

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vox Collegiate

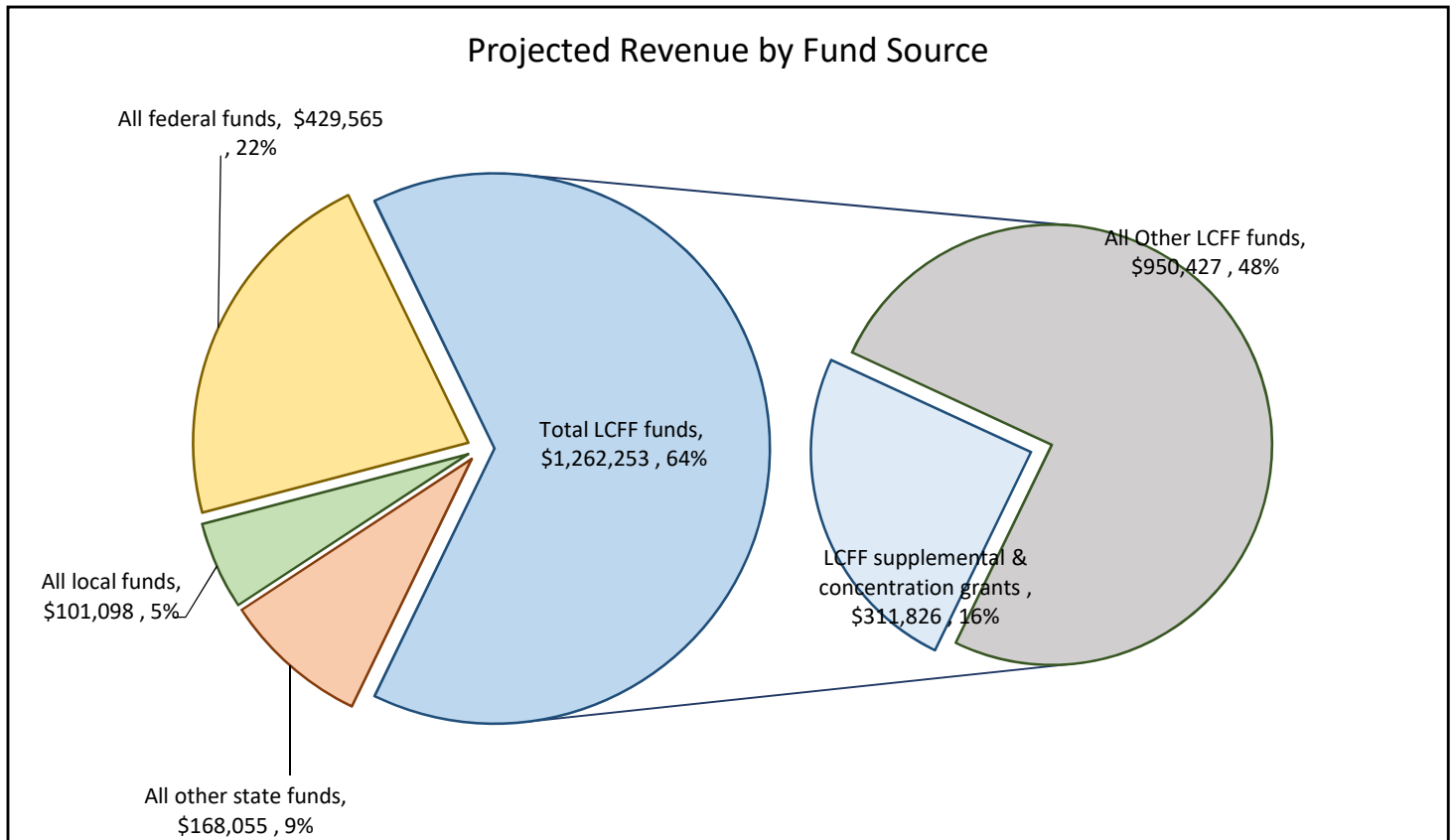
CDS Code: 19-64733-0137521

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: TyAnthony Davis, Head of School - tdavis@voxcollegiate.org 323.902.7133

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

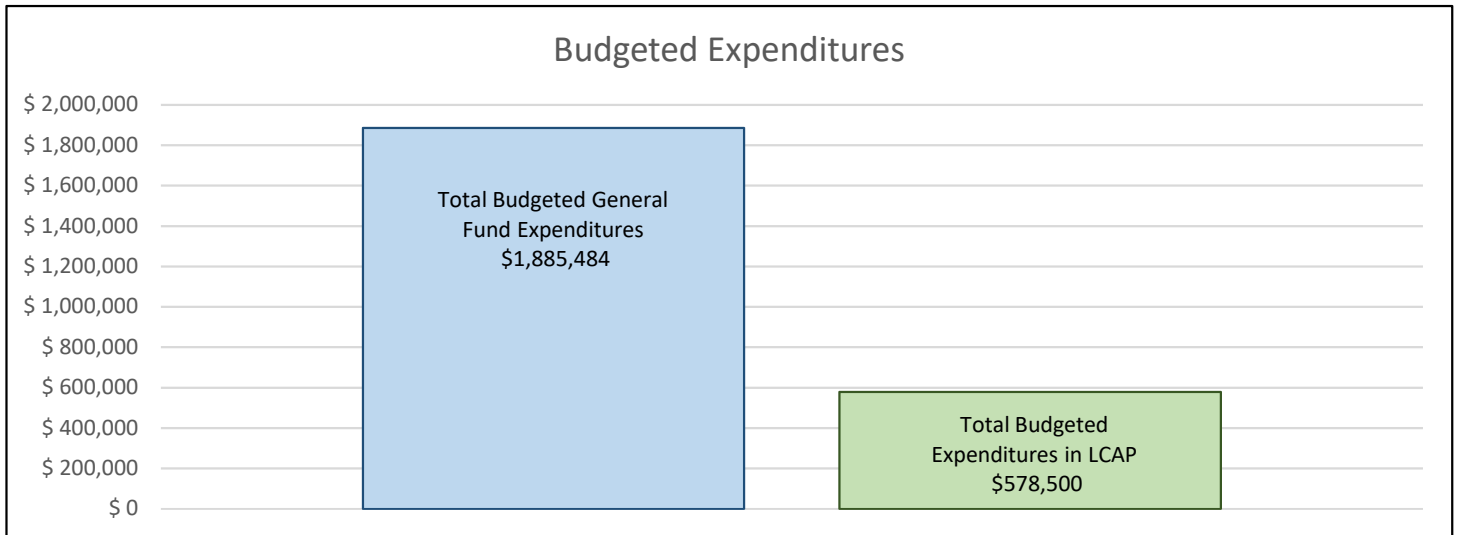


This chart shows the total general purpose revenue Vox Collegiate expects to receive in the coming year from all sources.

