

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

[Voices College-Bound Language Academy
at West Contra Costa.]

CDS code:

[07617960136903]

Link to the LCAP:

(optional)

[<http://voicesacademies.org/wp-content/uploads/2018/06/Final-WCC-LCAP-18-19.pdf>]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA programs
with LEA plan requirements; not all
ESSA programs.)*

- [Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A]

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your

LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

[As reflected in the 2019-20 LCAP, our goals focus on our four priority areas, which include recruiting, hiring, and maintaining high quality teachers, creating a positive school culture, implementing strong instructional strategies & support services for English Learners and struggling subgroups, and parent engagement.

Voices offers a variety of programs and supports principally directed to English learners, low income students and foster youth. These include: Academic coaches for teachers; BTSA induction for qualified teachers; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; provide counselors for student counseling services; implement community building events; develop additional parent participation activities and engagement opportunities; establish benchmark assessments for ELA and Math and purchase licenses for testing and assessment systems; implement an arts curriculum; secure enrichment contracts with external enrichment specialists. Schoolwide implementation of these practices not only has an impact on the learning environment and the climate of the school as a whole but also have a disproportionately positive impact on the targeted groups.]

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Voices Academy at West Contra Costa will work to improve the academic services given to students with disabilities during math and ELA instruction. Voices has piloted co-teaching structures in 2017-18 and will launch whole school support in 2018-19.

Voices Academies aligns the use of federal funds with activities funded by state and local funds through the annual planning process. This process begins in January, as we use teacher and school leader feedback, student data, parent input, observations and CMO leadership guidance to determine our school priorities and areas of need. Through the following months, we make decisions about which resources our schools need and we align our funds as appropriate.]

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[In 2018-19, Voices provided several opportunities throughout the school year where parents and families were able to engage with each other and school leaders.

The English Learners Advisory Committee (ELAC) met several times during the school year to discuss LCAP goals. Throughout these events, parents and students were engaged and encouraged to share their thoughts. In addition, annual surveys were given out to families at the beginning of the year, and in March (Parent and Culture survey).

There were many school sponsored activities; Back to school Night, Ice Cream Social, Science Night, Si Se Puede March and parent workshops, teaching them skills to better support their students at home with academics.

With this being Voices West Contra Costa's first operational year, they will continue to grow in parent engagement activities and advisory groups, and did successfully create an ELAC Committee.]

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[In accordance with our Policy on Education for Homeless Children and Youth, Voices shall immediately admit/enroll a homeless student even if the student lacks records required for enrollment. The Parent Liaison, who is our School Liaison for Homeless Students, would then assist the parent/guardian with obtaining the necessary immunizations or records for the student. Voices shall promptly provide services comparable to services offered to other Voices students such as educational services (SpEd support, ELD, etc.) and meals. The Principal and Parent Liaison will continuously follow-up with the student and support/guide parents/guardians to resources (food services, counseling, shelters) as needed.]

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[The students at Voices College Bound Language Academy at West Contra Costa begin learning about college culture from the time they start in transitional kindergarten/kindergarten until eventually exiting in 8th grade. Every grade attends a college field trip during the year. This year students attended UC Berkeley. All classrooms have a college theme and instead of being referred to by grade level, classes are referred to by their school mascot (ex: Oregon- Ducks). On Friday's, teachers share their college experience with students while wearing their college gear.

Currently, Voices West Contra Costa only goes up to grade 2, but will continuing to add a grade every year until it reaches 8th. Our plan for 8th grade students and families is to host an annual high school fair providing them with an opportunity to meet with local charter and public high schools.

Continuing on through high school, Voices plans on supporting students through their educational journey. We have been working on creating an Alumni System to be ready by the time our students exit 8th grade.]

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not aligned

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Voices College Bound Language Academy provides numerous professional growth and development opportunities to staff per our LCAP. Qualifying teachers can be inducted into the BTSA program. Our summer professional development is four weeks long for new teachers and 2 weeks long for returning teachers. This summer training includes various information about curriculum development, classroom management and Voices culture. Weekly and monthly IPP (intellectual preparation) meetings occur for all teachers, in addition to weekly PD. Teachers do data analysis with the support of school leaders twice a week. Furthermore, weekly observation/coaching is provided to all teachers, with additional coaching for teachers who need more support. We also two full-days of in-service for all of our teachers during the school year.]

