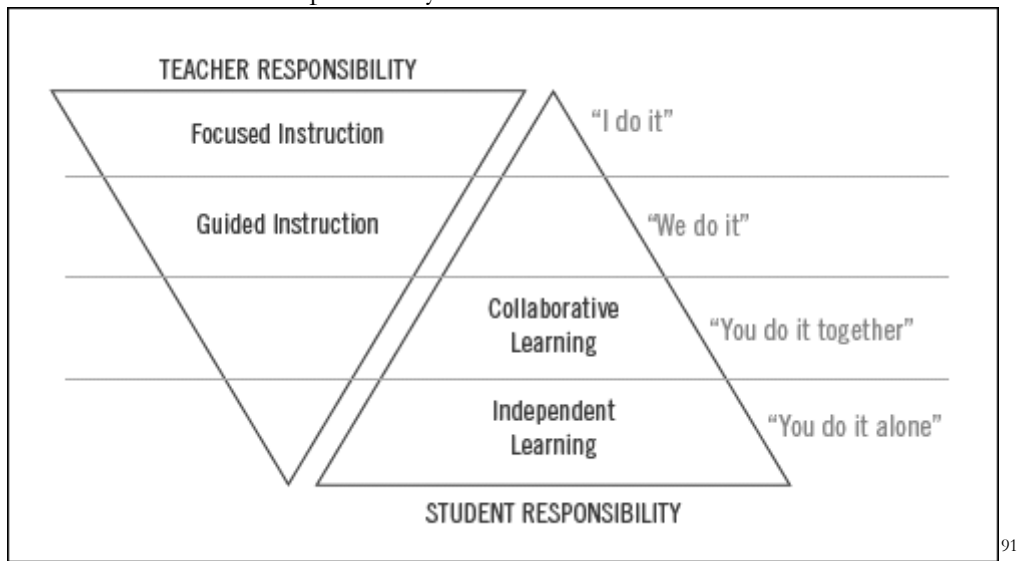
Figure 15 illustrates the four-tiered Gradual Release of Instructional Responsibility framework as it will be applied to classroom instruction.

⁸⁸ Fisher, Douglas, and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, ASCD, 2014.

⁸⁹ P21 Framework for 21st Century Learning, Partnership for 21st Century Learning, <http://www.p21.org/about-us/p21-framework>.

⁹⁰ Fisher, Douglas, and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, ASCD, 2014.

Figure 15: Gradual Release of Responsibility Instructional Framework



This process of gradual release will be 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.⁹² 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 than what is expected of a senior in high school. At Vox Collegiate, as students mature from middle school through 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 eleventh and twelfth grades, 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 will be a powerful tool to aid our students in carving out a successful future. Whether it be seeking out professors during office hours for opportunities for independent study and letters of recommendation or approaching a boss about a promotion, a voice that is heard and respected is essential to independence.

⁹¹ Ibid.

⁹² Ibid.

Once students matriculate to college, they will be wholly responsible 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
3. Controlling Our Destiny – 11th-12th⁹³

Figure 16: Vox Collegiate Tiers of Academic Independence⁹⁴

Vox Collegiate Tiers of Academic Independence			
	Tier 1	Tier 2	Tier 3
	Building Our Base	Enhancing Expectations	Controlling Our Destiny
Grades	6th – 8th	9th – 10th	11th – 12th
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 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.	After two years of direct support meeting expectations of college preparatory level work, students will apply their ability to work independently in self-selected courses of study. Students will explore their interests in depth, going beyond foundational knowledge and skills to begin to develop expertise in specific areas.
Pedagogical Focus (darkness of gradient = dominance of focus)	Teacher Centered	Teacher Centered	Teacher Centered
	Student Centered	Student Centered	Student Centered
	Self-Directed	Self-Directed	Self-Directed
	Project-Based	Project-Based	Project-Based
Type of Instruction	Direct Instruction – whole class (60%)	Direct Instruction – whole class (55%)	Direct Instruction – whole class (45%)
	Small Group, Leveled Instruction (20%)	Small Group, Leveled Instruction (10%)	Small Group, Leveled Instruction (10%)

⁹³ The idea behind a gradual release framework for the overall independence of student learning was taken from Valor Collegiate Academy in Nashville, TN. In 2014-2015, Valor Collegiate students outperformed all Metro Nashville Public School fifth graders and 99% of schools in Tennessee in all testing subjects. Additionally, Valor Collegiate was the only school in Tennessee to be in the top 1% for composite growth and composite achievement.

⁹⁴ Ibid.

	Technology Enhanced Personal Instruction (10%)	Technology Enhanced Personal Instruction (10%)	Technology Enhanced Personal Instruction (20%)
	Heterogenous Group & Independent Work (10%)	Heterogenous Group & Independent Work (25%)	Heterogenous Group & Independent Work (25%)

Not all Vox Collegiate students will begin in the sixth grade. Some students will 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 lead by the Head of School to introduce students to school culture, expectations, and systems. New students will be 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 parent 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.

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 Elements 2/3, Figure 44. Keeping these measurable goals at the forefront of our work will guide us towards our mission of educating all learners to college success and beyond. If we make adequate progress towards and achieve our 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.

Instructional Design

The Founding Team of Vox Collegiate recognizes the positive impact that high performing urban charter schools are having in communities in Los Angeles and across the country. In planning Vox Collegiate, the Founding Team studied many of these high performing schools, examining what they have done and are doing to build and sustain the exceptional academic performance of their students. A 2013 study from the Center for Research on Education Outcomes (“CREDO”) out of Stanford University, researching charter school growth and replication, found that charter schools that have a proven record of success over multiple years and classes of students were strong schools from the



outset.⁹⁵ In fact, analyzing school performance data from the third year of operation, the study found that 89% of initially low performing schools persist in a state of low performance, while 97% of initially high performing schools maintain an ability to lead students to academic success.⁹⁶ Given the importance of ensuring that Vox Collegiate is ready to perform at a high level from inception, much of what we have designed is built on the proven models of successful charter schools. In studying how successful charter schools have replicated, we understand that not everything that other schools do can or should be copied.⁹⁷ Successful replication of charter schools requires an understanding of what elements are important and replicable, and replicating those elements with fidelity.⁹⁸ From successful schools, we take those components that: (i) are proven to be key levers for student success and have been proven effective over time; (ii) we have had the opportunity to study and see in practice; and (iii) fit with the unique and innovative elements that we have designed for Vox Collegiate.⁹⁹ Additionally, the elements that we take from successful schools have been shown to dramatically transform the educational and professional opportunities of students from communities similar to that of our future students. From Brooke Charter Schools in Boston, MA, to North Star Academy in Newark, NJ, we have observed students realizing their dreams through access to highly effective education. Each of these schools is an open enrollment public school, with majority Black and Latino students, at least 75% of students qualifying for free or reduced lunch prices, and they regularly outperform all other schools in their respective states in student achievement in both ELA and math.¹⁰⁰ Informed by our study, we have built and designed Vox Collegiate on a foundation of the academic and operational systems proven effective in providing all students with an excellent education.

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 to not 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 will educate will 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 Atticus Finch in *To Kill a Mockingbird* or explain how the distributive property can be applied to solve multi-digit multiplication questions.¹⁰¹ With this in mind, the Founding 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.

Vox Collegiate was designed as a seamless 6th-12th grade college preparatory middle and high school because students' paths to college and career should follow a cohesive progression, carefully designed

⁹⁵ Peltason, Emily H. and Margaret E. Raymond, Ph.D. "Charter School Growth and Replication", *CREDO*, Jan. 30, 2013, <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

⁹⁶ Ibid.

⁹⁷ Lake, Robin, "Identifying and Replicating the 'DNA' of Successful Charter Schools", *National Charter School Research Project*, May 2007, http://www.crpe.org/sites/default/files/brief_ncsrp_dna_may07_0.pdf.

⁹⁸ Ibid.

⁹⁹ Ibid.

¹⁰⁰ More information on each of these schools can be found at their respective school websites: Edward Brooke (http://www.ebrooke.org/wp-content/uploads/BCS_Annual-Report_2015-2016_Two-Page-Spread.pdf); Excel Academy (<http://www.excelacademy.org/impact/>); North Star Academy (<http://northstar.uncommonschoools.org/nsa/results>).

¹⁰¹ CCSS.ELA-LITERACY.RL.6.2; CCSS.MATH.CONTENT.6.EE.A.3.

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.¹⁰² 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.¹⁰³ 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.¹⁰⁴ 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. We can get rid of it. From 8th to 9th grade, as Vox Collegiate students advance from our middle school academy to our high school academy, they will be held to higher academic expectations with greater independence. However, the dramatic, and sometimes traumatic, experience of entering a new school with new students, new social dynamics, new and varied expectations, and limited individual support is eliminated in our seamless 6-12 model. The progression from 6th through 12th grade at Vox Collegiate is a gradual progression, designed to carefully usher students towards academic independence and capacity in preparation for college and career.

For our ELs, ensuring academic success in middle school, with a clear vision of the expectations for their performance in high school and the structures to support them is particularly urgent. In a study of LAUSD students, one third of those who began high school as Limited English Proficient (“LEP”) graduated on time; further, one tenth graduated having successfully completed the A-G requirements.¹⁰⁵ When looking at high school students, a strong record of academic performance in middle school drives success in high school.¹⁰⁶ According to the study of LAUSD, while only 26% of students who earned more than seven Ds or Fs in middle school graduated high school on time, 71% of students who earned no more than two Ds or Fs in middle school graduated high school on time.¹⁰⁷ For students earning between two and seven Ds or Fs in middle school, whether or not they graduate high school is fifty-fifty.¹⁰⁸ Only one in four will graduate having completed their A-G requirements.¹⁰⁹ A heads or tails chance of graduating high school on time is unacceptable for our students, as reflected in the district goal of 100% high school graduation

When working with Superintendent Michelle King on LAUSD's most recent strategic plan, the *Los Angeles Times* reported that LAUSD School Board Members zeroed in on 100% graduation as not just one goal for the district but as a thematic mission that can be used to guide approaches from early

¹⁰² 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>.

¹⁰³ Ibid.

¹⁰⁴ Ibid.

¹⁰⁵ Saunders, Marisa, David Silver, and Estela Zarate, “The Impact of High Schools on Student Achievement within the Los Angeles Unified School District: A value-added approach,” *UCLA Institute for Democracy, Education and Access and University of California All Campus Consortium on Research for Diversity*, Nov. 2008, https://idea.gseis.ucla.edu/publications/files/ImpactofHighSchools_fullReport.pdf.

¹⁰⁶ Ibid.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

¹⁰⁹ Ibid.

childhood education to mental health supports.¹¹⁰ It is imperative that every child’s middle school education allows them to begin high school with confidence and a track record of academic success.

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 6-12 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:

1. 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, § 1.¹¹¹

Forty-six years ago, the California Supreme Court, interpreting the quoted language above from the California Constitution, recognized education as a fundamental right for all of California’s children.¹¹² This past August, the State’s Supreme Court, in a 4-3 decision, declined to review a lower court decision in the case of Campaign for Quality Education v. State of California, which begged the question of whether California’s fundamental right to education includes a guarantee of a minimum quality of education.¹¹³ By denying review, the California Supreme Court affirmed the lower court ruling that the state guarantees an education, but there is no constitutional guarantee to a “minimally acceptable quality” of education.¹¹⁴ The quality of education provided to California students is for the state legislature to decide.¹¹⁵

Absent a clear statement from the California Legislature, it is up to the State Board of Education, local districts, and individual schools to create a clear vision of educational quality. Although content standards, curriculum guidelines, and advisement from the state’s Instructional Quality Commission provide some detail on what quality means for California students, the Founding Team of 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

¹¹⁰ Kohli, Sonali “L.A. School Board Members Dream of 100% Graduation,” *Los Angeles Times*, Sept. 27, 2016, <http://www.latimes.com/local/lanow/la-me-king-plan-laUSD-20160927-snap-story.html>.

¹¹¹ 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.

¹¹² *Serrano v. Priest*, 5 Cal.3d 584 (1971).

¹¹³ *Campaign for Quality Education v. State of California*, 246 Cal.App.4th 896 (2016).

¹¹⁴ *Ibid.*

¹¹⁵ *Ibid.*

lies in the quality of the education they receive at each level of their K-12 course of study. When Vox Collegiate students matriculate from the eighth grade to our high school academy, 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 must provide a meaningful, high quality middle 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 will know that we have provided a meaningful education when:

- All students read at or above grade level¹¹⁶
- All students perform math skills at or above grade level¹¹⁷
- All students maintain a love of reading, such that, their measured reading activity outside of school hours exceeds that of their peers¹¹⁸
- All students formulate and deliver effective oral and written arguments, logically reasoned, well researched, and clearly communicated¹¹⁹
- 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 universities¹²⁰¹²¹

Vox Collegiate will provide an opportunity for the parents of Los Angeles to send their children to a high performing school that will prepare children for future success. Over the past six years, the high school graduation rate in LAUSD has increased from 62.4% in the 2009-10 school year to 72.2% in 2014-15, and 77% in 2015-16.¹²² Research has shown that middle school behavior can predict a student's likelihood of graduating from high school.¹²³ Sixth grade students who either: (i) failed math

¹¹⁶ As measured by SBAC performance levels, NWEA MAP, and internal assessments of Lexile levels.

¹¹⁷ As measured by SBAC performance levels and NWEA MAP.

¹¹⁸ A Scholastic study, "The State of Kids and Reading," found that greater than two thirds of students read a book for fun less than five days per week (<http://www.scholastic.com/readingreport/the-state-of-kids-and-reading.htm>). Students reading five or more days per week are considered frequent readers. Vox Collegiate students will maintain a home reading log that reflects their home reading five days per week. Students may read books, graphic novels, magazines, newspapers, and articles.

¹¹⁹ As measured by assessment of student performance in speech and debate performance objectives, further detailed beginning on p. 90, Element 1.

¹²⁰ Prior to taking the SAT and ACT, students will be supported to perform between the 70th and 84th percentile in math and the 66th and 75th percentile in reading on the NWEA MAP (taken three times per year at Vox Collegiate), which studies have shown is predictive of students scoring at least a 24 on the ACT or 1120 on the SAT, a competitive score according to Kaplan Test Prep (<http://www.kaptest.com/study/act/whats-good-act-score/>).

¹²¹ See p. 151, Element 2/3, for a more detailed description of how benchmark assessments leading towards SAT and ACT success fit into the educational program of Vox Collegiate.

¹²² Kohli, Sonali, "California and L.A. Unified graduation rates continue to increase," *Los Angeles Times*, April 12, 2017, <http://www.latimes.com/local/education/la-me-edu-state-graduation-rates-20170412-story.html>.

¹²³ 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.

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 every week 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) a safe and structured learning environment, removing some of the chaos from students' lives; (iii) an extended school day compared to most LAUSD schools, providing students additional time to make the academic gains necessary to close the achievement gap; and (iv) consistent parent involvement and communication, including family orientation, home visits, monthly family nights, and weekly 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 colleges across the country, focusing on readiness for the UC and CSU system.

Based on the 2015 and 2016 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 our high school academy. In order to properly support students to reach their academic goals and expectations, a meaningful education at Vox Collegiate will include the following:

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.”¹²⁴ According to a 2011 study conducted by Central Connecticut State University, among 75 of the largest cities in the country, Los

¹²⁴ 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>.

Angeles ranked 61st in literacy.¹²⁵ As of 2003, it was estimated that approximately one third of Los Angeles residents, 16 and older, lacked basic literacy skills.¹²⁶ 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.”¹²⁷

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, electives, 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 two 50-minute periods and one 25-minute elective reading group within our daily schedule, which will be comprised of guided reading, independent reading, rhetorical analysis, elective reading groups, and rotation model blended learning. Further, our student incentive initiatives, which include weekly, school-wide awards ceremonies and the ability to earn school-branded merchandise, will be heavily vested in independent reading. Students will be 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.¹²⁸

In accordance with A-G requirements, our ninth through twelfth 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 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. Offices 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.

¹²⁵ 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>.

¹²⁶ 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>.

¹²⁷ Adams, Marilyn Jager, *Beginning to Read: Thinking and Learning About Print*, Cambridge, MA: MIT Press, 1990.

¹²⁸ 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).

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.¹²⁹ 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 to teacher absences, emergency lockdowns, and standardized test preparation.¹³⁰

The takeaway from the UCLA study is that the chaos 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 behavior. Every minute of learning time matters. The vast majority of students will 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 our high school academy. 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) will be a cornerstone of Vox Collegiate.

From sixth through twelfth grade, from classroom to classroom, the physical spaces that students enter will be consistent, as will the systems for how students engage with such physical spaces.¹³¹ Students will begin and end each lesson the same way. Students will be able to find required school resources in the same place in every classroom. The black board configuration at the front of the

¹²⁹ Mirra, N., and John Rogers, *It's About Time*, UCLA's Institute for Democracy, Education, and Access. 2014.

¹³⁰ Ibid.

¹³¹ The consistency of physical space assumes that the Vox Collegiate will be operated on a privately leased space until a permanent facility can be purchased. If Vox Collegiate is located on LAUSD facilities through Prop. 39, every effort will be made to ensure consistent physical space, understanding that conditions may be different based on allocations available for use. In any event, black board configurations, content area anchor charts, and word walls will be consistent in every classroom.

room will provide students with the same information from classroom to classroom. We will have one system for bathroom procedures (based on age appropriateness), classroom-to-classroom transitions (for our high school students), homework assignment/distribution/collection/monitoring, peer-to-peer discussions, and accessing academic supplies. The expectations for these systems will be 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 disciplined school that protects learning time and shields out non-academic distractions.

Extended School Day – 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 an extended school day (7:45 a.m. to 4:00 p.m.) to support our students in achieving their academic goals. An extended school day allows us to include extended literacy and math periods for middle school students, 100 minutes of each daily (not including our 25-minute reading groups). One 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.¹³² 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.¹³³ 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.¹³⁴ The extended learning program at Vox Collegiate fits this criteria. All of our teachers will be appropriately licensed and credentialed. Our lesson plans will be focused and delivered through a gradual release model. Students will receive experiential instruction through hands-on activities and some project based learning. The extended periods in both math and ELA will be focused on supporting students at their individual learning levels, differentiating based on individual needs and the needs of student subgroups, including ELs, students performing below grade level, students with special education needs, and student identified as gifted and advanced.

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 California’s State Superintendent of Public Instruction Tom Torlakson

¹³² See p. 56, Element 1, for description of blended learning at Vox Collegiate.

¹³³ Kidron, 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.

¹³⁴ Ibid.

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.”¹³⁵

Vox Collegiate agrees with the State Superintendent’s message, and that message has directly affected our academic design. At Vox Collegiate, we will proactively and consistently engage parents about the relationship between family involvement and their child’s academic achievement. Engaging parents from enrollment through high school graduation will allow 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. It also provides greater support for students applying to college - in need of help navigating academic and financial matters. The Head of School will meet with families through home visits prior to the start of the school year. Home visits provide a chance for one-on-one interactions between the school and families to discuss questions, concerns, expectations, and how students will succeed at Vox Collegiate.¹³⁶ Home visits are intended to build early positive relationships with each individual family and will be held in a location that is comfortable for each family, including foster families and those families who are homeless or living in homeless shelters. We will meet wherever the family is most comfortable, which could include local libraries or other local public spaces or the school itself. Teachers and academic members of the Leadership Team (Head of School, Dean of Students, Dean of Curriculum and Instruction, and Principals) will communicate with families on a bi-weekly basis through phone calls with updates on student successes and areas of growth. Parents will receive weekly progress reports with student academic and behavior performance. Families will be invited to attend Parent Universities (annual orientations) to have a conversation with 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 (middle school academy) or quarter (high school academy), advisory teachers will schedule conferences with parents to discuss students’ academic and behavior performance for the term and strategic plans to help students continue to grow.¹³⁷ Additionally, we will offer monthly family events to celebrate student successes and engage with our families on a more personal level. Vox Collegiate will support 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.

2. 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

¹³⁵ *Family Engagement Framework, a Tool for California School Districts*. California Dept. of Education, 2014.

¹³⁶ Home visits are not required. Vox Collegiate will provide an accessible meeting location for families who do not wish to meet at their homes.

¹³⁷ To ensure course credit transferability and to ease the college application process, the high school academy will be operated on a quarter/semester system while the middle school academy will operate on a trimester system. These different grading periods will affect instructional pacing, but will not significantly affect the overall academic calendar. Instructional and non-instructional days will be aligned for both middle school and high school academies.

academic performance in one year with such instruction.¹³⁸ 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.¹³⁹ 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.¹⁴⁰ In math, effective teaching in LAUSD equated to an additional four months of student learning.¹⁴¹

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.”¹⁴² 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.¹⁴³ Students leaving middle school without proper preparation are less likely to be college-ready by the time they leave high school.¹⁴⁴ Using college readiness benchmarks in reading, math, and science, the study found that increasing academic performance by the time students leave the eighth grade significantly improved college and career readiness upon high school graduation.¹⁴⁵ 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.¹⁴⁶ In order to maximize learning in high school, students must be academically successful in middle school. Therefore, Vox Collegiate will prioritize 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.¹⁴⁷

The teachers that we recruit and hire will be 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.¹⁴⁸ Our teachers will be

¹³⁸ 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.

¹³⁹ Ibid.

¹⁴⁰ 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>.

¹⁴¹ Ibid.

¹⁴² “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>.

¹⁴³ “The forgotten middle: Ensuring that all students are on track for college and career readiness before high school”, *ACT*, Iowa City, IA, (2008).

¹⁴⁴ Ibid.

¹⁴⁵ Ibid.

¹⁴⁶ Ibid.

¹⁴⁷ See p. 103, Element 1, for full details on the professional development program at Vox Collegiate.

¹⁴⁸ The Every Student Succeeds Act, signed into law in 2015 by President Obama as a reauthorization and amendment to the Elementary and Secondary Education Act, removes Section 1119 from the law, which required teachers to be “highly qualified.” Beginning in the 2016-17 school year, teachers will not be required to meet “highly qualified” criteria under federal law. Requirements for teachers to demonstrate competence and qualification will be based on California state licensure requirements. <https://www2.ed.gov/documents/essa-act-of-1965.pdf>.

team-oriented people with an internal desire to grow as experts in their profession.¹⁴⁹ They will be 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.¹⁵⁰ They will be 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.¹⁵¹

3. 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 Founding Team will be 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 will include formative, interim, and culminating assessments that will be 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.¹⁵² 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 their skills and effectiveness in the classroom.¹⁵³

We will be held accountable to the goals we set for students at Vox Collegiate. Staff, parents, board members, and students will 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

¹⁴⁹ Based on the work of Stanford University psychologist Carol Dweck, we believe that in order for our students to maintain sustained success and motivation throughout their education and career, they must have a “growth mindset,” recognizing that ability is not fixed but determined by one’s effort and ability to persevere. In order for our teachers to effectively cultivate a growth mindset in our students, teachers must maintain a growth mindset in their professional work. We will work to cultivate a growth mindset in teachers through direct professional development, providing opportunities for teachers to apply newly learned skills and to explore new ideas, including detailed feedback and reflection as a pillar of professional development (individual and whole school).