The total revenue projected for Vox Collegiate is \$1,960,971.00, of which \$1,262,253.00 is Local Control Funding Formula (LCFF), \$168,055.00 is other state funds, \$101,098.00 is local funds, and \$429,565.00 is federal funds. Of the \$1,262,253.00 in LCFF Funds, \$311,826.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Vox Collegiate plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Vox Collegiate plans to spend \$1,885,484.00 for the 2019-20 school year. Of that amount, \$578,500.00 is tied to actions/services in the LCAP and \$1,306,984.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

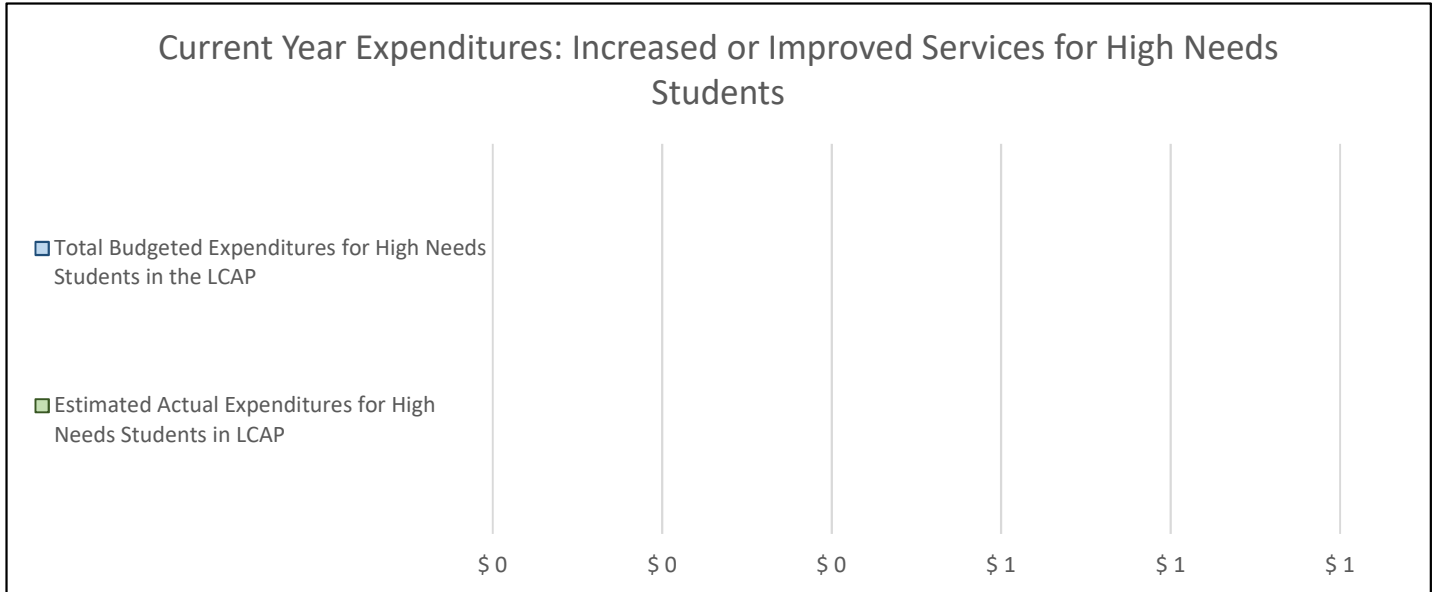
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Vox Collegiate is projecting it will receive \$311,826.00 based on the enrollment of foster youth, English learner, and low-income students. Vox Collegiate must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Vox Collegiate plans to spend \$0.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Vox Collegiate budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vox Collegiate estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Vox Collegiate's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Vox Collegiate estimates that it will actually spend \$0.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Vox Collegiate of Los Angeles

Contact Name and Title

TyAnthony Davis
Head of School

Email and Phone

tdavis@voxcollegiate.org
(323) 902-7133

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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.

Overview

Vox Collegiate of Los Angeles ("Vox Collegiate") opened in August 2018 in South Los Angeles, serving 60 students in 6th and 7th grade. Vox Collegiate will grow to serve students in grades 6th – 8th grade in the 2019-20 school year. At the end of the 2018-19 school year, approximately 55% of students are Latino and 45% are African American. 10% qualify for Special Education Services and 20% are classified as English Learners. 85% of students qualify for Free and Reduced Lunch. Vox Collegiate is considered a Title 1 School and is located in a high need community.

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:

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

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP includes a consolidation of goals from the previous year's LCAP. This was done in order to streamline goals and make them more measurable and attainable.

After stakeholder input, this year's LCAP specifically addresses supports for social emotional learning for students.

