

Migrant Education Plan

2023-24 - Arvin Union, DSA - BR1

July 1, 2023 - June 30, 2024

Section 1: General Information & Funding Allocations

Short Description:	2023-24 - Arvin Union, DSA - BR1	Who is the subgrantee contact?	
Subgrantee Type:	District with a DSA	Name:	Sarah Cabral
Region:	5 - Kern County Office of Education	Title:	Resource Teacher
County:	Kern	Phone:	(661) 854-6547
District:	Arvin Union	Fax:	(661) 854-2362
		Email:	scabral@arvin-do.com

	Estimated
Performance Period Allocation (85%):	\$ 781,900
Carryover:	\$ 0
Student Leadership:	\$ 0
School Readiness Amount:	\$ 64,058
Family Biliteracy Grant Extension:	\$ 0
Speech and Debate:	\$ 0
Regional Parent Conference:	\$ 0
Other:	\$ 0
	\$ 845,958

Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Arvin Union	DSA	\$845,958	183	543	726
		Pre	0	0	0
		K	25	58	83
		1	18	52	70
		2	15	42	57
		3	24	31	55
		4	17	37	54
		5	21	37	58
		6	27	33	60
		7	16	40	56
		8	18	28	46
		9	0	0	0
		10	0	0	0
		11	0	0	0
		12	0	0	0
		Out of School Youth	0	0	0
		Ungraded	0	0	0

Section 4: Program Overview

Base Program Description

If you are a district, you will provide a detailed description of the general funded strategies, programs, services and curriculum that will be used to address the needs of all students, not only pertaining to migratory students. If you are a Region, you will summarize the base programs for each of your DSAs/MOUs. Provide no more than 35 sentences per DSA/MOU. If your districts offer similar services, you may provide a general summary and name of the districts that are similar, as appropriate.

The Arvin Union School District is a TK-8 grade district with 4 schools and a population of approximately 2,930 students. Arvin students are faced with poverty and limited services in the local area. 62% of our students are English Learners. The district is battling to overcome the digital divide and intensely focusing on social-emotional development while expanding academic, physical, behavioral, and mental health services with support from supplemental funds. Site teams are developing coherence through shared lesson planning and common performance tasks. Evidence of student work is analyzed for the implementation of strategies expected by the district to be concrete and representational math concept building to support increased academic performance. District level Professional Development and emphasis is placed on Explicit Direct Instruction, Specially Designed Academic Instruction in English, Advancement Via Individual Determination, Critical Thinking, and writing strategies. These strategies are continued during the Migrant Education Extended Day Program, Migrant Saturday School, Migrant Winter Academy, and Migrant Education Summer School Program. The core strategies implemented by the district to meet the academic needs of all students include:

Core Strategies -

In addition to Explicit Direct Instruction strategies, teachers are expected to scaffold and utilize English Language Development (ELD) and SDAIE strategies to help all English Learners, including Migrant students. All lessons and strategies used in the classroom are aligned to the four principles of the California English Learner Roadmap. Teachers have been provided with a plethora of these strategies to choose from, and many different strategies are utilized during both the regular school program and the MEP, including Math Talks and building concepts through problem-solving, Counting Collections, Thinking Maps, Double-entry Journals, Graphic Organizers, AVID strategies, Close Reading Strategies, and Write from the Beginning Writing Strategies. Specific focus areas for 2023-2024 are the use of Thinking Maps, Close Reading strategies, Note Taking Skills, Item Deconstruction for CAASPP and ELPAC using RACES and CUBES as strategies, Whole Group/Small Group differentiated instruction, and a focus on Positive Behavior Intervention Support/Restorative Practices. RULER is being used to support social-emotional health of district students.

Core Curriculum Being Used:

Language Arts:
TK-6 - Benchmark, *Advance 2017*

K-6 - Benchmark, *Adelante*

(Dual Immersion) *2017*

7-8 - Houghton Mifflin, *Collections 2016*

Houghton Mifflin,

Intervention Read 180, 2017

Writing:

K-6 - Benchmark, *Adelante 2017*

(Dual Immersion)

K-6 – Benchmark, *Advance 2017*

7-8 - Houghton Mifflin,

Collections 2017

ELD:

TK –National Geographic, *Reach 2011*

K-6 – Benchmark, *Advance 2017*

7-8 – Houghton Mifflin, *Collections Language Workshop 2017*

Math:

K-6 – Houghton Mifflin, *Math Expressions 2015*

K-6 – Houghton Mifflin,

Expresiones en Matematicas,

(Dual Immersion) 2015

7-8 – Houghton Mifflin, *Big Ideas Math 2015 (English & Spanish)*

7- Houghton Mifflin, *Big Ideas Math, Accelerated*

(English & Spanish) 2015

Social Studies/History:

K-6 – Pearson Education, *California History/Social Science: My World Interactive 2019*

K-6 – Pearson Education, *California History/Social Science: Mi Mundo Interactive 2019*

7-8 – Teachers Curriculum Institute, *History Alive! 2017*

Science:

K-8 – McMillian McGraw Hill, *Inspire 2020*

According to the most current data, our current goals are:

A. Strengthen migrant students' overall language skills; ELPAC data indicates more than 25% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2022 assessments measuring ELA proficiency indicate an overall average of 17% proficient or above in the migrant students' subgroup, which indicates a great need for support in all areas of language skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	16%
4	24%
5	13%
6	15%
7	22%
8	25%

C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard.

D. Strengthen migrant students' math skills; 86% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2022 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 82% of migrant students are below Standard across the assessed grades in ELA.

G. Increase migrant students' access to computers and other technology for educational purposes in order to assist students in meeting Common Core standards for college and career readiness as well as having the basic skills needed to successfully demonstrate learning when taking CAASPP assessments.

H. Improve dispositions and habits required for successful transition to college, vocational training, or work to assist students in meeting college and career readiness Common Core standards.

I. Expand migrant students' problem-solving skills: District assessments measuring Math proficiency indicate an overall average of 86% not meeting the standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	16%
4	18%
5	11%
6	13%
7	16%
8	7%

All teachers (100%) have received training in the implementation of Explicit Direct Instruction (EDI) strategies, and 100% of teachers have received training in the delivery of instruction for Designated and/or Integrated ELD. Site teams are developing coherence through shared lesson planning and common performance tasks. Evidence of student work is analyzed for the implementation of strategies to support increased academic performance. Emphasis is placed on EDI and SDAIE, AVID, Critical Thinking, and writing strategies and is continued during the Migrant Education Extended Day Program, Migrant Saturday School, Migrant Winter Academy, and Migrant Education Summer School Program.

- 1.) When checking for understanding, teachers use strategies including the Kagan Cooperative Learning Strategies "Think-Pair-Share" or "Teach Your Partner" strategy, along with whiteboards. This allows the teacher to check for understanding, but also requires students to use their oral English skills.
- 2.) In order to make input comprehensible, teachers are asked to utilize visuals like Anticipatory Charts, to help activate prior knowledge, Avid note-taking strategies, Anchor charts, and front-loading strategies to aid in reading comprehension.
- 3.) In order to make input comprehensible, teachers are also asked to utilize CLOSE Reading strategies integrated with questioning strategies and thinking maps.
- 4.) To give contextual clues and aid vocabulary development, all teachers explicitly teach Academic Vocabulary and use AVID's two and 3 column note-taking strategies.

These specific strategies were chosen by the district and are required during the MEP based on data showing effectiveness including Hattie studies. West ED reported in the most current data from 2022 that Migrant students are underscoring the student group "all students" in both ELA and math. This has also shown to be true in the 2023 iReady data used by the district as the most current comparable data. We want to support those efforts through a partnership with the district to attain higher levels of achievement. The strategies help MEP students when there is continuity between the programs and when teachers do not have to spend their extremely limited time in the supplemental program teaching the students new strategies.

All MEP programs are designed to utilize ELD instructional practices that provide our students with speaking, listening, reading, and implement writing opportunities with Write from the Beginning strategies which is an extension to Thinking Maps. Students, in the MEP and district-wide, are always encouraged to use complete sentences when speaking and responding to questions, use the strategy PQPA (part question, part answer) to respond orally and in their writing, and they are provided many practice opportunities in structured collaboration groups. Students are given collaboration opportunities to participate in discussions in English, in which they negotiate meaning and express themselves, where they use developmentally appropriate materials for English language acquisition, and where they hear, learn, and use high levels of academic language. MEP teachers seek to develop background knowledge and academic language in language arts through selected readings, build instruction on a student's speaking and reading skills in his or her primary language, and provide direct instruction in comprehension strategies, including text-dependent answers, summarizing, questioning, paraphrasing, and finding the main idea. English language development strategies and writing are embedded throughout all subject areas.

The district offers family math nights at each site, parent involvement activities, and AVID nights to enable parents to support their students at home. The district has mental health training for parents taking place at all elementary sites as well as the middle school led by the contracted social workers. All students, including migrant students, are invited to these events. The migrant staff make every effort to call each migrant student and family before these events and personally invite them to the event in hopes of greater participation.

Base Professional Development Description

If you are a District, you will provide a detailed description of all General Funded professional development (PD) activities that will be offered during the grant application fiscal year to all staff, not only pertaining to migrant staff. If you are a Region, you will summarize the PD activities for each District. Provide no more than 35 sentences per DSA/MOU.

Teachers in the District and MEP receive professional development with the support of the 4 district TOSAs including ELD, Dual Immersion, use of technology classroom management, use of assessment data, early literacy, and math, Educator Effectiveness TOSA, Academic Coaches at each site, Curriculum Director, 95% trainers, county math consultants, an ELD consultant, and an education consultant specific to these strategies throughout the year to support teachers and provide quality first instruction and targeted intervention. In addition, the district has implemented "Write from the Beginning", an extension of Thinking Maps, including professional development and materials aligned to Common Core State Standards to focus on the needs of English Learners as related to processing thoughts and writing. MEPs are monitored frequently with walkthroughs to ensure that teachers are utilizing standards and focusing on the strategies. At all grade levels, in both the regular program and the MEP, lesson plans are expected to include lesson design components: including learning objectives, strategies to activate prior knowledge, concept development and/or skill development, lesson importance, guided practice, lesson closure, and independent practice. Units are created with the Learning Window (Thoughtful Classroom Tool) to provide a clear focus for instruction. The district has provided MEP teachers with professional development for the process of inquiry cycle in order to ensure high levels of learning. Additionally, teachers are expected to utilize the following lesson delivery strategies: checking for understanding, graduated release (Model, guided practice, independent practice), content area literacy, comprehensible input (modified speech, clear academic tasks, multi-modality tasks), contextual clues (contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc...), and vocabulary development (academic, content and support vocabulary). The Arvin Union School District is also focused on program implementation and professional development support for teachers of students identified as Special Education, GATE, and Dual Language

Immersion.

The district ELD guidelines for designated classroom ELD instruction are targeted for 45 minutes at all elementary sites, with 15 minutes of this time to be talk-time focused on forms and function. ELD is also expected to be integrated into all subject areas throughout the day. The middle school currently has a double block of ELA/ELD to support English learners. During MEP staff collaboration time, lesson development, and lesson delivery, our MEP focuses on oral-language development using the Systematic ELD model (form and function), reading fluency and comprehension, writing, and academic vocabulary development. Depending on when students began learning English (K-2nd grade, 3rd-5th grade, and 6th-8th grade), our program identifies the strategies which will best help our students attain English language fluency and proficiency. The MEP program analyze ELPAC scores at regular intervals throughout the regular program year and during our MEP summer session to design lessons that will facilitate this process. MEP teachers analyze Common Core ELA aligned to ELD Standards in the California Frameworks to engage our students' proficiency in mastering the Common Core English Language Arts Standards.

The county office provides workshops for the resource teacher, district teachers, and instructional aides in the curriculum being used by the MEP including: Writing Strategies, Math Practices, and Math and Science Kits (M.A.S.K.) put together by the county office. Other strategy-based trainings offered through the region include culturally responsiveness and ELD strategies.

Health and Well-being Supports

If you are a District, you will provide a detailed description of all General Funded support services for students that will be offered during the grant application fiscal year. If you are a Region, you will summarize the Health and Well-being Supports for each district. Provide no more than 35 sentences per DSA/MOU.

The district collaborates with health, social, and welfare agencies to ensure access to appropriate services. LCAP funds provide 8 social workers, so there are 2 at each school site. Haven Drive has a therapist from Clinica Sierra Vista on site. There are 5 nurses and 2 LVNs assigned to cover our 4 school sites to support the health of all students and staff. Two Student Success Facilitators, one campus security supervisor for the elementary sites, and 3 campus supervisors for the middle school site ensure safety and support for all. AUSD also has 3 School Psychologists that support student health, social emotional/behavioral needs and conduct assessments to determine if students are eligible for special education and 504 plans. The district is in the process of hiring one Educationally Related Mental Health Clinician to provide therapeutic and behavior supports to students on IEP's. In addition, the district maintains constant communication with the Arvin Family Resource Center Director and works with him to provide for migrant, foster, and homeless needs. The MEP SSAs work with the local health care clinic and the local dental clinic to assure those migrant students in need of medical and/or dental services receive them in a timely manner. They also maintain contact with local-social and welfare agencies such as WIC, the Department of Human Resources, HIP Program (for help with utilities), the Needs Center, and the Gleaners' Food Bank. The districts' SSAs and the Migrant Resource Teacher also collaborate with the MEP Region V office to ensure access to services for our migrant parents. Region V offers training and workshops for staff development for resource teachers, teachers, parents, and children. Collaboration with local agencies provides Health and Dental clinics as well as vaccination clinic partnerships.

Private School Collaboration

If you are a District, you will provide a detailed description of how the District consults with private schools for migrant education program needs, where applicable. If you are a Region, you will summarize the private school collaboration for each district. If it is the same across all DSAs/MOUs, just state that all DSAs/MOUs provide the same service and state the service.

The district annually reviews web-based programs to identify and reach out to any possible private schools operating in the district for consultation and to provide services. If there was a bordering private school, the district would consult with bordering private school officials annually to support students with Title I, II, III, and IV Services, Special Education Services, and Migrant Education Services. If students are in need of service, they would be provided as agreed upon during annual consultations, yet there are no private schools to date requesting services.