¹⁵⁰ Vox Collegiate embraces the work of Doug Lemov, Erica Woolway, and Katie Yezzi in making the connection between improved classroom instruction and repeated practice of correct instructional execution. In their book, *Practice Perfect*, they provide guidance for teachers and schools to improve instruction and educational outcomes through practice. We will use practice to bridge the “get it/do it gap” – the gap between teachers knowing what effective instruction is and actually being able to do it in a dynamic classroom setting. Doug Lemov, Erica Woolway, and Katie Yezzi, *Practice Perfect*, Jossey-Bass, San Francisco, CA, 2012.

¹⁵¹ See p. 103, Element 1, for a more detailed description of the professional development program Vox Collegiate.

¹⁵² 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>.

¹⁵³ 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>.

Leadership Team and teachers will 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 correct course in a timely manner to ensure students are being effectively educated and are measurably on course for academic success at their grade level.

4. 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.”¹⁵⁴ In alignment with California’s goal of innovation, and in addition to core content areas, we dedicate a full fifty-minute class period to speech and debate instruction each day from sixth through ninth grade (250 minutes per week, 9,000 minutes per school year), aligned to CCSS and California ELD standards. Through our innovative speech and debate program, each of our students will find confidence in their voice and grow as advocates for themselves and their communities. They will 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 *March* by Andrew Aydin and John Lewis and *Yes! We Are Latinos* by Alma Flor Ada that engage critical questions of voice, social justice, and equality. Additionally, students will read classic literature like *To Kill a Mockingbird*, *Animal Farm*, and *Incidents in the Life of a Slave Girl* so that they are exposed to and knowledgeable about classic English literature.¹⁵⁵ Like BES school Equitas Academy in the Pico Union neighborhood of Los Angeles, we offer students additional learning time through an extended school day (460 daily instructional minutes during normal schedule days in middle school and 435 daily instructional minutes in high school), which allows us to build a strong foundation in literacy and math (100 minutes of daily math and literacy instruction in middle school), while still offering engaging experiences with physical education, technology, and the arts.¹⁵⁶ 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.¹⁵⁷

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

¹⁵⁴ CA Ed Code § 47601(c).

¹⁵⁵ <http://www.ebrooke.org/>.

¹⁵⁶ <http://www.equitasacademy.org/>.

¹⁵⁷ <http://www.marlborough.org/index.aspx>.

the high school level.¹⁵⁸ 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 will prepare Los Angeles' next generation of innovators.¹⁵⁹

5. 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 will be confident as they enter the world outside of the protective walls of our school. Vox Collegiate will ensure that each of our students develops 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.¹⁶⁰ 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.
10. Engaging families and community members as partners.
11. Assessing the culture and climate of the school.¹⁶¹

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.¹⁶² Strong character and strong academics are inextricably linked. Through explicit

¹⁵⁸ See p. 68, Element 1, for details on proposed course offerings at Vox Collegiate.

¹⁵⁹ A classical education is a traditional liberal arts approach to education that includes the study of grammar, logic, rhetoric, mathematics, and arts to develop students' critical thinking, problem solving and communication skills. In a national survey of employers, greater than 75% said that "they want more emphasis on five key areas including: critical thinking, complex problem solving, written and oral communication, and applied knowledge in real-world settings." (<http://www.aacu.org/press/press-releases/employers-more-interested-critical-thinking-and-problem-solving-college-major>) In practice, we have seen the power of well implemented classical education program at schools like the BES Classical Charter Schools in New York, NY, a 2014 National Blue Ribbon Award Winner, where students outperformed the highest performing district in the state of NY in ELA and math. <http://classicalcharterschools.org/results/>.

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

¹⁶¹ *Ibid.*

¹⁶² "2015 Annual Report," *Character.org*, <http://character.org/wp-content/uploads/2015-Annual-Report-reduced-size.pdf>.

teaching and the living model of our staff and Board, our students will embody the Vox Collegiate GRAVITY values which underpin life success:

- **Grit** – Be so passionate about your goals that your internal motivation allows you to persevere in the face of adversity.
- **Respect** – Treat yourself, your work, your family, your friends, and your community with care, compassion, and honesty.
- **Ambition** – Set goals beyond your comfort zone, knowing that anything is possible with hard work.
- **Voice** – What you have to say matters. You were given a voice for a reason. Use it to advocate for what you know to be true, good, and just.
- **Integrity** – Do the right thing - by and for yourself and for others, even when no one is watching.
- **Team** – Be a part of something greater than yourself. Cherish it. Support it. Improve it. Protect it.
- **You** – Understand what you can control in life and make sure that you do not get in the way of your own success.

Developing and practicing the habits of these values will allow 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 twelfth grade, as previously described and outlined in Figure 16: 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 will be 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.¹⁶³

At Vox Collegiate, teacher centered direct instruction will be used as a main staple throughout grades six through ten. In the eleventh grade, direct instruction will continue, but students will have more of an opportunity for independent and group work along with technology enhanced learning. The major advantages of direct instruction are its efficiency and its ability, when done well, to allow students to

¹⁶³ 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.

learn from an expert in a subject. Through investment in professional development, we will spend significant time and energy ensuring that all Vox Collegiate teachers are experts in delivering high quality direct instruction, incorporating prioritized teaching taxonomies described in Doug Lemov's *Teach Like a Champion* in order to have a consistent, quality approach to direct instruction.¹⁶⁴

Differentiation and Technology 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 student 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 will utilize differentiated instruction in multiple ways throughout the academic program in order to personalize instruction for each student. One common means of differentiation will be using technology. By the second year of operation, we will be a one-to-one laptop environment. Every student will have the opportunity to access high-quality computer based learning programs in middle and high school. This will allow 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 will help 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 middle school ELA Focus and Math Focus classes will be 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, 50-minute periods.¹⁶⁵ The use of computer-based learning platforms will aid in developing students' autonomy, as students will work at a pace and level of rigor that fits their zone

¹⁶⁴ See p. 63, Element 1, for a detailed description of the prioritized instructional strategies to be used by Vox Collegiate teachers.

¹⁶⁵ 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.

of proximal development.¹⁶⁶ At the high school level, the blended learning rotational model will not be a dedicated component of students’ daily schedule. However, teachers will be encouraged and trained to incorporate technology throughout the curriculum through computer-based assignments and assessments, computer-based learning platforms during Office Hours and independent class time, online communication with teachers, assignments, and classes focused on digital media, and coding instruction. Specifically, high school teachers will be encouraged to use both rotation and a flipped model of blended learning as students gain greater independence in their learning. In a flipped model, students learn new material at home through online access to learning programs and teacher created content.¹⁶⁷ In class, teachers focus their time and energy on student application of independently learned content through discussions, practice, and projects. We believe that the required independence and responsibility of the flipped model is developmentally appropriate for students preparing for college and trying to develop the skills to be the driving force behind their own education, when, for the previous twelve years, most of their learning was teacher directed.

In college and as professionals, students will be 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 will complete four of the seven years that they are students at Vox Collegiate. It is our responsibility to ensure that as our students advance through our middle and high school academies 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. Figure 17: Vox Collegiate Technology Expectations details the expectations for how technology is to be incorporated into the school model.

Figure 17: Vox Collegiate Technology Expectations

Vox Collegiate Technology Expectations			
	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

¹⁶⁶ 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 yet attainable per their individual skillset.

¹⁶⁷ We recognize that not all students will have access to computers and internet at home. In order to support students in accessing online content outside of the scheduled school day, high school students will have access to computers and internet after school on school campus.

	<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 Assignments	<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
	<ul style="list-style-type: none"> Peer review and critique through Google Docs 	X	X
	<ul style="list-style-type: none"> Group assignments organized through Google Docs 	X	X
Testing	<ul style="list-style-type: none"> Computer based NWEA MAP assessment in ELA and math 	X	X
	<ul style="list-style-type: none"> Computer based mock SBAC assessment 	X	X
	<ul style="list-style-type: none"> Computer based SAT mock exams and practices through College Board and Khan Academy 		X
Progress Monitoring	<ul style="list-style-type: none"> Students and families can check grades and behavior through our online student information system 	X	X
	<ul style="list-style-type: none"> Students will check school schedule and calendar updates posted on the school website 	X	X
Communication	<ul style="list-style-type: none"> 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 will be 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

¹⁶⁸ While exact programs and materials used will be finalized based on the academic results at similarly situated schools in the 2017-18 school year and the materials that they employ, the following is a list of computer based instructional resources presently utilized by similarly structured schools: Accelerated Reader, Achieve 3000, Dreambox, Duolingo, Edgenuity, EdPuzzle, Google Classroom & Application Suite, Khan Academy, Newsela, NoRedInk, Querium, ST Math, and Zeal.

- Preparation for real life social and employment situations¹⁶⁹

In assessments, long term curriculum plans, and daily lesson plans, we will incorporate group work in a number of ways. A primary way of incorporating group work and collaboration at Vox Collegiate will be 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 will be 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 will be incorporated into student work and classroom instruction.

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 twelfth grade students excel in 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 will be internally developed. Additional curriculum, materials, and instructional activities will be 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.

Figure 18 contains a list of proposed curriculum materials to be used in both the middle and high school academies.

Figure 18: Proposed Core Content Area Curriculum Materials

Grade	ELA & ELD	Mathematics	History/ Social Science	Science
6-8	<ul style="list-style-type: none"> • Vox Collegiate selected texts 	<ul style="list-style-type: none"> • Eureka Math (adapted by Vox Collegiate as needed) 	<ul style="list-style-type: none"> • Vox Collegiate selected texts 	<ul style="list-style-type: none"> • Vox Collegiate created materials

¹⁶⁹ Cornell University Center for Teaching Excellence, <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html#impact>.

	<ul style="list-style-type: none"> • Vox Collegiate created materials • Achieve 3000 • Duolingo • NoRedInk • Khan Academy • Google Classroom • Newsela 	<ul style="list-style-type: none"> • Vox Collegiate created materials • Khan Academy • Google Classroom • Dreambox 	<ul style="list-style-type: none"> • Vox Collegiate created materials • Khan Academy • Google Classroom • Newsela 	<ul style="list-style-type: none"> • Vox Collegiate selected texts • Full Option Science System (“FOSS”) • Khan Academy • Google Classroom
9-12	<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:¹⁷⁰

1. **Aligned to rigorous standards** that set clear learning and performance goals for students at each grade level and in each content area.¹⁷¹
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 will implement ELA and mathematics curriculum aligned to CCSS. Additionally, embracing our students who are ELs, our curriculum will be 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. Our social studies and science curriculum will be aligned to California’s History-

¹⁷⁰ See p. 41, Element 1, for a detailed description of the instructional design and methods driving the educational model at Vox Collegiate.

¹⁷¹ We will ensure that curricular plans, including daily lesson plans, are aligned to CCSS and California Content Standards as applicable.



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, will be 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 will be 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 assessment 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 will be focused on practicing and executing effective instructional practices to be applied on a school-wide basis.¹⁷² Vox Collegiate teachers will prepare daily lesson plans, formative assessments, and homework for each content area.¹⁷³ During summer professional development, teachers will begin analyzing and internalizing plans and assessments provided by the Leadership Team. There will be 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:

¹⁷² See p. 55, Element 1, for a more detailed description of instructional methods at Vox Collegiate.

¹⁷³ Curriculum materials, including daily lesson plans, formative assessments, and homework will be submitted to and reviewed by the Head of School or Principal (each to be designated as primary coach for teachers) in years 1-3 and Principals thereafter. Daily lesson plans will be submitted and reviewed on a weekly basis (in the week preceding proposed delivery to students) with accompanying materials, including exit tickets and homework. Formative assessments will be submitted and reviewed prior to the start of new units.

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. CASPP 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 will be aligned to summative assessments that will 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, will create summative assessments.¹⁷⁴ Teachers will prepare formative assessments as grade level teams prior to the start of each trimester (middle school academy) or semester (high school academy).

Knowing that high quality teachers are the key lever to student learning, the professional development and support of all of our teachers is a priority at Vox Collegiate. The yearly professional development cycle includes an extensive summer program (20 days prior to the first day of school), weekly professional development (100 minutes each Friday following early dismissal of students), weekly feedback and observation loop, and data analysis and collaboration days (10 full days throughout the school year).

Summer Professional Development Program – As part of our unique approach to instructional planning, delivery, and supports, teachers will participate in Summer Institute, four weeks of professional development prior to the start of the school year. The first week will focus on building culture and allow 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 will be given instruction on school operational systems and will be provided with ample and unique opportunity to practice such systems, including student arrival, dismissal, and classroom transitions. In week two, professional development will focus on curriculum. Vox Collegiate teachers will be provided with curriculum plans prepared by the academic members of the Leadership Team and given the opportunity to collaborate for an entire

¹⁷⁴ Prior to the start of the 2018-19 school year, the Head of School and Principal will develop summative assessments for core content areas (ELA, math, social studies, and science) and speech and debate. Thereafter, summative assessments will be developed by the Head of School and Principal with support from teachers designated by the Head of School and Principal.

week within their content areas to begin internalizing the long-term plans and writing daily lesson plans. Week three will focus on practicing the high priority instructional strategies described below and integrating them into daily lesson plans. The last week of professional development will provide 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 will have an abbreviated schedule. Students will be dismissed early at 2:00 p.m. and teachers will participate in professional development aligned to school-wide instructional goals and gaps from 2:20 – 4:00 p.m. The academic members of the Leadership Team will determine instructional priorities and gaps through weekly teacher observations and data analysis. Each teacher will have a weekly check-in with the Head of School or Principal to discuss their progress towards personal professional goals.¹⁷⁵ Teachers will be expected to write to their personal goals in daily lesson plans. Weekly professional development meetings will also provide opportunities for teacher collaboration on planning and assessments.

Data Days – Following interim assessments, teachers will participate in data days (5 per year) that have been held on the calendar as non-instructional days.¹⁷⁶ Teachers will 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 will meet to analyze and discuss school-wide successes, gaps, and trends. The academic members of the Leadership Team will 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 will consistently use the instructional strategies described below to lead students to their ambitious academic goals.¹⁷⁷ In preparing instructional plans for Vox Collegiate, the Founding Team observed and analyzed these strategies in action at some of the highest performing urban charter schools across the country.

Figure 19: High Priority Instructional Strategies

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

¹⁷⁵ In Y3, the Dean of Curriculum and Instruction will also provide coaching and evaluation for each teacher’s weekly professional development cycle. After Y4, the weekly professional development cycle will be led by the middle and high school Principals with support from the Head of School.

¹⁷⁶ See p. 97, Element 1, for detailed Y1 academic calendar.

¹⁷⁷ Lemov, Doug, *Teach Like a Champion 2.0*. Jossey-Bass, San Francisco, CA, 2014.

		to respond correctly and return to the struggling student, giving them the opportunity to respond correctly using the model of their classmate.
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.¹⁷⁸ “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%.”¹⁷⁹ Understanding the effect of chaos on learning time, Vox Collegiate will provide students with a safe and predictable leaning 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 will include the daily schedule, lesson objectives, key vocabulary, homework, rationale for lessons, and a quotation related to school values.
- Vocabulary Word Wall – Each classroom will dedicate a wall to student vocabulary developed across content areas throughout the school year.
- Turn and Talk – Students will sit in paired desks with “shoulder partners” with whom they will share answers to prompts and questions.
- Kinesthetic Learning – Teachers will use physical activities within their lessons to create engaging and joyous learning spaces. Teachers will intentionally connect student learning to physical activities like hand signals and gestures.
- Habits of Discussion – Each classroom will contain anchor charts that provide students with sentence stems to guide classroom discussions and student interactions. Students will be

¹⁷⁸ Mirra, N., and John Rogers. *It’s About Time*. UCLA’s Institute for Democracy, Education, and Access. 2014.

¹⁷⁹ Ibid.



expected to use the language provided in the habits of discussion anchor charts to respond to teachers and peers.

Figure 20: Habits of Discussion

Habits of Discussion	
Ways to Show Agreement:	
•	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	
•	I respectfully disagree with _____ because _____
Clarifying Questions	
•	I have a question about _____
•	I am confused about _____
•	_____, what did you mean when you said _____?
•	Can you please restate the question?
Ways to Further Develop the Conversation	
•	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 ELA focus courses 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. At the high school level, students receive targeted support, including designated ELD instruction, through Office Hours. Both middle and high school students will have the opportunity to take advantage of optional after-school tutoring, which will be free and available to all students wishing to participate. Invitations to specific content area tutoring sessions will be sent home for students performing below grade level. Attendance for such students will not be mandatory but highly suggested.

Like in ELA, all middle school students are enrolled in a Math Focus course that supplements their primary math course. Like the ELA Focus, this intensive period provides small group instruction and blended learning using resources like Dreambox, Khan Academy, 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, will be invited but not required to participate in our Saturday Academy 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 and through high school.¹⁸⁰

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 having 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 will include:

- **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 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 indicate 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.

¹⁸⁰ Saturday Academy, offered on ten Saturdays throughout the school year to support foundational math skills, will be recommended to our lowest performing math students as assessed by NWEA MAP. Saturday Academy will be recommended but not required.

- **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.¹⁸¹

During Summer Institute, prior to the start of the school year, the academic members of the Leadership Team, with support from the special education teachers and Director of Special Education (hired in Y3), 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 IEP's. Using the RtI² model and regular communication with families, teachers will identify students whose academic performance does not improve after intervention and a special education teacher or 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 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 after-school tutoring, after-school enrichment, and Summer Academy in order to supplement and support their success in school. Such access is invited but not required. After-school tutoring and enrichment will be available year-round, free of charge, to all students.¹⁸² Summer Academy will be reserved for students who fail to demonstrate mastery or earn credit in a course during the normal school year. Provided such students have not failed greater than two core (middle school) or graduation requirement (high school) courses in an academic school year, such students will have the opportunity to recover full course credit during our three-week Summer Academy.

¹⁸¹ <http://www.cde.ca.gov/ci/cr/ri/rticorecomponents.asp>.

¹⁸² 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.

Course Offerings

The following tables outline proposed course offerings for middle school and high school students.

Figure 21: Middle School Proposed Course List

Middle School Proposed 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
	ELA Focus ¹⁸³	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	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
	Math I	8	A - F	10	Qualifies for High School A-G Credit
	Math Focus ¹⁸⁴	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
Foreign Language	Spanish I	8	A - F	10	Qualifies for High School A-G Credit
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

Figure 22: High School Proposed Course List

High School Proposed Course List						
	Course	Grades Offered	Grading	Course Credits	Core on Non-Core	A-G

¹⁸³ ELA Focus is the secondary ELA period in which students benefit from a blended learning environment in which they rotate from small group instruction at differentiated learning levels to computer based learning platforms that direct learning according to individual student needs. Students complete ELA Focus in grades 6-8.

¹⁸⁴ Math Focus is the secondary ELA period in which students benefit from a blended learning environment in which they rotate from small group instruction at differentiated learning levels to computer-based learning platforms that direct learning according to individual student needs. Students complete Math Focus in grades 6-8.

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	
	U.S. Govt. & Economics or AP Government & Politics	11	A - F	10 each	Core	
	Race, Class, Gender, and Justice	12	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	
	English III or AP English Language and Composition	11	A - F	10 each	Core	
	English IV or AP English Literature and Composition	12	A - F	10 each	Core	
Math	Pre-Math I	9	A - F	10	Core	"c" - CSU and UC freshman admission requirement of 3 years of mathematics (algebra I and II, geometry) (4 years recommended).
	Math I	9/10	A - F	10	Core	
	Math II	10/11	A - F	10	Core	
	Math III	11/12	A - F	10	Core	
	AP Calculus AB	12	A - F	10	Core	
	AP Statistics	12	A - F	10	Core	
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	
	Physics or AP Physics	11/12	A - F	10 each	Core	
	AP Environmental Science	11/12	A - F	10	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	10/11	A - F	10	Core	
	Spanish for Spanish Speakers	9/10	A - F	10	Core	
	Spanish III	10/11/12	A - F	10	Core	
	AP Spanish Language	11/12	A - F	10	Core	

Visual and Performing Arts “f”	Introduction to Digital Arts	9/10/11/12	A – F	10	Core	CSU and UC freshman admission requirement of 1 year, chosen from: dance, interdisciplinary arts, music, theater, or visual arts.
	Foundations of Drawing and Painting	9/10/11/12	A – F	10	Core	
	Theater Arts I	10/11/12	A – F	10	Core	
	Digital Art and Design	10/11/12	A – F	10	Core	
	Intermediate Drawing and Painting	10/11/12	A – F	10	Core	
	Theater Arts II	11/12	A – F	10	Core	
	Dance I	11/12	A – F	10	Core	
	AP Art History	10/11/12	A – F	10	Core	
	Advanced Drawing and Painting	11/12	A – F	10	Core	
	Theater Arts III	12	A – F	10	Core	
	Dance II	12	A – F	10	Core	
	AP Studio Art	11/12	A – F	10	Core	
	Digital Storytelling	11/12	A – F	10	Core	
	Beginning Filmmaking	11/12	A – F	10	Core	
	Intermediate Filmmaking	12	A – F	10	Core	
College Prep Elective “g”	Computer Science I	9/10/11	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	10/11/12	A – F	10	Core	
	Speech and Debate I	9	A – F	10	Core	
	Journalism I	9/10/11/12	A – F	10	Core	
	Journalism II	10/11/12	A – F	10	Core	
	Computer Science II	10/11/12	A – F	10	Core	
	Robotics Engineering	11/12	A – F	10	Core	
	African American Literature	11/12	A – F	10	Core	
	Latino American Literature	11/12	A – F	10	Core	
	Advanced Speech and Debate	10/11/12	A – F	10	Core	
	Creative Writing	11/12	A – F	10	Core	
	Practical Finance	11/12	A – F	10	Non-Core	
	AP Computer Science	11/12	A – F	10	Core	
	AP Microeconomics	11/12	A – F	10	Core	
	College & Career Readiness I	11	Credit/ No Credit	5	Non-Core	
	AP Psychology	11/12	A – F	10	Core	
	Public Advocacy	11/12	Credit/ No Credit	5	Non-Core	
	College & Career Readiness II	12	Credit/ No Credit		Non-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 non-fiction, and those short-response and extended writing exercises to promote academic growth.