This year's LCAP goes into further detail about our academic programs, textbooks, and novels, as well as state test scores.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Vox Collegiate school leadership conducted an end of year review of school performance. The following areas of success were noted:

- Students maintained a positive connection with the school and school staff
- Students felt valued by school staff
- Students felt like their academic growth was celebrated
- Students showed significant growth in math as measured by the NWEA MAP assessment
 - 82% of 6th grade students met or exceeded their NWEA MAP projected growth in math
 - 88% of 7th grade students met or exceeded their NWEA MAP projected growth in math

For the upcoming 2019-20 school year, Vox Collegiate staff will continue to participate in extensive professional development, specifically targeting support for English Learners and students performing below grade level.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

No "Not Yet Met" or "Not Met for Two Or More Years" ratings have been received.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Vox Collegiate completed its inaugural year of school on June 14, 2019. No state indicators have been received.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Vox Collegiate will provide instruction through qualified teachers who will be supported to grow their practice and become highly effective educators.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement
Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
2018-19 100% of teachers appropriately assigned and credentialed	100% of teachers appropriately assigned and credentialed
2018-19 >50% of teachers agree that Vox Collegiate PD has improved their teaching practice	>50% of teachers agree that Vox Collegiate PD has improved their teaching practice

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide weekly professional development to build staff skill in instruction and class culture and interim PD days and data days to provide ongoing support.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provided weekly professional development to build staff skill in instruction and class culture and interim PD days and data days to provide ongoing support.</p>	<p>\$569,125 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$271,337 - LCFF - 1000-1999 Certificated Salaries</p>

Goal 1, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct weekly observations of teacher instruction with debrief/coaching sessions and develop system for peer observation and feedback.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Classroom observations were conducted more frequently than weekly. However, peer observations were not a regular part of the feedback system.</p>	<p>\$118,260 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$82,780 - LCFF - 2000-2999 Classified Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Prior to beginning work at Vox Collegiate, we ensured that all teachers held a valid CA Teacher Credential or Temporary Clearance with appropriate EL Authorization.

Weekly professional development occurred after student early dismissal on Friday afternoons. Other dedicated days in the school calendar were observed for staff professional development and analysis of student performance data. Professional development was designed based on teachers needs observed during classroom observations by Head of School and Principal.

The Head of school worked directly with employees to ensure that teaching placements were appropriate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The process to ensure appropriate teacher placement was effective and sustained throughout the year.

Professional development was executed in accordance with our school calendar and teacher performance improved in accordance with the focus areas for development, including literacy across subjects, data analysis driving instruction, and student discussion within the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because of less than anticipated staffing due to enrollment, the cost of this action was less than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

For the 2019-20 school year, outside experts will be brought in to lead professional development instead of all professional development being lead by the Vox Collegiate team. Teachers will also receive more options to attend professional development trainings outside of the Vox Collegiate schedule.

Goal 2

Provide engaging, standards aligned, college and career preparatory classroom instruction that is differentiated to meet the needs of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 7. Course access
Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>2018-19 100% of students are taught in classrooms with instructional materials aligned to Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), and/or California content standards</p>	<p>100% of students are taught in classrooms with instructional materials aligned to Common Core State Standards (CCSS), Next Generation Science Standards, and/or California content standards</p>
<p>2018-19 >95% annual average daily attendance</p>	<p><95% annual average daily attendance</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$49,885 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$24,942 - LCFF - 4000-4999 Books and Supplies</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS.</p> <p>Develop internal assessments as needed and provide PD to staff to support implementation.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provided weekly professional development to build staff skill in instruction and class culture and interim PD days and data days to provide ongoing support.</p>		
--	--	--	--

Goal 2, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher instructional plans are reviewed on a weekly basis to ensure that they are aligned to appropriate standards and include specific differentiation for varying student levels, including those performing above and below grade level.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Lesson plans for core subjects were provided to teachers and aligned to instructional calendars. Therefore, they were not required to be reviewed prior to instruction. However, instructional materials were vetted by Head of School and Principal prior to use in the classroom.</p>	<p>\$14,783 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$7,392 - LCFF - 1000-1999 Certificated Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Curriculum materials were all successfully aligned to appropriate standards and objectives, including English Language Development standards. Additional curriculum materials, including adaptive learning software were added throughout the year to help meet the differentiated needs of students.

- Math: OpenUp Resources
- ELA: Teacher Created Curriculum
- Science: Teacher Created Curriculum and Freckle
- History: History Alive and Teacher Created Curriculum

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Head of School and Principal reviewed all curriculum materials prior to the start of the school year to ensure alignment. Throughout the year, a curriculum matrix was maintained to ensure that the school leaders were aware of what core curricula and support materials were used for each subject taught at the school.

Student attendance did not meet the goal of greater than 95%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than expected student enrollment and access to free curriculum materials that were created by other successful school lowered the actual cost of curriculum materials.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Student attendance will remain at 95% and actions will be included to support more engaging curricula in order to support increased student attendance.

Goal 3

Develop and maintain an instructional program, including systematic data analysis thereof, which measures and supports student achievement as a whole a school and various demographic group, maximizing the schools physical, human, and fiscal resources.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 8. Other pupil outcomes
 Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
2018-19 >4% than LAUSD average SBAC performance	2018-19 SBAC data has not been released.
2018-19 33% of difference between the average student diagnostic percentile score and score of 75 on NWEA MAP	33% difference achieved by 7th grade math 33% difference not achieved by 6th grade math, 6th grade ELA, or 7th grade ELA

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide grade level instruction aligned to CCSS and NGSS. Develop internal assessments as needed and provide PD to staff to support implementation.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Content area assessments in ELA and Math were developed based on core curricula and administered in accordance with instructional calendars. Professional development time was dedicated to data analysis based on internal assessment data.	- LCFF - 4000-4999 Books and Supplies (repeated expenditure)	- LCFF - 4000-4999 Books and Supplies (repeated expenditure)

Goal 3, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Administer NWEA MAP assessment to all students three times per year to assess and monitor individual growth in ELA and math.</p> <p>Review data with staff to improve instruction and supports provided to students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NWEA MAP assessments were administered in the fall, winter, and spring to measure student growth. Student performance was on NWEA MAP was analyzed throughout the school year on designated professional development days to plan instructional focus.</p>	<p>\$18,296 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>	<p>\$9,148 - LCFF (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All core instructional materials were aligned to appropriate standards. Internal assessments were developed by teachers to track student progress. On designated non-instructional data days, teachers and school leaders analyzed student performance data on internal assessments, including NWEA MAP to modify instructional plans to better meet student needs, including plans for remediation and accelerated work.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions implemented effectively increased student academic performance and mastery of grade level standards throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than expected student enrollment and staffing led to reduced expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The school will continue to dedicate funds to data analysis days for teachers that are non-instructional. Funds have been allocated to support professional development focused on staff collaboration to increase the instruction of literacy across subjects in an effort to increase ELA performance.