Parent Involvement / Family Engagement

The district will provide a detailed description of how general funded programs will work with parents to improve student learning and describe who, how, and when parents will be informed about programs. If you are a Region, provide a summary for each district. Provide no more than 35 sentences per DSA/MOU.

The district and schools all actively solicit the participation of all parents, including migrant parents, in the education of their children. Regularly scheduled public parent meetings (e.g. LCFF/LCAP Stakeholder Meetings, PAC/DAC, RAC

participation; DELAC, ELAC, SSC) are held throughout the year. Coffee with the Principal has become the main informal Input-Gathering/Sharing structure at school sites. ECE - related child development and transition to kinder workshops; nutrition and other health-related workshops) arranged via agreements with community agencies are offered by the Arvin Family Resource Center. School site council and ELAC/DELAC are held at each school site for English learner governance input. The district holds multiple focused meetings for LCAP strategic plan input, which guides all district program development as our core. Regular communications are sent through Parent Square by the districts and the schools to all parents notifying them of opportunities to participate. All school sites also have a liaison that runs an on-site parent center, initiates parent contacts, aids with scheduling and holds attendance conferences, provides site-based training, and expands parent involvement opportunities including but not limited to language, nutrition, and parenting classes. All 4 sites have 2 Student Success Facilitators to support these activities and to promote student attendance. The District Advisory Council, open to all parent partners, has monthly meetings where parents are given opportunities for input in regards to action steps described in the LCAP plan and LEA plan. Announcements of opportunities to participate are provided through the district's websites and electronic bulletin boards as well. Coffee with the Principal has become a focused time for parent involvement at sites in addition to Open House, parent conferences, and parent workshops. Parents are also provided with district surveys which are reviewed and discussed at the District Advisory Council meetings and School Site Council meetings. In addition, the MEP holds regular meetings for all Migrant Education Program parents where parents are informed of all opportunities to participate in their children's education and given information on what is occurring district-wide. Information is shared with the district to give the Migrant parents input. During the PAC, parents are given the opportunity to give input on how funds are allocated with LCAP as well as Migrant funding. The MEP parents are also given information and are trained on how to read ELA, Math, ELPAC data, and their child's report cards. Parents are also asked to give feedback and suggestions, and they are encouraged to share their comments and concerns either written or verbally. Migrant parents are also provided training by the MEP to help them feel comfortable and confident in their role as partners in their children's education.

The MEP is guided by a Migrant Parent Advisory Council (PAC) elected bi-annually by migrant parents. Meetings are held at least six times each year, and parents who are elected to serve as PAC officers are trained by the MEP staff to serve effectively in the Arvin Union School Migrant Education Program.

Parent Communication Plan: Describe who, how, and when parents will be informed about all programs for migrant students. Describe who, how, and when parents will be informed about all services for migrant parents (e.g., health workshops, school readiness services, and parent and family engagement services).

Parents and community members are informed of all programs at the DAC and PAC meetings as well as in the annual ILP. Parents who have students in the migrant program are given a survey in early Spring to measure successful progress of their students and the program as well as provide feedback and suggestions. Parents and students are notified during enrollment periods, at the beginning of each year, and when they qualify for the migrant program of all programs offered. Migrant program staff use Parent Square announcements to send texts, emails, and flyers for health programs, parent nights, and regional events that the migrant program is coordinating. Migrant staff participates in district on-site parent activities such as registration, open house, parent conferences, and others, to recruit and share program information.

Program Coordination

The district will provide a detailed description of how its MEP will coordinate with other programs including, but not limited to, Title I, Part A; Title II; Title III; Title VI; pre-K programs (e.g., Head Start, Reading First, etc.), Homeless education, etc. (be specific). If you are a Region, provide a detailed description of how you coordinate with other programs at the county level.

The Superintendent and Assistant Superintendent oversee all categorical budgets, including the administration of the LCAP and federal funds. This is coordinated to ensure supplementing rather than supplanting of efforts in alignment with Federal Programs. The Chief Business Official and Accounts Payable support ongoing budget management and submission of documents for all programs.

A District Leadership Team meets quarterly to ensure coherence among programs and to align district goals and action steps. This team then meets a minimum of monthly to focus on implementation.

The District Cabinet which is made up of the superintendent, assistant superintendent, district administrators, site administrators, and directors of programs meet twice per month to guide and direct categorical programs and instructional program implementation. They also work with site administration to coordinate assessments and trainings on Designated and Integrated ELD strategies and other district focus areas.

Student Success Facilitators and Family Resource Advocates help coordinate Homeless services at each site in addition to the staff member assigned to be the Foster/Homeless Liaison.

The Family Resource Director coordinates attendance, truancy, and SART.

Program staff are highly supported by Kern County Superintendent of Schools through meetings, training, and state/federal guidance support.

The Migrant Education Program Resource Teacher attends all administrative curriculum meetings, District Leadership Team Meetings, and other meetings with regional, county, and district staff to ensure migrant students are receiving all necessary services.

MEP Director ensures that all migrant services are supplemental to all other services.

Arvin Union School District offers a State Preschool Program. This program provides a secure environment that supports the social, emotional, cognitive, and physical needs of all children. Arvin focuses on language and literacy, social and cognitive development, motor skills, and health and safety.

Arvin also supports students by providing small group, whole group, and individual instruction as identified for Tier 1 and Tier 2 supports as well as Tier 3 needed for speech, or IEP goals, social emotional goals, or to support developmental goals as observed in class as indicated by ASQ or ASQSE district assessments, or DRDP preschool measures.

We coordinate services with state preschool to support the needs of all students that we serve in the community of Arvin. We refer our families as needed to the Family Resource Center to supplement and augment services on a case-by-case basis.

The district's homeless education ensures that students identified as homeless according to the McKinney Vento Act, are immediately enrolled. Foster youth as well as students in the migrant program are given priority for services within the district. The district liaison works to remove such obstacles as immunization records, birth certificates, and proof of address issues. The district also provides uniforms and transportation if necessary.

The migrant coordinator is invited to district administrative and planning meetings as a regular attendee. Discussions regarding programs, instructional strategy implementation, and analysis of data are included. Coordination is promoted by personal meetings with the Superintendent and Assistant Superintendent (Title I, Title II, Title III, and Title IV), Program Directors (PreK, ASES, After School Director), and site administrators (Title I) to ensure supplementing not supplanting.

Section 5: Regular School Year

1. Extended Day TK-8th

Provide an overview **description** of your service/allowable activity.

At least 60 hours of Extended Day will be offered to all migrant students not meeting standards in addition to district expanded learning opportunities. These additional minutes will focus on language arts and math interventions. Classes will be held Tuesdays - Thursdays from 2:12-4:15 at each elementary school site for TK-6th grade students and 2:40-4:15 at Haven Drive Middle School. Credentialed teachers will lead instruction in both language arts and math daily with instructional aide support in each classroom. Newcomer students in 4th-8th grades will get additional small group support with language acquisition.

** In the event of school campus closures due to pandemic or other situation, AUSD MEP will offer distance learning. While the original curriculum and delivery may change, we will continue to do what's necessary and best for our migrant students.*

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☒ SSDP Focus Area: English Language Arts
- ☒ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☒ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☒ After School
- ☐ Saturday
- ☐ Before School
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☒ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

El Camino Real, Sierra Vista, Bear Mountain, Haven Drive Middle School

What is the need for this service/allowable activity based on the data?

According to the most current data, our current goals are:

A. Strengthen migrant students' overall language skills; ELPAC data indicates more than 25% of migrant

students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2022 assessments measuring ELA proficiency indicate an overall average of 17% proficient or above in the migrant students' subgroup, which indicates a great need for support in all areas of language skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	16 %
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C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard.

D. Strengthen migrant students' math skills; 86% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2022 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 82% of migrant students are below Standard across the assessed grades in ELA.

G. Increase migrant students' access to computers and other technology for educational purposes in order to assist students in meeting Common Core standards for college and career readiness as well as having the basic skills needed to successfully demonstrate learning when taking CAASPP assessments.

H. Improve dispositions and habits required for successful transition to college, vocational training, or work to assist students in meeting college and career readiness Common Core standards.

I. Expand migrant students' problem-solving skills: District assessments measuring Math proficiency indicate an overall average of 86% not meeting the standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

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Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students in grade levels TK-8th grade will participate in after-school classes Tuesday, Wednesday, and Thursday. Teachers will use several strategies to increase student achievement. Socratic Seminar strategies are

used to guide large group discussions and expository readings and writings. Students will be reading and writing for expository texts, narrative texts, descriptive texts, and persuasive texts using My Writing Coach, culturally responsive book studies, Iready, and Focused Approach curriculum. These writing assignments will be based on a rubric scoring guide that they are familiar with through district benchmarks. Systematic ELD will be used to strengthen oral language and academic vocabulary. The students will use the strategies to help them have discussions and respond and answer question questions in complete sentences The ELA/ELD frameworks will be reviewed and used to correlate the standards to deliver appropriate grade-level instruction as well as the four principals of the English Learner Roadmap. Small groups for intensive intervention for our newcomers will use the curriculum Frames For Fluency by Ballard and Tighe. Iready provided by the district and supported by migrant staff tutoring will be used to strengthen essential ELA and mathematics standards as well as computer skills to better prepare students for the Caaspp test. Focused Approach ELA and Math curriculum will be used as well as hands-on problem-based learning to support critical thinking and problem-solving skills with real-world scenarios.

Key Skills:

- Students will be provided the opportunity to read various types of expository texts such as description, comparison, cause and effect, problem-solution...
- Students will be given the opportunity to write within various contexts and students will be provided a rubric that outlines the elements required by the genre in which they are writing. Students will also be given examples of writing pieces to identify what is needed to be proficient and compare the levels of writing proficiency.
- Mathematics Claim #1: Concepts and Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."
- Mathematics Claim #2: Problem Solving "Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies."
- ELD strategies will be used with students throughout lessons.
- Cultural and self-pride activities will be incorporated throughout the program to increase student engagement.
- Parents will be provided a series of trainings to inform them of how they can continue to be a part of their child's education and advocate for them throughout their educational career. The MEP will also hold meetings for parents to describe the programs being offered within the district and how they can participate as well as support within the community.

Student/teacher ratio:

Our average class sizes will be 20 students per teacher and will not exceed the ratio of the district. We will also have an instructional aide to support small group learning. 20:1 plus an instructional aide.

Instructional strategies:

Students will receive at least 30 hours of instruction in ELA where they will read and write for various genres and be able to use a rubric to achieve proficiency. Students will also receive at least 30 hours of instruction in math with a focus on claims 1 and 2. Students will also receive supplemental support with a technology-based program called iReady which is based on individual student needs. The district currently provides Family Math Night at each school site to which all students are invited. In addition to this, migrant students will receive hands-on manipulatives to reinforce what they learned at the Family Math Night workshop. Since the migrant program employs regular day teachers, they will be able to support migrant students at all of the workshops. The migrant program will also reach out to families to promote attendance to these events.

SDAIE strategies will be used throughout each lesson. Teachers will relate the lessons to real-life events, use visual representations and realia, demonstrate the problems to be solved, role-play or experiment, 2 or 3 column notes, and include peer discussions by using Socratic seminar, fishbowl, or other proven organized peer discussion models. ELD supports such as thinking maps, language frames, and think, write, pair-share will also be used. [The California ELD Standards Companion](#) will be used to guide ELD instruction in the key themes: meaning-making, language development, effective expression, content knowledge, and foundational skills. Teachers will be culturally sensitive and aware as they use background knowledge to build relationships with students and relate the new content to their culture. Teachers will build confidence and self-pride within the classroom by allowing students to express themselves through discussions and projects of various types based on grade level.

Other Instructional Strategies Include:

- *Close Reading
- *Write From the Beginning Process Writing
- *Individualized instruction through technology
- *iReady- differentiated online instruction
- *ELD Vocabulary builders
- *Targeted lessons using iReady mini-lessons
- *Note-making
- *CUBES
- *RACE
- *Counting Collections
- *Math Talks
- *CRA (concrete-representative-abstract) Math

Student grouping method:

Students will participate in whole Group Direct/First Instruction with the credentialed Migrant teacher. Teachers will constantly check for understanding and provide multiple opportunities for collaboration and partner work. While students are working in groups, the instructional aide and the teacher will work with students during small group intervention and one-on-one intensive intervention.

How instruction will be **differentiated**:

Students will be leveled for differentiated instruction based on CAASPP, ELPAC, and iReady data. Students will be assessed by the teacher using ongoing, formal and informal, assessments in the classroom. Students will be grouped based on needs within the classroom in which the instructional aides will work to support individual/small group needs. iReady mini-lessons will be given in a small group setting to focus on individual student needs. Newcomer students that need extra language support will receive support in a one-on-one or small group setting depending on how many students are in need.

Other strategies besides the SSDP strategies identified for the focus areas:

AVID Strategies, Write from the Beginning Strategies, and Thinking Maps will also be used as a continuation from regular instruction, so students can strengthen skills using the strategies they have been working on and mastering.

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21st Century Learning Skills. When technology is used as a tool, the curricular content resides not in the software, but in the instructional activity for which the tool is used. The technology itself does not convey the content (except in the limited cases where the instructional goal is to learn to use the technology tool). 21st Century teacher strategies and student outcomes that are predominantly used in the district are implemented as follows:

Using district-adopted curriculum and resources as well as supplemental curriculum, teachers will offer opportunities for students to develop and demonstrate essential 21st-century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

Throughout supplementary instruction, students will develop and demonstrate the following essential

21st-century skills in each of the noted performance areas:

Critical Thinking: Information & Discovery, Interpretation & Analysis, Reasoning, Constructing Arguments, Problem Solving, Systems Thinking.

Communication: Effective Listening, Delivering Oral Presentations, Communicate Using Digital Media, Engage in Conversations & Discussions, Communicate in Diverse Environments

Collaboration: Leadership & Initiative, Cooperation, Flexibility, Responsibility & Productivity, Collaborative Using Digital Media, Responsiveness & Constructive Feedback.