The academic members of the Leadership Team will 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 will 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 below.¹⁸⁵

Students are required to complete a history/social studies course in each year that they attend Vox Collegiate, from sixth grade through twelfth grade. Beginning in tenth grade, students will have the opportunity to take AP history/social science courses.¹⁸⁶ Vox Collegiate students will complete four years of a history/social science courses in high school, fulfilling A-G requirements and Vox Collegiate graduation requirements.

World History (Ancient Civilizations) – 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

¹⁸⁵ Students will be expected to demonstrate mastery of previously taught ELA standards/objectives in application to social studies work. Student grades in social studies courses will include an assessment of grade level ELA standards as applicable to social studies assessments and coursework.

¹⁸⁶ All AP exam costs will be supported through the school.

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.

U.S. Government & Economics (Grade 11) – In eleventh grade, the history/social studies course is broken into two distinct parts – U.S. Government and Economics. The U.S. Government portion of the course provides students the opportunity to learn the details of the democratic structures that have been touched upon in previous courses. Students analyze the basic principles of U.S. democracy and how they have manifested themselves in the past and present day, from debates over federalism to the role of special interest groups and the media in the U.S. political process. The Economics portion provides a basic overview of economic concepts, focusing on the U.S. and its role in a globalized economy. Students explore economic theory and structures and how they interact with government and society.

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).¹⁸⁷ 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.¹⁸⁸

AP Government and Politics (U.S. and Comparative) – This AP course may be selected by students, beginning in the eleventh grade, replacing the generally required U.S. Government & Economics course. The AP Government and Politics course is broken into two parts. The first is an intensive introduction to U.S. government and politics. Students analyze various political and governmental structures, the theories behind them, and their impact on society. The second half of this course is a comparative study of the government, political, and social systems in China, Great

¹⁸⁷ College Board, AP U.S. History Course Description, 2015, <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>.

¹⁸⁸ Ibid.

Britain, Iran, Mexico, Nigeria, and Russia. Students advance from a focus on the U.S. political system and democracy, to analyzing and evaluating various political and governmental structures and the costs and benefits therefor. This course will prepare students for the AP exams in both U.S. Government & Politics and Comparative Government & Politics. Passing each of these exams suffices for the college course equivalent of a one-semester introductory government and politics course.¹⁸⁹

Race, Class, Gender, and Justice (Grade 12) – This course enables students to develop an analytical model to examine and understand issues in American society that relate to racial, ethnic, class, and gender differences and conflicts. The course utilizes seminar-style discussion; academic, magazine, and newspaper articles; excerpts from fictional works and memoirs; video and film; the Internet; personal interviews; and students' individual experiences. Students construct an interpretive framework that allows them to explore - in an informed and analytical manner - areas of individual interest through their work in writings and on projects.¹⁹⁰

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. From sixth grade through high school graduation, every student will be 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 will support the following: (1) meaning making; (2) language development; (3) effective expression; (4) content knowledge; and (5) foundational skills.¹⁹¹ Our students will grow each year to read and understand more advanced texts and ideas. Further, they will be able to 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 will be 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 will be 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 will be filled with texts aligned to student interests so that students are engaged in their ELA course work. We will prepare our students for the most rigorous and selective colleges in the

¹⁸⁹ College Board, AP Comparative Politics Course Description, 2014, <http://media.collegeboard.com/digitalServices/pdf/ap/ap-comparative-government-and-politics-course-description.pdf>.

¹⁹⁰ Course description inspired by from Harvard Westlake, the #1 ranked private high school in Los Angeles according as ranked by Niche.com (The 2017 Best Private High Schools ranking is based on rigorous analysis of key statistics and millions of reviews from students and parents. Ranking factors include SAT/ACT scores, the quality of colleges that students consider, student-teacher ratio, private school ratings, and more.) (hereinafter, "Harvard Westlake Course Description").

¹⁹¹ English Language Arts/ English Language Development Framework, adopted by the California State Board of Education in 2014, <http://www.cde.ca.gov/ci/rl/cf/documents/elaldfwchapter7.pdf>.

U.S., both public and private, understanding that these schools are the gateway to a life of opportunity for Vox Collegiate students.

Figure 23: Key Components of ELA Instruction

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.
Reading Group/ Office Hours	In middle school, students have a daily opportunity to read on-level books and engage in highly social book discussions in small groups (approximately 15 students) led by teachers and school leaders. Each teacher is responsible for leading a 25-minute reading group each day with students who are grouped based on their reading level. Teachers select the group texts, fiction or non-fiction, based on their interests/passions outside of school and provide discussion questions to students on a daily basis. Students read texts as homework prior to attending reading group. Each reading group lasts approximately four weeks. In high school, students transition from reading groups to Office Hours. In ninth and tenth grade, students are assigned to Office Hours based on academic performance data. Office Hours will be a time for ELs to receive designated ELD instruction in small groups organized by English proficiency levels. Office Hours are either a time for designated ELD instruction, tutoring and remediation or small group, in-depth study and discussion beyond the high school curriculum. In eleventh and twelfth grade, students not in need of designated ELD instruction and in good academic standing and on track to meet A-G requirements have the freedom to choose which Office Hours they attend or use the time to work on college applications or SAT/ACT preparation.
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. Each unit lasts approximately 4 – 6 weeks. 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.

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 and ninth grade are expected to master speech and debate performance objectives each school year, which are assessed and performed at the end of each trimester (middle school academy) or quarter (high school academy). 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 • 9th Grade – (1) Original Oratory; (2) Extemporaneous Debate; and (3) Declamation • 10th -12th grade – Advanced speech and debate and competition speech and debate team, based on the National Speech & Debate Association’s program of events.
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Vox Collegiate students are required to complete an ELA course each trimester (middle school academy) or semester (high school academy) from sixth grade through high school graduation. Vox Collegiate students complete four years of ELA courses in high school, fulfilling A-G requirements and Vox Collegiate graduation requirements. Each course uses extended literary works (fiction and non-fiction) as the basis of each instructional unit. 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. In high school, students complete 40 units of ELA credit in order to graduate and are encouraged to take both Advanced Placement English literature and language during their eleventh and twelfth grade year.¹⁹²

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 will be 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 student 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 on 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.

¹⁹² All AP exam costs will be supported through the school.

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.

ELA Focus (grades 6, 7, and 8) – Our middle school students have a second period of ELA each day, 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.¹⁹³ This period provides the opportunity for students to be engaged with ELA 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.

ELA III – ELA III requires eleventh grade students to continue to: (1) cite 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; (2) 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; (3) analyze the development and interaction of various textual elements and how they are employed by an author; and (4) analyze and evaluate arguments based on strength of evidence and logical reasoning, paying particular attention to the relevance of evidence and fallaciousness of reasoning. As eleventh graders, applying to college and preparing for the rigorous expectations of selective four-year colleges and universities, students are expected to elevate their analysis of texts, comparing and critiquing arguments, stylistic choices, and language and ideas. From analysis and critique of accomplished authors, students further develop their own voices as authors, writing long form narratives and essays.

¹⁹³ See p. 56, Element 1, for a more detailed description of blended learning at Vox Collegiate.

ELA IV - ELA IV continues the focus of ELA III, but introduces twelfth grade students to more complex texts, ideas, and developmentally appropriate themes.

AP English Language and Composition – In eleventh and twelfth grade, students have the opportunity to take Advanced Placement (“AP”) English Language and Composition. This college entry level ELA course provides students an opportunity to move beyond college preparation and complete an actual college course while in high school. Students hone their writing skills, focusing on their ability to deftly employ rhetorical strategies to craft effective, informative, and persuasive arguments.

AP English Literature and Composition – Like AP English Language and Composition, AP English Literature and Composition provides an opportunity for students to take a college level course in their eleventh or twelfth grade year of high school. This course is an opportunity for students to analyze and engage with varied literary works in more refined and rigorous ways than they have in any previous year of school.

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.¹⁹⁴

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 recognizing one’s self as capable of learning mathematics through consistent effort.¹⁹⁵

In sixth through eighth grade, daily math instruction will consist of two 50-minute blocks. 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 provide 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, ensures that each mathematics unit and lesson plan addresses the five components of math proficiency.

¹⁹⁴ 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).

¹⁹⁵ Ibid.

Figure 24: Key Components of Math Instruction

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, from sixth grade through twelfth grade. Beginning in twelfth grade, students have the opportunity to take AP math courses.¹⁹⁶ Vox Collegiate students complete four years of math courses in high school, fulfilling A-G requirements and Vox Collegiate graduation requirements.

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.¹⁹⁷

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.¹⁹⁸

¹⁹⁶ All AP exam costs will be supported through the school.

¹⁹⁷ 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>.

¹⁹⁸ Ibid.

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.¹⁹⁹

Math Focus (grades 6, 7, and 8) – Our middle school students will have a second period of Math each day, Math Focus, that is a time for small group instruction, individualize 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.”²⁰⁰ 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.²⁰¹ 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.²⁰²

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.”²⁰³ 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.²⁰⁴ 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.²⁰⁵

Mathematics III – “In the Mathematics III course, students expand their repertoire of functions to include polynomial, rational, and radical functions. They also expand their study of right-triangle trigonometry to include general triangles. And, finally, students bring together all of their experience

¹⁹⁹ Ibid.

²⁰⁰ Ibid.

²⁰¹ Ibid.

²⁰² CCSSM, Mathematics I, <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>, p. 86.

²⁰³ 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.

²⁰⁴ Ibid.

²⁰⁵ CCSSM, Mathematics II, <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>, p. 95.

with functions and geometry to create models and solve contextual problems.”²⁰⁶ 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.²⁰⁷ Instruction in Mathematics III focuses on the following areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.²⁰⁸

Precalculus – “Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students’ conceptual understanding of problems and mathematical reasoning in solving problems.”²⁰⁹ This course focuses on the following topics: complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves.

AP Calculus AB – This course provides students with the opportunity to begin the study of calculus, focusing on differential and integral calculus. The main focus of this course is developing students’ understanding of the following foundational concepts: limits, derivatives, integrals and the fundamental theorem of calculus.²¹⁰ This course prepares students for the AP exam in Calculus AB, passing of which suffices for the college course equivalent of a first-semester college calculus course.

AP Statistics – In the study of statistics, students enhance their understanding of various forms of data and how it can be analyzed and evaluated to understand the world around them. This course focuses on the following themes: (1) exploring data; (2) sampling and experimentation; (3) anticipating patterns; and (4) statistical inference.²¹¹ This course prepares students for the AP exam in Statistics, passing of which suffices for the college course equivalent of a one semester college statistics course.²¹²

Science

The science curriculum at Vox Collegiate is aligned to NGSS, allowing students to develop the strong science foundation in middle school that will be needed to succeed in honors and AP science courses offered at the high school level. Our middle school science curriculum will sequence 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.

²⁰⁶ 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. 581.

²⁰⁷ Ibid.

²⁰⁸ CCSSM, Mathematics II, <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf> p. 105.

²⁰⁹ 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. 615.

²¹⁰ College Board, AP Calculus AB and AP Calculus BC Course and Exam Description, 2016-2017, <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-calculus-ab-and-bc-course-and-exam-description.pdf>.

²¹¹ College Board, AP Statistics Course Description, 2010, <http://media.collegeboard.com/digitalServices/pdf/ap/ap-statistics-course-description.pdf>.

²¹² Ibid.

Students are required to complete a laboratory science course in each year that they attend Vox Collegiate, from sixth grade through eleventh grade. Beginning in tenth grade, students have the opportunity to take AP science courses.²¹³ Vox Collegiate students complete at least three years of laboratory science courses in high school, fulfilling A-G requirements and Vox Collegiate graduation requirements.

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 of 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.²¹⁴

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.²¹⁵

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.²¹⁶

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.²¹⁷

²¹³ All AP exam costs will be supported through the school.

²¹⁴ Ibid.

²¹⁵ Ibid.

²¹⁶ Course description informed by the 2016-17 course catalog for Whitney High School, the #1 ranked high school in California by U.S. News and World Reports (hereinafter, "Whitney Course Description").

²¹⁷ Ibid.

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.²¹⁸

Physics - Physics explores the relationship between forces, energy, and matter. The major areas of study are mechanics, waves, electricity, and magnetism. This course is intended for students who are not planning on studying a physical science related field in college, but rather, are interested in a life enriched through the understanding of the many applications of physics. There is a strong emphasis in class activities on the relationship between physics and engineering concepts and practices.²¹⁹

AP Physics - This is a second year physics course. It is a calculus-based course that covers mechanics in greater depth. The content includes motion in one and two dimensions, Newton's Laws of motion, circular motion, work, energy, momentum, torque, rotation of rigid objects, gravitation. This course is a beginning, university-level course of study for science and engineering majors. It prepares students for the Advanced Placement Physics "C" mechanics portion of the exam.²²⁰

AP Environmental Science - This is a college-level course that incorporates physical and biological sciences in the study of the environment. Topics include the interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. The course includes a considerable reading requirement as well as a laboratory component. Students take the Advanced Placement Environmental Science examination in May.²²¹

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

²¹⁸ Ibid.

²¹⁹ Ibid.

²²⁰ Ibid.

²²¹ Harvard Westlake Course Description.

²²² All AP exam costs will be supported through the school.

²²³ Depending on student interest, teacher availability, and budgetary constraints, we will seek to offer foreign language options in addition to Spanish beginning in Y5.

Spanish speaking countries is encouraged. Topics like family, friends, likes and dislikes are used in a communicative context.²²⁴

Spanish II - This course reviews and expands the principal themes of Spanish1AB. 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.²²⁵

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.²²⁶

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.²²⁷

AP Spanish Language - This course is designed to develop all communication skills; listening, reading, speaking and writing at a college level of proficiency. The curriculum includes exposure to a variety of literary genres, expanded vocabulary, reading comprehension and correct usage of all grammatical structures. It prepares students for the College Board’s SAT II Spanish Exam, as well as the Spanish Language Advanced Placement Exam given in May.²²⁸

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 student’s 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.²²⁹ 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. Through enrichment, our middle school students will be exposed to visual and performing arts and begin to develop their own perspectives. Beginning in ninth grade, students have ample opportunity to discover where their artistic passions lie, across multiple courses and multiple mediums. Vox Collegiate students complete at least one year of visual and performing arts courses in high school, fulfilling A-G requirements and Vox Collegiate graduation requirements.

²²⁴ Course description informed by the 2016-17 course catalog for Los Angeles Center for Enriched Studies (LACES) Magnet, the #18 ranked high school in California by *U.S. News and World Report* (hereinafter, “LACES Course Description”).

²²⁵ Ibid.

²²⁶ Ibid.

²²⁷ Ibid.

²²⁸ Ibid.

²²⁹ 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>.

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.²³⁰

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.²³¹

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 imagination²³²

Beginning Filmmaking - This hands-on course introduces the art, technology, and language of digital film. Students observe and explore basic cinematic techniques and structures, including use of the cinematic time and space, image, soundtrack and script. This class blends both theory and practice as students watch and emulate a range of film styles. Each student produces a portfolio of camera techniques and a short narrative digital film.²³³

Intermediate Filmmaking - This course offers students the ability to continue developing the skills they acquired in Beginning Filmmaking. Using software, students create digital films from pre-production to post-production, while developing a thorough understanding of the filmmaking process. Special attention is given to the use of compositing, cinematography and visual effects. Topics include: how to edit and manage a postproduction cycle, how to implement and utilize optical effects treatments, and film analysis.²³⁴

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

²³⁰ Ibid.

²³¹ Ibid.

²³² Ibid.

²³³ Ibid.

²³⁴ Ibid.

design vocabulary while increasing their observational, analytical, technical, and expressive studio art skills.²³⁵

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.²³⁶

Advanced Drawing and Painting - This course provides the opportunity for more exploration with drawing and painting. Assignments involve the study of a variety of media, techniques, and themes, and students are encouraged to develop a personal, conceptual approach to their work. Prerequisite: Intermediate Drawing and Painting.²³⁷

AP Studio Art - This is a course intended to assist the serious art student in preparing portfolio work in one of the areas listed below. This course requires a considerable commitment of time and effort; students are expected to be self-directed and able to work at an advanced level. Students are responsible for creating original artwork and submitting that work in slide form according to the specific requirements of the portfolio chosen. The portfolio may include artwork from previous years; it is therefore recommended that work for this course be compiled over a two-year period with the assistance of the instructor. Before enrolling in this course, the student must submit a portfolio of artwork completed to date to be reviewed by the Visual Arts Department.²³⁸²³⁹

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.²⁴⁰²⁴¹

Theater Arts II - Students continue to develop skills learned in Theater Arts I, with increased emphasis on character development and greater understanding of dramatic literature. Additional assignments include an oral report on a playwright and a written character analysis. Students are also responsible for directing students in a one act play.²⁴²

²³⁵ Ibid.

²³⁶ Ibid.

²³⁷ Ibid.

²³⁸ Ibid.

²³⁹ All AP exam costs will be supported through the school.

²⁴⁰ LACES Course Description.

²⁴¹ All course costs for attending events outside of school will be supported through the school.

²⁴² Whitney Course Description.

Theater Arts III - Students in their third year of study continue to develop performing skills through an in-depth study of different acting techniques. They are also required to participate in school productions either as a director, performer, or stage manager.²⁴³

Dance I - This course is designed to introduce the beginning student to basic dance technique, including proper body alignment, while developing strength, flexibility, rhythm, and coordination. Students learn standard movement and vocabulary in a variety of styles on which they are quizzed. A selection of class work is staged and performed to give students experience in front of an audience as a form of creative expression and communication. Through books, videos, and lectures, students receive a historical perspective on dance and its evolution as a part of human life through the ages. Connections between social, political, and artistic movements are discussed relative to the period, style, and root of the dance form being examined.²⁴⁴

Dance II - This course develops the principles introduced in Dance I. Skill-building is emphasized in both dance technique and movement retention. Through books, films, and lectures, students receive a historical perspective on dance. Performance skills are developed in a presentation of class work.²⁴⁵

College Prep Electives

In high school, it is critical that students begin to find their passions. The purpose of the electives 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.²⁴⁶

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.²⁴⁷

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

²⁴³ Ibid.

²⁴⁴ Marlborough Course Description.

²⁴⁵ Ibid.

²⁴⁶ LACES Course Description.

²⁴⁷ Ibid.

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.²⁴⁸²⁴⁹

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.²⁵⁰

Robotics Engineering - In this course, students build a robot that uses motors and sensors to detect and manipulate its surroundings. The class covers all programming fundamentals and those specific to robotics such as movement, sensing, and remote control. By the end of the course students are challenged to use all of their skills to program complex robot behavior in a real and virtual environment. This multimedia curriculum is designed to teach students the engineering process while they develop innovative robotic solutions to open-ended problems. Students research, plan, design, build and test their own robots. Students apply math and science concepts as they work through each step. Members of the class build robotic solutions to open-ended problems.²⁵¹

Public Advocacy – In this course, students explore how written and oral advocacy has affected governmental policy and culture in the United States. Students examine the works of famous advocates to develop their own voice as an advocate. In the second half of this course, students choose an issue for which they want to be a public advocate. Students develop an advocacy campaign and create advocacy materials for digital, print, and audio distribution.

²⁴⁸ Ibid.

²⁴⁹ All AP exam costs will be supported through the school.

²⁵⁰ Harvard Westlake Course Description.

²⁵¹ Marlborough Course Description.

AP Psychology - This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. Students learn about the methods implemented in psychology and the methods psychologists use in their science and practice. Students must be able to deal with controversial and adult topics, and a great deal of Biology. Students will prepare to take the AP Psychology exam in May.²⁵²²⁵³

Practical Finance – This course provides students with an introduction to the economic principles and skills needed to properly manage personal finances. The course includes education on navigating the financial aspects of college, including financial aid, scholarships, and student loans. Students learn how to create a personal budget, manage and build credit, strategize for long and short term financial goals, and make responsible choices with their finances.

AP Economics (micro and macro) - This course introduces students to the principles of micro- and macro-economics. The micro-economic portion of the course focuses on the pervasive problem of scarcity and how individual choices, incentives, and systems of prices affect the allocation of limited resources among competing uses. This includes an analysis of the effect of competition, cartels, monopolies, and government regulation on resource allocation and human welfare. The macro-economic portion of this course is an introductory study of the domestic and international factors affecting national income, inflation, and unemployment. Among these factors, the role of money and government taxation and expenditure policy is emphasized. Students must take the Advanced Placement examinations in microeconomics and macroeconomics in May.²⁵⁴²⁵⁵

College & Career Readiness I - In this course, students begin to work with a teacher and peers to create detailed plans to and through college. Students research colleges that with strong programs that align to their academic and professional interests. Using social networks, students connect with current students and faculty at schools of interests to get a first-person perspective on the school. In this course, students begin preparation of SAT and ACT and crafting personal essays for college essays.

College & Career Readiness II – In this course, students are supported by teachers to complete college applications based on plans developed in their eleventh grade year. Upon completion of college applications, students undertake researching professions of interests. Students connect with current professionals in their area of interest to get a first-person perspective on their preferred profession. Students learn the basics of financial responsibility in college and engage in problem solving exercises related to difficult situations that college students often have to navigate.

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

²⁵² Laces Course Description.

²⁵³ All AP exam costs will be supported through the school.

²⁵⁴ Harvard Westlake Course Description.

²⁵⁵ All AP exam costs will be supported through the school.

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.²⁵⁶

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 life styles 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 life styles 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, and 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.

²⁵⁶ Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve, <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>.

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 (middle school academy) or quarter (high school academy). 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.²⁵⁷

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 to that audience.

²⁵⁷ "Middle School Competition Events Guide," *National Speech & Debate Association*, Feb. 19, 2016.

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 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:

- A. Verbal
 - 1. Listening and responding
 - 2. Controlling volume
 - 3. Articulating
 - 4. Pacing
 - 5. Identifying audience
 - 6. Setting tone
- B. Nonverbal
 - 1. Posture
 - 2. Eye contact
 - 3. Movement about space
 - 4. Hand gestures
 - 5. Facial control
- C. Written and Argument
 - 1. Word Choice
 - 2. Rhetorical Strategies
 - i. Pathos (connecting to an audience)
 - ii. Ethos (developing credibility with an audience)
 - iii. Logos (arguing based on sound logical reasoning)
 - 3. 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 GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You.

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.

Figure 25: Vox Collegiate High School Graduation Requirements

Vox Collegiate High School Graduation Requirements		
Subject	UC Admission Requirements ²⁵⁸	Vox Collegiate Graduation Requirement
History/Social Science “a”	Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.	Four years of eligible courses (40 credits)
English “b”	Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.	Four years of eligible courses (40 credits)
Mathematics “c”	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	Four years of eligible courses (40 credits)
Laboratory Science “d”	Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.	Three years of eligible courses (30 credits)

²⁵⁸ UC A-G requirements taken directly from the University of California A-G Guide, <http://www.ucop.edu/agguide/a-g-requirements/>.

