

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

LEA name:

Meridian Elementary School District

CDS code:

51 71415 0000000

Link to the LCAP:

(optional)

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.

Meridian Elementary School District employs strategies to use federal funds that meet the expectations and design of the funds that are distributed to the district. The goal(s) will always be aligned to district goals and the LCAP in concert with direction and expectations of each individual category. Funds that are for the benefit of students with specific obstacles are spent with those students receiving programs, instruction, interventions and incentives to better achieve academic and performance goals. The specific strategy we instituted ensures that when we receive funding in a specific Title area or federal granted funds that we either use the funding that will undoubtedly meet the expectations of the federal government in use of those funds or we will not use them. The district's current LCAP has many goals, outcomes and actions that include connection to some of the federal programs funded in this addendum. Additionally, as an extremely small school and district in a rural area, we do not receive many of the programs as we do not have students and families that are in need of some of these programs. They will be addressed individually throughout this document.

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.

As previously mentioned that we are a very small school and district. There has been a significant change in leadership with a new Superintendent/Principal and three of the four teaching staff. The LCAP was written at the end of the 16/17 school year and lacked specifics with concentration in areas that are no longer relevant in the direction the school district has taken last school year and moving into this, the last year of the current LCAP. Therefore, some of the items addressed here may not perfectly align to the current LCAP as written and we address those areas in the Annual Update for the Board of Education and the families and community. At the same time, the federal funding associated with the goals and objectives will meet the requirements and intent of the monies

connected to these programs. As previously mentioned that we are a very small school and district. There has been a significant change in leadership with a new Superintendent/Principal and three of the four teaching staff. The LCAP was written at the end of the 16/17 school year and lacked specifics with concentration in areas that are no longer relevant in the direction the school district has taken last school year and moving into this, the last year of the current LCAP. Therefore, some of the items addressed here may not perfectly align to the current LCAP as written and we address those areas in the Annual Update for the Board of Education and the families and community. At the same time, the federal funding associated with the goals and objectives will meet the requirements and intent of the monies connected to these programs.

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	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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a single-school district.

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:

Some of what we will do this upcoming year will not only be to continue what we did last year in some of those additions like a Science Night and meet and greet, but this upcoming year we will add an "Ice Cream Social" before the year, a Back to School Night where we give a presentation about changes in curriculum and the Outdoor Science program but we will be adding monthly newsletters in both English and Spanish to better and consistently communicate. We will be inviting families to join us for Board of Education meetings to be better involved in the governing process. Provide translation services to parents with limited English proficiency when providing information, at conferences and in newsletters. Provide information to parents and families with students with disabilities by providing reasonable accommodations to both the students and family members with disabilities. MESD will make accommodations to parents and families who may not be able to communicate in conventional ways by making accommodations with communication needs. Provide support for families of parents

of migratory children by meeting with parents and family members before students are away from school and working with the families to establish contracts so the students do not suffer being away. Meridian Elementary SD will provide assistance to the parents of children in understanding such topics as the challenging State academic standards, State and local academic assessments the students will perform through newsletters, Fall and Spring events and explain how parents can monitor their child's progress. We will also require student led conferences in November to involve everyone on progress, achievement and needs as well as successes. Meridian Elementary SD will provide materials and trainings to help parents to work with their children to improve their children's achievement through Fall and Spring family events covering these areas and through documentation in multiple languages that spell out expectations and requirements for participation as well as dangers of using technology and internet resources as well as social media. Meridian Elementary SD will provide teachers specialized instructional support in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school during minimum day professional development throughout the year. This will be evidenced through agendas that show these subjects are discussed and policies developed. Please also remember that MESD is a tiny school and organization with one principal, 3 teachers and only 1 support classroom classified personnel., MESD informs our parents and families as to our engagement policies in multiple ways. We send out a Parent/Student handbook before the school year starts in early August that families have to review and sign a letter. We also go over those policies at Back to School Night and review at Board meetings so they are also part of the Board minutes. Additionally, our policies are available on our school and district website.

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:

Meridian has a school wide program to support students in specific categories including a schedule that has embedded interventions for targeted support and an extensive after school program to provide a safe place with academic and social support. TAS: N/A Neglected or delinquent: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:

Although we do not have any students in this category, we would provide any and all services needed under this section to ensure that each student is able to attend school, get any needed supplies and materials. We would take care of any after school needs to ensure safety and clothing if needed as well as any services from mental health, social needs and nutritional needs. Additionally, we would provide busing to wherever the students are located as well as family and parent support services.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

N/A

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:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) 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 of their children in delinquent activities.