Creativity:

Idea Generation, Idea Design & Refinement, Openness & Courage to Explore, Work Creatively with Others, Creative Production & Innovation.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☑ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☑ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☑ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☑ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☑ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☑ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Parent and Family Engagement

- ☑ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☑ **Strategy 12.1** - Provide three workshops for parents including:
 - How the U.S. school systems works and parent and family opportunities for participation within this system.
 - Parent engagement evidence-based strategies
 - Understanding student achievement data
 - Supporting your child in obtaining a high school diploma
 - Understanding career technical education
 - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

Student Engagement

- ☑ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☑ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☑ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

MEP will use a research-based curriculum by Teacher Created Materials called Focused Approach in both English Language Arts and Math. This curriculum covers all grade-level standards with mini lessons to help prepare students to be proficient. The curriculum is written to look like what students will see for the end-of-the-year CAASPP assessment. The curriculum also has test-taking strategies embedded throughout. Teachers are given ways to differentiate instruction using the curriculum that reflect the needs of the students. The curriculum provides guidance on content and teaching practices in order to enhance learning experiences. Ready lessons are used in a

small group setting for differentiated instruction. My Writing Coach will be used for writing instruction. This curriculum is student-friendly and engaging with ELD supports and kid-friendly rubrics. Frames For Fluency will be used for our newcomer students and students who need extra support for English language acquisition. All curricula used will have an ELD focus with teachers using ELD strategies throughout lessons that include but are not limited to sentence frames, PQPA, thinking maps, and Think-Talk-Write or Think-Pair-Share. Mango Math curriculum will be used as small groups or centers to help support math fluency.

Students will also do book studies using book titles such as: Between Us and Abuela: A Family Story from the Border by Mitali Perkins, Esperanza Rising by Pam Munoz Ryan, The Circuit: Stories from the Life of a Migrant Child by Francisco Jimenez, and Off We Go to Mexico by Laurie Krebs. Books studies will incorporate a sense of self-pride for students as well as cultural pride (SSDP 13.0). In addition, the book studies will provide interest and build content are and background knowledge for students.

Computer-assisted learning will be used to support basic skills in math with the iReady program for all grade levels.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Writing Strategies	10/2023	180	The purpose of having an on-line subscription writing program is to prepare students to meet the common core state standards in writing. The online program will support English Learners with writing tasks that align to state standardized testing. Writing instructional tasks in areas: inference, main idea, revision, research and full writes will provide support with targeted standards. Thinking maps will be embedded as a tool for our students to use.	SSDP 1.3
MASKS - Math and Science Kits	10/2023	120	The purpose of M.A.S.K. is to provide students with a science kit where math and science are co-mingled. This curriculum provides rigorous math and science led instruction.	SSDP 2.2
Integrated ELD	10/2023	180	Integrated ELD: The purpose is to provide instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English	SSDP 3.0
Cultural PD	10/2023	180	Cultural PD: The purpose is using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.	SSDP 13.0
Math PD	09/2023	180	The purpose is to teach mathematics for understanding. It is essential to actively and intentionally cultivate students' use of the Student Math Practices (SMPs). To understand mathematics, students must be the doers- the ones who do the thinking, explaining, and justifying.	SSDP 2.2, SSDP 3.0

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

The expected outcome of this strategy is to increase reading comprehension, writing, and math concepts, especially in number concepts operations, and problem-solving in order to close the achievement gap. Students will be formally measured at the beginning of the year in August/September and throughout as they enter and leave the program with the final formal evaluation taking place in March 2024 for reading comprehension and math.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will be evaluated based on a pre/post assessment from Teacher Created Materials in both ELA and Math. All students will improve their pre assessment score by 10%.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will be given a survey in order to ensure all needs are being met of migrant students and families. The survey will also include what they want to see more of as well as when the best time for family events would be. The survey will show 90% of all migrant parents are satisfied or more than satisfied based on a 4-point survey rubric.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	14	71	85
1	19	43	62
2	17	35	52
3	20	32	52
4	18	41	59
5	24	40	64
6	15	47	62
7	12	44	56
8	12	36	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	151	389	540

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
AUSD	K - 6	436	09/12/2023 - 03/21/2024	57	123	7,011
AUSD	7 - 8	104	09/12/2023 - 03/21/2024	57	100	5,700

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Extended Day Teacher	Certificated	8	0.05
Instructional Aide	Classified	8	0.27

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Title	Classification	Number of	
		Staff	FTE
Preschool Community Aide	Classified	1	0.75

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Extended Day Teachers will support students 1 hour per day for 57 days. 57 days x 7 teachers x \$60 = \$23940 (16 training hours + 8 hours planning time x 7 teachers @ \$40 = \$6720) 1 Lead teacher to sub where needed, push in for small groups, as well as collect lessons from teachers and evidence for SSDPs = \$3420 + training (16 hours x 40) = 4600 .	\$30,660
1100 Teachers	Per new contract teachers will make \$75/hour with students and \$70/hour for PD. 57 x 75 = 4275 x 7 teachers = 29925 PD hours 30 x 70 x 7 = 14700 29925 + 14700 = 34125 Adding one online class for students unable to attend after school on-site with a focus on math, ELA, writing, and ELD by a certificated teacher, 75 x 60 = 4500	\$18,465
2100 Instructional Aides	Extended day instructional aides: (66 days x 2.5hrs + 22hrs professional development) x 8 aides x \$19.00 instructional aides = \$28424	\$28,424
2100 Instructional Aides	We are going to try to work with afterschool staff already serving migrant students, so we will not have to hire instructional aides at this time.	-\$28,424
2900 Other Classified Salaries	Migrant Community Preschool Aide (188 days/ 8hrs per day) @ 24.46 = 36788 + student support for district and regional events throughout the year 180 extra hours x 36.69 = 6604 Anniversary Increment pay = 1260 Total = 44652 -11163 claimed in SR	\$33,489
3000 Employee Benefits	Extended Day Instructional Aides: 28424 x 32%	\$9,096
3000 Employee Benefits	Extended Day Teachers: 30660 x 19%	\$5,825
3000 Employee Benefits	Migrant Community Preschool Aide benefits 33489 x 32% + health and wellness (\$21,846) = 36135.	\$32,562
3000 Employee Benefits	Do not need extended day instructional aides at this time. -9096	-\$9,096
3000 Employee Benefits	Extended Day teachers 49125 x 21.6% = 10661	\$4,786
3000 Employee Benefits	Community Preschool Aide 33489 x 35.4% plus health benefits = 21488 Over budgeted since salary is also coming from School Readiness.	-\$11,074
4300 Materials & Supplies	Migrant Extended day: Pencils, folders, paper, pens, markers, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. Backpacks with supplies for lessons and taking books back and forth to school. First Book, reading books in English and Spanish to support Dual program, Skills-based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Measuring Up to the Common Core student workbooks, culturally responsive books for book studies, Math Flashcards, Stem Kits, robotic kits, project-based learning supplies such as LEGOs. Culture awareness supplies, mental, social, emotional support videos, pamphlets, curriculum. Healthy snacks, wagons to transport food for after-school supper in the classroom, wipes for cleaning. Supplies for family math nights such as: game boards, dice, manipulatives, playing cards, pretend money, spinners, stickers, math games, math kits. To also supplement costs of School Readiness supplies. Radios to keep in contact for safety with offices at each site as well as the migrant office. Frames for Fluency curriculum and iReady Toolkit to be purchased for extended day curriculum. Art kits and hands-on projects. Healthy eating curriculum and products for nutrition and exercise program.	\$4,809
5200 Travel & Conferences	Professional Development Conferences and Travel: CUE Conference, STEAM Conference, Boost Conference, CABE, CISC, NADSME, other migrant-related conferences.	\$1,500
5200 Travel & Conferences	Outreach Mileage: Serve PreK -8th grade students when they are unable to attend extended day or Saturday school programs. Mileage for SSAs to pick up language surveys from school sites for recruitment and check our boxes at each school site for mail. RT to travel from school sites to oversee programs. Travel to and from regional meetings and events.	\$1,200
5700 Transfers of Direct Costs	Culminating activity for middle school students to attend CTEC (Kern High School District Career and Technical Center) or Los Angeles museum. Bus all sites to Sierra Vista for the bike assembly.	\$1,500
5800 Prof/Cons/Serv & Operating Exp.	Shirts for Outreach and I&R safety for new personnel going out to homes or in the community to be recognized as part of school district staff. Usually around 10 new personnel hired.	\$200

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	Professional Development Workshops - Workshops for Migrant Resource Teacher to gain information regarding services, local opportunities, up to date strategies and curriculum to support student success.	\$1,200
5800 Prof/Cons/Serv & Operating Exp.	Culminating Activity for students to take place in November 2023 and May 2024. STEAM Museum from Mobile Ed Productions = 1500 x 3 = 4500 Bike assembly 3000	\$7,500
5800 Prof/Cons/Serv & Operating Exp.	Printers for family recruitment and notifications, ILPs, student services. 1 Riso and 1 Kyocera	\$2,500
Total:		\$135,122

2. Saturday School TK-8th

Provide an overview **description** of your service/allowable activity.

Students in grade levels K-8th will participate in 13 designated virtual Saturday School classes from 8:00-12:15 pm. Credentialed teachers will use several strategies to increase student achievement. Instructional aides or mini corps tutors will be able to support with small group instruction when available. The focus of Saturday School will be ELA and math with ELD supports throughout each lesson. Hands-on kits will be used for engagement.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☒ SSDP Focus Area: English Language Arts
- ☒ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☒ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☐ After School
- ☒ Saturday
- ☐ Before School
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☐ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Bear Mountain Elementary, Sierra Vista Elementary, El Camino Real Elementary, Haven Drive Junior High

What is the need for this service/allowable activity based on the data?

According to the most current data, our current goals are:

A. Strengthen migrant students' overall language skills; ELPAC data indicates more than 25% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2022 assessments measuring ELA proficiency indicate an overall average of 17% proficient or above in the migrant students' subgroup, which indicates a great need for support in all areas of language skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
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3	16%
4	24%
5	13%
6	15%
7	22%
8	25%

C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard.

D. Strengthen migrant students' math skills; 86% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2022 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 82% of migrant students are below Standard across the assessed grades in ELA.

G. Increase migrant students' access to computers and other technology for educational purposes in order to assist students in meeting Common Core standards for college and career readiness as well as having the basic skills needed to successfully demonstrate learning when taking CAASPP assessments.

H. Improve dispositions and habits required for successful transition to college, vocational training, or work to assist students in meeting college and career readiness Common Core standards.

I. Expand migrant students' problem-solving skills: District assessments measuring Math proficiency indicate an overall average of 86% not meeting the standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
-------	---

3	16%
4	18%
5	11%
6	13%
7	16%
8	7%

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students in grade levels TK-8th grade will participate in 13 designated Saturday School classes from 8:00 am-12:15 pm. Teachers will use several strategies to increase student achievement. Systematic ELD will be used to strengthen oral language and academic vocabulary. The students will use the strategies to help them have discussions and respond and answer questions in complete sentences.

Computer-assisted learning will be used to support basic skills in writing and math. TK-8th students will be using iReady to individualize to their specific needs in writing and math. Teachers will use Kiwi Co kits to engage students while working in groups practicing language and math problem-solving skills.

Key Skills:

-Students will be provided the opportunity to read various types of expository texts such as description, comparison, cause and effect, problem-solution...

- Students will be able to write within various contexts using a rubric that outlines the elements required for the specific genre to write a proficient writing piece.
- Mathematics Claim #1: Concepts and Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."
- Mathematics Claim #2: Problem Solving "Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies."
- ELD strategies will be used with students throughout lessons.
- Cultural and self-pride activities will be incorporated throughout the program to increase student engagement.

Saturday School will be held virtual as this was what the majority of parents wanted in our survey in March of 2023. Attendance has also proven to increase or stay the same during Saturday School as parents do not like to get their kids up early to bus them to a school site and would prefer them to stay at home on the weekend to get extra support.

Student/teacher ratio:

The teacher ratio will be 20:1 in all grade levels with an instructional aide or mini corps tutor to support small groups when available.

Instructional strategies:

Students will receive at least 30 hours of instruction in math and ELA. Students will also receive project-based learning with an emphasis on science-based curriculum. SDAIE strategies will be used throughout each lesson. Teachers will relate the lessons to real-life events, use visual representations and realia, demonstrate the problems to be solved, role-play or experiment, 2 or 3 column notes, and include peer discussions by using Socratic seminar, fishbowl, or other proven organized peer discussion models. ELD supports such as thinking maps, language frames, and think, write, pair-share will also be used. The California ELD Standards Companion will be used to guide ELD instruction in the key themes: meaning-making, language development, effective expression, content knowledge, and foundational skills. Teachers will be culturally sensitive and aware as they use background knowledge to build relationships with students and relate the new content to their culture. Teachers will build confidence and self-pride within the classroom by allowing students to express themselves through discussions and projects.

Student grouping method:

Students will participate in whole Group Direct/First Instruction with the Migrant teacher. Teachers will constantly check for understanding and provide multiple opportunities for collaboration and partner work. While students are working in groups, the instructional aide and the teacher will work with students during small group intervention and one-on-one intensive intervention.

How instruction will be **differentiated**:

Students will be grouped based on levels of need. Students will be in small groups or get individual help from an instructional aide. Centers or break-out groups will also be utilized in order to make sure students get the instruction they need at their individual levels. Intervention supports will be available to all students as well as more rigorous instruction and projects for those students above proficient.

Other strategies besides the SSDP strategies identified for the focus areas:

Students will focus on ELA and math with a science-based curriculum. Students will be using project-based learning with the Kiwi Co curriculum in order to also hit New Generation Science Standards.

Teachers use technology as a tool to implement strategies and best learning practices that support 21st Century Learning Skills. When technology is used as a tool, the curricular content resides not in the software, but in the instructional activity for which the tool is used. The technology itself does not convey the content (except in the limited cases where the instructional goal is to learn to use the technology tool). 21st Century teacher strategies and student outcomes that are predominantly used in the district are implemented as follows:

Using district-adopted curriculum and resources as well as supplemental curriculum, teachers will offer opportunities for students to develop and demonstrate essential 21st-century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

Throughout supplementary instruction, students will develop and demonstrate the following essential 21st-century skills in each of the noted performance areas:

Critical Thinking: Information & Discovery, Interpretation & Analysis, Reasoning, Constructing Arguments, Problem Solving, Systems Thinking.