Goal 4

Vox Collegiate will utilize best practices to support the English language development needs of English Learner students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
2018-19 100% of EL students advance at least one performance level on the ELPAC per year.	2018-19 data has not been released
2018-19 Schoolwide EL reclassification rate will exceed district average	2018-19 data has not been released
2018-19 100% of EL reclassified students receive quarterly review	TBD based on 2018-19 data on reclassified students

Actions / Services

Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Project GLAD and SDAIE strategies training to all teachers during summer PD</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers were provided with professional development during summer PD on how to incorporate ELD standards in their classrooms and strategies to support Els</p>	<p>\$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$2,750 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Designate an ELD Lead to provide oversight of support to EL students and EL assessments</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Principal was designated as ELD lead and provided oversight and direct support of EL students.</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

Goal 4, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide designated ELD instruction during Focus period to CELDT/ELPAC level 1 and 2 students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Designated ELD instruction was provided during daily Reading Group period to all EL students</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were supported with professional development for implementation of Project GLAD and SDAIE strategies. The major difference in plans versus implementation was in the designation of an ELD Lead. Rather than designating a teacher, the school's Principal served in the role as ELD Lead for the school. The principal also provided instruction for students at ELPAC levels 1 and 2.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

English Learners showed academic growth on internal assessments. Annual ELPAC data will be reviewed upon its receipts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower than expected enrollment, staffing changes required a change in assignment of the designated ELD Lead. Additionally, costs to support students was lower than anticipated because of lower than expected enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The school will transition designated ELD instruction from Principal to lead teachers who will provide support in Reading Group and during designated push-in or pull-out times throughout the school day.

Goal 5

Students and their families will feel like partners with the school, working collaboratively to create a safe, structured, welcoming, inclusive, and joyful learning environment that best prepares students to learn and grow.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2018-19 >89% of families respond to annual survey	Annual survey was replaced by targeted parent conferences
2018-19 >89% of families are satisfied with school	Annual survey was replaced by targeted parent conferences
2018-19 >94% ADA	<94% ADA

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 5, Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide weekly communication with parents in English and Spanish regarding student progress and/or information and opportunities to be involved on campus</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parents were provided weekly grade and behavior progress reports</p>	<p>\$109,850 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$11,075 - LCFF - 2000-2999 Classified Salaries</p>
--	---	---	--

Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students progress</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent-Advisory conferences were conducted during trimesters 2 and 3</p>	<p>\$61,608 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$15,000 - LCFF - 1000-1999 Certificated Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rather than implement an annual survey, the school held solicited parent feedback through conferences with teachers and school leaders. The school followed through on plans to communicate with parents through weekly academic and behavioral progress reports.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Communication regarding parent satisfaction was not as effective as the school would like. Plans have been made to provide more opportunities for feedback in the 19-20 school year, including a triannual survey.

Parents expressed feeling included and informed about students' academic and behavioral performance through weekly school updates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs associated with parent communication and inclusion was less than anticipated due to lower than anticipated enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

In 19-20 the school will provide more opportunities for parental and family voice to be heard at the school through meetings, conferences, and a triannual survey.

Goal 6

Vox Collegiate will create a positive, safe, and focused school culture by fostering strong relationships with students and families.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2018-19 >94% ADA	<94% ADA
2018-19 <3% suspension rate	>3% suspension rate

2018-19 <1% expulsion rate	<1% expulsion rate
2018-19 >50% of students somewhat or strongly agree that they matter to their classmates and teachers	Question was worded slightly different in end of year surveys but students did agree that they felt they mattered to their teachers

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Implement SEL-focused Advisory curriculum in all Advisories	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools SEL supports and teaching were provided in Speech and Debate and by Principal through healing circles	\$44,347 - LCFF - 1000-1999 Certificated Salaries	\$42,775 - LCFF - 1000-1999 Certificated Salaries

Goal 6, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$37,000 - LCFF - 1000-1999 Certificated Salaries	\$18,500 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct bi-weekly phone calls to all families to discuss student performance, behavior, and attendance</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Bi-weekly phone calls were not always completed by teachers. Daily phone calls were made to students not meeting attendance goals and behavior related phone calls were made as-needed</p>		
--	--	--	--

Goal 6, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The office clerk will monitor and track attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the Head of School for further action. All teachers will be trained to lead an advisory, where students develop the schools core values, learn study skills, and receive one on one academic coaching.</p> <p>There will be daily phone calls to the parents of students marked absent, with conferences scheduled for parents of students with multiple absences or tardies in any trimester.</p> <p>Students achieving 100% on-time</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All teachers led daily advisory classes with common activities, including journaling and reflections on the schools core values.</p> <p>Office Manager was monitored student attendance and made daily phone calls to parents not in attendance. Phone and in-person meetings were scheduled with parents of students who were repeatedly absent.</p> <p>Students who met attendance goals, behavior goals, and academic goals were invited to attend an end of year bbq celebration.</p>	<p>\$8,600 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

attendance will be recognized at school celebrations

Goal 6, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school will host the following events organized and lead by the Head of School, Principal, and the office team, for parents to be involved in the school and give input on decisions:</p> <ul style="list-style-type: none"> - Orientation prior to first day of school with two options for attendance. - Report cards pick-ups (parent- teacher conferences) will take place 3 times/year - The school will host monthly family events during the evening with the Head of School and Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development. - The school will organize and promote School Site Council meetings to address the schools Title I program and the academic support programs to increase ELA & Math student academic achievement. - The school will host English Language Advisory Committee (ELAC) meetings to 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The school hosted regular family events, including orientation, report card meetings, evening family events, and school site council. The schools enrollment of EL students did not trigger the requirement for an ELAC</p>	<p>\$3,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$3,000 - LCFF - 2000-2999 Classified Salaries</p>

address the schools ELL Program. ELAC addresses the ELD program and develops methods to support ELL students

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school did not implement all actions with fidelity. Due to constraints on staff, bi-weekly phone calls were not made for every students. The Head of School hosted family events, but attendance from families was lower than desired.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parents expressed a desire to be more included in the school as a means to assist with student behavior. The school's suspension rate was higher than desired and certain supports were not immediately available to students in the community to address behaviors being exhibited within the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than expected enrollment led to lower costs than budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The school has calendared family events for the 2019-20 school year that align to instructional and cultural goals for the school. Teachers will track and be held accountable for bi-weekly phone calls to parents in an effort to keep parents apprised of student performance in school. The school will add an ELAC in 2019-20.