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:

This is non-applicable to Meridian as we have a total of 4 certificated staff. That includes the Principal/Superintendent who also is the fourth teacher. Our systems of professional growth are individualized for each teacher based on specific instructional needs. The professional growth is supported through the Sutter County Office of Education and other offices of education depending on where the growth opportunities are for our teaching staff. A formal system is not applicable with a staff this small. The Principal/Superintendent receives individualized support from the SCSOS as well after instructional hours as the Principal/Superintendent also teaches a class full time as a part of regular duties. This is a unique situation that does not lend itself to a "System" but to individualized support depending on need.

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:

MESD analyzes the state testing data, surveys from families, local achievement data tools to improve activities that are supported by Title II Part A. Minimum Day activities that were added for the 19/20 school year will provide over 900 minutes of professional development/data analysis time to see what gaps there are and successes to continue. As stated above, the organization is so small, that widespread systems are non-applicable to the school and district. MESD is a 10 person organization that is constantly consulting, communicating discussing and improving systems by person to person discussion, emails, daily communication with parents and county personnel. There are 3 teachers

plus a Superintendent/Principal/Teacher so leadership is accomplished by all in the organization in some way or another. This exemplifies the ability to improve all activities under Title II Part A as daily events lend themselves to all being completely informed and voicing leadership and consultation with all stakeholders. We also communicate with our feeder school for transitional purposes at the high school level to ensure we are working symbiotically. This school year we will be adding Fall and Spring events to better involve parents and community in building a new Mission and Vision Statement as well as constructing a new LCAP for the next three years. The previous LCAP did not involve anyone but the Superintendent and County Office. This upcoming one will involve all stakeholders. As an organization of this size, all activities are supremely coordinated and serve multiple purposes.

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:

The professional development will center around the Academic Vocabulary Tool Kit. We will have a Sutter County Superintendent of Schools send an instructional coach out to the school over several minimum days to train the teaching staff so we can implement third through eighth and supplement in the kindergarten through second grades. This way our English Learners will get extra instruction around the background knowledge and vocabulary to be successful in all subjects.

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:

Although we do not have students who fall under this category, we will continue to employ development programs like Lexia which helps to develop students who may not know any English to begin the process of vocabulary development and understanding of the English language. Also, with our small ratios, we are able to work individually with students who have these needs during the school day on an ongoing basis.

Title III Programs and Activities

ESSA SECTION 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:

Meridian Elementary has undertaken the full implementation of several elements to enhance online and 21st century learning that quickly moves our English learners to better proficiency. We also have multiple languages available to us in mathematics so the students who would be learning English can hone their skills in math while learning English. This way as their language develops, they will have the math skills to match to better meet academic standards. This will also help with problem solving so students can better attack complex directions and achieve proficiency in meeting standards. Additionally, our outdoor program and NGSS Science classes give students hands-on experiences so regardless of the language proficiency coming in, gives the students the enhanced learning to quickly put word to knowledge.

English Proficiency and Academic Achievement

ESSA SECTION 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:

Meridian Elementary will continue to implement the ELPAC state testing to monitor and improve students moving to proficiency in the English Language. As students continue to improve their standing toward being redesignated as fully English proficient (FEP), we will continue to improve the instructional strategies. We use baseline data at the beginning of the year to begin measuring growth on a six week basis through embedded assessments, use of the LEXIA reading program, Renaissance Learning (STAR) scores to continuously measure the growth and progress of all students, but especially the students who fall under this category.

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:

The MESD developed the application of the programs by consulting with teachers, students, parents and county office advisers to appropriately apply funding for the well rounded educational opportunities for unduplicated pupils in multiple subject areas and expanded learning. Additionally, we consulted with our parents to ensure their students received additional support to intervene in language gaps and needs where there are gaps also addressing our socioeconomically disadvantaged pupils to provide opportunities they would not normally have. We will monitor the effectiveness as our students assess throughout the year and we share the results of these assessments with all staff, parents, community members and the county office of education. These results will drive the continued use of the program, amend the program, or if needed stop it and re-evaluate use of these resources. To date, there are no consortium of agencies due to the tiny size of our district. However, we have consulted with local agencies independently to improve program and utilize funding appropriately. Additionally, MESD uses funding to improve the science program through professional development and joining with other multiple counties in developing program for NGSS and community education program opportunities to enhance the science program in MESD. To that end, MESD has become a leader in our area ahead of other schools and districts that have not met these standards to date.