Communication: Effective Listening, Delivering Oral Presentations, Communicate Using Digital Media, Engage in Conversations & Discussions, Communicate in Diverse Environments

Collaboration: Leadership & Initiative, Cooperation, Flexibility, Responsibility & Productivity, Collaborative Using Digital Media, Responsiveness & Constructive Feedback.

Creativity:

Idea Generation, Idea Design & Refinement, Openness & Courage to Explore, Work Creatively with Others, Creative Production & Innovation.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☑ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☑ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☑ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☑ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☑ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☑ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Parent and Family Engagement

- ☑ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☑ **Strategy 12.1** - Provide three workshops for parents including:
 - How the U.S. school systems works and parent and family opportunities for participation within this system.
 - Parent engagement evidence-based strategies
 - Understanding student achievement data
 - Supporting your child in obtaining a high school diploma
 - Understanding career technical education
 - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

Student Engagement

- ☑ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☑ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☑ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

KiwiCo hands-on educational kits, PBL Project curriculum, and iReady

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Development/Saturday School Logistics	08/2023	180	Go over schedules, campus maps since this will be a new site for some, transportation, entering and dismissal practices, time accounting, the curriculum being used, SSDP strategies and focus. Planning time for teachers for data review for small groups and their specific students.	SSDP 2.2
Writing Strategies	10/2023	180	The purpose of having an on-line subscription writing program is to prepare students to meet the common core state standards in writing. The online program will support English Learners with writing tasks that align to state standardized testing. Writing instructional tasks in areas: inference, main idea, revision, research and full writes will provide support with targeted standards. Thinking maps will be embedded as a tool for our students to use.	SSDP 1.3
Integrated ELD	10/2023	180	Integrated ELD: The purpose is to provide instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English	SSDP 3.0
Math PD	09/2023	180	The purpose is to teach mathematics for understanding. It is essential to actively and intentionally cultivate students' use of the Student Math Practices (SMPs). To understand mathematics, students must be the doers- the ones who do the thinking, explaining, and justifying.	SSDP 2.2, SSDP 3.0
Cultural PD	10/2023	180	Cultural PD: The purpose is using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.	SSDP 13.0

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Increase students' math proficiency on claim 1 and claim 2 questions by 10% growth on post-assessment from baseline of pre-assessment for math using example claim questions.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will show at least 10% growth on post-assessment using questions released from claim 1 and claim 2.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will be given a survey after the program to ensure all needs are being met of migrant students in this program. The survey will include if the curriculum was engaging for their students as well as if they would like to continue the program online or in-person. The survey will be used for input and given to elected PAC members for planning of the following school year.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0

Grade	PFS	Non-PFS	Total
3-5yrs	0	0	0
K	14	6	20
1	19	1	20
2	17	3	20
3	20	5	25
4	18	7	25
5	24	1	25
6	15	10	25
7	12	10	22
8	12	10	22
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	151	53	204

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Arvin Union	K - 8	204	08/19/2023 - 12/09/2023	13	405	5,265

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Teachers	Certificated	4	0.04

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Saturday School Teachers Kinder - Eighth 4x \$60.00 x (4 hrs x 13 days = 52 hrs) = 12480 Trainings and Planning: 16 hours (RT and 4 teachers) @\$40 = \$3200 Close-Up Saturday Classes for New American program 6 classes x 4 hours x \$60 = 1440 Prep and training 12 hours x \$40 = 480	\$17,600
1100 Teachers	New contract is \$75/hour and \$70/hour for PD. 4 teachers x 75 x (4 hours x 11 days= 44 hours) = 13200, PD 4 teachers x 16 hours x 70 = 4480 Close up teacher 6 classes x 4 hours x 75 =1800 + prep and training 12 hours = 840	\$2,720
3000 Employee Benefits	Teacher K-8th benefits 17600 x 19%= 3344	\$3,344
3000 Employee Benefits	Teacher benefits 20320 x 21.6% = 4389	\$1,045

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Saturday School: Pencils, notebooks, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. Reading books in English and Spanish to support Dual program, pumpkins for lessons. Skills-based kits/books: Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Math Flashcards, Stem Kits, Kiwi Co Kits, robotic kits, Hands-on curriculum. SEL workbooks and supports, culturally responsive curriculum and activities.	\$12,000
4300 Materials & Supplies	We are able to use some materials from last year.	-\$4,888
5800 Prof/Cons/Serv & Operating Exp.	Culminating activity/assembly for grades K-8th.	\$1,500
Total:		\$33,321

3. Family Engagement/Support Services

Provide an overview **description** of your service/allowable activity.

Family Engagement: Strategy 12.0/12.1

The migrant program will offer an orientation at the beginning of the year that will introduce parents to what services the MEP has to offer. The migrant program will also hold a resource fair for our migrant parents to provide resources to our families about where they can go in the community for help as well as services available to them.

The migrant program will provide 3 workshop series for parents including:

1. How the US school systems works and parent and family opportunities for participation within this system.
2. Parent engagement evident evidence-based strategies.
3. Understanding student achievement data - with a focus on ELPAC for redesignation before high school.

Presentations for these workshops will be from CAFE Parent Engagement Curriculum - Project 2 Inspire.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☐ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☒ SSDP Focus Area: Parent and Family Engagement
- ☐ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☒ After School
- ☐ Before School
- ☐ Saturday
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☐ Site/Center-based
- ☒ District-wide
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Bear Mountain Elementary, El Camino Real Elementary, Sierra Vista Elementary, Haven Drive Middle School

What is the need for this service/allowable activity based on the data?

The focus of this activity is to ensure families understand what the MEP offers. It is important for families to know the data and how to read the data in order to support their students and help their students at home. If we are able to educate our parents, they are able to become productive educational partners and help us build rigorous programs to support all students.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Family Engagement: Strategy 12.0/12.1

The migrant program will offer an orientation at the beginning of the year that will introduce parents to what services the MEP has to offer. The migrant program will also hold a resource fair for our migrant parents to provide resources to our families about where they can go in the community for help as well as services available to them.

The migrant program will provide 3 workshop series for parents including:

1. How the US school systems works and parent and family opportunities for participation within this system.
2. Parent engagement evidence-based strategies.
3. Understanding student achievement data

Student/teacher ratio:

We will be inviting all migrant families. We will have 2 presenters as well as another SSA and the Resource Teacher to support families.

Instructional strategies:

We will use parents' native language to present as well as have interpreters available. We will also make sure all handouts are in the parents' native language. The time the activity takes place will be during the evening as per the parent survey results from March 2023 to allow more parents to participate.

Student grouping method:

Based on PAC input and the parent survey results, we will hold our first and last meetings in-person. All other meetings and parent workshops will be held via Zoom.

How instruction will be **differentiated**:

There will be time for Questions and Public Comments at the very end of the presentation. We will be able to answer questions or get back to families if we can't answer right away.

Other strategies besides the SSDP strategies identified for the focus areas:

Throughout the year, the district offers many workshops for parents that include the focus topics listed in SSDP 12.0. Although we are unable to mark strategy 11.0 in our district service agreement because the option is not available, the district and MEP work together to ensure our parents are referred for all health services as needed. We work closely with the district social workers as well as partner with Clinica Sierra Vista to ensure our families receive priority when referred for mental health services. The MEP works closely with the district Family Resource Center to ensure students' and families' needs are being met for medical, dental, vision, and nutrition. The district is also working on a Community Schools Planning grant to expand and support student needs. The MEP also works with the county office for many programs that are paid with region 5 funding to ensure our students' medical, dental, vision, and nutritional needs are met with referrals to Tzu Chi Clinic, Clinica Sierra Vista, Vision Clinic for glasses, Gleaners for food, Operation School Bell for uniforms, shoes, and hygiene products, the mobile dental clinics... throughout the year. We offer help setting up appointments, transportation to and from appointments when available, and follow-ups with families to ensure they received the help they need. Parents are asked at the beginning of each year during the Individual Learning Plan meeting if any additional services or referrals are needed. This allows parents to have input

and ensure our program is not missing anything to allow for a well-rounded educational experience.

What SSDP strategies will be used to deliver this service/allowable activity?

Parent and Family Engagement

- ☒ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☒ **Strategy 12.1** - Provide three workshops for parents including:
 - How the U.S. school systems works and parent and family opportunities for participation within this system.
 - Parent engagement evidence-based strategies
 - Understanding student achievement data
 - Supporting your child in obtaining a high school diploma
 - Understanding career technical education
 - Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

What evidence-based curriculum will be used in this instructional service?

One of our SSAs and our Preschool Community Aide were trained as trainers of Project 2 Inspire curriculum. They will use this curriculum and the created materials to engage parents in content rich information to help them understand they play a huge role in their child's education.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Project 2 Inspire	08/2023	220	SSA and Preschool Community Aide were trained in the TOT training held by the county office in Dec 2021 and are ready to present on the materials that were given to them. Presenters will be given a refresher training and reminded of proper etiquette and procedures for parent meetings.	SSDP 12.0, 12.1

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Students, parents, and staff will gain knowledge of the school system and how they are needed to create the best learning environment for our students. Parents will be given an evaluation tool to be used to guide our next parent workshop.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
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Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	The MEP will send out a parent survey to ensure parents feel like they understand their role in their child's education as well as how they can continue to be active in their child's education through junior high and high school years. The survey results will guide us to expand our program based on the information gathered and give us an idea of how many families know what programs are offered within the district as well as where they can go in the community for support. Our goal is to receive 60% of participant surveys back.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0

Grade	PFS	Non-PFS	Total
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	150	150
Total	0	150	150

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
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Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
SSA	Classified	1	0.02
Preschool Community Aide	Classified	1	0.02

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Overtime hours to train parents 3 meetings from 5:00-6:30pm (1.5 hours each) = 4.5 + 3 hours prep = 7.5 7.5 hrs x 2 people = 15 x \$36.00 = 540	\$540
3000 Employee Benefits	Benefits 540 x %32 =173	\$173
4300 Materials & Supplies	Materials to support parents in being active in their child's education, how to read test scores, how to advocate on behalf of their students.	\$800
Total:		\$1,513

Section 6: Summer/Intersession

1. Summer School/Intersession

Provide an overview **description** of your service/allowable activity.

The Migrant Education Program has extended instructional time through multiple programs during school breaks. In addition to the district summer program being offered to all students from 8:00 am-2:00 pm and ELOP from 2:00-5:00 pm, there will be a standards-based MEP virtual summer session program that students will attend from 3:00 pm - 5:30 pm. The migrant program will also run an online program for students during the Winter Break from 9:00 am - 12:00 pm for 5 days. These programs will offer focused supplementary instruction by credentialed teachers in ELA, ELD, and math as well as a cultural awareness and self-pride component.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☒ SSDP Focus Area: English Language Arts
- ☒ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☒ Other:

December 2023/June 2024

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☐ Site/Center-based
- ☒ District-wide
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Students from all sites (El Camino Real, Bear Mountain, Sierra Vista, and Haven Drive) will be invited to attend summer session. The district summer school will be offered in-person from 8:00 am - 2:00 pm with expanded learning offered from 2:00 - 5:00 pm to all students and the MEP will supplement from 3:00 pm - 5:30 pm 4 days a week and from 9:00 am - 2:00 pm 1 day a week for a total of 20 days. The Winter Academy program will be offered to all MEP students for 5 days during Winter Break and will run from 9:00 am - 12:00 pm with the primary focus being writing in preparation of upcoming district and ELPAC assessments.

What is the need for this service/allowable activity based on the data?

According to the most current data, our current goals are:

A. Strengthen migrant students' overall language skills; ELPAC data indicates more than 25% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2022 assessments measuring ELA proficiency indicate an overall average of 17% proficient or above in the migrant students' subgroup, which indicates a great need for support in all areas of language skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
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3	16%
---	-----

4	24%
---	-----

5	13%
---	-----

6	15%
---	-----

7	22%
---	-----

8	25%
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C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard.

D. Strengthen migrant students' math skills; 86% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2022 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 82% of migrant students are below Standard across the assessed grades in ELA.

G. Increase migrant students' access to computers and other technology for educational purposes in order to assist students in meeting Common Core standards for college and career readiness as well as having the basic skills needed to successfully demonstrate learning when taking CAASPP assessments.

H. Improve dispositions and habits required for successful transition to college, vocational training, or work to assist students in meeting college and career readiness Common Core standards.

I. Expand migrant students' problem-solving skills: District assessments measuring Math proficiency indicate an overall average of 86% not meeting the standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
-------	---

3	16%
---	-----

4	18%
---	-----

5	11%
---	-----

6	13%
---	-----

7	16%
---	-----

8	7%
---	----

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The Migrant Education Program has extended instructional time through multiple programs. There will be a

standards-based summer session program that students will attend from 3:00 pm - 5:30 pm four days a week and from 9:00 am - 2:00 pm one day a week for a total of 20 days. The program will offer focused supplementary instruction in the following areas:

- Oral-language development
- Reading fluency and comprehension in multiple genres
- Writing in a variety of genres
- Academic vocabulary development
- Math problem solving
- Computer skills
- Social-Emotional Development Activities
- Student Engagement with Cultural Component

and will provide appropriate instruction based on the English proficiency levels of English learners. In addition, experiential methods will be used to convey concepts using STEM Center USA curriculum. Students will have hands-on experiences and an opportunity to become engineers using math and science as the curriculum. Students will practice computer skills while being able to create a virtual reality world. Students will also use My Writing Coach curriculum to focus on opinion writing and narrative writing using rubrics to guide instruction.

Preschool students will be participating in instructional activities as outlined in the California Foundations guidelines, using the Big Day and Frog Street curriculum with themed adaptation and integrating the use of STEM kits and computer programs to supplement as well as hands-on manipulatives to optimize learning experiences in preparation for TK and Kindergarten.

There will also be 7th-grade Migrant students who will continue the academy they participated in the spring with the CLOSE-UP trip to Washington DC. Students will gain knowledge, skills, and dispositions necessary for effective and responsible participation in the processes of a democratic society and the American political system. They will continue to develop argumentative speech and writing skills throughout their experience.

Students who are unable to attend summer session will still receive support at their homes from outreach tutors. Tutors will supply resources and books for students to work on in order to bridge them to the next school year.