Language other than English “e”	Two years of the same language other than English or equivalent to the second level of high school instruction.	Two years of eligible courses (20 credits)
Visual and Performing Arts “f”	One year chosen from dance, music, theater or the visual arts.	One year of eligible courses (10 credits)
College Preparatory Elective “g”	One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.	Two years of eligible courses (20 credits) <i>Note: A-G requirement will be necessarily satisfied through Vox Collegiate graduation requirements for History/ Social Science, Mathematics, and Science, each of which exceeds respective A-G requirements.</i>
Physical Education & Health	N/A	<ul style="list-style-type: none"> • Two years of physical education (10 credits) • Two years of health (10 credits)
Other	N/A	<ul style="list-style-type: none"> • Two years of college and career readiness sequence (20 credits) • One year of speech and debate (10 credits)
Total Credits Required for Graduation		250 credits required for high school graduation

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

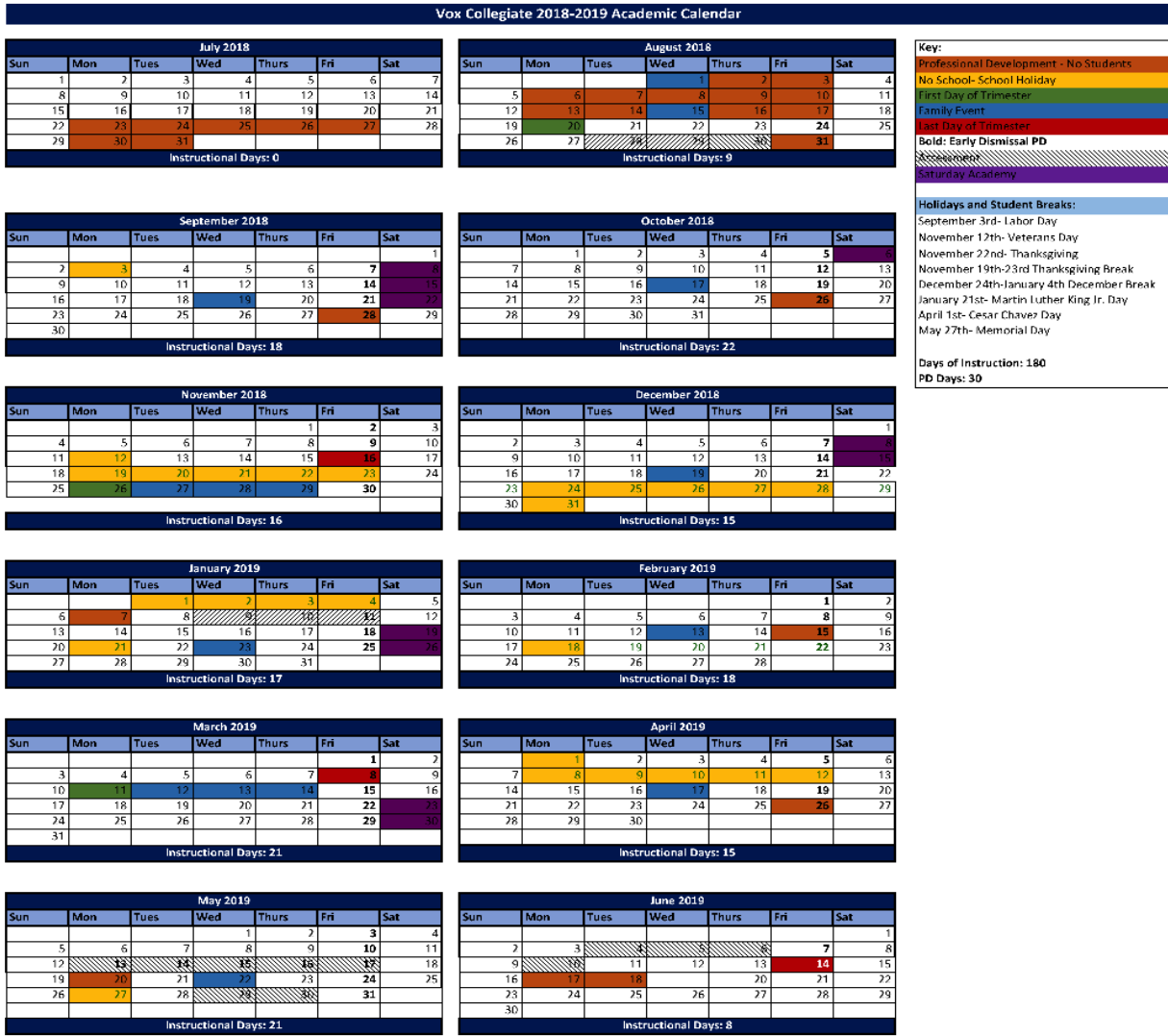
Vox Collegiate’s academic calendar follows the general structure of what is prescribed in the LAUSD single-track calendar, including 180 days of instruction. Although we believe that our students, many of whom will enter our school behind grade level proficiency, need an extended schedule to meet the academic goals set out for them in our vision, we are sensitive to the fact that many of our families will have students at schools on the LAUSD single track calendar. With this in mind, we extended the learning 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 for the middle school academy and four quarters/two semesters for the high school academy;²⁵⁹
- 180 days of instruction (148 regular instruction days; 32 abbreviated days with late afternoon professional development);
- 10 days of Saturday Academy for student intervention (recommended but not mandatory) (not counted as instructional days); and
- 30 full days dedicated to professional development and student data analysis, including 4 weeks of professional development prior to the start of school year.

The 2018-19 school year will begin on August 20, 2018, and end on June 14, 2019. Whole school holidays include: Labor 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. Additionally, we anticipate that students will sit for the SBAC during the week of May 13, 2019.

²⁵⁹ To ensure course credit transferability and to ease the college application process, the high school academy will be operated on a quarter/semester system while the middle school academy will operate on a trimester system. The trimester system in the middle school best aligns with our assessment system that informs instructional and support decisions for a student population that will enter, on average, significantly behind. Therefore, these calendar decisions support the needs of both the middle and high school. These different grading periods will affect instructional pacing, but will not significantly affect the overall academic calendar. Instructional and non-instructional days will be aligned for both middle school and high school academies. In the high school academy, students will receive progress reports at the end of each quarter and final grades at the end of each semester.

Figure 26: Vox Collegiate 2018-2019 Academic Calendar



Key:

- Professional Development - No Students
- No School- School Holiday
- First Day of Trimester
- Family Event
- Last Day of Trimester
- Bold: Early Dismissal PD
- Assessment
- Saturday Academy

Holidays and Student Breaks:

- September 3rd- Labor Day
- November 12th- Veterans Day
- November 22nd- Thanksgiving
- November 19th-23rd Thanksgiving Break
- December 24th-January 4th December Break
- January 21st- Martin Luther King, Jr. Day
- April 1st- Cesar Chavez Day
- May 27th- Memorial Day

Days of Instruction: 180
PD Days: 30

Figure 27: Important Calendar Dates 2018-19

Vox Collegiate 2018-2019 Academic Calendar – Important Dates			
July		January	
July 23 – August 17	Professional Development	January 7	Professional Development (no school)
August		January 9 – 11	MAP Interim Testing
August 1	Family Orientation 1	January 21	MLK Holiday (no school)
August 17	Family Orientation 2	January 23	Family Night
August 20	First Day of School/ Start of Trimester 1	February	
August 27 - 29	MAP Diagnostic Testing	February 13	Family Night



August 31	Professional Development (no school)	February 15	Professional Development (no school)
September		February 18	President's Day (no school)
September 3	Labor Day (no school)	March	
September 19	Family Night	March 8	End of Trimester 2
September 28	Professional Development (no school)	March 11	Start of Trimester 3
October		March 12 – 14	Report Card Meetings with Teachers and Families
October 17	Family Night	April	
October 26	Professional Development (no school)	April 1	Cesar Chavez Day (no school)
November		April 8 - 12	Spring Break (no school)
November 12	Veteran's Day (no school)	April 17	Family Night
November 16	End of Trimester 1	April 26	Professional Development (no school)
November 19 – 23	Thanksgiving Holiday (no school)	May	
November 26	Start of Trimester 2	May 13 - 17	California State Assessments
November 27 -29	Report Card Meetings with Teachers and Families	May 20	Professional Development (no school)
December		May 22	Family Night
December 19	Family Night	May 27	Memorial Day (no school)
December 24 – January 4	Winter Break (no school)	June	
		June 4 - 6	MAP Final Assessment
		June 7	Professional Development (no school)
		June 10 - 12	Report Card Meetings with Teachers and Families
		June 14	End of Trimester 3/ End of School Year
		June 17 – 18	Professional Development (no school)

Middle School Daily Schedule - The middle school daily schedule at Vox Collegiate was designed to provide 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 7:45 a.m. and ends at 4:00 p.m. on regular instructional days, with students receiving 460 minutes of instruction, including 100 minutes of each ELA and math. Each Friday, students are dismissed at 2:00 p.m. for teacher professional development days. Students still receive 100 minutes of each ELA and math on early dismissal days, but overall instructional time is 340 minutes. Given our projected annual calendar, students receive 78,960 instructional minutes per year, exceeding the California instructional minute requirement by 24,960 minutes. This difference in instructional minutes means that students at Vox Collegiate receive approximately 83 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, 50-minute class periods per regular instruction day with the following classes:

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

Additionally, students 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 and a 20-minute advisory period to end the day. Students hold book discussions for 25 minutes each day with their small reading groups and an assigned teacher. All middle school students have two break periods during the day, an AM break at 9:40 a.m. and a lunch break at 11:30 a.m. Please note that passing periods between middle school classes have not been included in the daily schedule. Students remain in the same classroom throughout the day, including lunch, with teachers transitioning from classroom to classroom. In middle school, we anticipate teacher transitions to be one minute or less between each classroom.

Figure 28: Sample Middle School Schedule

Vox Collegiate Year 1 Daily Schedule					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
7:30 AM	7:45 AM	Breakfast	Breakfast	Breakfast	n/a
7:45 AM	8:00 AM	Advisory	Advisory	Advisory	15
8:00 AM	8:50 AM	ELA 1	Math 1	Social Studies	50
8:50 AM	9:40 AM	ELA 2 ²⁶⁰	Math 2	Speech and Debate	50
9:40 AM	9:50 AM	Break	Break	Break	n/a
9:50 AM	10:40 AM	Math 1	ELA 1	PE/Enrichment	50
10:40 AM	11:30 AM	Math 2	ELA 2	Science	50

²⁶⁰ Middle school ELs to receive designated ELD instruction during ELA 2.

11:30 AM	11:55 AM	Lunch	Lunch	Lunch	n/a
11:55 PM	12:20 PM	Reading Group	Reading Group	Reading Group	25
12:20 PM	1:10 PM	PE/Enrichment	Social Studies	ELA I	50
1:10 AM	2:00 PM	Science	Speech and Debate	ELA 2	50
2:00 PM	2:50 AM	Social Studies	Science	Math 1	50
2:50 PM	3:40 PM	Speech and Debate	PE/Enrichment	Math 2	50
3:40 PM	4:00 PM	PM Advisory	PM Advisory	PM Advisory	20
Total					460

Figure 29: Sample Middle School Early Dismissal Schedule

Vox Collegiate Year 1 Daily Schedule (Friday Early Dismissal)					
Start	End	Cohort 1	Cohort 2	Cohort 3	Instructional Minutes
7:30 AM	7:45 AM	Breakfast	Breakfast	Breakfast	n/a
7:45 AM	8:00 AM	Advisory	Advisory	Advisory	15
8:00 AM	8:50 AM	ELA 1	Math 1	Social Studies	50
8:50 AM	9:40 AM	ELA 2	Math 2	Science	50
9:40 AM	9:50 AM	Break	Break	Break	n/a
9:50 AM	10:40 AM	Math 1	Social Studies	ELA 1	50
10:40 AM	11:30 AM	Math 2	Science	ELA 2	50
11:30 AM	11:55 AM	Lunch	Lunch	Lunch	n/a
11:55 PM	12:45 PM	Social Studies	ELA 1	Math 1	50
12:45 PM	1:35 PM	Science	ELA 2	Math 2	50
1:35 PM	2:00 PM	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	25
Total					340



High School Daily Schedule - The high school daily schedule at Vox Collegiate is 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 435 minutes of instruction. Each Friday, students will be dismissed at 2:00 p.m. for teacher professional development days. On these days, instructional time will be 328 minutes. Given our projected annual calendar, students receive 74,876 instructional minutes per year, exceeding the California instructional minute requirement by 10,076 minutes. This difference in instructional minutes means that students at Vox Collegiate receive approximately 28 extra days of school each year compared to schools with a traditional 360-minute instructional day on a 180-day school calendar.

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. Students are provided with three minutes to transition between classrooms.

Figure 30: Sample High School Schedule

Vox Collegiate 9-12 Daily Schedule (regular instructional day)			
Start	End	9-12	Instructional Minutes
7:30 AM	7:45 AM	Breakfast	n/a
7:45 AM	8:00 AM	Advisory	15
8:00 AM	8:50 AM	English	50
8:53 AM	9:43 AM	Math	50
9:43 AM	9:53 AM	Break	n/a
9:53 AM	10:43 AM	Social Studies	50
10:46 AM	11:36 AM	Foreign Language	50
11:36 AM	12:01 PM	Lunch	n/a

12:01 PM	12:21 PM	Office Hours ²⁶¹	20
12:24 PM	1:14 PM	Science	50
1:17 PM	2:07 PM	Elective 1	50
2:07 PM	2:17 PM	Break	n/a
2:17 PM	3:07 PM	PE	50
3:10 PM	4:00 PM	Elective 2	50
Total			435

Figure 31: Sample High School Early Dismissal Schedule

Vox Collegiate 9-12 Daily Schedule (early dismissal PD day (Friday))			
Start	End	9-12	Instructional Minutes
7:30 AM	7:45 AM	Breakfast	n/a
7:45 AM	8:00 AM	Advisory	15
8:00 AM	8:50 AM	English	50
8:53 AM	9:43 AM	Math	50
9:43 AM	9:53 AM	Break	n/a
9:53 AM	10:43 AM	Science	50
10:46 AM	11:36 AM	Social Studies	50
11:36 AM	12:01 PM	Lunch	n/a
12:01 PM	12:21 PM	Office Hours	20
12:24 PM	1:14 PM	Elective1/2 (alternates)	50
1:17 PM	2:00 PM	Town Hall Meeting	43
Total			328

²⁶¹ High school ELs to receive designated ELD instruction during daily Office Hours. Please see Figure 23, p. 74, for a description of Office Hours.

Figure 32: Instructional Days and Minutes Calculator

Grades	Grade s Offer ed	Numbe r of Regula r Days	Numbe r of Instr. Minute s Per Regula r Day	Numbe r of Early Dismiss al Days	Numbe r of Instr. Minute s Per Early Dismiss al Day	Numbe r of Minim u m Days	Numbe r of Instr. Minute s Per Minim u m Day	Numbe r of [Other] Days	Numbe r of Instr. Minute s Per [Other] Day	Total Numbe r of Instr. Days	Minute s Req'd Per State Law	Total Numbe r of Instr. Minute s	Numbe r of Instr. Minute s Above / Below State Req't.
TK/ K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	148	460	32	340	0	0	0	0	180	54000	78960	24960
7	Yes	148	460	32	340	0	0	0	0	180	54000	78960	24960
8	Yes	148	460	32	340	0	0	0	0	180	54000	78960	24960
9	Yes	148	435	32	328	0	0	0	0	180	64800	74876	10076
10	Yes	148	435	32	328	0	0	0	0	180	64800	74876	10076
11	Yes	148	435	32	328	0	0	0	0	180	64800	74876	10076
12	Yes	148	435	32	328	0	0	0	0	180	64800	74876	10076

Professional Development

Talented teachers must be found, recruited, and developed. We will dedicate resources, both time and finances, to our teacher recruitment efforts, utilizing the networks of the Founding Team. In addition to teachers who have signed this charter petition as meaningfully interested teachers, upon authorization, we will continue recruiting teachers to be a part of the founding instructional team of Vox Collegiate. Open positions and job requirements will be publicized through our school website, LinkedIn, EdJoin, Teach For America (“TFA”), and various college and university alumni networks, focusing on schools in the Los Angeles area. We will 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 will participate in these events and work to develop relationships with the faculty and staff organizers of such events to continue to recruit teachers as the school grows. To support our speech and debate program, we will specifically target candidates who participated in college speech and debate or drama and theater, majored in communications or drama, and/or have legal experience.

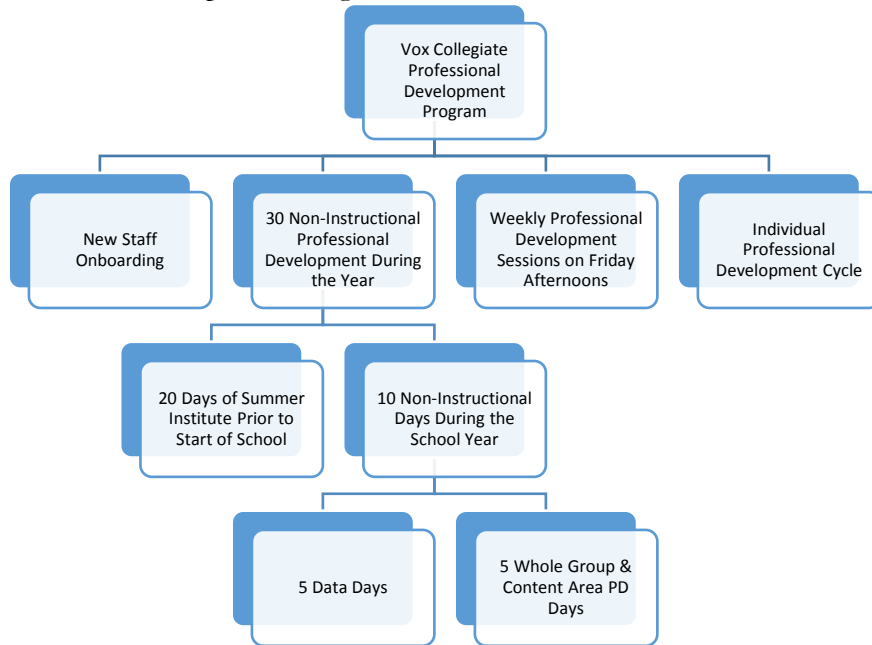
Although we firmly believe in growth and developing teachers, we will ensure that the teachers to whom we extend offers for employment are fully qualified, cleared, and certificated to meet the expectations of the job. Our application and hiring process will provide us with an understanding of the mindset and competency of candidates. We will know whether candidates are aligned with our mission, vision and core beliefs, a requirement for employment. Our teacher application process will

be 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 interview with the Head of School
- Tour and observation of Vox Collegiate (not applicable in the first year) or a local high-performing middle or high school
- Sample lesson (to be delivered at Vox Collegiate, the candidate's school, or a partner school [not currently identified])
- Feedback on sample lesson
- Reteaching of sample lesson
- Group interview with the instructional team (not applicable in the first year)
- 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 will be obtained prior to the start of the school year.)
- Formal offer of contract for employment

Every teacher will be supported to provide classroom instruction and experiences that will 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, Principals, and Dean of Curriculum and Instruction (hired in Y3). Each component is described in further detail below.

Figure 33: 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 will begin to orient new team members to the Vox Collegiate way. The purpose behind this onboarding process will be to emphasize the team mentality of our staff culture, and will 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 will take place for all staff members in Year 1, and will be reserved only for new staff members in subsequent years. The key components of the onboarding process are detailed in Figure 34.

Figure 34: Vox Collegiate Staff Onboarding

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 Head of School 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

Parent Orientation	New Staff	Late April or Early August	New staff members will be required to attend one of our parent orientations	It is imperative that new 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 member 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 springboard for discussion during Summer Institute and will allow 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.

Summer Institute - Our Summer Institute sets the tone for the school year, and clearly outlines to staff members what is expected of them throughout the year. Summer Institute will be focused first on creating a strong adult culture, and developing a sense of team. During our first year of operation, all staff will be present for the full duration of orientation. In subsequent years, one week will be dedicated solely to new staff members, with the whole staff joining for the remaining three weeks. Second, our Summer Institute will be 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 will focus on painting the big picture, including topics such as mission, vision, philosophy, and core values. The second week will dig more into daily routines and responsibilities, incorporating extensive amounts of practice. The third week will turn to a more instructional focus and lesson plan development and internalization. The last week of orientation will be dedicated to ensuring a strong start to the year with our students, and will focus on daily run-throughs and practice sessions. Each day, various icebreakers and team building exercises will be incorporated in order to build a strong and united staff community. Some of the specific Summer Institute sessions that will be incorporated are detailed in Figure 35.

Figure 35: Vox Collegiate Summer Institute

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’
GRAVITY Values & Culture	Head of School	Week 1	Mixture of whole group and small group activities; spend time developing plan to teach GRAVITY values to our students	Need deep understanding of GRAVITY 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 & Director of Ops	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 (Director of Curriculum after Y3)	Week 2	Brief introduction of a taxonomy and then whole group and small group practice of skill ²⁶²	Teachers must become masters of the taxonomies that will give them greatest leverage in the classroom

²⁶² See p. 63, Element 1, for more details on the teaching strategies that will be a focus a Vox Collegiate.

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	Head of School (Dean of Students after Y3)	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 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	Head of School and Principal (Director of Curriculum & Instruction after Y3)	Week 2	Head of School 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 and Instruction after Y3)	Week 3	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 (Director of Curriculum & Instruction after Y3)	Week 3	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	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.

			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.	
Lesson Plans & Formative Assessments	Head of School and Principal (Director of Curriculum & Instruction after Y3)	Week 3	Use completed unit plans and summative assessments as springboard for discussion – creating and aligned formative assessment, components of lesson, overall lesson structure, pacing, work exemplars.	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 (Director of SPED after Y2)	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	Head of School and Principal (Director of Curriculum & Instruction after Y3)	Week 4	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	Head of School and Principal (Director of Curriculum & Instruction after Y3)	Week 3	Head of School provides 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	Technology in the classroom must be planned and teachers must need to be comfortable planning for it. The use of computers must be purposeful.

			fictitious classroom using student performance data. Staff practices technology expectations and procedures.	
Student Voice in the Classroom	Head of School (Director of Speech and Debate after Y4)	Week 4	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.	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.
Strong Start	Head of School	Week 4	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).	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.

Non-Instructional Professional Development Days – Including the 20 days of Summer Institute, staff will participate in 30 designated non-instructional professional development days throughout the school year. These 30 days are divided between Summer Institute (20 days), whole group and content team collaboration (5 days), and Data Days (5 days). It is important that staff has 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.