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Voices College-Bound Language Academy is continuously reviewing data and sharing results with school leaders and teachers. Throughout the year, there are a total of 3 benchmark cycles. After each cycle, the principal analyzes school, grade-level, teacher and special populations data with the guidance of network leader. Principals then take that information to their teachers and create their

own site ROCI (Results Oriented Cycle of Inquiry). The data results and feedback from ROCI lead to corrective instruction in classrooms, identifying interventions for students and improving instructional approaches at the classroom and school-wide level. In addition to these benchmark cycle, the school has Mid-Benchmark quizzes and weekly data meeting to keep a pulse on student achievement, provide interventions to students as needed, coaching to teacher as determined by the data and adjustments to school leader key responsibilities based on the data.]

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[In addition to the professional development structures described below, we use funds to support the training of English Language Development teachers and curriculum/content course leads, per our LCAP. Our ELD teachers receive 5 days of training through the Systematic ELD Institute. Voices uses Systematic ELD by EL Achieve as our ELD curriculum. We have also identified course leads, or teacher leader who make modifications to our math and ELA curriculum to better support our English Learners. Examples of modifications include adding background knowledge, sentence frames and incorporating other language learner support in student-facing materials. We also provide training to reading intervention teachers over the summer.

The following also describes our professional development structures. Our summer professional development is four weeks long for new teachers and 2 weeks long for returning teachers. This summer training includes various information about curriculum development, classroom management and Voices culture. Weekly and monthly IPP (intellectual preparation) meetings occur for all teachers, in addition to weekly PD. Teachers do data analysis with the support of school leaders twice a week. Furthermore, weekly observation/coaching is provided to all teachers, with additional coaching for teachers who need more support. We also two full-days of in-service for all of our teachers during the school year.]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[N/A]

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Systematic ELD is implemented from 3 to 4 pm in our daily schedule. Systematic ELD curriculum is purchased with Title III funds. Teachers are trained in this curriculum and strategies to support English Language Learners as well.

In order to support language learners in meeting the state standards, Course Leads help make language-learner focused additions to the curriculum. Course Leads are experienced teachers who receive training on modifying curriculum and leading teams. Course Leads add language objectives, background knowledge and vocabulary and sentence frame resources for all teachers. These adjustments benefit English language learners.

In addition, Voices implements SIOP (Sheltered Instruction Observation Protocol) strategies in all content lessons to support all language learners. Teachers are trained in the use of these strategies during summer training. Systematic ELD & Course Leads.]

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Systematic ELD is implemented from 3 to 4 pm in our daily schedule. Teachers are trained in this curriculum and strategies to support English Language Learners as well. Teachers review exit slips and unit assessments to monitor progress towards English proficiency.

In order to support language learners in meeting the state standards, Course Leads help make language-learner focused additions to the curriculum. Course Leads are experienced teachers who receive training on modifying curriculum and leading teams. Course Leads add language objectives, background knowledge and vocabulary and sentence frame resources for all teachers. These adjustments benefit English language learners.

In addition, Voices implements SLOP (Sheltered Instruction Observation Protocol) strategies in all content lessons to support all language learners. Teachers are trained in the use of these strategies during summer training. Systematic ELD & Course Leads.

Additionally, Voices does a subgroup analysis of its data every benchmark cycle with interim assessments. English learner data is disaggregated for school leaders and teachers to review.]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Voices provides a variety of enrichment activities to its students. As reflected in Goal 2 of the LCAP, CCCS aligned arts enrichment curriculum licensing and materials were purchased this past year. Students are exposed to enrichment programs such as art classes, Writing without Tears, Typing without Tears.

For blended learning enrichment opportunities, students use online programs such as Dreambox and Achieve3000. Both programs used to support development in math and ELA.

For health and safety purposes, Voices students who qualify must take a free hearing and vision test annually.]