Student/teacher ratio:

20:1

Instructional strategies:

Students will participate in whole Group Direct/First Instruction virtually with the Migrant teacher. Students will be taught how to read and write for two different genres (descriptive and cause and effect). The region will provide training to teachers as well as rubrics in order to keep data uniform throughout the districts they support. Students will also work in groups to collaborate and problem solves as a team. Teachers will constantly check for understanding and provide multiple opportunities for collaboration and partner work. While students are working in groups, the mini corps aide when available, and the teacher will work with students during small group intervention and one-on-one intensive intervention.

SDAIE strategies will be used throughout each lesson. Teachers will relate the lessons to real-life events, use visual representations and realia, demonstrate the problems to be solved, role-play or experiment, 2 or 3 column notes, and include peer discussions by using Socratic seminar, fishbowl, or other proven organized peer discussion models. ELD supports such as thinking maps, language frames, and think, write, pair-share will also be used. The California ELD Standards Companion will be used to guide ELD instruction in the key themes: meaning-making, language development, effective expression, content knowledge, and foundational skills. Teachers will be culturally sensitive and aware as they use background knowledge to build relationships with students and relate the new content to their culture. Teachers will build confidence and self-pride within the classroom by allowing students to express themselves through discussions and projects.

Other Instructional Strategies Include:

- *Close Reading
- *Write From the Beginning Process Writing
- *Individualized instruction through technology
- *iReady
- *ELD Vocabulary builders
- *Targeted lessons using iReady mini-lessons

Student grouping method:

Students will be grouped in similar grade levels and will be first taught in whole group instruction using ELD strategies. If students need extra support, they will be pulled in small groups with other students who need similar supports by the teacher or instructional aide or in one-on-one intensive instructional intervention.

How instruction will be **differentiated**:

Instruction will be differentiated based on individual student needs. Scaffolds will be given to support the learning levels of all students to ensure success. There will be a newcomer's small group if needed that will use the curriculum Frames for Fluency with a credentialed teacher to get extra support in English Language Development. This will be an intensive intervention to help students on a fast track to redesignation. Students in grades 3-8th will be the priority for this intervention group in order to ensure readiness for A-G requirements as they move to high school.

Other strategies besides the SSDP strategies identified for the focus areas:

Other strategies to be used besides the strategies listed above are AVID strategies. Our district promotes the use of AVID in every classroom and the strategies will continue to be implemented in all summer classes.

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21st Century Learning Skills. When technology is used as a tool, the curricular content resides not in the software, but in the instructional activity for which the tool is used. The technology itself does not convey the content (except in the limited cases where the instructional goal is to learn to use the technology tool). 21st Century teacher strategies and student outcomes that are predominantly used in the district are implemented as follows:

Using district-adopted curriculum and resources as well as supplemental curriculum, teachers will offer opportunities for students to develop and demonstrate essential 21st-century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

Throughout supplementary instruction, students will develop and demonstrate the following essential 21st-century skills in each of the noted performance areas:

Critical Thinking: Information & Discovery, Interpretation & Analysis, Reasoning, Constructing Arguments, Problem Solving, Systems Thinking.

Communication: Effective Listening, Delivering Oral Presentations, Communicate Using Digital Media, Engaging in Conversations & Discussions, Communicating in Diverse Environments

Collaboration: Leadership & Initiative, Cooperation, Flexibility, Responsibility & Productivity, Collaborative Using Digital Media, Responsiveness & Constructive Feedback.

Creativity:

Idea Generation, Idea Design & Refinement, Openness & Courage to Explore, Work Creatively with Others, Creative Production & Innovation.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☒ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☒ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☒ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☒ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☒ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☒ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☐ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☒ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☒ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☒ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

The curriculum will be developed by the region. The region will also train staff to support student learning using the curriculum created. The region will also send support staff out during the summer school instructional day to support student learning using a hands-on curriculum of the same subject taught by teachers in the classroom. STEM Center USA, CSUB math and ELA program, Frames for Fluency, My Writing Coach, and Big Day curriculum will also be utilized. Students will also use iReady, which is a computer-based program for reading and math.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Math PD	05/2024	180	The purpose is to teach mathematics for understanding. It is essential to actively and intentionally cultivate students' use of the Student Math Practices (SMPs). To understand mathematics, students must be the doers- the ones who do the thinking, explaining, and justifying.	SSDP 2.2, 3.0
Writing Strategies	05/2024	180	The purpose of having an on-line subscription writing program is to prepare students to meet the common core state standards in writing. The	SSDP 1.3

Name of Training	Dates	Minutes	Description	Strategy Being Met
			online program will support English Learners with writing tasks that align to state standardized testing. Writing instructional tasks in areas: inference, main idea, revision, research and full writes will provide support with targeted standards. Thinking maps will be embedded as a tool for our students to use.	
Program implementation and Planning	05/2024	240	To go over schedules, class rosters, school maps since most teachers and staff are new to campus, and logistics of how summer school will be run. Planning time for teachers to put into place all trainings and curriculum to be ready to present to students as well as get materials organized for student arrival.	
Integrated ELD	05/2024	180	Integrated ELD: The purpose is to provide instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English	SSDP 3.0
Cultural PD	05/2024	180	Cultural PD: The purpose is using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.	SSDP 13.0
Preschool Summer Curriculum Training	05/2024	195	Each summer the Region integrates a theme into the curriculum. Teachers will receive curriculum training for summer school, as well as an overview on assessment. The same teachers from RSY also teach in the summer. During the school year they will have received training in CPIN, COS, and CIRCLE, which include teaching strategies to address dual language learners, cultural linguistic responsive teaching, and SEL.	SR: 7.0, 7.1, 8.0, 8.1 Student Engagement: 13.0, 13.1, 13.2
Winter Academy Program Implementation	12/2023	240	To go over schedules, class rosters, and logistics of how Winter Academy will be ran. Planning time for teachers to put into place all trainings and curriculum to be ready to present to students as well as get materials organized for student participation.	

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

The expected outcome of this program is to increase migratory student performance in reading, writing, and math by 10% using the formal pre and post-assessments. We will be targeting our PFS students who need the most support.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All of the students will increase performance by at least 10% on the region assessment for reading comprehension and math.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
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Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	2	140	142

Grade	PFS	Non-PFS	Total
K	25	58	83
1	18	52	70
2	15	42	57
3	24	31	55
4	17	37	54
5	21	37	58
6	27	33	60
7	16	40	56
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	165	470	635

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
AUSD	3-5yrs	142	06/03/2024 - 06/28/2024	20	180	3,600
	K - 7	493	06/04/2024 - 06/28/2024	20	220	4,400

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
SSA School Clerk	Classified	2	0.12
Outreach Tutors	Classified	4	0.12

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	4	0.40
Resource Teacher	Certificated	1	1.00

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	4 Teachers 2:45pm-5:45pm x 16 days = 11520 + 12 hours training = 1920 = (13440) 4 days (Fridays at CSUB)9:00 am - 2:00 pm x 4 teachers = (4800) 1 pk teacher 3.5 hours x 18 days = 3780 + 6 hours training = 240 = (4020) Winter: 4 teachers x 4 hours x 5 days x \$60 = 4800 training and prep 12 hours x \$40 = 1920	\$28,980
1100 Teachers	Resource Teacher 16 days x \$450/day(=7200) + trainings (12 hrs. x \$40 = \$480) Total \$7680 (June 2023) Resource Teacher (Winter) 5 days x 450/day	\$9,930

Object Code	Description & Itemization of costs	Amount
	= 2250	
1100 Teachers	New teachers contract pays \$75/hour with students and \$70/hour for PD. 4 teachers x 3.5 hours x 16 days x \$75 = 16800 + 15 hours PD x 5 teachers (including RT) x \$70 = 5250 + 16800 = 22050. 1 PK teacher 3.5 hours x 19 days x \$75 = 4988 + 6 hours PD x 70 = 5408. Winter Academy: 4 teachers x 4 hours x 5 days x \$75 = 6000 Total=33458	\$4,478
1100 Teachers	RT 16 days x \$550/day (June 2024) = 8800 RT 5 days x \$550/day (Winter) = 2750	\$1,620
2100 Instructional Aides	Outreach Bridge Tutor 4 x 4hrs x 24 days x \$20 per hour + 4 hrs each training = 8000 (June 2023) Outreach aides 4 x 4 hours x 5 days x \$20 = 1600	\$9,600
2200 Support Services Salaries	SSA x 2 4hrs x 20days X \$24 per hour	\$4,608
3000 Employee Benefits	Teachers 19%	\$5,506
3000 Employee Benefits	Resource Teacher Benefits 19%	\$1,887
3000 Employee Benefits	SSA 32%	\$1,475
3000 Employee Benefits	Outreach Aides Benefits 32%	\$3,072
3000 Employee Benefits	Teachers benefits 21.6% = 7227	\$1,721
3000 Employee Benefits	RT benefits 21.6% = 2495	\$608
3000 Employee Benefits	SSA benefits 35.4%	\$156
3000 Employee Benefits	Outreach Aides benefits 35.4%	\$326
4300 Materials & Supplies	Materials: Summer School Supplies-Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. Backpacks for students in a summer school program to transport materials, curriculum, and supplies. First Book, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Math Flashcards, Stem Kits Discovering Science Through Inquiry Preschool Curriculum and Reading books, First Books, Preschool Circle Curriculum, Lakeshore Preschool Manipulatives. STEM kits, materials list given by region 5 to support curriculum. Healthy snacks for students served at home.	\$1,317
5200 Travel & Conferences	Mileage reimbursement to service students not participating in summer school program. Mileage to have one vehicle to follow bus 4 days to hands-on activity location.	\$850
5200 Travel & Conferences	Some parents were able to pick up items for Winter and summer during the 22-23 school year, projecting less money needed for mileage this year.	-\$400
5700 Transfers of Direct Costs	Bus transportation to Hands-on learning activities with cultural component at CSUB 1200 x 4 days = 4800 Bus transportation to one culminating activity for students to attend that reinforces what they are learning through ELA, math, and coding.	\$6,800
5800 Prof/Cons/Serv & Operating Exp.	CSUB to provide activities for students to support the ELA, Math, and STEAM they have been working on throughout the week. Cultural component and activity at least one day.	\$10,000
5800 Prof/Cons/Serv & Operating Exp.	Stem Center USA to provide curriculum for students in TK-7th grades for 4 days per week for a total of 16 days with a focus of math problem solving. Coding and virtual reality computer skills and cultural and self pride activities to be incorporated. with one day for culminating activity.	\$75,000
5800 Prof/Cons/Serv & Operating Exp.	Copies for students and teachers of curriculum	\$500
5800 Prof/Cons/Serv & Operating Exp.	CSUB activities projected to be a little higher due to rising costs. STEM Center projected to be a little higher due to rising costs. Culminating activity will be a hands-on interactive youth program that reinforces the skills learned during the summer session. Students will participate in the youth education program at Universal Studios Hollywood where students learn about the engineering principles of the Six Degrees of Freedom and apply that knowledge to a hands-on analysis of TRANSFORMERS: The Ride - 3D. Students then use their new skills to reconstruct the ride vehicles motion sequences. Program Objectives: Explain and model how the Six Degrees of Freedom are used in ride design and development Differentiate between translational and rotational movement Standards Alignment: Next Generation Science Standards Common Core State Standards for Math	\$15,000
Total:		\$183,034

2. MS Close Up Practicum - Students entering 7th & 8th grades at Haven Drive Middle School

Provide an overview [description](#) of your service/allowable activity.

New American Leadership classes and summer residential program for middle school students. Classes will be provided by a certificated teacher. This program will focus on Reading and Writing SSDPs. Students will be selected from El Camino Real, Sierra Vista, Bear Mountain, and Haven Drive.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☒ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☐ After School
- ☒ Saturday
- ☐ Before School
- ☒ Other:

5 Day Summer Residential Study

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☐ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Students will be selected from El Camino Real, Sierra Vista, Bear Mountain, and Haven Drive.

What is the need for this service/allowable activity based on the data?

- Student lack of knowledge of political process.
- Few Migrant Students participate in government activities.
- When surveyed very few migrant students were able to identify their elected representatives. (Pre-survey done annually during Close-Up Workshops)
- Students had somewhat of an idea, but did not clearly understand the checks and balances of the United States.
- Few had knowledge of how a bill becomes a law.
- Students showed interest in becoming more involved in school and community affairs.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students going into 7th and 8th grades will participate in a series of Civic Workshops. Students who attend a majority of the workshops will have the opportunity to attend a culminating field study in Washington DC. Close Up for New Americans curriculum is used during workshops. While the curriculum and the instruction is civics, it is taught utilizing social studies and ELA standards. Socratic Seminar strategies are used to guide large group discussions, expository readings, and writings. For example, students analyze, "Why were the British defeated during the American Revolution" and "How would the United States be different today had the colonist helped the British?"

Another emphasis of the workshops is discussion, debate, reading, and writing of historical documents such as the Bill of Rights, Declaration of Independence, Constitution, and Magna Carta. Through journal writing, students reflect how these documents impact them and their community.

Students who attend the workshops will then participate in the Close Up for New Americans Program in Washington DC. There, students will learn about all of the historical documents and government bodies. They will receive in depth lectures on the significance of the major documents, participate in a series of lectures of government, attend workshops that cover checks and balances of government, learn how an idea can become law, learn the importance of voting, and simulate a presidential elections. In addition, they will participate in daily workshops that encourages getting involved in their local communities and how to bring about change.

Student/teacher ratio:

10 students to 1 teacher.

Instructional strategies:

There will be a series of 6 workshops:

1. Colonial History, Revolutionary Periods
2. Road to the Constitution, Bill of Rights
3. Constitution Research, Three Branches of Government
4. Amendments of the Constitution, Research of Amendments
5. Washington DC Monuments, Historical Building and Sites and their significance
6. Legislative Process "How a Bill Becomes a Law".

Student grouping method:

Students will be grouped by students entering middle school currently enrolled in 6th and 7th grades. Students will be chosen to participate by grades, behavior and past participation within the migrant program.

How instruction will be differentiated:

Students will be placed in large and small groups for instruction. Close Up for New Americans curriculum has interactive units that encourage students expression via vocal, acting, reading and writing. Students will visit monuments and historical sites in Washington DC.