Figure 36: Vox Collegiate Non-instructional Professional Development Days

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	Annual, 4-week period immediately prior to the first day of school. ²⁶³	Described in further detail in Figure 35, 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	It is crucial that all teachers understand and internalize: 1. School mission, vision, and culture; 2. Professional expectations; 3. Lesson planning process and

²⁶³ After Y1, returning teachers will not be required to attend Week One of Summer Institute. However, returning teachers may be asked to participate in a facilitator capacity during week one. Weeks two through four will be mandatory for all teachers.



	<p>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.</p>		<p>school's mission and vision. Weeks Two and Three will focus on curriculum and instruction. Week Four 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.</p>	<p>expectations; 4. Schoolwide systems, procedures, and expectations for students; 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>
<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>5 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>

<p align="center">Content/ Grade Level Teams</p>	<p>School leadership will hold meetings with content teams and grade level teams.</p>	<p>5 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 align="center">Data Days</p>	<p>Instructional staff will review student achievement data. All staff will discuss school data around parent and student surveys.</p>	<p>5 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 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 will be dismissed at 2:00 p.m., rather than the normal dismissal time of 4:00 p.m., and we will hold staff professional development from 2:20 – 4:00 p.m. These weekly meetings will 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 will 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 will 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 Students, Dean of Curriculum and Instruction, and Principals). Professional development topics in year one will 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

Individual Professional Development Cycle - The academic members of the Leadership Team, responsible for teacher coaching and development, will conduct short observations of instruction on a daily basis. Extended observations will occur at least two times per week - one informal and one formal. We will have a weekly professional development cycle designed for academic members of the Leadership Team to support the individual growth needs of each teacher. For each teacher, the weekly cycle will consist of a: (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; and (iv) review of teacher's effectiveness implementing steps from the weekly action plan. Until the school hires a Director of Curriculum and Instruction in year three, the Head of School and Principal will share responsibility for individual professional development cycles. In

addition to the formal cycle, they will 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 will receive live coaching and afterschool instructional practice sessions with the Head of School or Principal, or other instructional staff member or consultant 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 Principals. Evaluations will be modeled after the teacher evaluation rubric used at Brooke Charter Schools (“Brooke”) in Boston, MA. Brooke is one of the highest performing schools in the state, with a student population similar to the students that we will serve at Vox Collegiate and a teacher satisfaction and retention rate to which we aspire. The formal evaluation will assess teachers on their growth mindset, leadership and relationship skills, student individualization and assessment, skills and conceptual knowledge, and responsibility to the school team. We will 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 will be 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, borrows the best practices of highly successful schools across the country. While our core academic program will

²⁶⁴ See p. 97, Element 1, for detailed Y1 school calendar with proposed testing dates at Vox Collegiate.

support all students, we understand that the particular needs of student subgroups may benefit from certain targeted strategies to support their ability to fully engage with all academic content. Figure 37 details some of the strategies that will be used at Vox Collegiate to support all students.

Figure 37: Student Instructional Supports

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
ELA Focus Period (grades 6-8)	All students, opportunity for small group instruction at students' personal level for focused intervention and support
Math Focus Period (grades 6-8)	All students, opportunity for small group instruction at students' personal level for focused intervention and support
Office Hours (grades 9-12)	All students, opportunity for small group instruction at students' personal level for focused intervention and support
Saturday Academy	All subgroups performing below grade level expectations
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 Els
Assessment and Feedback Cycle	All students
Weekly 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 will be incorporated into instructional practices, operational systems, and curriculum design. As needed, we will 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 future academic and professional opportunities for our ELs will depend on their ability to master the English language. We will provide the instructional supports to ensure that this occurs. ELs will participate in grade level content through full inclusion classrooms. During ELA and Math Focus periods in grades six through eight, ELs will receive individual and small group support to bolster the pace of their English mastery. In high school, Office Hours provide a period for designated English language instruction. In supporting ELs, Vox Collegiate will comply with all state and federal laws and district mandates regarding education, identification, reclassification, and equal access to courses and curriculum.

Based on our proposed location and 2015-16 enrollment numbers for middle schools in and around the Target Community, we anticipate an EL population between 20% and 25%.²⁶⁵

²⁶⁵ Anticipated percentages based on 2015-16 school demographic data. <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified..>

Figure 38: Surrounding School English Learner Population

Surrounding School English Learner Population		
School	# of Students [2016]	% of English Learners
Charles Drew Middle School	816	22
Samuel Gompers Middle School	582	21.1
Edwin Markham Middle School	841	25.9
92 nd Street Elementary (6 th grade)	102	37.6
96 th Street Elementary (6 th grade)	72	32.7
99 th Street Elementary (6 th grade)	25	24
Judith F. Baca Arts Academy	93	38.2
Avalon Gardens Elementary	27	13
Alliance Jack H. Skirball Middle School	435	14.5
Alliance College-Ready Middle Academy 4 School	455	21.5
Animo James B. Taylor Charter Middle School	462	27.3
Animo Mae Jemison Charter Middle School	316	22.4
Watts Learning Center Charter Middle School	365	24.1
KIPP Philosophers Academy (5 th – 8 th)	350	15.1
Resolute Academy Charter School (5 th – 8 th)	95	33.7
Total	5036	23%

Our core instructional program is designed to meet the needs of ELs, and all students, particularly ELs, will benefit from our intense focus on literacy. We will implement our own English Learner Master Plan (“EL Master Plan”) which will document identification, services, program, and evaluation. The EL Master Plan’s program and services will be evaluated and revised annually. On an annual basis, we will notify the District regarding the EL Master Plan.²⁶⁶ 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 will 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.

²⁶⁶ See Vox Collegiate EL Master Plan included as Tab 11 in the supporting documentation attached hereto.

Identification of ELs – Each year, during the student intake process after enrollment, families will complete a home language survey, which will indicate whether students speak a language other than English at home. We will provide the home language survey in various languages to ensure that all families understand what information is being collected and why. Federal and California law requires that students whose home language is not English be assessed for English proficiency. Students who do not speak English as their primary home language will take the ELPAC IIA within 30 days of identification from the home language survey. The ELPAC IIA will provide us with the following information: (1) whether a student is English proficient; and (2) student level of English proficiency. As required by law, and in accordance with our belief in partnering with families and parents, Vox Collegiate will notify parents of our responsibility to conduct ELPAC testing and will inform 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. ELs’ English proficiency will be 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 will:

- 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 will be 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 will 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 of our classrooms helps to ensure that ELs access the high level content being taught in Vox Collegiate classrooms. Students will 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. In grades six through eight, half of ELA instruction will be small group instruction, with homogenous groups organized by learning level. During this instructional time, ELs will receive designated ELD instruction. In ELA Focus (50 minute courses in grades 6-8), teachers will have the opportunity to provide daily designated ELD instruction to ELs in a small group setting based on student English and ELA proficiency. Additionally, because our ELA Focus courses are delivered in a rotational blended learning environment, a portion of the period will allow ELs to engage with the English language through computer based learning programs such as Duolingo. In high school, ELs will receive designated ELD instruction during daily Office Hours.

- Provide extra time for engagement with English through our extended ELA instruction in grades six through eight and speech and debate, which is a required course for grades six through nine – Students receive 100 minutes of ELA instruction each day in grades six through eight, 50 minutes of which is dedicated to small group blended learning instruction in Math and ELA Focus. Additionally, students have the opportunity to practice all of their English skills in a 50-minute speech and debate class, the curriculum for which is aligned to ELD standards and mandatory for students in grades six through nine. This additional time will expedite 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 will focus on all students’ speaking and listening skills, providing daily opportunities to practice effective oral communication of complex ideas.
- In accordance with California law, when the number of ELs at Vox Collegiate reaches 21 students, we will establish an English Learner Advisory Committee (“ELAC”), comprised of parents of ELs, parents of non-ELs, and school staff.²⁶⁷ 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 shall:
 - advise the Head of School and staff on programs and services for ELs
 - advise School Site Council on the development of the Single Plan for Student Achievement (“SPSA”)
 - assist 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 will be elected by parents/guardians of ELs. Other members of the ELAC will be appointed by the Head of School. The percentage of parents of ELs on the ELAC shall be 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 will be 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 shall provide 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 will use multiple measures and assessments to determine whether a student’s English proficiency should be reclassified. Parents will be notified upon

²⁶⁷ CA Ed Code, §§ 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a).

reclassification and all student records will be updated to reflect reclassification. After reclassification, students’ academic progress will continue to be monitored for two years by assessing student mastery of ELD standards, to which Vox Collegiate curriculum materials will be aligned. The following criteria outlined in Figure 39 will be used to determine reclassification:

Figure 39: EL Reclassification Requirements

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, student achieves 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 will be monitored for two years after reclassification to ensure maintenance of English proficiency. Vox Collegiate will use the Proficiency Level Descriptors contained in the ELD standards to monitor the progress of students who have been reclassified. Additionally, Vox Collegiate will monitor performance of RFEP students using content area assignments, assessments, NWEA MAP and SBAC. Student attendance and behavioral data will also be included in the analysis of RFEP student progress. Vox Collegiate will monitor 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 will 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 will provide designated ELD instruction for students at ELs. In middle school, designated ELD instruction will occur during ELA Focus, through small group instruction and computer based learning programs. In high school,

designated ELD instruction will occur during Office Hours, which is a daily period in which high school students receive targeted small group instruction.²⁶⁸ ELs will be assigned to Office Hours based on their English proficiency levels. The academic members of the Leadership Team will 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 will provide all of our teachers with training 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 will provide 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 will 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”) will also be monitored by annual ELPAC administration and support will begin with identifying and tracking them as a subgroup, annually reviewing student performance and progress towards reclassification. Additionally, teachers will 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 will include 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 through the use of ELD assessment portfolios. This state-approved tool will allow teachers and the Leadership Team to measure student progress and maintain evidence of student language acquisition and growth. Student attendance and behavioral data will also be included in the analysis of LTEL progress. Targeted and ongoing professional development based on research-based practices for supporting LTELs will also be provided to teachers.

Gifted and Talented Students and Students Achieving Above Grade Level

At Vox Collegiate, we take seriously the responsibility of supporting every student to reach their full potential. While we know that based on surrounding school data, many of our students will enter Vox Collegiate performing below grade level, there will be students achieving above grade level and deserving of the targeted support to continue their academic growth. In each classroom, student growth will be driven by students’ individual learning needs. Just as teachers will be 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 will be trained to differentiate for students ready for an accelerated learning path. Vox Collegiate’s professional development will provide teachers with strategies to broaden and deepen their ability to provide differentiated instruction and individualized programs to meet students’ needs. Teachers will be trained to differentiate lessons to meet the needs of advanced learners and will provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth

²⁶⁸ Please see Figure 23, p. 74, for a description of Office Hours.

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 directly meets their accelerated needs. In middle school, this daily small group support will occur during Math and ELA Focus and reading groups. In high school, daily support will be provided during office hours and through students' freedom to select advanced courses specifically designed to accelerate students' academic paths. Parents will be provided with information regarding gifted and talented programs and services provided to students. When student academic levels in ELA and math are assessed at the beginning of the school year using NWEA MAP, we will identify students who are achieving above grade level and ensure that the small group instruction provided to such students during ELA and Math Focus provides them with extension opportunities to drive their learning forward, beyond grade level expectations when appropriate. Throughout the year, we will continue to identify and monitor students performing above grade level through internally created assessments, classwork, projects, and the SBAC. Additionally, we will consult with students and parents regarding enrichment opportunities suited to each student's particular aptitude. Vox Collegiate will not perform formal testing for gifted and talented education. Figure 40 identifies some of the supports that will be offered to high achieving students.

Figure 40: Supports for High Achieving Students

Supports for High Achieving Students	
Support	Targeted Grade Levels
Differentiated Classroom Instruction in All Content Areas	6-12
Ongoing Assessment of Student Performance to Determine Most Effective Supports	6-12
Reading Groups at Individual Reading Levels	6-8
Office Hours with Opportunities for Extension Study	9-12
AP Courses	9-12
Extensive Elective Course Options	9-12
Nationally Competitive Speech and Debate	9-12

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 twelve, Vox Collegiate will provide a school where all students are supported to be college- and career-ready upon high school graduation. Throughout the year, we will continue to identify and monitor students performing below grade level through NWEA MAP, internally created assessments, and the SBAC. Student performance will be analyzed on a weekly basis during Friday professional development and during designated data days. Teachers, with support from the Leadership Team, will 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 will take steps in the first weeks of each school year to identify low-achieving students. Teachers and the academic members of the Leadership Team will continue to review academic achievement data throughout the year to identify low-achieving students and institute intervention and remediation plans as needed. A student will be identified as low-achieving if he or she:

- 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
- Scores below a 500 on any section of the PSAT or SAT (high school only)

We will 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.

Figure 41 identifies some of the supports that will be offered to support closing the academic gap for students achieving below grade level.

Figure 41: Supports for Students Achieving Below Grade Level

Supports for Students Achieving Below Grade Level	
Support	Targeted Grade Levels
Weekly Progress Reports	9-12
Differentiated Classroom Instruction in All Content Areas	9-12
Extended ELA and Math Periods	6-8
Academic Advisory Periods	6-12
Academic and College Counselors	8-12
Reading Groups at Individual Reading Levels	6-8
Office Hours with Targeted Tutoring	9-12
After School Tutoring (recommended but voluntary)	6-12
Saturday Academy for Math Remediation (recommended but voluntary)	6-12
Nationally Competitive Speech and Debate	9-12

Socio-Economically Disadvantaged/Low Income Students

Many of our students, likely 95% or more based on surrounding school data, will come from low income families, qualifying for free and reduced priced meals under the federal lunch program.²⁶⁹ However, the income level of our students and their families is not determinative of their academic

²⁶⁹ Anticipated percentages based on 2015-16 school demographic data. <http://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified..>

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 will 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 will be 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.

Figure 42 identifies some of the supports that will be offered to support closing the academic of all students, including those who are socioeconomically disadvantaged.

Figure 42: Supports for Socioeconomically Disadvantaged Students

Supports for Socioeconomically Disadvantaged Students	
Support	Targeted Grade Levels
After School Tutoring (recommended but voluntary)	6-12
Saturday Academy for Math Remediation (recommended but voluntary)	6-12
Access to Technology (during and after school)	6-12
Instruction on Financial Preparedness for Life and College	11-12
Access to Reading Resources for the Home	6-12
College Counseling and College Readiness Courses	9-12
Financial Assistance for AP Exams	10-12
Financial Assistance for SAT and ACT Exams	11-12
SAT and ACT Tutoring	10-12
College Tours	6-12

Students in Other Subgroups

There will be students from other subgroups who enroll at Vox Collegiate. They will be supported with the same enthusiasm and commitment as the subgroups described above. Upon enrollment and registration, we will identify students who are foster youth, homeless, or facing other hardships.²⁷⁰ We will 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 at Vox Collegiate. Appropriate interventions, modifications, accommodations, and supports will be provided to these students so that they will be college and career ready 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 will have suffered trauma that may impact how they

²⁷⁰ Based on data from surrounding schools, we estimate the foster youth population at Vox Collegiate to be approximately 2%. <http://www.ed-data.org/>.

learn and their comfort at school. With this in mind, we will implement trauma-informed strategies and practices at Vox Collegiate to minimize the impact of trauma on students’ educational experience.

Figure 43: Trauma-Informed Student Supports

Trauma-Informed Student Supports		
Domain	Specific Strategies	Vox Collegiate Practices
School Culture and Infrastructure	<p>School administration should support and promote trauma-sensitive approaches school-wide through:</p> <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 	<p>School leadership will promote trauma-sensitive approaches school wide by:</p> <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 Watts area to offer trauma-sensitive support. • Evaluate trauma-sensitive practices with respect to instruction and school culture.
Staff Training	<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.
Link to Mental Health Professionals	<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. 	<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

	<ul style="list-style-type: none"> 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>and following up on referrals. Vox Collegiate will secure the necessary authorization for release of information between parties to facilitate communication and collaboration.</p>
<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. 	<p>Vox Collegiate will utilize multiple teaching methods that are shown to be best-practices in trauma-sensitive instruction, including:</p> <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.
<p>Nonacademic 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; 	<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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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A Typical Day

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

Middle School Academy

At 7:15 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 school Office Manager checks student uniforms and, with a smile, reminds students that shirts need to be tucked into their belts before they enter school. Just as a team puts on a uniform before a big game, we put on our uniforms for school. It is better to tuck them in now than to wait for the Head of School to call them on a uniform violation as they are greeted upon entry.

The middle school academy’s Leadership Team (Head of School, Principal, and Operations Manager in Y1) begin their daily meeting at 7:15 a.m. As Vox Collegiate grows, the high school academy and middle school academy run separate morning huddles for teachers and staff. The Head of School will split time between middle school and high school academy morning huddles. In Y4-5, the Head of School will spend more time with the high school academy Leadership Team as they grow towards full capacity and work to establish a high school academy culture for students and staff. The middle school academy 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 will always be an adult on campus that they can trust and turn to for a listening ear.

At 7:20 a.m. the rest of the instructional team joins the Head of School and Principal in the main office 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 and homework completion is submitted to the online system by 8:30 a.m. Beginning in Y4, because the Head of

School will be spending more time with the high school academy Leadership Team, the Principal will take responsibility for running the middle school academy morning huddle.

The team disperses at 7:25 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 black board or white board 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 7:30 a.m., there is a line of over 80 students waiting mindfully outside of the gate.²⁷¹ The Head of School opens the gate promptly at 7:30 a.m., greeting each student by name and with a handshake. As the Head of School shakes each student's hand, the Head of School says, "Today we get better." A few students seem to be struggling in the morning, not making eye contact, dragging their feet. The Head of School does not end his interaction with these students with the standard greeting. Instead, the Head of School 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 Head of School makes a note to pull these students from class during their AM advisory.

The Head of School checks each student to make sure that their uniform is correct – tucked, grey shirt with school crest, khaki pants.²⁷²

Students walk past the Head of School and into their classrooms.²⁷³ Breakfast waits for them upon entry. Today is Greek yogurt, granola, and pears. Before taking their seats, students drop off the previous night's homework to their teacher who does a spot check to make sure that all work is complete. The teacher will review student answers later in the day.

Breakfast is eaten mindfully in the classroom until 7:45 a.m., at which point students dispose of any trash and prepare for AM advisory. It is not silent for the sake of controlling students or limiting noise, but for the sake of focus and mindfulness as everyone prepares for the work ahead. All students are expected to be in their seats by 7:40 a.m. Students arriving after 7:45 a.m. are considered tardy and must sign in and get a pass from the Office Manager before proceeding to class. AM advisory provides an opportunity for whole-class discussions of Vox GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You and how they can be applied in the everyday lives of students. Before the teacher begins instructing, the class captains for the month lead each class in their cohort cheer.

²⁷¹ Research indicates mindfulness and meditative practices in schools increase students' attention, focus, and emotional regulation. Although Vox Collegiate will not instruct students on formal meditation practices, a quiet and focused morning is an informal way for students to enter a state of mindfulness where they are present and able to concentrate on the work at hand. See: Sedlmeier, P., Eberth, J., Schwarz, M., Zimmermann, D., Haarig, F., Jaeger, S., & Kunze, S. (2012). The psychological effects of meditation: A meta-analysis. *Psychological Bulletin*, 138(6), 1139.

²⁷² Daily greeting responsibilities will transition to the middle school academy Principal in Y4.

²⁷³ If the school is located at an LAUSD facility with access to an eating space through Prop. 39, students will eat meals in such eating space.

Advisory discussions are lively. The value being discussed is Voice - the “V” in GRAVITY. In small groups, students discuss the importance of having their own voice, thinking of real-world examples where having confidence in their voice will be a necessity. At 7:55 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 8:00 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.”

In middle school, students have six content area classes each day. There are two English and two math periods. One of those periods is dedicated to general grade level instruction. The other is a blended learning period 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 will 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 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 black board or white board 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 limit. 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 *The Giver*, 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 and experiment on fungi and bacteria growth. The students write their findings in a lab journal.

- In social studies, students discuss principals 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.

Teacher: “Thank you for learning.”

Students: “Thank you for teaching.”

Students stay in the same classroom with their cohort team for the whole day. Teachers rotate from class to class. After third period, students have a break. They are given a snack and allowed to use the restroom, converse with friends, and check out books from the library. Students will have choice during this time, but of primary concern is that students have time in the morning to take care of their personal needs and have a snack. 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.

Teacher: “I’m excited to teach.”

Students: “We’re excited to learn.”

Students eat lunch at 11:30 a.m. It is important that students develop healthy and socially appropriate eating habits. They socialize at lunch, but do so at an appropriate noise 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 reading groups. Reading groups are based on student reading level and mixed between different cohorts. Reading is completed the night before and reading group is a chance for in-depth discussions of the reading and larger themes explored in the text. The discussions are lively. It is clear that students have a social relationship with reading. They make an audible sigh when the reading group 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 third period as unprofessional on the student discipline scale. But, after a short lunch 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 that the students' efforts are recognized. He ends fifth period as professional.

At 3:40 p.m., students begin PM Advisory. Teachers reflect on how the school GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You 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 walk with students to the front gate and dismiss them to their parents with waves and well wishes.

High School Academy

Like the middle school academy, the high school academy's Leadership Team (Head of School, Principal, Operations Manager, and Dean of Students) begin their daily meeting at 7:15 a.m. As Vox Collegiate grows, the high school academy and middle school academy run separate morning huddles for teachers and staff. The Head of School splits time between middle school and high school academy morning huddles. In Y4-5, the Head of School will spend more time with the high school academy Leadership Team as they grow towards full capacity and work to establish a high school academy culture for students and staff. They meet in the office to discuss instructional priorities for the day and individual student concerns. Many students will have matriculated through Vox Collegiate's middle school academy and will be familiar with certain aspects of school culture and expectations, but it is important that Vox Collegiate staff continues to carefully monitor students' individual development and social-emotional health as they mature and face the complicated educational, personal, and social challenges of being a teenager.

At 7:20 a.m. the rest of the high school academy instructional team joins the Leadership Team in the main office for morning huddle. The Principal, with support from 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 and homework completion is submitted to the online system by 8:30 a.m.

The team disperses at 7:25 a.m. Classroom teachers head to their assigned advisory rooms to prepare for students to arrive. They make sure that the agenda for the day is on the black board or white board 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. Teachers play music from a playlist with songs selected by students and vetted by teachers. While morning music in middle school is selected by teachers, high school students have some control over the songs that set the tone for their morning. The criteria for songs is that they be school appropriate (no degrading or offensive lyrics) and they must have a message that relates to one of Vox Collegiate's GRAVITY Values.

