

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://voxcollegiate.org/s/Vox-Collegiate-21-22-LCAP-FINAL.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$316,847

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$20,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$190,000
Use of Any Remaining Funds	\$106,847

Total ESSER III funds included in this plan

\$316,847

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Meaningful consultation with community members has been an ongoing process for Vox Collegiate and integral to the decisions made in response to COVID-19, and with the annual update and development of multiple school plans, including, but not limited to, LCAP, Learning Continuity & Attendance Plan, AB 86 ELO Plan, SPSA, Return to in-person instruction School Plan, and the ESSER III Expenditure Plan.

Vox Collegiate students were meaningfully consulted via survey. Parents and families (including families of unduplicated pupils, students with disabilities, and English learners) were meaningfully consulted during Cafecitos with the school Principal, School Site Council meetings, English Learner Advisory Committee (“ELAC”) meetings, and family conferences held via zoom. Vox Collegiate also administered surveys to families. For all meetings, interpreter services are made available and materials sent to families are written in the language that is understandable and accessible to families. Accommodations are made for family members with

disabilities, including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

School leadership (Head of School, Principal, and Operations Manager) met weekly during leadership team meetings to discuss the impact of lost instructional time and determine the best preventative and mitigation strategies to support students in Vox Collegiate's ESSER III Expenditure Plan. Teachers, paraprofessionals, other support staff, and operations staff were meaningfully consulted during staff meetings, professional development days, and through team surveys.

Vox Collegiate meaningfully consulted community partners, expanded learning providers, and community organizations, including, but not limited to, Shields for Families, and the Gang Reduction & Youth Development ("GRYD") in determining the prevention mitigation strategies supported with ESSER III Funds.

Vox Collegiate evaluated its community member engagement opportunities and determined that tribes, Civil Rights Organizations, including Disability Rights Organizations and Individuals/advocates representing interests of English learners, homeless, foster youth, migratory students, children who are incarcerated and underserved students were neither present nor currently served by the school. However parents and guardians of English learners, homeless, migratory students, underserved, and the foster youth liaison were meaningfully consulted in the development of this plan.

Feedback was gathered from Vox Collegiate's Special Education team, including the school's Special Education Coordinator. The Special Education Coordinator provided insights on analyzing general student needs versus trends seen amongst students with IEPs. Based in this feedback, instructional time and social emotional support were common needs for all students and priorities for the school to address.

A description of how the development of the plan was influenced by community input.

Vox Collegiate's leadership team collected community input and feedback, including survey results which was used in the development of this plan.

Community members were also able to attend public meetings of the board, including the public discussion and vote on 10/19/21. Additionally, the school opened discussions to families, students, and other school stakeholders during school orientation, 7/29-30/21 and 8/2/21, Cafecitos, 9/3/21, and 10/1/21, and School Site Council, 9/3/21. With distance learning, families and other

community members were able to engage with students in ways that the school was unable to for the duration of the 20-21 school year. For that reason, their feedback was highly influential in school planning and our assessment of which student needs to prioritize.

Findings include:

- Student would like a return of extracurricular programs, including after-school programming, student leadership, sports, and music. Additionally, students would like more opportunities for in-school social time and field trips.
- Families were concerned with student learning loss and the social-emotional health of students. The additional major concern for families was ongoing health concerns related to COVID-19 and other communicable diseases.
- School leadership has focused their attention and concern on student safety (physical and emotional) and addressing learning loss and lost instructional time.
- Teachers and other school staff prioritized the need for additional school support for student safety and social-emotional development.
- Community partners, expanded learning providers, and community organizations suggested expanding opportunities for student programming before and after school through sports and other extracurriculars.

In the development of this plan, the leadership team ensured that input from community members was incorporated in this plan focusing on the following:

- Strategies for Continuous & Safe In-Person Learning: Health & Safety
- Assessing the Impact of Lost Instructional Time: MTSS: Addressing Academic Supports/Hire & Retain Instructional Support Staff; MTSS: Addressing Social-emotional Support; Student Enrichment & Extended Day Programming
- Remaining Funds: Continuity of services through class size reduction

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Health & Safety	A campus operations aide will assist the school Leadership Team with coordinating all campus safety initiatives, including planning and implementation of systems related to COVID-19 testing, contact tracing, and student monitoring/supervision.	\$20,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$190,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	MTSS: Addressing Academic Supports/Hire & Retain Instructional Support Staff	Instructional aides are hired to address learning loss and support with targeted student interventions using evidence-based programs. Students may include unduplicated pupils, students with disabilities, and other students struggling academically.	\$100,000
Not applicable	MTSS: Addressing Social-emotional Support	Vox Collegiate has implemented a multi-tiered system of supports for the academic and social-emotional needs of students. Led by the Culture Coordinator, Vox Collegiate will implement its social emotional learning programs to best support a positive school climate.	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Student Enrichment & Extended Day Programming	Enrichment courses are implemented for students during the school day and after school hours to support extended day learning and rebuild student connection and engagement with school and learning.	\$40,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$106,847

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Continuity of Service	To maintain continuity of service and an appropriate teacher-student ratio despite reductions in enrollment due to COVID-19, Vox Collegiate will acquire additional instructional staff for in-person instruction, focused on core subjects.	\$106,847

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Health & Safety	1. Monitor health & safety through COVID-19 testing	1. Weekly 2. Daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ol style="list-style-type: none"> 2. Implement contact tracing in accordance with guidance from relevant authorities 3. Regular health & safety meetings 	<ol style="list-style-type: none"> 3. Weekly
MTSS: Addressing Academic Supports/Hire & Retain Instructional Support Staff	<ol style="list-style-type: none"> 1. NWEA MAP reading & math assessment 2. ReadingPlus reading intervention program 3. CAASPP ELA & Math 4. MTSS Leadership Team Meetings 5. ELPAC & EL Reclassification Rates 	<ol style="list-style-type: none"> 1. Trimester 2. Monthly 3. Annually 4. Monthly 5. Annually
MTSS: Addressing Social-emotional Support	<ol style="list-style-type: none"> 1. SEL Surveys 2. Discipline Data 3. Behavioral Plans 4. Suspension/Expulsion Rates 	<ol style="list-style-type: none"> 1. Semi-annually 2. Weekly 3. Monthly 4. Monthly
Student Enrichment & Extended Day Programming	<ol style="list-style-type: none"> 1. Student Surveys 2. Partner Surveys 3. Teacher Surveys 4. Attendance Data 	<ol style="list-style-type: none"> 1. Semi-annually 2. Trimester 3. Trimester 4. Monthly
Continuity of Service	<ol style="list-style-type: none"> 1. Appropriately Credentialed Staff 2. Master Schedule 3. Classroom Observations 	<ol style="list-style-type: none"> 1. Annual 2. Semi-annual 3. Weekly