Other strategies besides the SSDP strategies identified for the focus areas:

The learning activities are focused on social studies common core standards. Students will learn how to be involved in their student government. They learn the importance of community involvement. College readiness is another focus area as students will learn the importance of a college education. ELD strategies will be used throughout lessons.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☒ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☒ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☒ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☒ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☒ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☐ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Student Engagement

- ☐ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☒ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Close Up for New Americans Published by Close Up Foundation

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Close Up Curriculum Training	10/2024	180	Teachers will participate in a curriculum training in order to learn the curriculum they will be presenting to students on the topic of civics with an ELA focus. Teachers will learn how to incorporate ELD strategies throughout the lessons. All PowerPoints, teacher editions, and student editions will be given.	SSDP 1.3, 3.0
Cultural PD	10/2023	180	Cultural PD: The purpose is using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.	SSDP 13.0

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Students will have a clear understanding of political process. In addition, they will have a clear understanding of the function and how the United States Government System operates. This will be measured on the post survey assessment.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will gain at least 2 points on the writing rubric from the pre writing assessment sample.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teacher observation will be utilized to measure if students are understanding and comprehending the functions of the United States Government.
Pre and Post Assessment	Of the students who attend the workshops culminating activity 90% will be able to identify the three branches of government and their function.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	5	0	5
7	5	0	5
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	10	0	10

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
	6 - 7	10	01/20/2024 - 03/09/2024	6	360	2,160

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	0.06

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Stipend \$500/day for resource teacher for 6 days = \$3000	\$3,000
3000 Employee Benefits	Teacher Benefits	\$540
5800 Prof/Cons/Serv & Operating Exp.	Cost per student for Close Up Educational study(\$2,500) x 10 = \$25000 + \$420 for single room teacher program.	\$25,420
5800 Prof/Cons/Serv & Operating Exp.	Bright colored shirts for identification, safety and security of students while at the airport for each student and resource teacher attending.	\$300
Total:		\$29,260

3. Algebra Academy

Provide an overview **description** of your service/allowable activity.

Students in 7th and 8th grade not meeting math standards will participate in a 7-day residential Algebra Academy at the University of California, Santa Barbara. Students will receive at least 20 hours of direct instruction and 10 hours of Asynchronous instruction by a certificated teacher. Instruction will target variables, evaluating expressions and equations, and solving algebraic equations and linear equations which have one or two variables.

The Algebra Academy provides integrated ELD and primary language instruction. ELD instruction will include understanding of math concepts, scaffolding, pre-teaching using math vocabulary, and visuals.

Evening workshops include cultural and student pride. A certificated teacher will provide lessons on Baile Folclórico. Lessons include the significance of the music and dress attire of different regions in Mexico and the art of Frida Kahlo as it relates to math and medicine.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☒ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☒ Other
College Readiness Family participation

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Saturday
- ☐ Before School
- ☒ Other:

July 2022 - 7 days

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☐ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

El Camino Real, Sierra Vista, Bear Mountain, Haven Drive

What is the need for this service/allowable activity based on the data?

According to the most current data, our current goals are:

A. Strengthen migrant students' overall language skills; ELPAC data indicates more than 25% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2022 assessments measuring ELA proficiency indicate an overall average of 17% proficient or above in the migrant students' subgroup, which indicates a great need for support in all areas of language skills.

C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard.

D. Strengthen migrant students' math skills; 86% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2022 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 82% of migrant students are below Standard across the assessed grades in ELA.

G. Increase migrant students' access to computers and other technology for educational purposes in order to assist students in meeting Common Core standards for college and career readiness as well as having the basic skills needed to successfully demonstrate learning when taking CAASPP assessments.

H. Improve dispositions and habits required for successful transition to college, vocational training, or work to assist students in meeting college and career readiness Common Core standards.

I. Expand migrant students' problem-solving skills: District assessments measuring Math proficiency indicate an overall average of 86% not meeting the standard, which indicates a great need for support in all areas of math skills.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

- Students will learn specific math strategies for modeling data
- Students will create and solve word problems using their native language(s)
- Students will learn to solve at least three types of algebraic equations
- Students will create visual models to link algebraic expressions and equations to keywords using context written in English
- Students will learn careers in math
- Students will build self-pride by working in collaborative teams and identify their value to the group
- Students will participate and learn the history of cultural dance
- Students will read and learn about the art of Frida Kahlo

Students entering 7th and 8th grades will have the opportunity to attend the Summer Algebra Academy. The Summer Algebra Academy at the University of California, Santa Barbara campus is a residential program that takes a unique approach to teach mathematics in an engaging format. This program focuses on helping middle school kids better understand key concepts that will help them excel in Algebra. Research by the United States Department of Education documents that students mastering Algebra before they reach 9th grade have a higher probability of completing high-level math and science courses in high school required for many undergraduate STEM (Science, Technology, Engineering, and Math) majors. According to College Board, students who mastered Algebra before the 9th grade earned higher test scores on their SAT test compared to students who did not master Algebra concepts before 9th grade.

This program consists of morning sessions where teachers break down Algebra concepts into key groups, then take the students through each group and integrate real-world examples and problems that will help students connect theory with real life. The curriculum is designed for middle school students who are planning to enter into Algebra or need to improve their Algebra skills obtained through a full-year course. The uniqueness of this program lies in the fact that all Algebra concepts are reinforced with hands-on activities. At the end of each activity, students have not only developed an understanding of the concept but have also gained a firm grasp of the application of the concept from a mathematical perspective.

In addition to the Algebra curriculum, students are also exposed to VEX Robotics, Engineering Concepts, Biological Science, and Cultural Enrichment activities that help reinforce the Algebra concepts and critical thinking skills that are important in developing the whole student. Students will learn various skills in each of these activities that will expand their understanding of the various areas of STEM and the professions that use these skills. Overall, the program is designed to excite, engage, and educate students so they are inspired to set their trajectory for a STEM major in college.

Student/teacher ratio:

20:1 teacher
10 students to College/Student Para-professional

Instructional strategies:

Teachers will use a variety of instructional strategies to engage students and support their English Language Development.

Making Meaning: The use of visuals and illustrations for problem-solving. Small group and class discussions by asking and answering questions, affirming others, and paraphrasing key ideas.

Language Development: Academic vocabulary will be used. Teachers will define and use key math vocabulary.

Student grouping method:

Whole group and small group instruction. Students will be paired into heterogeneous learning groups of 5 – 10.

How instruction will be **differentiated**:

Instruction will be differentiated based on need and experience of students. Extra supports will be given to students as needed throughout the program.

- Scaffolding
- Activating students background knowledge
- Oral presentation, use of visuals, manipulatives, and hands on learning
- Teacher Modeling

Other strategies besides the SSDP strategies identified for the focus areas:

- Math Talks
- Student Demonstrations
- Family Day participation where families learn about how their students can attend college and financial aid offered to help pay for college. Parents also get a glimpse at what their student has been working on while in the residential program.

What SSDP strategies will be used to deliver this service/allowable activity?

Mathematics

- ☒ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☐ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☐ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☒ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☐ **Strategy 3.1** - Subgrantees provide one professional development on how to integrate ELD into all core content areas.

Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

Other

What evidence-based curriculum will be used in this instructional service?

Single Subject Math teachers with many years of teaching experience develop the curriculum, which aligns to the California Common Core State Standards.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Vendor Training for Teachers	06/2023	180	The vendor will provide staff development on scaffolding, Math Talks, and SDAIE strategies used in Algebra. Teachers will review CA ELD Standards to ensure math instruction contains critical language that students learning English need for Math/Algebra. Teachers in evening sessions are certificated and considered content experts in Baile Folclorico.	Provide training and instructional strategies in teaching concepts, problem solving, data modeling, and integrating ELD in Mathematics.

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Students are expected to increase their knowledge of algebraic equations. Students will gain at least 10 points from pre to post-test on the algebra assessment. math facts at an accuracy rate of 90% or better as measured by one-minute quizzes.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All students will gain at least 10 points from pre to post-test on the algebra assessment.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
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Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	3	0	3
7	2	0	2
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	5	0	5

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
AUSD	6 - 7	5	07/16/2023 - 07/22/2023	6	480	2,880

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Migrant Resource Teacher	Certificated	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher to support students while at campus. To be on call 24hours a day and participate with students at program. 6 days x \$500 = 3,000	\$3,000
1100 Teachers	Teacher contract went to \$550/day to support students while on program.	\$300
3000 Employee Benefits	Benefits for teacher 19%	\$665
3000 Employee Benefits	benefits for teachers 21.6%	\$48
5200 Travel & Conferences	Mileage to and from UCSB for the teacher. Since we will use a UCSB program charter bus to transport students, there will be no other transportation for teachers to support students. 150 miles there and back + miles to events = 380 miles @.65	\$260
5800 Prof/Cons/Serv & Operating Exp.	\$2,200 per student (grades 7th-8th) for the Cal University, Santa Barbara Math and Engineering residency to include breakfast, lunch, dinner, snacks, residency in dorms for 6 days, curriculum, overnight chaperone, and transportation to and from event. 2200x 5 students = 11000 \$1800 chaperone program	\$12,800
Total:		\$17,073

Section 7: School Readiness Regular School Year

1. Preschool Extended Day

Provide an overview **description** of your service/allowable activity.

Preschool for students 3-5 years of age. Instruction to students will be done by a certificated teacher. Program will be conducted at Sierra Vista Elementary from 8:30 am-11:30 am for 101 days from October 2023 - March 2024. Students will participate in whole Group Direct/First Instruction with the Migrant preschool certificated teacher. Students will learn key skills for kindergarten readiness such as letters, shapes, numbers, and colors. Students will be instructed in English and Spanish. There will also be a dedicated time every day to practice their home language with parents invited to participate. The program will schedule structured parent involvement activities to provide shared experiences where parents receive coaching and peer input in ways to bring academic language and math connections to common childhood experiences while teaching strategies to develop primary language skills.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. **MEP Fiscal Handbook**

Which service areas does this activity address?

☒ SSDP Focus Area: School Readiness

☒ SSDP Focus Area: Student Engagement

☐ Other

When will the service/allowable activity be provided?

☐ After School

☐ Before School

☐ Saturday

☒ Other:

Monday - Friday October 2023- March 2024
from 8:30-11:30 am

Where would the service/allowable activity be provided?

☐ Home-based

☐ Site/Center-based

☒ District-wide

☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

All migrant students ages 3-5 years in the Arvin Union School District.

What is the need for this service/allowable activity based on the data?

Based on Brigrance local district assessments and current migrant student local data: on average preschool students performed 65% percent below average.

Needs:

Readiness in children: physical, social, emotional, language development.

Priority will be given to those children not enrolled in a high quality program.

Early signs of learning disabilities, speech, medical, vision... can be caught before starting TK or K to get district support.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will participate in whole Group Direct/First Instruction with the Migrant teacher. Teachers will constantly check for understanding and provide multiple opportunities for collaboration and partner work. While students are working in groups, the aide and the teacher will work with students during small group intervention and one-on-one intensive intervention. Students will be instructed in English and Spanish. There will also be a dedicated time every day to practice their home language with parents invited to participate. The program will schedule structured parent involvement activities to provide shared experiences where parents receive coaching and peer input in ways to bring academic language and math connections to common childhood experiences while teaching strategies to develop primary language skills. Additionally, the program uses the following strategies to promote educational opportunities for preschool children:

Strategies:

- Promote & support timely enrollment and kinder support and basic/ foundational skills
- Provide activities and materials for parents to help children at home
- Develop activities to support and promote the development of parent skills in being their child's first teacher
- Hire qualified program staff that support the ethnic, cultural, and linguistic diversity of the children
- Conduct transition to school activities for preschool children to support home based parents
- Create environment where parents feel empowered to advocate for their children –working with Family Resource Center connection
- Curriculum based on the Pre-K Learning Foundations
- Organize meetings of preschool staff, kinder teachers and home visitors
- Provide books in home language & English, also picture books
- Promote vocabulary development in home language & English
- Use assessments that are developmentally and linguistically appropriate for guiding instruction

Family involvement activities will allow students hands on experiences as they focus on transportation, harvesting, and animals during instruction. They will also hold rich discussions applying their oral language skills and their observations and experiences. Parents will have the opportunity to receive coaching as they apply the skills taught through site visitations. Parents will also have the opportunity to check out learning games and activities to complete at home with their students. Learning games are offered in both English and Spanish.

Workshops and resources will be provided to parents at district and regional levels. These workshops could include:

Family Day –PAFT: 3 sessions approximately 3 hours each, plus a culminating activity (4 – 8 hours). Workshops will include strategies that support early learning at home and social emotional development. There is no cap on the number of parents districts can send to PAFT. Approximate dates are: 11/04/23, 12/02/23, and 01/27/24.

During family day, PK children will receive school readiness services with primary and secondary language development objectives for dual language learners. There will be time set-aside during PAFT for the child and parent to work together.

INSPIRE: One of the sessions includes at least 2 hours of parent education on school readiness.

Parent Social Emotional Workshop: Fall or spring workshop teaching parents social emotional development skills for their migratory pre-k students.

Parent Early Learning at Home Workshop: Fall or spring workshop to teach strategies that support early learning at home.

Student/teacher ratio:

20:1 and 1 instructional aide

Students will be served throughout the year and not all at once as they move in and out of the district with the crops.

Instructional strategies:

Instruction with lessons designed to assist parents in being their child's first teacher to develop language and math experiences within day to day real-life experiences. Students will attend preschool class for 3 hours a day/ five days a week in order to prepare them for kindergarten. Data from Brigance/PALS (Phonological Awareness Literacy Screening) will drive instruction for each child. Social emotional development strategies will be introduced to parents to increase awareness at home. Parents will also receive classes on how to help their child at home at least 2 times during the school year. Instruction to students will be offered in primary and secondary language. Students will have consistent routines supported by clear expectations to support a safe and inviting learning environment. Activity/Learning centers will be used to promote learning across the domains with support from the teacher and an

instructional aide.

Student grouping method:

Students ages 3-5yrs will be grouped in one classroom. Many of our 4 year olds and 5 year olds now qualify for TK, so the classroom is mostly 3-4 years.