Goal 7

Vox Collegiate SPED students will make meaningful progress towards the achievement of their IEP goals.

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
 Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2018-19 >80% IEP goal completion rate	Goal met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 7, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Hire licensed Resource Specialist Program (RSP) teacher and contract for necessary services to ensure provision of services for students with IEPs</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Special education services were provided by a contracted provider, including a special education aid and case manager, as well as specialists who visited the school to provide services in accordance with student IEP needs</p>	<p>\$100,000 - Other Federal Funds - 1000-1999 Certificated Salaries</p>	<p>\$100,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>

Goal 7, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Conduct regular IEP meetings to review progress and ensure all staff are trained to implement requisite accommodations and modifications</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>IEPs were completed in accordance with student IEP schedules. Professional development was provided to staff by contracted special education entity prior to start of the school year</p>	<p>- Other Federal Funds - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>- Other Federal Funds - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>
---	--	---	---

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rather than hiring a licensed RSP teacher, the school contracted with one through a third party service provider and also contracted with a special education paraprofessional to support students with IEPs in the general education classroom.

All student IEP meetings were held in accordance with calendared dates in each students' IEP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The special education program at Vox Collegiate provided a supportive education in accordance with the IEPs of each student. Students met IEP goals and parents expressed satisfaction with the special education program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than expected student enrollment led to reduced SPED costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Special education aid services will be brought in-house. Other special education services will continue to be provided by a contracted third party that specializes in special education services.

Goal 8

Vox Collegiate students will develop strong communication skills and begin to understand the power and potential of their voices to change the community. Vox Collegiate will ensure students develop the ability to communicate with confidence in diverse contexts and to diverse audiences.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>2018-19 50 minutes of daily speech and debate instruction</p>	<p>Speech and debate class was taught daily for a full 50-minute period</p>
<p>2018-19 >50% of students strongly or somewhat agree that their communication skills have improved from start to the end of the year</p>	<p>Communication skills measurably improved based on performance rubrics used in speech and debate class</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 8, Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Hire a full-time Speech and Debate teacher and provide coaching/support to develop curriculum for course</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Speech and debate class was taught daily for a full 50-minute period</p>	<p>\$65,500 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$25,000 - LCFF - 1000-1999 Certificated Salaries</p>
---	---	--	--

Goal 8, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Devote a portion of staff PD to disseminating best practices for integrating student voice and communication skills into core courses</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Multiple days of summer PD included sessions on increasing student voice in the classroom and practices to encourage student communication</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>- LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rather than hiring a specialized teacher for speech and debate, speech and debate class was led by the social studies teacher.

Professional development for integrating student voice was a priority throughout the entire school year and was led by the Head of School.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The speech and debate class was successful throughout the year with students showing measured improvement in oral reading fluency and their skills of public speaking and communication across all subjects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than expected student enrollment led to staff reduction. Rather than hiring a full-time speech and debate teacher, the responsibility was taken on by another teacher.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Speech and debate will continue to be taught by our social studies teacher with support from our enrichment teacher.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Families were consulted about school priorities and focus of school funds during school site council meetings and other family events. Parents were asked their reflection on current LCAP goals. The most recent discussion of LCAP goals took place at the SSC meeting on May 22, 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents expressed an increased interest in student behavior and social emotional support. Consultations showed a desire to invest more heavily in school culture related to student safety, anti-bullying, and parent involvement. In response to these concerns, the school will include expert professional development on social emotional supports for students, including healing circles and restorative discipline. Additionally, the school will designate a staff member to lead coordination of parent engagement, communication, and participation.

© 2019 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Vox Collegiate will provide instruction through qualified teachers who will be supported to grow their practice and become highly effective educators.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement
Local Priorities:

Identified Need:

Vox Collegiate needs qualified and highly effective educators in order to fulfill its mission.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ALL TEACHERS WILL BE APPROPRIATELY ASSIGNED AND CREDENTIALLED	N/A	N/A	100% of teachers appropriately assigned and credentialed	100% of teachers appropriately assigned and credentialed
A MAJORITY OF TEACHERS WILL AGREE OR STRONGLY AGREE THAT VOX COLLEGIATE PROFESSIONAL DEVELOPMENT ("PD")	N/A	N/A	>50% of teachers agree that Vox Collegiate PD has improved their	>50% of teachers agree that Vox Collegiate PD has improved their

HAS IMPROVED THEIR TEACHING PRACTICE.

teaching practice

teaching practice

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 1, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
N/A	Provide weekly professional development to build staff skill in instruction and class culture and interim PD days and data days to provide ongoing support.	Head of school shall review CTC documentation and coordinate with teachers to ensure all teachers are appropriately assigned prior to the first day of instruction.

Provide weekly professional development to build team environment, staff skill in instruction and class culture and interim PD days and data days to provide ongoing support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$569,125	\$15,000
Source		LCFF	Federal Revenues - Title IV
Budget Reference		1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; Teacher Professional Development
Amount	\$0	\$0	\$443,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$0	\$88,700
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Teacher benefits

Goal 1, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

N/A

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Conduct weekly observations of teacher instruction with debrief/coaching sessions and develop system for peer observation and feedback.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Conduct weekly observations of teacher instruction with debrief/coaching sessions and develop system for peer observation and feedback.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$118,260	\$0
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide engaging, standards aligned, college and career preparatory classroom instruction that is differentiated to meet the needs of all student.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 7. Course access
Local Priorities:

Identified Need:

Instruction for students must prepare them for the rigorous challenges of college and career, while also engaging them to be lifelong learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% OF STUDENTS ARE TAUGHT IN CLASSROOMS WITH INSTRUCTIONAL MATERIALS ALIGNED TO COMMON CORE STATE STANDARDS ("CCSS"), NEXT GENERATION SCIENCE STANDARDS ("NGSS"), AND/OR CALIFORNIA CONTENT STANDARDS	N/A	N/A	100%	100%
>95% ANNUAL AVERAGE DAILY ATTENDANCE	N/A	N/A	95%	95%
Lower percentage of tardy students as compared to LAUSD average	N/A	N/A	N/A	< LAUSD Average tardy %