By 7:30 a.m. there is a line of over 80 students waiting mindfully outside of their entrance to Vox Collegiate.²⁷⁴ Vox Collegiate anticipates having a facility that provides for separate entrances for the

²⁷⁴ Research indicates mindfulness and meditative practices in schools increase students' attention, focus, and emotional regulation. Although Vox Collegiate will not instruct students on formal meditation practices, a quiet and focused morning is an informal way for students to enter a state of mindfulness where they are present and able to concentrate on the work at hand. See: Sedlmeier, P.,

middle school and high school academies. Either the Principal or Head of School opens the entrance promptly at 7:30 a.m., greeting each student by name and with a handshake. As they shake each student's hand, they say, "Today we get better." Like in the middle school academy, students who appear to be struggling in the morning have a short conversation. 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 Head of School or Principal makes a note to pull these students from class during their AM advisory and notifies the Dean of Students of the issue.

The Head of School or Principal checks each student to make sure that their uniform is correct – tucked, grey shirt with school crest, khaki pants.

Breakfast waits for students upon their entry to their classrooms.²⁷⁵ Before taking their seats, students drop off the previous night's homework to their advisory teacher who does a spot check to make sure that all work is complete. Homework for all content areas is collected in the morning unless homework assignment are to be used by students for in-class work during the day.

Breakfast is eaten mindfully in the classroom until 7:45 a.m., at which point students dispose of any trash and prepare for AM advisory. All students are expected to be in their seats by 7:40 a.m. Students arriving after 7:45 a.m. are considered tardy and must sign in and get a pass from the Office Manager before proceeding to class. Like the middle school academy, AM advisory provides an opportunity for whole-class discussions of Vox GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You and how they can be applied in the everyday lives of students. Additionally, morning conversations in high school include a focus on college preparation and connecting work in high school to college and career. Some mornings, AM advisory classes will watch TED Talks to spark conversations about interesting career paths and areas of study that students may be interested in exploring. At 7:55 a.m., with only five minutes remaining in advisory, students write down actionable goals for the day related to their future aspirations.

At 8:00 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."

In the high school academy, students have eight content area classes each day. Students also have Office Hours each day after lunch, which is a time for targeted small group instruction, including designated ELD instruction for EL students.

There is more variation in instruction at the high school academy at Vox Collegiate. While the focus remains on literacy and student voice, because of a shift in student independence and a transition away from teacher-centered lessons, more of the activity in high school classrooms is driven by students,

Eberth, J., Schwarz, M., Zimmermann, D., Haarig, F., Jaeger, S., & Kunze, S. (2012). The psychological effects of meditation: A meta-analysis. *Psychological Bulletin*, 138(6), 1139.

²⁷⁵ If the school is located at an LAUSD facility with access to an eating space through Prop. 39, students will eat meals in such eating space.

providing for more difference in the conversations happening from classroom to classroom.²⁷⁶ Walking into any classroom and spending more than five minutes, a visitor sees students collaborating and questioning to drive their own learning. They will notice students referencing independent research and coursework done the previous night to drive the work happening in classrooms. Students are also writing, evaluating, critiquing, and synthesizing. The work in every classroom is focused on the five habits of mind:

6. Evidence – How do we know what we know, and what is the evidence?
7. Viewpoint - Could there be another point of view?
8. Connections/Cause and Effect - Do you see any patterns? Has this happened before? What are the possible consequences?
9. Conjecture – Could it have been otherwise? If even just one thing had happened differently, what might have changed?
10. Relevance: Does it matter? Who cares?²⁷⁷

The habit of explaining their thinking and writing down their rationale and reasoning that students began developing in the middle school academy is now second nature to most. They use their voice and can explain why their opinions and arguments are valid.

In all classes, students are supported to take academic risks to maximize their growth. Students still know that their hands should fly in the air to ask questions, even in a discussion led by students for students. Teachers circulate about the classroom while students work in groups and independently to differentiate and provide support as needed.

- In English class, students compare and contrast James Baldwin’s *The Fire Next Time* to Ta-Nehisi Coates’ *Between the World and Me*.
- In math class, students work through geometric proofs in groups, questioning each other’s logical deductions.
- In science class, chemistry comes to life as students explore thermal dynamics within the context of chemical engineering.
- In social studies, students debate Article I Section 3 of the Constitution and whether providing each state with two U.S. Senators is a fair, given significant variances in population from state to state.
- In speech and debate, students work in groups to prepare evidence boxes for an upcoming debate tournament.
- In Spanish, students translate their daily goals into Spanish and share them with partners.
- In art, students learn the basics of photoshop as they make their own interpretations of the Vox Collegiate logo.
- In PE, students work with the teacher to design their own daily ten-minute workout plans and create a tracker to monitor how their workouts affect their health over two weeks.

²⁷⁶ See Figure 16, p. 40, for a description of the Vox Collegiate Tiers of Academic Independence.

²⁷⁷ Ibid.

All classes end the same way.

Teacher: “Thank you for learning.”

Students: “Thank you for teaching.”

Students have three minutes to transition between class periods. After second period, students have a break. They are given a snack and allowed to use the restroom, check in with teachers, converse with friends, and check out books from the library. Students will have choice during this time, but of primary concern is that students have time in the morning to take care of their personal needs and have a snack. Students must be in their third period classroom by the end of break at 9:53 a.m. After break, students begin their next class the same way they do all others.

Teacher: “I’m excited to teach.”

Students: “We’re excited to learn.”

Students eat lunch at 11:36 a.m. After lunch, students transition to Office Hours. In ninth and tenth grade, students are assigned to Office Hours based on academic performance data, including English proficiency levels. In eleventh and twelfth grade, students not in need of designated ELD instruction and in good academic standing and on track to meet A-G requirements have the freedom to choose which Office Hours they attend or use the time to work on college applications or SAT/ACT preparation.

After Office Hours, student transition back to class and complete fifth and sixth period. Because, unlike the middle school academy, the high school academy at Vox Collegiate does not have a PM advisory, students have a ten-minute break after sixth period. During this break, students are expected to use the restroom and check-in with teachers about questions they may have about homework assignments or class projects.

Students must be in their classrooms to begin seventh period at 2:17 p.m. At 4:00 p.m., teachers dismiss students from their classrooms to attend tutoring or enrichment, work on school computers in the library, or go home.

Element 2: Measurable Pupil Outcomes and Element 3: Method by Which Pupil Progress Toward Outcomes Will Be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 will drive 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 we have 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.

In the goals that we have set, we pay particular attention to our accountability 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 will 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 will monitor student growth regularly and be 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 have set quantifiable measures, aligned to each of the eight state priorities described in CA Ed Code § 52060(d), listed below.

Figure 44: Measurable Goals

LCFF STATE PRIORITIES						
TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Review				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All teachers are required to hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	<ol style="list-style-type: none"> All candidates for employment as teachers will be required to provide proof of valid CA Teaching Credential with appropriate English learner authorization. Annually audit status of teacher credentials. Annually audit school schedule and teacher 	<p>100% of teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;</p> <p>100% of teachers hold</p>	<p>100% of teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;</p> <p>100% of teachers hold appropriate</p>	<p>100% of teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;</p> <p>100% of teachers hold appropriate</p>	<p>100% of teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;</p> <p>100% of teachers hold appropriate</p>	<p>100% of teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;</p> <p>100% of teachers hold appropriate</p>

	assignments.	appropriate English language learner authorization as required 100% of teachers are appropriately assigned in accordance with their credential and content area	English language learner authorization as required 100% of teachers are appropriately assigned in accordance with their credential and content area	English language learner authorization as required 100% of teachers are appropriately assigned in accordance with their credential and content area	English language learner authorization as required 100% of teachers are appropriately assigned in accordance with their credential and content area	English language learner authorization as required 100% of teachers are appropriately assigned in accordance with their credential and content area
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ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Semi-Annual and Annual Review				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<ol style="list-style-type: none"> Students will have access to CCSS and California content standards aligned materials, to use in-home and at school, as described in the charter petition. ELs will be provided with the supports and accommodations to fully access standards aligned, materials and services to support their mastery of standards, including ELD standards. Students with an IEP will be provided with the supports, appropriate modifications and accommodations, in accordance with their IEP, to access standards aligned materials and services to support their mastery of standards, and engage in the 	<ol style="list-style-type: none"> Annually audit instructional materials and make purchases as needed. Annually audit EL and special education instructional materials and make purchases as needed. Weekly review of lesson plan materials to ensure alignment with CCSS and CA content standards. 	<p>Schoolwide: 100% access to content</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>	<p>Schoolwide: 100% access to content</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>	<p>Schoolwide: 100% access to content</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>	<p>Schoolwide: 100% access to content</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>	<p>Schoolwide: 100% access to content</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>

program set forth in their IEP.						
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**FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly Review				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
School facilities shall be maintained in a manner that assures that it is clean, safe, and functional.	<ol style="list-style-type: none"> Review facility and facility repair log on a monthly basis and repair as needed. Daily custodial services. 	90%+ in compliance. Required corrections made within 3 months: 90%	90%+ in compliance. Required corrections made within 3 months: 90%	90%+ in compliance. Required corrections made within 3 months: 90%	90%+ in compliance. Required corrections made within 3 months: 90%	90%+ in compliance. Required corrections made within 3 months: 90%

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Ongoing and Annual Review				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<ol style="list-style-type: none"> All curriculum plans (scope & sequence, unit plans, and lesson plans) will be aligned to CCSS, NGSS, and/or California State Standards. All students will demonstrate growth in in ELA and Math. 	<ol style="list-style-type: none"> Annual professional development for teachers on CCSS. Ongoing and annual review of curriculum materials and student performance data. Weekly review of lesson plan materials. 	Curriculum alignment: 100% Students show 1 year of growth on MAP as measured by RIT scores: 100%	Curriculum alignment: 100% Students show 1 year of growth on MAP as measured by RIT scores: 100%	Curriculum alignment: 100% Students show 1 year of growth on MAP as measured by RIT scores: 100%	Curriculum alignment: 100% Students show 1 year of growth on MAP as measured by RIT scores: 100%	Curriculum alignment: 100% Students show 1 year of growth on MAP as measured by RIT scores: 100%

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Semi-Annual Parent Survey				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

<p>1. Parents will demonstrate satisfaction with academic program and school involvement.</p> <p>2. Parents will maintain membership on School Site Council.</p> <p>3. Parents attend family orientation and other family events.</p>	<p>1. Host monthly family events.</p> <p>2. Annual home visits for newly enrolled students.</p> <p>3. Annual parent satisfaction survey.</p> <p>4. Monthly School Site Council meetings and annual elections.</p>	<p>Academic Program: Average parent satisfaction exceeds 90%</p> <p>Involvement: Average parent satisfaction exceeds 90%</p> <p>90% of families respond to annual and semi-annual survey</p> <p>School Site Council Parent Members: 3</p> <p>80% of parents attend orientation and two or more family events.</p>	<p>Academic Program: Average parent satisfaction exceeds 90%</p> <p>Involvement: Average parent satisfaction exceeds 90%</p> <p>90% of families respond to annual and semi-annual survey</p> <p>School Site Council Parent Members: 3</p> <p>80% of parents attend orientation and two or more family events.</p>	<p>Academic Program: Average parent satisfaction exceeds 90%</p> <p>Involvement: Average parent satisfaction exceeds 90%</p> <p>90% of families respond to annual and semi-annual survey</p> <p>School Site Council Parent Members: 3</p> <p>80% of parents attend orientation and two or more family events.</p>	<p>Academic Program: Average parent satisfaction exceeds 90%</p> <p>Involvement: Average parent satisfaction exceeds 90%</p> <p>90% of families respond to annual and semi-annual survey</p> <p>School Site Council Parent Members: 3</p> <p>80% of parents attend orientation and two or more family events.</p>	<p>Academic Program: Average parent satisfaction exceeds 90%</p> <p>Involvement: Average parent satisfaction exceeds 90%</p> <p>90% of families respond to annual and semi-annual survey</p> <p>School Site Council Parent Members: 3</p> <p>80% of parents attend orientation and two or more family events.</p>
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STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: SBAC score reports				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p>1. Students, including subgroups, will demonstrate proficiency in ELA and math.</p> <p>2. Students, including subgroups, will achieve a higher rate of proficiency in ELA and Math compare to other LAUSD schools.</p>	<p>1. Ongoing review of curriculum materials and student achievement data.</p> <p>2. Weekly review of lesson plan materials.</p> <p>3. Weekly instructional professional development.</p>	<p>ELA: 50% of students will score proficient or advanced on the SBAC in ELA</p> <p>ELA: students will attain proficiency rates that are 5% higher than LAUSD and state average, as measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p> <p>: 50% of</p>	<p>ELA: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>ELA: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as</p>	<p>ELA: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>ELA: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in ELA</p>	<p>ELA: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>ELA: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in ELA</p>	<p>ELA: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>ELA: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in ELA</p>

		<p>students will score proficient or advanced on the SBAC in math.</p> <p>Math: students will attain proficiency rates that are 5% higher than LAUSD and state average, as measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p>	<p>measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p> <p>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in math, until the LAUSD and state average achieves 70% proficiency or higher</p>	<p>ELA: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p> <p>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</p> <p>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in math, until the LAUSD and state average achieves 70% proficiency or higher</p>	<p>ELA: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p> <p>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</p> <p>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in math, until the LAUSD and state average achieves 70% proficiency or higher</p>	<p>ELA: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in ELA, until the LAUSD and state average achieves 70% proficiency or higher</p> <p>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in ELA</p> <p>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</p> <p>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the LAUSD and state average, as measured by the SBAC in math, until the LAUSD and state average achieves 70% proficiency or higher</p>
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ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal Assessments				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All graduates successfully complete A-G requirements.	<ol style="list-style-type: none"> 1. Implement and annually review required course of study. 2. Provide credit recovery opportunities. 3. Annually review student schedules to ensure proper time to meet A-G requirements. 	100% of 6 th grade students pass all core classes.	100% of 6 th and 7 th grade students pass all core classes.	100% of 6 th , 7 th , and 8 th grade students pass all core classes.	100% of students on track to complete A-G requirements.	100% of students on track to complete A-G requirements.

ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELPAC scores				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELs will show growth in English proficiency	<ol style="list-style-type: none"> 1. Ongoing review of curriculum and instructional materials, including daily lesson plans, to ensure support for ELs and alignment with ELD standards. 2. Annual instructional training for EL support. 3. Ongoing monitoring of EL academic achievement data. 4. Small group instruction in all courses, focusing on ELA and math. 	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.



ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELPAC scores, reclassification rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELs will show growth in English proficiency and progress towards reclassification.	<ol style="list-style-type: none"> Ongoing review of curriculum and instructional materials, including daily lesson plans, to ensure support for ELs and alignment with ELD standards. Annual instructional training for EL support. Ongoing monitoring of EL academic achievement data. Small group instruction in all courses, focusing on ELA and math. 	Schoolwide EL reclassification rate will exceed district average.	<p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>

COLLEGE PREPAREDNESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: NWEA MAP				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will demonstrate academic achievement and growth on track for college access and success.	<ol style="list-style-type: none"> Ongoing review of curriculum materials and student achievement data. Weekly review of lesson plan materials. Weekly instructional professional development. Provide for SAT. 	For grades 6-8, a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score	For grades 6-8, a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score	For grades 6-8, a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score	For grades 6-8, a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score	For grades 6-8, a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score

		percentile score and a score of 75 until the average percentile score reaches 75. For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.	and a score of 75 until the average percentile score reaches 75. For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.	and a score of 75 until the average percentile score reaches 75. For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.	and a score of 75 until the average percentile score reaches 75. For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.	and a score of 75 until the average percentile score reaches 75. For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.
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**AP EXAMINATION PASSAGE RATE [HIGH SCHOOLS ONLY]
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: College Board AP Score Reports, AP Potential PSAT 8/9 Assessment; Student Transcripts				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will earn a 3 or higher on at least 1 AP exam prior to graduation.	<ol style="list-style-type: none"> Offer varied AP courses in high school to meet student interests. Provide robust intervention support in grades 6-8 so that students enter high school at or above grade level. Provide financial support for students taking AP exams. 	50% of students achieve an A grade in AP eligible subject area.	55% of students achieve an A grade in AP eligible subject area.	60% of students achieve an A grade in AP eligible subject area.	60% of students achieve an A grade in AP eligible subject area. 20% of 9 th grade students identified as "AP" ready on PSAT 8/9	60% of students achieve an A grade in AP eligible subject area. 20% of 9 th grade students identified as "AP" ready on PSAT 8/9 30% of high school students enrolled in at least 1 AP course.

EAP COLLEGE PREPAREDNESS RATE [HIGH SCHOOLS ONLY]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: PSAT 8/9, PSAT, NWEA MAP				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will demonstrate academic achievement and growth on track for college access and success.	<ol style="list-style-type: none"> Ongoing review of curriculum materials and student achievement data. Weekly review of lesson plan materials. Weekly instructional professional development. Provide for SAT prep in grade 11 	<p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p>	<p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p>	<p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p>	<p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>35% of students on track for college readiness as measured by PSAT 8/9.</p>	<p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in reading comprehension on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>For grades 6-8, in a cohort analysis of longitudinal growth, the annual increase of percentiles among students in math on the MAP will average 1/3 of the difference between the average student diagnostic percentile score and a score of 75 until the average percentile score reaches 75.</p> <p>35% of students on track for college readiness as measured by PSAT 8/9.</p> <p>65% of students on</p>

						track to for college readiness as measured by PSAT.
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SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Average Daily Attendance Rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The school will be fully enrolled, with high levels of daily attendance.	<ol style="list-style-type: none"> Daily phone calls to parents of students marked absent. Phone calls to parents of students tardy more than once per week. Parent conferences with students absent more than 3 times in a trimester or quarter. Reward programs for students with 100% attendance. 	<p>The school will meet 100% of projected enrollment.</p> <p>Annual average of 95% daily attendance or higher.</p> <p>Less than 3% of students chronically absent.</p>	<p>The school will meet 100% of projected enrollment.</p> <p>Annual average of 95% daily attendance or higher.</p> <p>Less than 3% of students chronically absent.</p>	<p>The school will meet 100% of projected enrollment.</p> <p>Annual average of 95% daily attendance or higher.</p> <p>Less than 3% of students chronically absent.</p>	<p>The school will meet 100% of projected enrollment.</p> <p>Annual average of 95% daily attendance or higher.</p> <p>Less than 3% of students chronically absent.</p>	<p>The school will meet 100% of projected enrollment.</p> <p>Annual average of 95% daily attendance or higher.</p> <p>Less than 3% of students chronically absent.</p>

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will regularly attend school.	<ol style="list-style-type: none"> Daily phone calls to parents of students marked absent. Phone calls to parents of students tardy more than once per week. Parent conferences with students absent more than 3 times in a trimester or quarter. Reward programs for students with 100% attendance. 	Less than 3% of students chronically absent.	Less than 3% of students chronically absent.	Less than 3% of students chronically absent.	Less than 3% of students chronically absent.	Less than 3% of students chronically absent.

	attendance.					
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DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSIS				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will persist through high school and middle school.	<ol style="list-style-type: none"> 1. Provide credit recovery opportunities. 2. Maintain communication with families through conferences, phone calls, and reports. 3. Provide engaging academic program with supports needed for all learners. 	<p>Middle school dropout rate: 0%</p> <p>93% of students completing the year will re-enroll with Vox Collegiate the following year.</p>	<p>Middle school dropout rate: 0%</p> <p>93% of students completing the year will re-enroll the following year.</p>	<p>Middle school dropout rate: 0%</p> <p>93% of students completing the year will re-enroll the following year.</p> <p>100% of promoting 8th grade students will matriculate to high school.</p>	<p>Middle and high school dropout rate: 0%</p> <p>93% of students completing the year will re-enroll the following year.</p> <p>100% of promoting 8th grade students will matriculate to high school.</p>	<p>Middle and high school dropout rate: 0%</p> <p>93% of students completing the year will re-enroll the following year.</p> <p>100% of promoting 8th grade students will matriculate to high school.</p>

GRADUATION RATE [High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSIS, Student Transcripts				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will graduate from high school within 5 years of entering 9 th grade.	<ol style="list-style-type: none"> 4. Provide credit recovery opportunities. 5. Maintain communication with families through conferences, phone calls, and reports. 6. Provide engaging academic program with supports needed for all learners. 	<p>Middle school dropout rate: 0%</p> <p>90% of 6th – 8th grade students achieve a C or better in core classes.</p>	<p>Middle school dropout rate: 0%</p> <p>90% of 6th – 8th grade students achieve a C or better in core classes.</p>	<p>Middle school dropout rate: 0%</p> <p>90% of 6th – 8th grade students achieve a C or better in core classes.</p>	<p>Middle and high school dropout rate: 0%</p> <p>90% of 6th – 9th grade students achieve a C or better in core classes.</p>	<p>Middle and high school dropout rate: 0%</p> <p>90% of 6th – 10th grade students achieve a C or better in core classes.</p>

STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Suspension Rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will remain in good behavioral standing with the school.	<ol style="list-style-type: none"> Ongoing professional development regarding classroom management and student behavioral and emotional support. Ongoing communication with parents. Hold weekly town hall meetings regarding school culture and school values. Provide individualized behavior plans for struggling students. 	Suspension rates will be lower than surrounding schools.	Suspension rates will be lower than surrounding schools.	Suspension rates will be lower than surrounding schools.	Suspension rates will be lower than surrounding schools.	Suspension rates will be lower than surrounding schools.

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Expulsion Rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will remain in good behavioral standing with the school.	<ol style="list-style-type: none"> Ongoing professional development regarding classroom management and student behavioral and emotional support. Ongoing communication with parents. Hold weekly town hall meetings regarding school culture and school values. Provide individualized behavior plans for struggling 	Expulsion rate: 1% or less	Expulsion rate: 1% or less	Expulsion rate: 1% or less	Expulsion rate: 1% or less	Expulsion rate: 1% or less

	students.					
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OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Annual & Semiannual Surveys				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will demonstrate satisfaction with academic program.	<ol style="list-style-type: none"> Monthly family events held at school. Ongoing communication with families. Weekly school cultural events. 	Student approval of academic program: 90%	Student approval of academic program: 90%	Student approval of academic program: 90%	Student approval of academic program: 90%	Student approval of academic program: 90%

BROAD COURSE OF STUDY
STATE PRIORITY #7

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Student Schedule//Transcripts and School Calendar				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will have access to engaging courses.	1. Annual review of course of student to ensure all students have access to a broad range of courses.	100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate (middle school), physical education, foreign language (high school), and elective enrichment courses.	100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate (middle school), physical education, foreign language (high school), and elective enrichment courses.	100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate (middle school), physical education, foreign language (high school), and elective enrichment courses.	100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate (middle school), physical education, foreign language (high school), and elective enrichment courses.	100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate (middle school), physical education, foreign language (high school), and elective enrichment courses.