How instruction will be **differentiated**:

Students will be put in small groups to work with an instructional aide to support based off individual student needs, assessments, and teacher observation.

Other strategies besides the SSDP strategies identified for the focus areas:

Students will learn with whole brain learning. They also have areas labeled within the class for dramatic play, sensory play, and STEAM activities. The classroom will be set up using the QRIS classroom guidelines. These strategies provide students an option as well as allow them to explore while learning. The room will have labeled areas in both English and Spanish with a picture to help support language.

What SSDP strategies will be used to deliver this service/allowable activity?

School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
 - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
 - Workshops to teach strategies that support early learning at home
 - Workshops to increase social emotional learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.

Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☒ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Big Day Curriculum, CIRCLE Manual, Brigance, KIBO robotics, Culminating activity experience.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Refresher	09/2023	360	The Resource Teacher will review the curriculum being used with the preschool teacher. RT will go over norms, schedules, best practices, communication with parents. Allow for the beginning of the year planning time and room prep.	
California Preschool Instructional Network (CPIN)	09/2023	195	A minimum of two CPIN Modules will be offered during the year to provide training and instructional strategies in school readiness to migratory teachers and instructional aides to address dual language learners and social-emotional learning. Strategies for cultural and linguistic responsive teaching will also be addressed.	SR: 7.0, 7.1, 8.0, 8.1 Student Engagement: 13.0, 13.1, 13.2

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

At least 40% of preschool students will attend 15+ hours of instruction in our site-based preschool classroom with a focus on getting our students who are priority for service to attend. Migrant staff will provide training and resources to parents to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills and workshops to teach strategies that support early learning at home. All services to our preschool students will include social emotional development strategies and increase students social, emotional, and academic readiness for kindergarten. Students will learn basic skills and school routines to prepare them for kindergarten.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	<p><u>Brigance</u>: developmental screen focusing on individuals language, motor, self-help, social-emotional, and cognitive skills.</p> <p><u>PALS</u>: Phonological Awareness Literacy Screening – Section II: Part A: Alphabet Knowledge</p> <p>Summer School Curriculum will have a brief pre/posttest assessment.</p> <p>Students will be formally assessed using Brigance and PALS pre and post assessment and will improve by 10 percent from pre to post. Students will also be assessed informally by observations.</p>

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will be asked to fill out a survey based on their experience with the preschool program and trainings offered by migrant staff.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	2	28	30
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	20	20
Total	2	48	50

Service/Allowable Activity Time

District	Grade Levels	Students	Activity Dates	Sessions	Minutes/	Total
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Name		Served			Session	Minutes
AUSD	3-5yrs	30	10/23/2023 - 03/14/2024	85	180	15,300
	Parent/Guardian	20	10/23/2023 - 03/22/2024	10	60	600

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Preschool Teacher	Certificated	1	0.50
Instructional Aide	Classified	1	0.37

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Preschool Community Aide	Classified	1	0.25

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 site-based preschool teacher to service students who attend our site-based preschool class. Per district hourly rate of \$75. To work 85 days @ 3.75 hours/day = 23906. Training hours = 18 @ \$40 = \$720. Total 24626	\$24,626
1100 Teachers	New contract is teachers make \$70/hour for training. 18 x 70 = 1260. 1260-720 = 540	\$540
2100 Instructional Aides	Instructional aides 1 x 101 days x 3.5 hours x \$19 = 6717 Training hours = 10.	\$6,907
2100 Instructional Aides	IA only working 85 days x 3.5 + 16 hour training @\$19/hour = 5957 6907-5957 = 950	-\$950
2900 Other Classified Salaries	25% of the preschool community aide will be paid with school readiness funds and the other 75% will be paid through regular year. Recruit families, help support in-person and on-line preschool program. Gather and distribute materials for families and students in the preschool programs.	\$11,163
2900 Other Classified Salaries	Due to salary increase, there is not enough money to cover preschool community aide 25% so we will only cover 15% of salary. 15% = 6698	-\$4,465
3000 Employee Benefits	Instructional Aides Benefits 6907x 30%	\$2,072
3000 Employee Benefits	Preschool Teacher Benefits 19%	\$4,679
3000 Employee Benefits	Preschool Community Aide benefits 11163 x 32%	\$3,572
3000 Employee Benefits	IA benefits at 35.4% = 2109 2109-2072 = 37	\$37
3000 Employee Benefits	Preschool teacher benefits at 21.6% = 5436 5436-4679 = 757	\$757
3000 Employee Benefits	Community Aide Benefits are 35.4% + health benefits = 8954 5372-3572 = 5382	\$1,800
4300 Materials & Supplies	Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, paint, backpacks, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Teacher Created Materials books, Stem Kits, STEAM supplies, blocks, hands-on manipulatives, social and emotional awareness books and supplies. Cleaning supplies for classroom.	\$3,147
5700 Transfers of Direct Costs	Bus transportation to Tehachapi apple picking for all preschool students.	\$600
5800 Prof/Cons/Serv & Operating Exp.	Tehachapi apple picking culminating activity for preschool students.	\$200
Total:		\$54,685

2. Preschool Outreach Tutoring

Provide an overview **description** of your service/allowable activity.

Preschool outreach program to serve migrant students from 3-5 years of age Instruction to students will be done by a certificated teacher.

The teacher will give direct instruction to students with parents present as an example to parents. Then provide activities and resources for parents to use with their students at home throughout the week. Activities will be based on data collected through Brigance and PALS pretest so it is individualized instruction and needs-based. The teacher will check in to ensure parents are completing lessons with students and checking for progress as well as any questions the parents might have. The teacher will also give feedback regarding other activities that parents could incorporate to expand on the student's knowledge.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. **MEP Fiscal Handbook**

Which service areas does this activity address?

☒ SSDP Focus Area: School Readiness

☒ SSDP Focus Area: Student Engagement

☐ Other

When will the service/allowable activity be provided?

☐ After School

☐ Before School

☐ Saturday

☒ Other:

September 14, 2023-November 2, 2023 and again February 1, 2024-March 22, 2024

Where would the service/allowable activity be provided?

☒ Home-based

☐ Site/Center-based

☒ District-wide

☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

All migrant students ages 3-5 years who will enter the Arvin Union School District for TK or Kinder.

What is the need for this service/allowable activity based on the data?

Based on Brigance local district assessments and current migrant student local data: on average preschool students performed 65% percent below average.

Needs:

Readiness in children: physical, social, emotional, language development

Priority will be given to students not already enrolled in a high quality program.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

This program is for students that are unable to attend our in-person preschool class on-site. Pre-school-aged students ranging from 3 to 5 years old receive online classes by a certificated teacher one day per week. The teacher will also drop resources off to the parents and review how to use the resources with the parent at home. Parents will work with their students throughout the week using the resources and support of the teacher. All of the

resources given to the parents are from our preschool curriculum, which includes a social/emotional component and cultural and self-pride activities to support student needs. The program will schedule structured parent involvement activities to provide shared experiences where parents receive coaching and peer input in ways to bring academic language and math connections to common childhood experiences. Additionally, the program uses the following strategies to promote educational opportunities for preschool children:

Strategies:

- Assist families to enroll children in center-based preschool
- Promote & support timely enrollment and kinder support and basic/ foundational skills
- Provide activities and materials for parents to help children at home
- Develop activities to support and promote the development of parent skills in being their child's first teacher
- Hire qualified program staff that support the ethnic, cultural, and linguistic diversity of the children
- Conduct transition to school activities for preschool children to support home-based parents
- Create an environment where parents feel empowered to advocate for their children –working with Family Resource Center connection
- Curriculum-based on the Pre-K Learning Foundations
- Provide books in home language & English, also picture books
- Promote vocabulary development in home language & English
- Hold Family Literacy, Math, and Social/Emotional Workshops
- Use assessments that are developmentally and linguistically appropriate for guiding instruction

Family involvement activities will allow students hands-on experiences as they focus on transportation, harvesting and animals during instructions. They will also hold rich discussions applying their oral language skills and their observations and experiences. Parents will have the opportunity to receive coaching as they apply the skills taught through the instruction of the teacher. Parents will also have the opportunity to check out learning games and activities they can complete at home with their students.

Workshops and resources will be provided to parents at district and regional levels. These workshops could include:

District Literacy, Math, and SEL Workshop for school readiness parents will be October - November 2022.

Family Day –PAFT: 3 sessions approximately 3 hours each, plus a culminating activity (4 – 8 hours). Workshops will include strategies that support early learning at home and social-emotional development. There is no cap on the number of parents districts can send to PAFT. During the family day, PK children will receive school readiness services with primary and secondary language development objectives for dual language learners. There will be time set aside during PAFT for the child and parent to work together. Approximate dates are: 11/04/23, 12/02/23, and 01/27/24.

INSPIRE: One of the sessions includes at least 2 hours of parent education on school readiness.

Parent Social Emotional Workshop: Fall or spring workshop teaching parents social-emotional development skills for their migratory pre-k students.

Parent Early Learning at Home Workshop: Fall or spring workshop to teach strategies that support early learning at home.

Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills.

Workshops to teach strategies that support early learning at home.

Student/teacher ratio:

Small group instruction with lessons designed to assist parents in being the child's first teacher to develop language, both primary and secondary, and math experiences within day-to-day real-life experiences.

Instructional strategies:

Kinder Readiness skills- Students will work on writing their name, learning the alphabet; sound and letter recognition, numbers recognition and counting, shape identification, color identification along with other basic foundational/social skills. Instruction will be offered in the student's and parent's primary and secondary language. Parents will be actively

involved in lessons and the teacher, as well as the community aide, will teach parents strategies to continue to work with their student at home. Social and emotional awareness will be discussed with parents as well as strategies for parents to use with their student.

Parents will also receive classes on how to help their child at home at least 3 times during the school year that focus on awareness of school readiness skills including the importance of and strategies to develop primary language skills and strategies that support early learning at home. Instruction will be offered in their primary and secondary language. Social-emotional development strategies will be introduced to parents to increase awareness at home.

Student grouping method:

Students will be grouped based on needs. Students will take the Brigance assessment and based on the areas of need from the assessment they will be placed in groups and get individualized support for those areas of need.

How instruction will be **differentiated**:

Students will be receiving instruction based on individual goals that will be set using the Brigance and PALS pretest scores. Curriculum to be used at home will be tailored to individual needs. Parents will be instructed on how to work with their students and focus on the needs their student is struggling with based on the data collected.

Other strategies besides the SSDP strategies identified for the focus areas:

Incorporate parents into the lessons and motivate them to read with their child as they are their child's first teacher.

What SSDP strategies will be used to deliver this service/allowable activity?

School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
 - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
 - Workshops to teach strategies that support early learning at home
 - Workshops to increase social emotional learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.

Student Engagement

- ☒ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☒ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☒ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Frog Street curriculum, Big Day curriculum, CIRCLE Manual, Discovering Science Through Inquiry, Hands-on manipulatives to enhance engagement. Blue Star Education teacher created materials bilingual curriculum.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Refresher	09/2023	360	The Resource Teacher will review the curriculum being used with the preschool teacher. RT will go over norms, schedules, best practices, communication with parents. Allow for planning time.	
California Preschool Instructional Network (CPIN)	09/2023	195	A minimum of two CPIN Modules will be offered during the year to provide training and instructional strategies in school readiness to	SR: 7.0, 7.1, 8.0, 8.1 Student Engagement: 13.0, 13.1, 13.2

Name of Training	Dates	Minutes	Description	Strategy Being Met
			migratory teachers and instructional aides to address dual language learners and social-emotional learning. Strategies for cultural and linguistic responsive teaching will also be addressed.	

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Children will demonstrate at least 10% growth from pre to post Brigance and PALS assessments.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	<p><u>Brigance</u>: developmental screen focusing on individuals language, motor, self-help, social-emotional, and cognitive skills.</p> <p><u>PALS</u>: Phonological Awareness Literacy Screening – Section II: Part A: Alphabet Knowledge</p> <p>Children will demonstrate at least 10% growth from pre to post Brigance, PALS and PPVT assessments.</p>

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Parents will be given a survey to ensure they are satisfied with the program and their tutor.

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	120	120
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	120	120
Total	0	240	240

Service/Allowable Activity Time

District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
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District Name	Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Arvin Union	3-5yrs -	120	09/13/2023 - 03/20/2024	16	240	3,840
	Parent/Guardian	120	10/23/2023 - 03/20/2024	16	60	960

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Preschool Teacher	Certificated	1	0.02

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 outreach preschool teacher to service students who can not come to site-based preschool. To work 16 days 1.5 hours/day @60/hour = 1,440 Trainings 12 hrs @\$40 = 480 Parent support with student = 12 hours @\$60 = 720	\$2,640
1100 Teachers	New contract is teachers make \$75/hour 16 days x 1.5 hours/day @\$75/hour = 1,800 + training 12 hrs @\$65/hour = 780 + Parent support classes 12 hours at \$75 = 900. Total = 3480	\$840
3000 Employee Benefits	Outreach Teacher Benefits 2640 x 19% = 274	\$501
3000 Employee Benefits	Increase salary means increase benefits 3480 x 21.6% = 752 752-501	\$251
4300 Materials & Supplies	Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, paint, backpacks, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Teacher Created Materials books, Stem Kits, STEAM supplies, blocks, hands-on manipulatives, social and emotional awareness books and supplies, battery operated learning devices for primary skills in ELA, math, and ELD.	\$1,190
5200 Travel & Conferences	Mileage for outreach teacher using their personal vehicles to serve students. Mileage for migrant prek community aide to deliver materials and recruit families to participate in programs.	\$200
Total:		\$5,622

Section 8: School Readiness Summer/Intersession

Section 9: Other Education, Health, Nutrition, and Social Services

Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

I&R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

The district has two full-time recruiters who are directly supervised by the district coordinator. The I&R trainings, quality control plan and processes, and standards of practice are administered by the region. The region also reviews all submitted COEs and provides I&R technical assistance as needed.

The recruiters check local agricultural businesses for upcoming employment in the local areas. This allows them to prepare for new arrivals.

The region's I&R personnel are in communication with the district MEP to communicate to parents and inform them of current employment events and opportunities available for Migrant Families.

In addition, the recruiters also visit local camps including the Guimarra Camp and Sunset Camp and ask when is the next harvest move and when and if they plan to return to the City of Arvin in the near future. Those camps usually fill up from July to October of each year.