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 2, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
N/A	<p>Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS</p> <p>Develop internal assessments as needed and provide PD to staff to support implementation</p>	<p>Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS</p> <p>Consult with teachers prior to summer PD regarding previous curriculum materials they have used and would like to continue using or attempt to use with students at Vox.</p>

Develop internal assessments as needed and provide PD to staff to support implementation

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$49,885	\$30,000
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies; Curriculum & Textbook Costs

Goal 2, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged

2018-19

Select from New Action, Modified Action, or Unchanged

2019-20

Select from New Action, Modified Action, or Unchanged

Action:	Action:	Action:
Action	New Action	Unchanged Action
	Teacher instructional plans are reviewed on a weekly basis to ensure that they are aligned to appropriate standards and include specific differentiation for varying student levels, including those performing above and below grade level.	Teacher instructional plans are reviewed on a weekly basis to ensure that they are aligned to appropriate standards and include specific differentiation for varying student levels, including those performing above and below grade level.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$14,783	\$21,875
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Staff time to develop teacher instructional plan

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Develop and maintain an instructional program, including systematic data analysis thereof, which measures and supports student achievement as a whole a school and various demographic group, maximizing the schools physical, human, and fiscal resources.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Maintain, improve, and measure program efficacy to maximize school effectiveness and proper allocation of resources.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student SBAC proficiency rate	N/A	N/A	>4% than LAUSD average SBAC performance	>4% than average SBAC performance for LAUSD middle schools (6-8) within a 2.5 mile radius of Vox Collegiate
FOR GRADES 6-8, IN A COHORT ANALYSIS OF LONGITUDINAL GROWTH, THE ANNUAL INCREASE OF PERCENTILES AMONG STUDENTS IN ELA AND MATH ON THE NWEA MAP ASSESSMENT 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.	N/A	N/A	33% of difference between the average student diagnostic percentile score and score of 75 on NWEA MAP	33% of difference between the average student diagnostic percentile score and score of 75 on NWEA MAP

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 3, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	Provide grade level instruction aligned to CCSS and NGSS. Develop internal assessments as needed and provide PD to staff to support implementation.	Provide grade level instruction aligned to CCSS and NGSS. Develop internal assessments as needed and provide PD to staff to support implementation.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference			

Goal 3, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	<p>Administer NWEA MAP assessment to all students three times per year to assess and monitor individual growth in ELA and math.</p> <p>Review data with staff to improve instruction and supports provided to students.</p>	<p>Administer NWEA MAP assessment to all students three times per year to assess and monitor individual growth in ELA and math.</p> <p>Notify parents and develop individual practice plans for students performing below mean as measured by NWEA MAP.</p> <p>Review data with staff to improve instruction and supports provided to students.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$18,296 (repeat expenditure)	\$2,500 (repeat expenditure)
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; NWEA/MAP

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Vox Collegiate will utilize best practices to support the English language development needs of English Learner students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

Vox Collegiate EL students progress in language development is critical to their preparation for college and career.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL STUDENT ADVANCEMENT ON ELPAC ASSESSMENT	N/A	N/A	100% of EL students advance at least one performance level on the ELPAC per year.	75% of EL students who are enrolled at Vox Collegiate for 75% or more of the school year will advance at least one performance level on the ELPAC per year.

EL RECLASSIFICATION RATE	N/A	N/A	School-wide EL reclassification rate will exceed district average	School-wide EL reclassification rate will exceed average for LAUSD middles schools within a 2.5 mile radius of Vox Collegiate
RECLASSIFICATION FOLLOW-UP FOR STUDENTS RECLASSIFYING AS ENGLISH LANGUAGE PROFICIENT	N/A	N/A	100% of EL reclassified students receive quarterly review	100% of EL reclassified students receive quarterly review

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 4, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	Provide Project GLAD and SDAIE strategies training to all teachers during summer PD	Provide Project GLAD and SDAIE strategies training to all teachers during summer PD Develop plans for designated ELD instruction to occur during through teacher push-in during ELA classes

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$5,500 (repeat expenditure)	\$4,450
Source		Federal Revenues - Title III	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; Teacher training

Goal 4, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	Modified Action
	Designate an ELD Lead to provide oversight of support to EL students and EL assessments	Designate an ELD Lead to provide oversight of support to EL students and EL assessments Designated ELD Lead to provide monthly reports to staff based on academic performance of EL students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$21,875
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; ELD Coordinator

Goal 4, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Provide designated ELD instruction during Focus period to CELDT/ELPAC level 1 and 2 students

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide designated ELD instruction during Reading period to CELDT/ELPAC level 1 and 2 students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$106,000
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	1000-1999 Certificated Salaries; ELA teachers

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Students and their families will feel like partners with the school, working collaboratively to create a safe, structured, welcoming, inclusive, and joyful learning environment that best prepares students to learn and grow.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

Because parental involvement and support for students is a crucial lever to support student achievement and wellbeing, it is important that parents become partners at Vox Collegiate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FAMILY PARTICIPATION IN TRIANNUAL FAMILY SURVEY	N/A	N/A	>89% of families respond to annual survey	>89% of families respond to triannual survey
POSITIVE FAMILY RESPONSES TO TRIANNUAL FAMILY SURVEY	N/A	N/A	>89% of families are satisfied with the school	>89% of families are satisfied with the school
AVERAGE DAILY ATTENDANCE	N/A	N/A	>94% ADA	>94% ADA
STUDENT TARDINESS RATE	N/A	N/A	N/A	% of students tardy to school will be less than average percentage for LAUSD middle schools within a 2.5 mile radius of Vox Collegiate

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 5, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Provide weekly communication with parents in English and Spanish regarding student progress and/or information and opportunities to be involved on campus

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide weekly communication with parents in English and Spanish regarding student progress and/or information and opportunities to be involved on campus

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$109,850	\$7,500
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	5000-5999 Services and Other Operating Expenses; Student Information System
Amount	\$0	\$0	\$9,840
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Office Manager

Goal 5, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students progress	Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students progress and invite parents to specific volunteer opportunities at first and second meetings

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$61,608	\$0
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