OTHER STUDENT OUTCOMES
STATE PRIORITY #8

ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES
		Method for Measuring: Internally Developed Assessments

(Identify schoolwide and subgroup goals as applicable)	ACTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
Students will be proficient in social studies and science.	<ol style="list-style-type: none"> Ongoing review of curriculum materials and student achievement data. Weekly review of lesson plan materials. Weekly instructional professional development. Scheduled data review days to monitor student progress and effectiveness of instruction. 	At least 85% of students will demonstrate growth between all internally created interim and summative assessments.	<p>At least 85% of students will demonstrate growth between all internally created interim and summative assessments.</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment</p> <p>At least 60% of students will demonstrate proficiency or higher on internally-developed, summative, interdisciplinary performance assessment</p>	<p>At least 85% of students will demonstrate growth between all internally created interim and summative assessments.</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-</p>	<p>At least 85% of students will demonstrate growth between all internally created interim and summative assessments.</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-</p>	<p>At least 85% of students will demonstrate growth between all internally created interim and summative assessments.</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-</p>	<p>At least 85% of students will demonstrate growth between all internally created interim and summative assessments.</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment</p> <p>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment</p> <p>At least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-</p>

				developed, summative, science assessment At least 60% of students will demonstrate proficiency or higher on internally-developed, summative, interdisciplinary performance assessment	developed, summative, science assessment At least 60% of students will demonstrate proficiency or higher on internally-developed, summative, interdisciplinary performance assessment	developed, summative, science assessment At least 60% of students will demonstrate proficiency or higher on internally-developed, summative, interdisciplinary performance assessment
OTHER STUDENT OUTCOMES STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internally Developed Speech and Debate Performance Assessments				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students will be proficient in oral and written communication.	5. Ongoing review of curriculum materials and student achievement data. 6. Weekly review of lesson plan materials. 7. Weekly instructional professional development. 8. Scheduled data review days to monitor student progress and effectiveness of instruction.	At least 70% of 6 th grade students successfully complete grade level performance objectives in speech and debate, and achieve proficiency on key skills related to such performance objectives.	At least 75% of 6 th and 7 th grade students successfully complete grade level performance objectives in speech and debate, and achieve proficiency on key skills related to such performance objectives.	At least 80% of 6 th , 7 th , and 8 th , grade students successfully complete grade level performance objectives in speech and debate, and achieve proficiency on key skills related to such performance objectives.	At least 80% of 6 th , 7 th , 8 th , and 9 th grade students successfully complete grade level performance objectives in speech and debate, and achieve proficiency on key skills related to such performance objectives.	At least 80% of 6 th , 7 th , 8 th , and 9 th grade students successfully complete grade level performance objectives in speech and debate, and achieve proficiency on key skills related to such performance objectives.

Additional organizational goals:

- The school will demonstrate fiduciary and financial responsibility.
 - External, independent annual audit reports demonstrate that the school meets professional accounting standards.
 - Budgets for each academic year demonstrate effective allocation of funds to ensure execution of the mission as measured by yearly balanced budgets.
- The Board of Directors will effectively govern the school.
 - The Board of Directors will conduct an annual formal review of the school leader.

- The Board of Directors will conduct an annual review of the school to assess strengths and weaknesses.
- The Board of Directors will conduct an annual review of the board to assess strengths and weaknesses.
- The Board of Directors will conduct an annual review of the school's governing documents and policies.

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 will 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 range from: (1) daily exit tickets, which will be used to inform instruction on intervention on a day-to-day basis; to (2) internally developed, standards-based interim assessment administered every 5-6 weeks, which measure student progress towards mastery and inform instructional planning; to (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 will 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 will be gauged against peers across the country using the nationally normed NWEA MAP. Students will take SBAC each spring in all grades as required to determine their mastery of grade level CCSS in ELA and math. 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 will take NWEA MAP three times per year (beginning, middle, and end of year) in reading 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.²⁷⁸ We will encourage all high school students to participate in AP exams and support the cost thereof.²⁷⁹

Focusing on grades 6-8, 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 our students will be in middle school, approximately five years away from college acceptance, 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.²⁸⁰ 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.²⁸¹ Vox Collegiate students will be

²⁷⁸ PSAT 8/9 exam costs will be supported through the school.

²⁷⁹ All AP exam costs will be supported through the school.

²⁸⁰ <https://www.nwea.org/resources/map-college-readiness-benchmarks/>.

²⁸¹ <https://www.nwea.org/content/uploads/2015/08/MAP-College-Readiness-Benchmarks-Study-AUG15.pdf>.

supported to reach these benchmark percentiles by the time they complete the eighth grade. To effectively support students, we will use the data from their performance on the diagnostic MAP assessment that they will take in the fall of each year to establish individual annual growth goals for students that will lead them to the college readiness benchmarks for reading and math by the time they complete middle school. The MAP will be administered again mid-year and end-of-year. Students will continue to take MAP throughout high school as a measurement of individual growth and college readiness.

Figure 45: Description of Assessments

Vox Collegiate Assessments						
	Interim Assessments	Summative Assessments/ Criterion Referenced Assessments	Norm-Referenced Assessments	State Assessments	Reading Level	Language Proficiency
Type of Assessment	1. Internally developed – a. Daily Exit Tickets b. ELA Unit Assessments c. Math Unit Assessments	1. Interdisciplinary performance assessments covering ELA, Social Studies, and Speech and Debate standards (completed at the end of each trimester (middle school academy) or semester (high school academy), covering standards taught to date) 2. Internally created end of year math assessment. 3. AP Exams	1. NWEA MAP (ELA & Math) 2. PSAT 8/9 3. PSAT 4. SAT	1. Smarter Balanced Assessment (“SBAC”) 2. California Science Test (“CAST”) and California Alternate Assessment for Science (“CASS”) ²⁸² 3. California FITNESSGRAM	Achieve 3000 ²⁸³	ELPAC
Definition	Periodic assessments measuring student progress towards end of year	Comprehensive assessments measuring mastery of standards and objectives covered to date.	Assessment measuring a student’s performance against the performance	Comprehensive assessment measuring student mastery of grade level state standards.	Assessment of student Lexile level.	Administered to students with a home language other than

²⁸² Only applicable to grade 8, and once in grades 10-12.

²⁸³ Our choice of reading level assessment tool will be evaluated by the Head of School and Principal in collaboration with ELA teachers on an annual basis to determine which assessment best fits student needs. Prior to the start of the school year in year 1, the Head of School will finalize which reading level assessment will be used in Vox Collegiate’s first year of operation. At present, the school plans to use Achieve 3000 as the reading level assessment.

	mastery goals. Questions on interim assessments should include questions modeled after SBAC questions.		of other test takers.			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	English Proficiency Level
Purpose	<ol style="list-style-type: none"> 1. Predict student performance on SBAC 2. Measure student mastery of standards 3. Evaluate effectiveness of instruction 4. Identify students in need of remediation 5. Identify standards in need of re-teaching 	<ol style="list-style-type: none"> 1. Measure student mastery of standards 	<ol style="list-style-type: none"> 1. Compare student growth and academic performance to peers. 2. Measure growth of students over time. 	<ol style="list-style-type: none"> 1. Measure student mastery of standards. 2. Compare student academic performance to peers 3. Measure student, class, and school growth over time. 	<ol style="list-style-type: none"> 1. Differentiate ELA instruction by reading levels. 2. Effectively organize reading groups. 3. 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	<ol style="list-style-type: none"> 1. Interdisciplinary assessments will require students to research, write, and physically perform 2. Math assessment will be aligned to CCSS and modeled after 	Adaptive computerized assessment	Computerized math and ELA assessment	Computerized reading assessment	Multiple choice and performance

		SBAC questions 3. AP Exams				
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) 	<ol style="list-style-type: none"> Interdisciplinary assessments – 3 times per year Math – administered at the end of the year AP Exams administered each spring for High School students 	3 times per year	Annually	Every 4 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 will be a systematized part of our school community and culture. Data will be clearly, openly, and regularly communicated to students, parents, and the Board.

At monthly meetings, the Head of School will provide 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 will use 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, annually reviewed and set by the Board. In addition to annually reviewing performance goals, the Board and Head of School will 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 will also produce 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 PowerSchool will be available for reporting purposes including the SARC. Annually, student achievement data will be 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 must do its duty to involve and invest parents and families in our school culture and educational program. 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. Our families and school will partner to support the growth of our students. To build the involvement and investment of parents and families, Vox Collegiate will communicate student performance data and other information with families through various media on a frequent and consistent basis and we will regularly provide families with access to the school so



that they can see and understand what we are doing to educate students. Vox Collegiate will keep families abreast of student progress, academically and behaviorally, so that decisions about each student's education will be informed decisions. Vox Collegiate will make language accommodations so that all families are able to access school communications. We will take the following steps to build our relationship with families:

Home Visits - Prior to the beginning of the school year, the Head of School, with support from Principals, will meet with newly enrolled students and their families at their homes.²⁸⁴ 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 will have a chance to ask questions that are important to them in a comfortable environment. In these meetings, the Head of School seeks 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 will hold Parent Universities (Family Orientations) for all families prior to the start of each school year.²⁸⁵ These meetings will provide parents and guardians with information about school expectations, systems, policies and supports. Both teachers and school leadership will 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 will be held for all parents between 10 and 14 days prior to the first day of school.

Weekly Progress Reports – At the end of each week, families will receive a student progress report with information regarding student academic and behavioral progress.²⁸⁶ As part of weekend homework, parents will sign progress reports to confirm that they are up-to-date on student progress and understand the academic and behavioral status of their student.²⁸⁷ 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 will be 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 (middle school academy) or the end of the first three quarters (high school academy), parents and guardians will have meetings with students' primary academic advisor (AM advisory teachers) to receive student report cards and/or progress reports.²⁸⁸ These conferences will 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

²⁸⁴ If families prefer, the meeting will be held at a public location such as a public library.

²⁸⁵ See p. 97, Element 1, for a Y1 school calendar at Vox Collegiate.

²⁸⁶ Annually, the Head of School, with feedback from parents and teachers, will determine which platform is best for collecting and reporting weekly student academic and behavior data. Prior to the start of school in year 1, the Head of School will choose a platform that fits the needs of the school in its first year. Presently, we anticipate using Class Dojo.

²⁸⁷ If students do not return progress reports or return them unsigned, their homework will be deemed incomplete.

²⁸⁸ Final grades for high school courses will be determined at the end of each semester (quarters 2 and 4). Therefore, high school students will receive progress reports at the end of quarters 1 and 3 and final report cards at the end of quarters 2 and 4 (the end of each semester).

school and at home. Conferences will take place in the evening during the week following the end of each trimester (middle school academy) or quarter (high school academy).²⁸⁹ Parents who cannot attend meetings in the evening may coordinate with academic advisors to schedule meetings before school or during an academic advisor's prep period.

Retention Conferences – If, after the final trimester (middle school academy) or semester (high school academy) 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 Academy will receive mailed, written notices and the Head of School will schedule conferences with the parents of such students.²⁹⁰

Bi-weekly Phone Calls – At least one teacher will make a biweekly phone call to parents and guardians to provide updates on student progress.²⁹¹ These phone calls will celebrate student successes and provide parents with information about growth opportunities for their student. Teachers will be prepared to answer parent questions about student progress.

Monthly Family Nights – We will hold monthly Family Nights throughout the year that will be opportunities to celebrate the progress of our students and for families to see how we are working to educate their students. Family Nights will be 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.

Monthly Newsletters – The school will send families monthly newsletters with updates on school progress towards academic goals, calendar reminders, and tips on how to support student learning at home.

Data Analysis

Weekly Content Area Meetings - During weekly grade level meetings, held on Fridays during afternoon professional development, grade level content teams will compare student performance on daily exit tickets. Using data from exit tickets, teachers will determine cohort and grade level trends and concerns about individual students. Using this information, teachers will adjust weekly lesson plans for their classes and plan individualized supports for students in need of remediation.

Data Days – After internally developed interim assessments and NWEA MAP testing, the school will hold Data Days for all teachers. There will be five Data Days annually. Data Days will be an essential element of our professional development as they will give the school full days without instructional responsibilities to analyze student data (mastery and growth data) and plan how we will proceed with our educational program to effectively meet student needs and reach our academic goals. During Data Days, teachers will identify standards, objectives, and questions with which students struggled

²⁸⁹ See p. 97, Element 1, for a Y1 school calendar at Vox Collegiate.

²⁹⁰ Conferences may be in-person or via telephone.

²⁹¹ 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.

or succeeded. They will 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, Principals, and Dean of Curriculum and Instruction (hired in Y3) will review data prior to Data Days in order 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.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

The grading policy at Vox Collegiate will be a highly consistent and clearly codified mastery-based grading system. The same system will apply 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 can be 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 will receive ongoing training regarding grading and will be 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 will be a component of Data Days.

Figure 46: Grading Scale

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 will not be 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 will be 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 in order to support the student’s academic growth and mastery of content, the Head of School will make a written determination and specify reasons for retention and recommended academic support and intervention. Prior to the end of the school year, the Head of School will hold 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 course or complete unsatisfactory/missing projects during Summer Academy. Retention decisions will be made on an annual basis. Students may be retained in a grade level for more than one year.

Figure 47: Grade Level Promotion Requirements

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 60 or more course credits with a C- (70%) or better, including core content areas as applicable to individual schedules (English, Math, Science, Social Studies)
Into 11 th	Student has earned 60 or more course credits with a C- (70%) or better, including core content areas as applicable to individual schedules (English, Math, Science, Social Studies)
Into 12 th	Student has earned 60 or more course credits with a C- (70%) or better, including core content areas as applicable to individual schedules (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 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 will provide immediate communication to parents in the event of an absence. The call will inquire as to why the student is absent and we will request that parents come to the school to collect any missing work for their student. Weekly progress reports will include the number of absences that a student has accumulated. Parents will 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 will send a letter home to parents regarding student absences and schedule an in-person meeting to create a plan to resolve absence issues. At 15 absences, the Head of School will send a second letter to parents and schedule 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 will call 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 will adopt a full promotion and retention policy, which shall be 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(b)(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 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 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(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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. 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.

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.

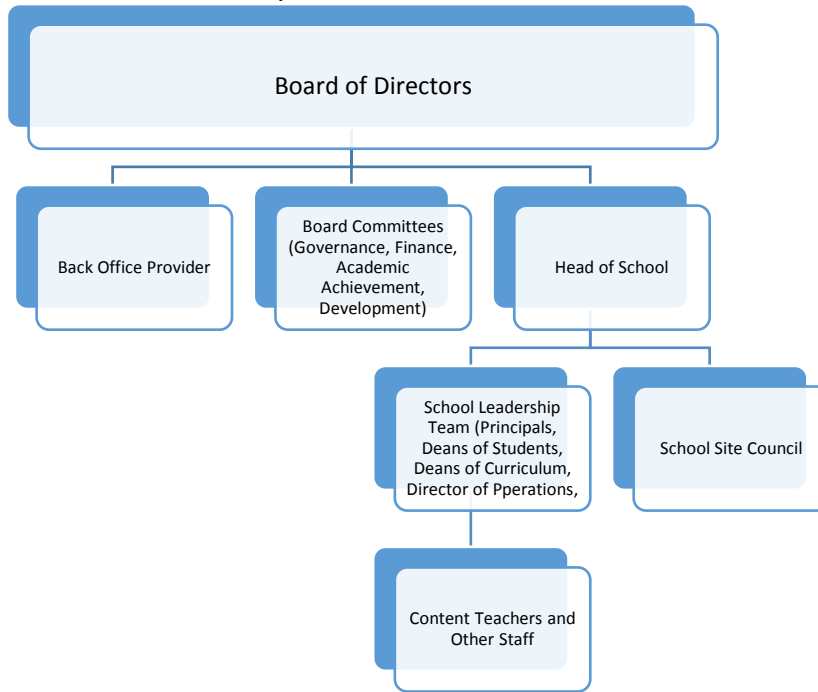
Governance Structure

Vox Collegiate is proposed as an independent charter school. It will be governed and operated by Vox Collegiate, Inc., in accordance with the California Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Within 30 days of authorization, Vox Collegiate, Inc. will apply to the IRS for 501(c)(3) status as a U.S. tax-exempt nonprofit organization. The bylaws, as may be amended from time to time, which shall be adopted by the Board upon authorization, will 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

Figure 48: Board and Accountability Structure



The Board will govern the school, establish policy, and oversee the fiscal, regulatory and academic health of the school. The Board will hire, support, and evaluate the Head of School, who will be the only individual who will report to the Board. The Board will delegate to the Head of School all aspects of the day-to-day operations of the school. The Board will help 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 will be provided by the Head of School and the administrative staff as delegated by the Head of School.

One primary function of the Board will be overseeing and evaluating 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 will stay 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 shall be made at monthly, public Board meetings, which shall always be held in accordance with the Brown Act.

The Head of School will be 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 will be responsible for providing timely reports to the Board. Each month the Head of School will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Brown Act.

Board Composition and Member Selection

The Board shall consist of seven to fifteen members and will conduct business in accordance with its bylaws. The governance work of the Board will be led by Board officers, which include a Chair, Vice Chair, Secretary, and Treasurer. Each officer shall be elected annually by other members of the Board. The Board shall conduct 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 shall consist of an Academic Achievement Committee, Development Committee, Finance Committee, and Governance Committee. Committees shall be formally established, and members appointed, by the Board after authorization. The calendar for regular meetings of standing committees will be adopted by the Board. Standing committee meetings will be 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. All members of the Founding Board will become members of the governing Board.

The Board will consist of seven to fifteen members, and will maintain an odd number for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The Board will convene 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. Prior to authorization, the Board has convened to receive training on charter school governance responsibilities (financial, legal, and academic) and public responsibilities under the Brown Act.

The determination of need to add Directors will be 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 will function in accordance with its Bylaws. Selection of additional Board members post-authorization will be the responsibility of the full Board. Details of that process are outlined below. Annually, including prior to the start of Y0, the Board will receive annual 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 will oversee 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 will be 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, will present potential Board members and officers for election by the then current Board, in accordance with our Bylaws. Other initial, founding Board members, who will serve either one, two or three year terms in order to ensure staggered terms for continuity, Board members will serve a term of three years from the date of their appointments, or until their successors are seated.²⁹² No Board member will serve more than two consecutive three-year terms. Board member will serve staggered terms to balance continuity with new perspective. All qualified Board candidates, nominated by the Governance Committee, will be 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 will be 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

²⁹² Length of initial Board terms will be determined by founding Board members drawing paper tabs labeled as 1, 2, or 3 years from a container.

- 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 will be held on a monthly basis within District boundaries. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the Bylaws and provisions of the Brown Act. The exact location of meetings will be 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 shall meet annually for the purpose of organization, appointment of officers, and strategic planning. A resolution setting the annual calendar of Board and committee meetings will also be adopted at this meeting. This resolution will specify the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, shall be held at a time, date, and location as noticed by the Board in accordance with the Brown Act.

Vox Collegiate will comply with the Brown Act. It will hold all meetings in locations accessible to the public; it will post its Board of Directors schedule of meetings; it will post notices and agendas of regular meetings at least 72 hours in advance; and it will record and post actions of the Board. Postings will 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 will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided

in English and Spanish. For easier access, Vox Collegiate will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business plus special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act. Given our commitment to community connection, the Board will make 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 then in office shall constitute of 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 will be taken during open meetings or via written action in accordance with the Brown Act.

As the entity with ultimate oversight responsibility, LAUSD will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions and policies established by the Board during the year. The annual audit will abide 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 be successful and fulfill its mission, it must be 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.

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 high school graduation, we will engage our families early and often, including:

- Home Visits - individual meetings between families and the Head of School
- Parent University – family orientation prior to the start of the school year
- Monthly Family Nights – monthly celebrations of cultural events and student achievements

- Weekly Progress Reports – weekly written updates regarding student academic and character performance
- Student Progress Conferences – trimester (middle school academy) or quarter (high school academy) conferences between teachers and families to discuss individual student successes and areas of growth
- Bi-weekly Phone Calls – biweekly communication from teachers to parents regarding student successes and areas of growth
- School Site Council – advisory board comprised of the Head of School, teachers, students, parents, and community representatives
- 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 will 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 will include the Head of School, teachers, students, parents, and community members. Members of the School Site Council will be elected by their constituent group. Throughout the school year, the School Site Council will meet 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 will attend School Site Council meetings.

Understanding our commitment to the broader community surrounding Vox Collegiate, we will work to partner with various community members and organizations and involve them with the school and our students. Students and staff will participate in community service initiatives lead by both Vox Collegiate and community organizations. Additionally, Vox Collegiate will keep the community apprised of school developments through communication with the Watts Gang Task Force and the Watts Neighborhood Council.

Vox Collegiate will engage the School Site Council, ELAC, staff, students, parents, and other community stakeholders regarding the annual LCAP. Engagement will consist of surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of Vox Collegiate’s LCAP. In May, after a preliminary school budget, LCAP, and associated goals are completed, the Head of School will present 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.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(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 at Vox Collegiate, we have allocated resources in our budget, beginning in Y0, to recruit qualified candidates to be a part of the team at Vox Collegiate. A founding Principal will be hired to work with the Head of School in Y0 to plan and prepare for the Charter School opening. Therefore, recruitment of a founding Principal will formally begin upon authorization with the goal of hiring a Principal by December 31, 2017. The individual hired as founding Principal will begin formally working with the Head of School to prepare for the Charter School’s opening on a part-time contract basis in April 2018. The founding Principal will begin work as a full-time employee of Vox Collegiate in July 2018. We will 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 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

Figure 49: Management Structure Y1-5

Management Structure Y1-5	
Y1	Head of School, Principal, Operations Manager, Office Clerk, Teaching Staff (5) (including one special education teacher)
Y2	Head of School, Principal, Operations Manager, Office Clerk, teaching staff (10) (including two special education teachers)
Y3	Head of School, Principal, Dean of Students, Dean of Curriculum and Instruction, Operations Manager, Special Education Director, Office Clerk, Teaching Staff (15) (including three special education teachers), Instructional Aids (2)
Y4	Head of School, Principal (2), Dean of Students (2), Dean of Curriculum and Instruction, Operations Manager (2), Special Education Director, Office Manager, Office Clerk (2), Teaching Staff (23) (including four special education teachers), Success Counselor, Instructional Aids (2), IT Coordinator
Y5	Head of School, Principal (2), Dean of Students (2), Dean of Curriculum and Instruction, Operations Manager (2), Special Education Director, Office Manager, Office Clerk (2), Speech and Debate Director, teaching staff (29) (including four special education teachers), Success Counselors (2), Instructional Aids (4), IT Coordinator

Employee Positions and Qualifications

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

Figure 50: Key Employee Job Descriptions

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 	<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

		<ul style="list-style-type: none"> 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 	<p>the creating of curriculum materials²⁹³</p> <ul style="list-style-type: none"> 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 misbehavior²⁹⁴
Principal	Y	<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)²⁹⁵ 	<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

²⁹³ These responsibilities will be delegated to middle and high school Principals after Y3, with support and oversight from the Head of School.

²⁹⁴ These responsibilities will be delegated to middle and high school Principals after Y3, with support and oversight from the Head of School.

²⁹⁵ A school with a similar student population would include the following:

- At least 70% of students qualifying for free or reduced lunch prices
- At least 20% of students classified as EL

		<ul style="list-style-type: none"> 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 <p>Background check clearance</p>	<p>curriculum materials with Head of School</p> <ul style="list-style-type: none"> 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
<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

- At least 65% students identified as Black or Latino
- At least 10% students with special needs
- At least 40% of anticipated students entering 6th or 9th grade students performing below grade level



			<ul style="list-style-type: none"> • 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)
Dean of Students	Y	<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 GRAVITY 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
Dean of Curriculum and Instruction	Y	<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 and professional achievement with quantifiable success • Strong classroom management and instruction skills • Experience coaching instruction and writing curriculum • Experience with data organization and analysis 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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 with instructional support as requested
<p style="text-align: center;">Special Education Director</p>	<p style="text-align: center;">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

			<ul style="list-style-type: none"> • 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 • Lead regular meeting of members of the special education team to collaborate and share best practices • 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
Office Manager	N	<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)
Office Clerk	N	<ul style="list-style-type: none"> • Commitment to school’s mission • Experience with Microsoft office 	<ul style="list-style-type: none"> • Maintain a calm and welcoming front office environment

		<ul style="list-style-type: none"> • 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"> • 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)
General Education Teachers	Y	<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
Special Education Teachers	Y	<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

			<p>academic success of special education students within the classroom</p> <ul style="list-style-type: none"> • 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
Speech and Debate Director	Y	<ul style="list-style-type: none"> • Record of passion and commitment to developing communication skills • Experience working with California High School Speech Association and National Speech and Debate Association • 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 teachers in grades 6-8 • Teach 9th grade speech and debate and advanced speech and debate • Manage and coordinate competitive speech and debate team for high school students • 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
Instructional Aids	N	<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

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

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.

Vox Collegiate will implement a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These will also be reviewed and discussed with the school's insurance carriers and include the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of AB 1432, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person’s employment, and proof of that training will be provided to the president of the school’s governing board.

Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

The Operations Manager will serve as Custodian of Records per DOJ Requirements.

Vox Collegiate supports and promotes the health and wellness of students through physical education, nutrition, and health courses. Physical education is a course requirement from 6th to 10th grade at Vox Collegiate, educating the benefits of physical fitness and encouraging the value of a better quality of life due to healthy living. We will participate in the National School Lunch Program (“NSLP”),

which is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. Vox Collegiate and its food vendors comply with all federal and state regulations of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind. Additionally, food of little nutritional value, or “junk food”, will not be served or distributed on campus, and students will further be discouraged from obtaining and bringing such items onto campus.

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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 enhance 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 will be welcomed and respected at Vox Collegiate.

The Target Community, centered in the Watts neighborhood of Los Angeles, will be the focus of our recruitment and outreach efforts. Based on the most recently available demographic data from the U.S. Census Bureau, the Target Community is approximately 74% Hispanic or Latino, 24% Black or African American, and 2% other.²⁹⁶ We will strive to 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). However, given the demographic make-up of the Target Community and a lack of access to public transportation in Los Angeles, our enrollment may not

²⁹⁶ Census 2010.

exactly match the District’s goals. While we embrace open enrollment and will never discriminate against a student or family based on their race or ethnicity, our student recruitment efforts will focus on the Target Community, as we seek to fulfill the need identified in the Target Community and ensure that families living in the Target Community have access to Vox Collegiate. Consequently, we anticipate our student population to mirror the racial demographics of the Target Community, which is 98% Hispanic/Latino and Black/African American.

We plan to open in August of 2018 with an inaugural class of 105 sixth grade students. With our enrollment goal in mind, the Founding Team of Vox Collegiate has prepared a recruitment plan to engage with families about the potential for their children to enroll as a student at Vox Collegiate. From spring of 2016 through the summer of 2017, we will continue to connect with families and students in the Target Community to share information about Vox Collegiate and provide them with the opportunity to enroll.

Recruitment activities include:

- Social media outreach through Vox Collegiate’s Facebook page, which has been a reliable tool for distributing information about Vox Collegiate and inviting community members to events hosted by Vox Collegiate²⁹⁷
- Presenting at Resident Advisory Council meetings for public housing developments in the Target Community²⁹⁸
- Informational meetings at various eateries in the Target Community, including LocoL and Watts Coffee House²⁹⁹
- Door-to-door family outreach
- Hosting information booths and distributing of marketing materials at local business, public service entities, faith based organizations, and public events, including the annual I Heart Watts Picnic, Winter Wonderland, and the Women of Watts March³⁰⁰
- Presenting at local community meetings, including Watts Gang Task Force and Watts Neighborhood Council meetings³⁰¹

We know that many families in the Target Community are Spanish speaking. Therefore, marketing and informational materials will be in both English and Spanish, and translators will be present at

²⁹⁷ <https://www.facebook.com/voxcollegiate/>.

²⁹⁸ Vox Collegiate presented information about the Charter School to residents of the Jordan Downs Public Housing Project on March 8, 2017, during a meeting to discuss the redevelopment of the community. The founding team of Vox Collegiate hosted a booth at the Health and Fitness Resource Fair in the Nickerson Gardens Public Housing Project on April 8, 2017.

²⁹⁹ Between November 2016 and April 2017, Vox Collegiate held individual meetings with community members at the Watts Coffee House. On February 12 and April 15, 2017, the founding team of Vox Collegiate hosted community information sessions at LocoL Watts.

³⁰⁰ The founding team of Vox Collegiate distributed information at major community events, including the Watts Winter Wonderland on December 8, 2016, the annual TDE Toy Drive and Holiday Concert in the Nickerson Gardens Housing Project on December 20, 2016, and the groundbreaking of Mudtown Farms (a community farm in Watts) on February 15, 2017. The founding team hosted an information table at the Education Town Hall hosted by Great Public Schools Now on December 10, 2016, at WLCAC in Watts. Vox Collegiate will host booths at the upcoming Women of Watts March in June 2017 and the IHeartWatts community picnic in July 2017.

³⁰¹ Vox Collegiate has attended Watts Gang Task Force and Watts Neighborhood Council meetings since December 2016. On April 4, 2018, Vox Collegiate presented on the Charter School at a Watts Neighborhood Council meeting.

recruitment events. Our school website, www.voxcollegiate.org, provides for translation of all material to 20 different languages, including Spanish.³⁰²

We will assess our progress towards achieving LAUSD's goal of 70:30 on an annual basis and adjust our recruitment plan as necessary.

³⁰² Through Google Translate, visitors to our website can select their home language and have all website content immediately translated to the selected language for accessibility.

Element 8: Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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 state law 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, 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, 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.

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 will be welcomed, as outlined in CA Ed. Code § 47605(d)(2)(A). To be included in the admissions process, families must submit an application, which will include their student’s name, grade, birthdate, and contact information.

Applications for enrollment must be received within the posted open enrollment period, which shall typically fall between August 1 and February 28. In August of each year, Vox Collegiate will make a public notice that it is accepting applications for the upcoming school year. Such notice shall include 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 lottery, will be placed on a waiting list for seats.

Student Recruitment

As described in the recruitment plans set forth in Element 7, Vox Collegiate is committed to serving all students and will be an open enrollment public school. Our recruitment efforts will focus on the Target Community, a community in need of high quality educational options. Many of the students in the Target Community will be ELs, students performing below grade level, students with special needs, and students who are socioeconomically disadvantaged. We will 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 will include, social media outreach (through Facebook and Instagram), holding informational meetings at the public housing developments in the target community, 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 eateries. 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 will be 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 will be 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 Founding parents, teachers, and staff, not to exceed 10% of the total enrollment in accordance with LAUSD policy on Founding Parents³⁰³

Founding Parent Requirement

We are committed to ensuring that parents and families work in partnership with Vox Collegiate to ensure that all students graduate high school college and career ready. In earlier elements, we have described ways that we will partner with parents once the school is open. However, we know that there will be parents and families who partner with and contribute to Vox Collegiate prior to opening. We will show our appreciation for our early parent and family partners by providing an opportunity for them to be designated as a “Founding Parent,” the designation of which shall be in full compliance with LAUSD policy.³⁰⁴ In order to be a Founding Parent, parents of potential student enrollees must contribute 40 hours of personal time, beginning May 1, 2017, through the first day of instruction. Parents shall not be required to make any financial contribution to be designated a Founding Parent. Vox Collegiate will comply with all oversight requirements related to designation of Founding Parents.

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 will be determined by random public lottery, the process for which will be open and transparent. All students who have timely submitted applications for enrollment will be included in the lottery, subject to the admissions preferences described above, and will be notified of the date, time, and location of the lottery, which shall occur no later than two weeks following the application deadline. Notice of lottery date, time, and location shall be available at the school site, on the school website, and will be 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 shall occur at the school site, unless a lottery occurs in year-one prior to a school site being secured. The location of the lottery shall be publicly available, large enough to accommodate interested families, and ADA compliant to allow for full public access. Translation services will be provided so that English and Spanish speaking individuals may fully access to proceedings. The date and time of the lottery shall be set so that most interested parties and stakeholders will have an opportunity to attend.

Lottery rules will be 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 will be identified. Student names will be 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:

³⁰³

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/106/Policy%20on%20Charter%20School%20Authorizing%20LAUSD-Revised-02-07-12.pdf>

³⁰⁴ Ibid.

- Student names will be printed on slips of paper and placed into a box, with enrollment preferences identified by visible mark.
- Upon being drawn, student names will be 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 lottery results will be 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, will be completed prior to an announcement of final lottery results.

Student names will be drawn until all open seats are filled. Remaining names will be pulled and placed in chronological order to populate the waitlist. Students applying for enrollment after the lottery will be 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 will be 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 will be 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 will be 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 shall maintain 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(b)(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)(5)(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 will develop and implement 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 will be knowledgeable about the CDE’s audit guide and, as required under CA Ed Code §47605(b)(5)(I), the school will hire an independent auditor to complete a comprehensive, annual fiscal audit of the Vox Collegiate.

Vox Collegiate will complete its annual fiscal audit in accordance with required deadlines. A copy of the auditor’s annual audit findings will be 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”), will ensure timely submission of all documents.

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

The Audit Committee shall annually assume 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, will work 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 will be reported to the Audit Committee, which will review findings and, along with the school’s third party financial back officer provider, review any exceptions and deficiencies. In conference with the auditor, exceptions and deficiencies will be resolved prior to completion of the final report. Audit findings, including exceptions and deficiencies, will be 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.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 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 and the MCD, 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 504 Plan?

Notwithstanding 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, 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.

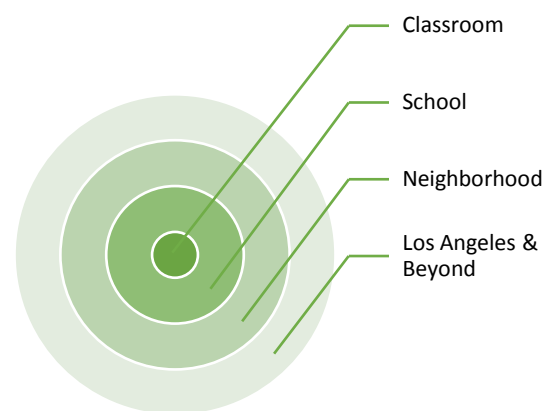
Through our discipline policy, we seek to provide students with a safe, structured, community-oriented environment - an environment in which chaos is removed and predictable expectations are the norm. We have learned from the examples of high performing urban charter school throughout the country and will implement a policy that is developmentally appropriate and fosters students' ability to make responsible personal decisions as contributing members of a larger community, which will be a critical skill as they gain autonomy through high school and into college. Families will 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 will be 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 will be 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.

At school, Vox Collegiate students will be provided with ample opportunity to display how living out our GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You strengthens our community circles at each level, and be recognized for such displays. Whether in a classroom or the halls of the school, at the local barbershop or sitting at the top of the bleachers at Dodger Stadium, our students are expected to uphold our Gravity values. At weekly town hall meetings, from sixth through twelfth grade, we will celebrate students who best exemplify our GRAVITY values and provide opportunities for student who have breached our expectations to make amends with the rest of the school community. The public apology will not be a platform to embarrass or ridicule children. The public apology is an opportunity for students to acknowledge how their behavior has affected the school community and to declare to the community that they will take steps to ensure that our school remains a safe and welcoming environment for all. Public apologies will not be required of students. However, through our development of individual voice, we believe that students will embrace the opportunity to share with their community what they know is just and right.

Figure 51: Concentric Circles of Community



More importantly than a platform for the students to acknowledge transgressions, town hall meetings will be an opportunity to regularly and systematically celebrate student achievement. We will do so in some of the following ways:

- Individual awards based on each of the seven GRAVITY values of Grit, Respect, Ambition, Voice, Integrity, Team, and You
- Schoolwide celebrations of students who have exceeded mastery in various content areas
- Exceptional student speech performers that showcase their growth and talent
- Progress towards schoolwide academic and cultural goals that result in prize opportunities for students

Outside of town hall meetings, we will celebrate student success in the classrooms and in the halls. Our mission is the success of our students and we will encourage it every day. A structured and supportive environment at Vox Collegiate, coupled with clearly defined expectations of what it means to live out our school values, safeguard circles of community within the school.³⁰⁵ Our mission is prioritized. Our expectations are clear. Our consequences for poor choices are defined, consistent, and clearly communicated to students and families. Our positivity is genuine. Our support and belief that every child will succeed is unwavering. This is our culture.

Behavior Infractions

We will 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.³⁰⁶ 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.

When corrective action is needed, teachers will be 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 a 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

³⁰⁵ A “structured environment” means clearly defined, consistent, and predictable academic and operational systems that are communicated to students and families prior to the start of the school year. Systems include student homework, student bathrooms, student uniforms, arrival and dismissal, expectations of peer interactions, expectations for student-staff interactions, and consequences for behavior infractions.

³⁰⁶ Canter, L. (2010). *Assertive discipline, positive behavior management for today's classroom (4th ed.)*. Bloomington, IN: Solution Tree Press.

consequences from a ladder that has been communicated in advance to students. At Vox Collegiate, the ladder is as follows:

Figure 52. Vox Collegiate Consequence Ladder ³⁰⁷

Step	Consequence
1 st Consequence	Verbal Warning
2 nd Consequence	Conversation During/After Class
3 rd Consequence	Conversation After Class, In-class Reflection ³⁰⁸ , Phone Call Home
4 th Consequence ³⁰⁹	Sent Out of Class for Restorative Conversation with Head of School or Dean of Students, 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. 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, assign a lunch detention, and call the child’s parent. Serious behavior infractions may subject a student to suspension or expulsion, as described in detail below.

Family Engagement

To ensure a meaningful education for every student, Vox Collegiate will involve and invest parents and families in our school culture and educational program. 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 will communicate 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 will keep families abreast of student progress, academically and behaviorally, so that decisions about each student’s education will be informed decisions. Vox Collegiate will make language accommodations so that all families are able to access school communications. We will take the following steps to build our relationship with families:

³⁰⁷ Student behavior and consequences will also be tracked on a scale of professionalism (unprofessional, neutral, professional, exceptional) in each class period. Students begin each class period as professional and will move up and down the scale based on behavior. A consequence equates to a move one level down the professional scale. However, positive behavior will move the student upward on the scale. Students who have three unprofessional periods in a day will receive lunch detention.

³⁰⁸ In-class reflections will be a reflection page that asks students to describe the actions they took to lead to a consequence, how the consequence made them feel, whether they felt the consequence was fair, what they can do to avoid the consequence in the future.

³⁰⁹ Triggers restorative justice protocol.

- **Home Visits** - Prior to the beginning of the school year, a member of the Head of School or designated member of the Leadership Team will meet with newly enrolled students and their families at their homes. Home Visits provide school leadership and families the chance to engage in an intimate conversation about Vox Collegiate's mission and its expectations for students and families. Families will have a chance to ask questions that are important to them in a comfortable environment. In these meetings, the Head of School or his/her designee seeks to begin developing a trusting, personal relationship with each student and family so that the families will feel comfortable partnering with school leadership to support students.
- **Parent Universities** – Vox Collegiate will hold Parent Universities (Family Orientations) for all families prior to the start of each school year. These meetings will provide parents with information about school expectations, systems, policies, and supports. Both teachers and school leadership will 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 will be held for all parents between 10 and 14 days prior to the first day of school.
- **Weekly Progress Reports** – At the end of each week, families will receive a student progress report with information regarding student academic and behavioral progress. As part of weekend homework, parents will sign progress reports to confirm that 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 will be 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 (middle school academy) or first three quarters (high school academy), parents will have meetings with students' primary academic advisor in order receive student report cards. These conferences will 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.
- **Bi-weekly Phone Calls** – At least one teacher will make a biweekly phone call to parents to provide updates on student progress. These phone calls will celebrate student successes and provide parents with information about growth opportunities for their student. Teachers will be prepared to answer parent questions about student progress.
- **Monthly Family Nights** – We will hold monthly family nights that will be an opportunity to celebrate the progress of our students and for families to see how we are working to educate their students. Family Nights will be 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.
- **Monthly Newsletter** – Vox will send families monthly Newsletters 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 that 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 will receive annual training during Sumer Institute (four 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*.³¹⁰ Teachers will spend time practicing prevention strategies and quick behavioral corrections that will allow students to maximize distraction-free instructional time.

Alternatives to Suspension

Whether in the classroom or the school-wide town hall meetings, students will be expected to uphold our GRAVITY values in everything that they do. When they do, they will be recognized for their contributions to community success. When they do not, which is inevitable for children, they will be 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)³¹¹
- In-class reflection
- In-school suspension
- Out-of-school suspension
- Expulsion

³¹⁰ Lemov, Doug, *Teach Like a Champion 2.0*. Jossey-Bass, San Francisco, CA, 2014.

³¹¹ Students will only be required to complete out-of-school community service projects after agreement between the school, student, and parents. In school community service projects may include campus beautification, assisting the operations team with before or after school operations, writing and distributing shout-out cards to fellow students (to be vetted by a classroom teacher). Out-of-school community service projects would include partnering with local organizations who have planned community service efforts in the Target Community. Students who participate in such projects will always be accompanied by a member of Vox Collegiate's staff.

Grounds for Suspension & Expulsion

Behavior matters that are persistent and/or outside of the bounds of lunch detention will be handled by the Head of School or Principal.³¹²³¹³ 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 will be 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 Students.

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 will be required to complete any assignments missed when out of school or class and provided with tutorial support upon return. Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving in-school suspension will be 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 will be 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 will be 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.

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(s) as hired, and Dean of Students will complete any necessary fact-finding and communicate with parents throughout the expulsion determination process.

³¹² Persistent behavior matters include students who receive a fourth consequence in class period or receive lunch detention more than two days in a week.

³¹³ The Dean of Students (hired in Y3) will support the Head of School and Principal in handling student behavior, serving as a primary interventionist for major behavior infractions.

³¹⁴ Potential breaches will be identified and listed in the Student and Family Handbook.

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.^{315,316} 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 § 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))

³¹⁵ Enumerated acts are copied from CA. Ed Code § 48900.

³¹⁶ We recognize that the California legislature regularly updates and amends laws and regulations governing student suspension and expulsion. We will regularly update our suspension and expulsion policies to reflect legal and regulatory changes.

- 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:³¹⁷ In such cases, expulsion shall be decided by the Board if it finds that either (i) other means of correction are

³¹⁷ Enumerated acts are copied from CA. Ed Code § 48915(a).

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:³¹⁸

- 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:

³¹⁸ Enumerated acts are copied from CA. Ed Code § 48915(c).

- 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 will be notified. Parents shall have the opportunity to appeal suspensions and expulsions. Suspended students, whether in-school or out of school, will be 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 and clear and present danger to the lives, safety or health of the student, other students, or school personnel. In such case, parents shall be notified as soon and a conference will be 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 surrounded the student act triggering suspension consideration. Severity of the offense, impact on school community, and student behavioral history will be 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 will be aligned with the severity of the behavior, but will 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 will be scheduled between the parent/guardian and the Head of School or the Head of School's designee (Principal or Dean of Students) 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.³¹⁹ 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 student's 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 Students, 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.

³¹⁹ See p. 209, Element 10, for a description of Vox Collegiate's readmission and reinstatement rules and procedures.

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 recommend 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 will be 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 send 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 a procedure for the filing and processing of requests for readmission and the process for 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 Collegiate for readmission.

A student or parent/guardian may petition for readmission to Vox Collegiate 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 students and the student's parent or guardian at the time the expulsion order is issued. Vox Collegiate will be responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner. Reinstatement is also contingent upon Vox Collegiate'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(b)(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, per applicable legal and retirement plan requirements.

Certificated, Classified, and other Staff Members

To support the life planning and retirement needs of employees, Vox Collegiate will participate in Social Security and a 403b plan. Vox Collegiate will not participate in CalSTRS or CalPERS. Vox Collegiate retains the option to elect the CalSTRS coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. Vox Collegiate will complete 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, will be covered under Social Security and the 403b plan. The Head of School, with support from the Operations Manager, will ensure 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(b)(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 will 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(b)(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(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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

Vox Collegiate of Los Angeles
c/o Head of School
1353 Masselin Ave., Los Angeles, CA 90019

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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(b)(5)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the LAUSD Board

of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 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, Charter School payroll records, 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 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, Principals, and Board will serve as closure agents.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 the Board of Education of the City of Los Angeles (“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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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.*

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 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance 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."

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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances, 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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(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, or the nature of the program operated, by the charter school, 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(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

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(b)(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 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 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(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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. 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.

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.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

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.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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 state law 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, 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, 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.

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(b)(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)(5)(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:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year

- o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement 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 and the MCD, 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:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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, 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.

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(b)(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, per applicable legal and retirement plan requirements.

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(b)(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.

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(b)(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(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein

shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the

LAUSD Board of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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:

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.

14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school

5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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 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:

10. 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.
11. 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.
12. 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.

13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

4. 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.

5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. 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 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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:

(iii) 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

(iv) 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.

(iii) 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.

(iv) 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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:

5. 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 the Board of Education of the City of Los Angeles ("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.
6. 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.
7. 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.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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.*

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 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance 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.”

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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