I&R Quality Control Plan and Key I&R Staff Roles

The Region or District's Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Region or District's Plan. In addition, please upload your key [I&R Staff Roles table](#).

Title	File Name	Last Update
Quality Control Plan 2023	Quality_Control_Plan_2023.pdf	04/14/2023 1:23 PM

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the community and school-based activities.

Regional I&R staff members inform the districts when the recruiters will be in the area and inquire if there have been any changes in regular mobility patterns, such as when families depart early to seek work in other areas, are delayed in returning to the district, or return earlier than expected.

The district's recruiters are based in the district migrant office located in the middle of town for convenience to families. District recruiters use the Home Language Survey that is filled out by all new enrollments in the district. Each school site gives the migrant program a copy of this survey as an initial to contact parents. The district's recruiters also interview newly arriving families at district schools. District recruiters work as a team to conduct community-based recruitment at local playgrounds, parks, and agricultural employers.

The Region's I&R staff informs the district when recruiters will be in their area and inquires if there have been any changes in mobility patterns. The Region holds an open invitation for district recruiters to shadow or join regional recruitment swaths in the area. Discussions are held at MELA meetings to discuss recruitment activities jointly with the districts and strategize effective practices and share ideas.

Recruiters canvas the community including neighborhoods, apartment complexes, and district and community events. Recruiters also have brochures at local packing sheds, dairy farms, and businesses such as Grimmway Farms, Kirschman, and Tasteful Selections. Brochures are also left at Sycamore Labor, which is the local office fieldworkers turn in their applications to work.

Local Community

What are the characteristics of the community in your local recruiting area?

Arvin Major Crops and Peak Periods

Crop	Planting	Harvesting
Grapes	March	November
Potato	November	July
Oranges	October	September
Almonds	August	October
Asparagus	January	May
Cabbage	February	November
Melons	February	September
Cherries	February	May

There are many other local crops in our area as well, but the major ones are listed above.

Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time.

The SSA will review the districts' attendance databases and new enrollment and registration forms to identify students who may be eligible for the MEP. The SSA will follow up with home visits to determine eligibility.

The SSA will conduct annual home visits to interview current migrant families to inquire about possible qualifying moves. The SSA will also follow up on referrals received from the districts' secretaries and/or attendance clerks on possible qualifying moves for current/former students enrolled in the MEP.

The SSA will attend school events like kindergarten registration, open houses, parent conferences, the district health fair, and family reading/math nights at schools to identify eligible families and complete COEs.

The SSA will conduct periodic visits to community events and gathering places, or where migrant workers congregate to conduct eligibility interviews. Locations will include needs centers, Peddler's or Health Fairs, church events, farmers' markets, events within the community, etc...

The SSA will visit areas of town where large numbers of migrant workers live and conduct interviews to identify students who qualify for the MEP.

In addition, while serving current students, the SSA will conduct interviews with newly arrived migrant workers to determine if they or their children qualify for the MEP.

Regional I&R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

I&R staff meet and communicate with all four school registrars to identify new arrivals. They also do evening recruiting around the city for new arrival families that they are unable to contact. The recruiters also track and communicate with families that need to make their annual contacts. I&R Staff regularly canvas the apartment complexes. Outreach is conducted during Open House and Parent Conference nights. They also visit local migrant camps during their peak seasons of the local harvest. When a qualifying family is found, the COE is completed by the recruiter, and the district in which the family is in is notified by email as well as the regional office.

I&R Staff

Please provide the number of staff in each I&R supervisory, control staff, and recruiting position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application-Section 13).

Title	Number of		Description
	Staff	FTE	
I&R Recruiter	2	2.00	The SSA will conduct interviews with current MEP families to determine if qualifying moves have occurred. The SSA will conduct periodic visits to community events and gathering places, or where migrant workers congregate to conduct eligibility interviews. Locations will include needs centers, Peddler's or Health Fairs, church events, farmers' markets, etc... The SSA will visit areas of town where large numbers of migrant workers live and conduct interviews to identify students who qualify for the MEP. The SSA will participate in the Summer Outreach Program to service students during the summer break, and she will conduct interviews during these visits to identify students who may be living with or near current MEP families who qualify for the MEP. In addition, while serving current OSY students, the SSA will conduct interviews with newly arrived migrant workers to determine if they or their children qualify for the MEP.
I&R Supervisor	1	0.60	The Migrant Program Specialist oversees all activities that deal with Identification and Recruitment. The supervisor oversees all COEs, communication events, and services provided to students.

Section 11: Parent Advisory Council

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

The PAC, MEP teachers, Migrant Lead Teacher, and district administration assess student needs, implement programs and services, monitor student progress, and evaluate results. Our MEP provides staff development (leveraging district and county staff development where possible) when areas of need are found to continuously improve the services migrant students receive.

The MEP begins each year with an evaluation of the prior year's program. Test scores and data are shared with all educational partners (especially the PAC and MEP teachers), and the needs of our students are assessed. Discussions take place on the achievement gap between migrant and non-migrant students and how MEP services can help migrant student achievement. Services and activities planned for the new year are discussed and priorities are set. We then check our alignment with our DSA and the state MEP targets and measurable outcomes. If any conflict exists, we take the issue(s) back to our educational partners for review (this is rare). Parents are an integral part of this process and act as important partners in formulating our plans. Parents are encouraged to participate in discussions and the planning process, and their views are respected and incorporated. Parents are surveyed, anonymously, on a variety of topics to ensure that they are satisfied with the DSA and MEP services and that we are meeting their needs as well as the needs of the students. Parents of all migrant students are also invited to attend a meeting for LCAP input. Here they are shown data on current district programs, staff, and everything currently tied to Title I funding. Migrant parents are able to ask questions and give feedback as well as request services as they see needed for their students.

What are the specific PAC member development activities to meet the need? Include dates, vendors, or providers if applicable.

The region will provide all trainings to PAC/RAC members. Training dates will be determined by the region. Dates for the district MEP PAC to be determined on board approval of 2022-2023 calendar, but are planned as follows:

- Parent Training 1 (August 29, 2023): What is the migrant program and what services do we offer? (local needs)
- Parent Training 2 (October 24, 2023): How the US school system works and how parents can participate
- Parent Training 3 (December 5, 2023): Developing self- and cultural pride within the family, ELPAC overview
- Parent Training 4 (February 27, 2024): Understanding the LCAP - Parent Input
- Parent Training 5 (March 5, 2024): Understanding the DSA - Elected Members
- Parent Training 6 (April 30, 2024): Building Multicultural Informative Networks Through Technology

Topics for PAC and Staff Development Activities

- ☒ Review key provisions of Title I Part, C ESSA (New)
- ☒ Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.
- ☒ Meeting engagement, management and facilitation (applicapable, such as Greene Act)
- ☒ Instructional strategies for use with parent groups
- ☒ Leadership workshops
- ☐ Other

PAC Membership

Were PAC members nominated by eligible parents? ☒ Yes ☐ No

Did you verify that your parents were eligible? ☒ Yes ☐ No

Education Code 54444.2

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
SSA	Classified	0.01
Homework Support	Classified	0.01

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Section 13: Administration

Indirect Cost Charges

Approved Indirect Rate %

Place a checkmark next to services rendered by indirect cost charges

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accounting and budgeting | <input checked="" type="checkbox"/> Communications |
| <input checked="" type="checkbox"/> Payroll preparation | <input checked="" type="checkbox"/> Technology support |
| <input checked="" type="checkbox"/> Personnel management | <input type="checkbox"/> Other: (List Below) |
| <input checked="" type="checkbox"/> Purchasing | |
| <input checked="" type="checkbox"/> Data Processing | |
| <input checked="" type="checkbox"/> Warehousing | |
| <input checked="" type="checkbox"/> Facilities | |
| <input checked="" type="checkbox"/> Maintenance | |

☒ I certify that the business office was consulted to determine indirect cost charged items.

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See [fiscal handbook](#))

Title	Type(s)	Classification	Number of	
			Staff	FTE
Migrant Program Specialist	RSY, SR_RSY, IR, PAC	Certificated	1	1.00

Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Regular School Year

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	Resource Teacher 40% Salary 46941 MA Stipend \$1,500	\$48,411
3000 Employee Benefits	Resource Teacher Benefits 19% + 10725 health benefits	\$19,923
Subtotal for 1100-6999		\$68,334
7000 Indirect Cost	6.22% of \$264756(Reg year)	\$16,468
New Total:		\$84,802
Previous Total:		\$84,802

Summer/Intersession

Object Code	Description & Itemization of costs	Amount
	Subtotal for 1100-6999	\$ 0
7000 Indirect Cost	\$205510 x 6.22% = 12790	\$12,781
	New Total:	\$12,781
	Previous Total:	\$12,781

School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
	Subtotal for 1100-6999	\$ 0
7000 Indirect Cost	\$60307 x 6.22% = \$3751	\$3,751
	New Total:	\$3,751
	Previous Total:	\$3,751

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	60% of total Resource Teacher's salary 78411	\$78,411
2900 Other Classified Salaries	Identification and Recruitment/I&R - 2 Clerks \$22.44/hour x 8 hours x 398 days (\$71449) + time and a half @ \$33.66 (320 hours for chaperoning and community events) = \$82220 Anniversary increment 3574 + 2209 = \$88,003	\$88,002
3000 Employee Benefits	I&R/Clerk = \$88002 x 32% = \$28,161 + (21,847 x 2)	\$71,855
3000 Employee Benefits	I&R Supervision Benefits 75411 X 19% +10725 benefits	\$25,053
3000 Employee Benefits	I&R Supervision benefits 21.6% = 16936.78 + health benefits 10725 = 27661.78	\$2,609
	Subtotal for 1100-6999	\$265,930
7000 Indirect Cost	\$263321 x 6.22% = \$16379	\$16,379
	New Total:	\$282,309
	Previous Total:	\$279,700

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Homework help for students whose parents are attending the PAC meetings. 2 staff x 3hrs x 2 days x \$18/hr = 216	\$216
2900 Other Classified Salaries	SSAs to support PAC meetings with parents. 6 days x 3hrs @33.66 = 606	\$606
3000 Employee Benefits	SSA benefits 32%	\$194
3000 Employee Benefits	Homework support staff benefits	\$112
4300 Materials & Supplies	Supplies and healthy snacks for parents during meetings from 5-7pm.	\$400
5800 Prof/Cons/Serv & Operating Exp.	1 workshop for parents to be contracted out to comply with SSDP.	\$1,000
	Subtotal for 1100-6999	\$2,528
7000 Indirect Cost	\$2528 x 6.22% = \$157	\$157

Object Code	Description & Itemization of costs	Amount
	New Total:	\$2,685
	Previous Total:	\$2,685

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Section 14: Legal Assurances & Certifications

Migrant Education Program Inventory list

Title	File Name	Last Update
Inventory	Inventory.pdf	03/30/2023 1:10 PM

Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
Job Duty Statements	DtyStmnt.pdf	03/15/2023 11:46 AM

Organizational Chart of Migrant Education

Title	File Name	Last Update
Migrant Organizational Chart	MEP_Staff_Organizational_Chart.pdf	03/31/2023 10:30 AM

Summer Waivers

Title	File Name	Last Update
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Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

When the plan is approved, the plan creator uploads the signed Legal Assurance form.

[Download Legal Assurance form](#)

Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

[Download current cover page.](#)

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Section 15: Budget Revision Attachments

Budget Revision 1 attachments

Title	File Name	Last Update
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Budget Revision 2 attachments

Title	File Name	Last Update
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Budget Revision 3 attachments

Title	File Name	Last Update
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Budget Revision 4 attachments

Title	File Name	Last Update
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Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$149,399	\$0	\$149,399
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$126,822	\$126,822
Subtotal 1000-1999		\$149,399	\$126,822	\$276,221
Previous Subtotal 1000-1999		\$120,436	\$126,822	\$247,258
2000-2999 Classified Salaries				
2100	Instructional Aides	\$15,557	\$0	\$15,557
2200	Support Services Salaries	\$4,608	\$216	\$4,824
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$40,727	\$88,608	\$129,335
Subtotal 2000-2999		\$60,892	\$88,824	\$149,716
Previous Subtotal 2000-2999		\$94,731	\$88,824	\$183,555
3000-3999 Benefits				
3000	Employee Benefits	\$66,334	\$119,746	\$186,080
3100	Other Benefits	\$0	\$0	\$0
3200	Other Classified Benefits	\$0	\$0	\$0
3300	Other Benefits	\$0	\$0	\$0
3400	Other Benefits	\$0	\$0	\$0
3500	Other Benefits	\$0	\$0	\$0
3600	Other Benefits	\$0	\$0	\$0
3700	Other Benefits	\$0	\$0	\$0
3800	Other Benefits	\$0	\$0	\$0
3900	Other Benefits	\$0	\$0	\$0
Subtotal 3000-3999		\$66,334	\$119,746	\$186,080
Previous Subtotal 3000-3999		\$74,969	\$117,137	\$192,106
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$18,375	\$400	\$18,775
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$18,375	\$400	\$18,775
Previous Subtotal 4000-4999		\$22,073	\$400	\$22,473

Object Code	Description	Amount Service & Activity	Amount Admin	Total
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$3,610	\$0	\$3,610
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$8,900	\$0	\$8,900
5800	Prof/Cons/Serv & Operating Exp.	\$152,120	\$1,000	\$153,120
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$164,630	\$1,000	\$165,630
Previous Subtotal 5000-5999		\$150,030	\$1,000	\$151,030
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
Subtotal 6000-6999		\$0	\$0	\$0
Previous Subtotal 6000-6999		\$0	\$0	\$0
SUB-TOTAL		\$459,630	\$336,792	\$796,422
PREVIOUS SUB-TOTAL		\$462,239	\$334,183	\$796,422
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$49,536	\$49,536
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$49,536	\$49,536
Previous Subtotal 7000-7999		\$0	\$49,536	\$49,536
NEW TOTAL		\$459,630	\$386,328	\$845,958
PREVIOUS TOTAL		\$462,239	\$383,719	\$845,958

Total Amount Allocated \$0 in Section 1 does not match the Budget Summary Total \$845,958
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