Vox Collegiate will create a positive, safe, and focused school culture by fostering strong relationships with students and families, and strategically planning for social emotional student supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

School culture is instrumental to individual student achievement and wellbeing, which strongly affect academic performance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AVERAGE DAILY ATTENDANCE	N/A	N/A	>94% ADA	>94% ADA
SCHOOL SUSPENSION RATE	N/A	N/A	<3% suspension rate	School suspension rate is less than average suspension rate for LAUSD middle schools within a 2.5 mile radius of Vox Collegiate
SCHOOL EXPULSION RATE	N/A	N/A	<1% expulsion rate	School expulsion rate is less than average suspension rate for LAUSD middle schools within a 2.5 mile radius of Vox Collegiate
SCHOOL CLIMATE STUDENT SURVEY OF WHETHER STUDENTS SOMEWHAT OR STRONGLY AGREE THAT THEY MATTER TO THEIR CLASSMATES AND TEACHERS	N/A	N/A	>50% agree with selected statement	>50% agree with selected statement

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 6, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	Implement SEL-focused Advisory curriculum in all Advisories	Implement SEL-focused Advisory curriculum in all Advisories led and planned by designated staff in charge of student emotional wellness

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$44,347	\$63,455
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries;

			Teacher's salaries
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Professional Development

Goal 6, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	Conduct bi-weekly phone calls to all families to discuss student performance, behavior, and	Conduct bi-weekly phone calls to all families to discuss student performance, behavior, and

	attendance	attendance. School will implement positive behavior intervention system which will include the collection of behavior data to be analyzed and used for school culture planning. School will designate a staff lead to plan student behavior and emotional supports, including partnerships with outside entities for counseling and mentorship
--	------------	--

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$37,000	\$16,000
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	5000-5999 Services and Other Operating Expenses; Public Allies

Goal 6, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	<p>The office clerk will monitor and track attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the Head of School for further action. All teachers will be trained to lead an advisory, where students develop the schools core values, learn study skills, and receive one on one academic coaching</p> <p>There will be daily phone calls to the parents of students marked absent, with conferences scheduled for parents of students with multiple absences or tardies in any trimester</p> <p>Students achieving 100% on-time attendance will be recognized at school celebrations</p>	<p>The office clerk will monitor and track attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the Head of School for further action. All teachers will be trained to lead an advisory, where students develop the schools core values, learn study skills, and receive one</p> <p>There will be daily phone calls to the parents of students marked absent, with conferences scheduled for parents of students with multiple absences or tardies in any trimester</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$8,600	\$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Goal 6, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

	<p>The school will host the following events organized and lead by the Head of School, Principal, and the office team, for parents to be involved in the school and give input on decisions:</p> <ul style="list-style-type: none"> • Orientation prior to first day of school with two options for attendance. • Report cards pick-ups (parent- teacher conferences) will take place 3 times/year • The school will host monthly family events during the evening with the Head of School and Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development • The school will organize and promote School Site Council meetings to address the schools Title I program and the academic support programs to increase ELA & Math student academic achievement <p>The school will host English Language Advisory Committee (ELAC) meetings to address the schools ELL Program. ELAC addresses the ELD program and develops methods to support ELL students</p>	<p>The school will host the following events organized and lead by the Head of School, Principal, and the office team, for parents to be involved in the school and give input on decisions:</p> <ul style="list-style-type: none"> • Orientation prior to first day of school with two options for attendance • Report cards pick-ups (parent- teacher conferences) will take place 3 times/year • The school will host monthly family events during the evening with the Head of School and Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development • The school will organize and promote School Site Council meetings to address the schools Title I program and the academic support programs to increase ELA & Math student academic achievement • The school will host English Language Advisory Committee (ELAC) meetings to address the schools ELL Program. ELAC addresses the ELD program and develops methods to support ELL students • The school will designate two parent leaders to plan parent volunteering and supports for the school
--	--	---

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,000	\$0
Source		LCFF	LCFF

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

Vox Collegiate SPED students will make meaningful progress towards the achievement of their IEP goals

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities:

Identified Need:

Vox Collegiate SPED students achievement of their IEP goals is indicative of their receipt of appropriate services and crucial to their academic success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
IEP GOAL COMPLETION RATE	N/A	N/A	>80% goal completion rate	>80% goal completion rate

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 7, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Modified Action
	Hire licensed Resource Specialist Program (RSP) teacher and contract for necessary services to ensure provision of services for students with IEPs	Hire internal special education paraprofessional and contract with specialist provider to provide special education services based on students IEP needs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$100,000	\$25,920
Source		Other Federal Funds	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	2000-2999 Classified Salaries; Special Education Aide

Amount	\$0	\$0	\$5,187
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; Special Education Aide

Goal 7, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	Conduct regular IEP meetings to review progress and ensure all staff are trained to implement requisite accommodations and modifications	Conduct regular IEP meetings to review progress and ensure all staff are trained to implement requisite accommodations and modifications

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source		Other Federal Funds	Other Federal Funds
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

Vox Collegiate students will develop strong communication skills and begin to understand the power and potential of their voices to change the community. Vox Collegiate will ensure students develop the ability to communicate with confidence in diverse contexts and to diverse audiences.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

It is vital that students develop public speaking and communication skills, which are vital to both college and career.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AVERAGE DAILY INSTRUCTIONAL MINUTES SPENT IN SPEECH AND DEBATE	N/A	N/A	50 minutes/day	50 minutes/day

% OF STUDENTS WHO INDICATE THEIR COMMUNICATION SKILLS HAVE IMPROVED FROM THE START TO THE END OF THE SCHOOL YEAR	N/A	N/A	>50% of students strongly or somewhat agree	>50% of students strongly or somewhat agree
--	-----	-----	---	---

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 8, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

	Hire a full-time Speech and Debate teacher and provide coaching/support to develop curriculum for course	Provide practice and planning time during summer PD for teachers who will be in charge of speech and debate instruction. Provide weekly planning time and coaching for speech and debate teachers with Head of School
--	--	---

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$65,500	\$96,250
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$19,250
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Goal 8, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	Devote a portion of staff PD to disseminating best practices for integrating student voice and communication skills into core courses	Devote a portion of staff PD to disseminating best practices for integrating student voice and communication skills into core courses

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$41,250
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teacher Professional Development
Amount	\$0	\$0	\$8,250
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$311,826

Percentage to Increase or Improve Services:

32.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based on 18-19 data, Vox Collegiate will increase or improve services for unduplicated pupils in the following ways:

- More robust professional development for teachers, focused on English language development, use of student voice within the classroom, classroom management, and social emotional support
- Dedicating a staff member for coordination of student behavior plans and support services
- Providing additional learning time for English language development
- Dedicating a staff member for coordination of social emotional learning and student supports
- More regular and substantive parent communication and activities at the school

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,181,958	\$591,301	\$1,029,302
1000-1999 Certificated Salaries	892,363	361,504	798,655
2000-2999 Classified Salaries	231,110	96,855	35,760
3000-3999 Employee Benefits	0	0	121,387
4000-4999 Books and Supplies	49,885	24,942	30,000
5000-5999 Services and Other Operating Expenses	8,600	108,000	43,500

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,181,958	\$591,301	\$1,029,302
Federal Revenues - Title I	0	0	0
Federal Revenues - Title IV	0	0	15,000
Other Federal Funds	100,000	100,000	0
LCFF Base/Not Contributing to Increased or Improved Services	777,270	382,059	609,307
LCFF S & C/Contributing to Increased or Improved Services	304,688	109,242	404,995

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$1,181,958	\$591,301	\$1,029,302

1000-1999 Certificated Salaries	Other Federal Funds	100,000	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	606,125	271,337	443,500
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	186,238	90,167	355,155
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	121,260	85,780	25,920
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	109,850	11,075	9,840
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	0	93,887
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	27,500
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	49,885	24,942	30,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	0	0	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title IV	0	0	15,000
5000-5999 Services and Other Operating Expenses	Other Federal Funds	0	100,000	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	16,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	8,600	8,000	12,500

Expenditures by Goal and Funding Source

Funding Source

2019

Vox Collegiate will provide instruction through qualified teachers who will be supported to grow their practice and become highly effective educators.

All Funding Sources	\$547,200
Federal Revenues - Title IV	15,000

LCFF Base/Not Contributing to Increased or Improved Services	532,200
LCFF S & C/Contributing to Increased or Improved Services	0
Provide engaging, standards aligned, college and career preparatory classroom instruction that is differentiated to meet the needs of all student.	
All Funding Sources	\$51,875
LCFF Base/Not Contributing to Increased or Improved Services	30,000
LCFF S & C/Contributing to Increased or Improved Services	21,875
Develop and maintain an instructional program, including systematic data analysis thereof, which measures and supports student achievement as a whole a school and various demographic group, maximizing the schools physical, human, and fiscal resources.	
All Funding Sources	\$0
Vox Collegiate will utilize best practices to support the English language development needs of English Learner students.	
All Funding Sources	\$132,325
LCFF S & C/Contributing to Increased or Improved Services	132,325
Students and their families will feel like partners with the school, working collaboratively to create a safe, structured, welcoming, inclusive, and joyful learning environment that best prepares students to learn and grow.	
All Funding Sources	\$17,340
LCFF S & C/Contributing to Increased or Improved Services	17,340
Vox Collegiate will create a positive, safe, and focused school culture by fostering strong relationships with students and families, and strategically planning for social emotional student supports.	
All Funding Sources	\$84,455
Federal Revenues - Title I	0
LCFF Base/Not Contributing to Increased or Improved Services	16,000
LCFF S & C/Contributing to Increased or Improved Services	68,455

Vox Collegiate SPED students will make meaningful progress towards the achievement of their IEP goals

All Funding Sources	\$31,107
Other Federal Funds	0
LCFF Base/Not Contributing to Increased or Improved Services	31,107

Vox Collegiate students will develop strong communication skills and begin to understand the power and potential of their voices to change the community. Vox Collegiate will ensure students develop the ability to communicate with confidence in diverse contexts and to diverse audiences.

All Funding Sources	\$165,000
LCFF S & C/Contributing to Increased or Improved Services	165,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
----------------	--------------------------------------	---

Vox Collegiate will provide instruction through qualified teachers who will be supported to grow their practice and become highly effective educators.

All Funding Sources	\$687,385	\$354,117
LCFF Base/Not Contributing to Increased or Improved Services	687,385	354,117

Provide engaging, standards aligned, college and career preparatory classroom instruction that is differentiated to meet the needs of all students.

All Funding Sources	\$64,668	\$32,334
LCFF Base/Not Contributing to Increased or Improved Services	49,885	24,942
LCFF S & C/Contributing to Increased or Improved Services	14,783	7,392

Develop and maintain an instructional program, including systematic data analysis thereof, which measures and supports student achievement as a whole a school and various demographic group, maximizing the schools physical, human, and fiscal resources.

All Funding Sources	\$0	\$0
---------------------	-----	-----

Vox Collegiate will utilize best practices to support the English language development needs of English Learner students.

All Funding Sources	\$0	\$0
---------------------	-----	-----

Students and their families will feel like partners with the school, working collaboratively to create a safe, structured, welcoming, inclusive, and joyful learning environment that best prepares students to learn and grow.

All Funding Sources	\$171,458	\$26,075
LCFF S & C/Contributing to Increased or Improved Services	171,458	26,075

Vox Collegiate will create a positive, safe, and focused school culture by fostering strong relationships with students and families.

All Funding Sources	\$92,947	\$53,775
LCFF Base/Not Contributing to Increased or Improved Services	40,000	3,000
LCFF S & C/Contributing to Increased or Improved Services	52,947	50,775

Vox Collegiate SPED students will make meaningful progress towards the achievement of their IEP goals.

All Funding Sources	\$100,000	\$100,000
Other Federal Funds	100,000	100,000

Vox Collegiate students will develop strong communication skills and begin to understand the power and potential of their voices to change the community. Vox Collegiate will ensure students develop the ability to communicate with confidence in diverse contexts and to diverse audiences.

All Funding Sources	\$65,500	\$25,000
LCFF S & C/Contributing to Increased or Improved Services	65,500	25,000

© 2019 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved

© 2019 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved