

Migrant Education Plan

Region 4 - Central DSA 24-25

July 1, 2024 - June 30, 2025

Section 1: General Information & Funding Allocations

Short Description:	Region 4 - Central DSA 24-25	Who is the subgrantee contact?	
Subgrantee Type:	District with a DSA	Name:	Annette Grigsby
Region:	4 - Fresno County Office of Education	Title:	Director, State & Federal Programs
County:	Fresno	Phone:	(559) 274-4700 ext: 63146
District:	Central Unified	Fax:	(559) 276-3102
		Email:	agrigsby@centralusd.k12.ca.us

	Estimated
Performance Period Allocation (85%):	\$ 112,050
Carryover:	\$ 0
Student Leadership:	\$ 0
School Readiness Amount:	\$ 0
Family Biliteracy Grant Extension:	\$ 0
Speech and Debate:	\$ 0
Regional Parent Conference:	\$ 0
Other:	\$ 0
	\$ 112,050

Section 2: Allocation & Student Profile

District	Type	Allocation	Students			
			PFS	Non-PFS	Total	
Central Unified	DSA	\$112,050	37	177	214	
			Pre	0	0	0
			K	5	8	13
			1	2	11	13
			2	3	10	13
			3	4	6	10
			4	2	15	17
			5	2	12	14
			6	5	20	25
			7	4	8	12
			8	4	15	19
			9	2	13	15
			10	0	11	11
			11	3	11	14
			12	1	11	12
			Out of School Youth	0	7	7
			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.

Based on the English Learner Progress Indicator (ELPI) 48.1% of English Learners are making progress towards English language proficiency based on the English Learner Proficiency Assessments of California (ELPAC). For these students and the remainder of the districts' ELs student population, the District has addressed their linguistic and academic needs by providing the interventions that follow: Under LCAP Goal 1, Central USD adoption of the state-approved ELA/ELD curriculum and will provide professional development to support implementation. Also, the development of the district's MTSS-academic will ensure the academic achievement for at-risk students, students with disabilities and students that are gifted. This MTSS for academic support will include alternative supports (e.g. tutoring, Summer School, Saturday School). Teachers are provided with professional development to build awareness and instructional capacity to meet the needs of varied leveled learners. Strategies for scaffolding and differentiation, engagement opportunities and the usage of academic vocabulary is enhanced through modeling, monitoring and PLC planning. The EL Instructional Coach is available for at-the-elbow coaching to support teachers with guidance and effective feedback. The ELA/ELD Framework is embedded in training with English Learner Coordinators for each school site on a quarterly basis. New teachers were trained to understand the foundations of EL instruction. Instructional coaches and teacher mentors provided support in strategies to build teacher and administration capacity to meet the needs of EL students. Pre-K through 12th-grade teachers receives professional development to build their capacity in teaching, learning and analyzing assessment data.

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 and administrators receive ongoing professional development on effective English Learner strategies aligned with the 2012 ELD standards for both designated and integrated ELD instruction. An external consulting firm, The English Learner Group, and district support coaches provide specific and targeted instructional strategies with follow up lesson planning and shoulder to shoulder lesson delivery to support consistency and effectiveness across the grade levels throughout the district. Focused strategies are based on observation of classrooms and needs analysis. District EL Personnel will visit sites to walk classrooms in the interim time to build site capacity as they implement effective EL strategies and provide observational data collection and feedback. District personnel will work with coaches, teachers, and administration to ensure that all staff involved are successfully utilizing the focused strategies and positively impacting the learning outcomes for EL and migrant students.

All teachers, Instructional Support Coaches (ISCs) and site administration will be trained to utilize the 2012 ELD standards and the 2014 ELD Framework to design and teach EL students using language objectives, scaffolding, student discourse, integration of processes, and embedded academic vocabulary linked to the language objective. District EL personnel will visit sites to visit classrooms with the site leadership teams to calibrate observations and gather evidence of the focused instructional strategies. District EL personnel and site leadership will attend grade level/content area Professional Learning Communities (PLCs) to analyze student learning data with classroom teachers to ensure the academic needs of all EL and socioeconomically disadvantaged students are being met. In addition, supplemental ELD curriculum is on site K-12 (McGraw Hill Wonders, Amplify ELA, Pearson My Perspectives ELD) to ensure that all needs are being met.socioeconomically disadvantaged students.

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 Health Services Team at Central USD provides a link between health and education by promoting optimal health and learning in students, encouraging and supporting student and staff wellness, and collaborating with community agencies to increase the delivery of community-based services to school students and staff. An important link in the Comprehensive School Health Program, Health Services Programs plays an important role in

regular education, special education, care of illness and injuries, and staff wellness areas. For assistance in all health and wellness areas, students and parents can contact the school nurse in the Health Office at their school site and/or contact the district office. A primary goal of Central USD is that all students have access to the most effective and accurately implemented instructional best practices and behavioral practices and interventions possible. Positive Behavior Interventions & Supports (PBIS) is a decision-making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important academic and behavior outcomes for all students. All schools in Central USD in partnership with Fresno County Superintendent of Schools have been and will continue receiving PBIS school team training to support the implementation of PBIS at exemplar levels. School teams are composed of teachers, parents, administrators, school bus drivers, food service workers, and school psychologists. In addition, to each school site having a PBIS team, the district office has a District Office PBIS team to help insure consistency of implementation. PBIS is a preventative approach to working with students demonstrating behavior difficulties. The Primary Prevention of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best. Twice a year, District PBIS coordinator monitors the implementation of PBIS with walkthrough observation, students and staff survey, and review of academic and behavioral data.

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 Director of State and Federal Programs hosts a meeting with all private school officials, near or in our district boundaries, with the purpose of designing and developing the migrant education program for those schools as needed. Currently, Central USD does not have any migrant students attending private schools in our jurisdiction.

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.

Central USD has a Parent Involvement Coordinator who works directly with parents, students, schools and community agencies to promote student success. We ensure that translators are in place, as needed. Additionally, our Parent Involvement Coordinator is a direct liaison between our families/schools. Our Parent Involvement Coordinator is available to meet with parents, to provide whatever support might be needed right from the start. Providing opportunities for families to build awareness about their roles and responsibilities as partners in their children's education and connecting the families to community resources. The district has an active Parent Advisory Committee through which parents provide feedback on their children's education, offer ideas and recommendations, and receive training on a variety of topics. Central USD continues to support the goal of increasing parent involvement and affecting student learning in a positive way, by funding a full-time Parent Involvement Coordinator (PIC). The PAC is also involved in needs assessment on an ongoing basis. Discussions take place informally at each meeting. The official needs assessment is conducted at the last meeting of the year through a Survey. Charts of what is working, what is not, identification of barriers and solutions are compiled. Parent evaluations are administered at the end of each PAC meeting to ensure that training needs and activities scheduled are still desired and timely. Central USD also works with Fresno County Superintendent of Schools to provide parent training. The District also collaborates with the University of California Cooperative Extension to provide Nutrition Classes, as well as with California Health Collaborative to provide presentations about Teen Pregnancy and the dangers of drug abuse. Central has included the Education and Leadership Foundation to present information on planning for migrant students' college attendance at PAC meetings. Central USD in partnership with the Granville-Teague Resource Center, provides a location for families to receive resources, services, information and supports in collaboration with businesses, churches, individuals, and nonprofits for students and families in need. Central USD partners with ABC Channel 30 and Univision Channel 21 TV in advocacy of parent events and community awareness advertisements. Agencies we collaborate with outside of the District and that are not necessarily related to education (but do contribute to parent advocacy and education) include Central de Familia, SER-Jobs for Progress, Inc. where Migrant Parents can continue their education comparable to GED. When needed, we network with Fresno County Superintendent of Schools for support with other agencies such as Workforce Connection which helps people find jobs. We work closely with the Department of Social Services to ensure our families receive needed mental health, medical, housing and employment services.

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).

The Central USD Parent Involvement Coordinator helps to notify parents and students of available programs as well as Parent Reps who receive information at District, Regional, and State PAC meetings to disseminate to District parents. Flyers, brochures and signage also notify migrant parents of upcoming programs at their school sites and districts.

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 District Migrant Program Supervisor works under the Director for State and Federal Programs. Therefore, coordination of programs and services for all students, including Migrant students, to participate in is simplified for Central Unified School District. Additional information regarding the coordination of services can be found in the Central USD's federal addendum to the LCAP.

Some programs/services that are coordinated are:

1. Tutorials
2. Interventions
3. Enrichment
4. Professional Development

Section 5: Regular School Year

1. K - 8 ELA Support & Enrichment

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

Migrant students in elementary grades will be provided afterschool intervention on a scheduled basis to support English Language acquisition and improvement in reading, writing, listening and speaking. Student data will be used to drive instruction, provide targeted small group differentiation and engage students as they develop language through exchanging information, interacting through written English, active listening, and answering comprehension questions and explaining interpretations. SSDP Strategies include: ELA 1.0, 1.1, 1.2, 1.3, ELD 3.0, 3.1, Student Engagement 13.0, 13.1, and 13.2.

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
- ☐ 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:

Central Unified (Biola Elementary, Hanh Phan Tilley Elementary, Houghton-Kearney Elementary, Teague Elementary, El Capitan, Glacier Point Middle School, Steinbeck Elementary, Madison Elementary, and McKinley Elementary)

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

Based on 23 - 24 iReady ELA Benchmark data, 30 % of K-8 Migrant students are performing on grade level and 11% are performing 1 grade level below proficiency while 9% are performing 2 or more grade levels below proficiency.

Based on 23-24 NWEA MAP Reading data, 55.9% of 9 - 12 grade Migrant students are performing on or above

grade level and 44.1% are 1 or more grade levels below proficiency and 29.% are performing 1 grade level below proficiency while 14.7 % of ELs are performing 2 or more grade levels below proficiency. The Migrant ELA achievement goal is to increase proficiency in ELA student scores for students meeting or exceeding grade level proficiency.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

ELA Focus Intervention supports the response to intervention as well as a multi-tiered system of support models. It will provide data-driven action plans to help teacher(s) maximize their time by focusing attention where it is needed the most by identifying and grouping students for differentiated instruction based on the risk of reading failure, tracking the effectiveness of intervention with assessment reports to prescribe the instructional intensity to improve performance on grade-level assessments. Central USD credentialed teachers will provide ELA intervention twice a week for 25 weeks to 1-6th grade migrant students. Teachers will enhance instruction and integrate English language development strategies using research based intervention programs to practice reading, writing, speaking, listening and grammar.

Student/teacher ratio:

15 students to 1 Teacher

Instructional strategies:

ELA Focus Intervention provides various levels of scaffold support to allow more opportunities for independent learning. If a student continuously struggles in ELA, the teacher can pull the student out of the rotation and deliver a lesson that addresses the skill with a different approach, rather than continuously repeating the same lesson. ELA Focus Intervention provides a focused interface that supports executive functioning skills and promotes careful pacing to ensure mastery before progressing.

Student grouping method:

15:1 student to teacher ratio

Teacher will provide small group instruction while the remaining students are engaged in a differentiated lesson focusing on reading, writing, listening and speaking.

How instruction will be **differentiated**:

Instruction will be differentiated using a variety of instructional strategies. explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. It will provide data driven action plans to help teacher(s) maximize their time by focusing attention where it is needed the most by identifying and grouping students for instruction based on risk of reading failure, tracking the effectiveness of intervention with assessment reports to prescribe the instructional intensity to improve performance on grade level assessments.

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

n/a

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?

District will be utilizing Teacher Created Materials, Voyager Passport Reading Intervention, or HMM Read 180 research based curriculums.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
ELA support in the classroom	08/2024	60	An overview of effective scaffolds to support the various EL proficiency levels (Emerging, Expanding, Bridging).	1.0, 1.1, 1.2, 1.3, 3.0, 3.1, 13.0, 13.1, 13.2

Service/Allowable Activity Evaluation Plan

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

- Increase English Language proficiency in oral reading to include listening and speaking skills.
- Increase English Language proficiency in written skills to include adapting language choices to various genre text.
- Increase English speaking skills to exchange information including justification and elaboration to support an opinion.
- Increase reading skills to include comprehension and fluency.
- Increase teacher's ability to provide targeted scaffolding instructions to meet the various needs of leveled EL learners.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will demonstrate an increase in proficiency of at least 10% as measured by local assessments.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Teacher observation will demonstrate an increase of differentiated and engagement strategies to support students by at least 10%.

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	11	0	11
2	10	2	12
3	3	4	7
4	10	1	11
5	9	1	10
6	15	4	19
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	0	0
Total	58	12	70

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
1 - 6	70	09/02/2024 - 04/30/2025	50	60	3,000

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
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Staff	FTE
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Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Materials and supplies (binder, construction paper, pencils, chart tablets, composition books, highlighters, white board, dry erase markers, erasers, blue light glasses, headsets), for 80 students at approx \$42.58 per student = \$3,407	\$3,407
5100 Subagreements for Services	CUSD will contract to provide K - 8 ELA & Enrichment program after school at each program site. First 25,000 from the 58000 and the remainder in the 51000	\$41,500
5800 Prof/Cons/Serv & Operating Exp.	CUSD will contract to provide K - 8 ELA & Enrichment program after school at each program site. First 25,000 from the 58000 and the remainder from the 51000	\$25,000
Total:		\$69,907

2. Credit Recovery & Support Program

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

A credentialed teacher will provide assistance 3 hours a week for 27 weeks for up to 38 students in the Credit Recovery Program. The program will consist of 3 hours/per week of on-line credit recovery after school open to all migrant high school students district-wide in need of credits. SSDP Strategies include: High School Graduation/Dropout 5.0, 5.1, 6.0, 6.1

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
- ☐ Before School
- ☐ Saturday
- ☒ Other:

during non instructional time

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:

Central East High School Central West High School Pershing Continuation School Justin Garza High School

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

In 2023-24, approximately 38% English Learners in Central Unified including MEP students are not graduating from HS. Although the reasons for the high drop out rates vary from credits, grades or preparedness, MEP students would benefit from increased college preparedness. Student's each have their own preferred learning style and benefit from differentiated instruction.

Migrant students fall behind in credits to achieve HS Graduation requirements. Due to their EL status, students are falling behind in meeting A-G requirements and passing school credits.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

A credentialed teacher will provide assistance 3 hours a week for 27 weeks for up to 38 students in the Credit Recovery Program. The program will consist of 3 hours of online credit recovery after school open to all migrant students district-wide in need of credits.

Instructional services will also include tutoring, homework help, mentoring, and college, and career guidance. The region project specialist will coordinate and communicate with the region to include students in the following regional events:

leadership camps

college awareness opportunities

career tech opportunities.

Student/teacher ratio:

1:1

Instructional strategies:

The teachers or tutor may use one or more of these strategies based on student need and availability:

After school classes and activities

Extended day credit recovery programs

Provide academic counseling for MEP students

Provide access to leadership activities to motivate and increase opportunities for graduation

Student grouping method:

Small group, direct and one to one

How instruction will be differentiated:

Differentiated Instruction:

1. Use of curriculum focused on content to allow students to learn the essentials, without confusion or frustration with unnecessary distracting material.
2. Content delivered in blocks to enable migrant students to digest information a little at a time while allowing them to grow their knowledge base and understanding of the material.
3. Provide background knowledge, sometimes with native language support, to allow migrant students to tie new information to something familiar. This helps students as they decode information from their native language to transfer that understanding into English.
4. Provide cross-content application of concepts, to help tie learning together, in order to make it more comprehensible to migrant students.
5. Use audio and visual supports.
6. Define key vocabulary, multiple-meaning words, and figurative language.
7. Provide multiple learning opportunities to reinforce key concepts and vocabulary.

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

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

High School Graduation/Dropout

- ☒ Principle Strategy 5.0 - Offer case management services to migratory students at risk of not graduating high school.
- ☒ Strategy 5.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- ☒ Principle Strategy 6.0 - Offer case management services to migratory students at risk of not graduating high school.
- ☒ Strategy 6.1 - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

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

Edgenuity online-credit recovery curriculum, CDE approved career pathways curriculum, HS board approved intervention curriculum

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
A-G Credits for High School Completion	09/2024	60	An overview of the credits and courses needed to prepare students for college and career readiness.	5.0,5.1, 6.0, 6.1

Service / Allowable Activity Evaluation Plan

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

Students will decrease the number of credit they are deficient by 5% Students will increase graduation rates by 5 %

Students will increase their feeling of belonging by 5%

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Performance will be measured by increased credits for high school graduation
Survey	Students will increase their base knowledge of graduation requirements by 5% from the initial survey to the post survey

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	0	0	0

Grade	PFS	Non-PFS	Total
7	0	0	0
8	0	0	0
9	10	4	14
10	8	2	10
11	9	2	11
12	9	2	11
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	36	10	46

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
9 - 12	46	09/01/2024 - 05/27/2025	80	60	4,800

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	0.08

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) Teacher for cyber high/Edgenuity recovery program max 90 hours to include prep, training and students intervention X \$66.60 per hour. amount = \$5,994	\$5,994
3000 Employee Benefits	Employee benefits (1) teacher amount=\$1,344	\$1,344
5700 Transfers of Direct Costs	Cost for individually packed light snack for students attending program from district food services for the duration of the program. Snacks for students attending the credit recovery program @ \$8.33 X 60 days = amount \$500.	\$500
Total:		\$7,838

Section 6: Summer/ Intersession

1. EL Extension Summer School

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

The Central USD teachers will provide extended services to migrant students attending the summer school program using district curriculum focusing on Math and ELA competencies. SSDP Strategies include: ELA 1.0, 1.1, 1.3 Mathematics 2.0, 2.2, ELD 3.0, 3.1, SE 13.0, 13.1, 13.2.

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:

summer

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:

Central Unified (Hanh Phan Tilley Elementary, Houghton-Kearney Elementary, John Steinbeck Elementary, Madison Elementary, McKinley Elementary, Roosevelt Elementary, Teague Elementary, William Saroyan, Biola Pershing Elementary)

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

Overall English Language Arts/Literacy Achievement

Claim 1- Reading

- Migratory/EL students: Based on the 2022-23 SBAC data 33.9 % scored at Standard Met and Standard

exceeded in overall English Language Arts/ Literacy Achievement.

- All students: 42.7% met or exceeded the ELA standards
- Migratory/ EL students: 22% nearly met standard
- Migratory/ EL students: 44.1 % standard not met

66% of Migratory students are below standard in ELA as determined on the 2022-23 SBAC assessment. More than half of the Migratory students tested are below standard in ELA, in comparison to nonmigrant students who are 57.3 % below standard. 8.7% of Non-migratory students are performing better than migratory students.

Overall Math Achievement

- Migratory/EL students: Based on the 2022-23 SBAC data 20.3% met standard.
- All Students: 27 % met or exceeded standard
- Migratory students: 79.7% did not meet or exceed the overall math standards
- Based on the data, In the last two years, Migrant students have made minimal growth as determined by 2021-22 & 2022-23 SBAC assessment results. From 2021 - 2023 Migrant student's performance in math increased by 4.3%.
 - In 2021-22, 84% of Migrant students did not meet standard in mathematics.
 - In 2022-23, 79.7% of Migrant students did not meet standard in mathematics.

The following areas of need have been identified using local data and stakeholder input:

- Strengthen migrant students ability to explain and apply mathematical concepts
- Strengthen migrant students ability to interpret and carry out mathematical procedures with ease and accuracy
- Improve migrant students' ability to solve well-posed mathematical problems by applying knowledge of problem-solving skills and strategies.
- Improve ability to analyze real-world problems and can build and use mathematical models to interpret and solve problems.
- Expose migrant students to technology and engineering career exploration.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

80% of Migrant /EL students who attend the summer EL extension program will incorporate both language and core content Math and ELA competencies through the District curriculum.

Student/teacher ratio:

1 teacher per 15-20 students.

Instructional strategies:

For Migrant/EL students who are performing below grade level in core content areas, reading and math supports the use of a wide range of language and math skills, including skills associated with higher-level question forms and definition skills. Research suggests positive, frequent interactions and one on one tutoring have positive impacts on academic and motivation to master math and literacy skills. Instructional strategies will include differentiation and scaffolding supports to meet the needs of various leveled learners.

Student grouping method:

Small group and one on one instruction

How instruction will be **differentiated**:

1. Use of curriculum focused on content to allow students to learn the essentials, without confusion or frustration with unnecessary distracting material.
2. Content delivered in blocks to enable migrant students to digest information a little at a time while allowing

them to grow their knowledge base and understanding of the material.

3. Provide background knowledge, sometimes with native language support, to allow migrant students to tie new information to something familiar. This helps students as they decode information from their native language to transfer that understanding into English.
4. Incorporate technology with effective online programs that provide: • Individualized instruction • opportunities for practice in various contexts • ability to work at their own pace • effective data for educators to assess effectiveness of the program and areas of strength or weakness in order to drive instruction
5. Provide cross-content application of concepts, to help tie learning together, in order to make it more comprehensible to migrant students.
6. Use audio and visual supports.
7. Define key vocabulary, multiple-meaning words, and figurative language.
8. Provide multiple learning opportunities to reinforce key concepts and vocabulary.
9. Provide curriculum that addresses all four language processes.

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

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?

District standards based curriculum

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Differentiated Instruction for ELs	09/2024	60	Effective instructional scaffolds and strategies to support comprehension and engagement for English Learners.	1.0, 1.1, 1.3, 2.0, 2.2, 3.0, 3.1, 13.0, 13.1, 13.2

Service / Allowable Activity Evaluation Plan

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

Students will demonstrate an increase in proficiency in ELA and Math as evidenced by pre and post-assessments.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will demonstrate improvement in reading and math proficiency as measured by local pre and post-assessments.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

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	1	4	5
1	5	3	8
2	2	5	7
3	5	5	10
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	0	0
Total	13	17	30

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 3	30	06/03/2024 - 07/12/2024	30	240	7,200

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	2	0.20

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	(2)Teachers for EL Extension Summer School teacher rate @ \$66.60 x 60 hours of instruction, including PD training = \$7,992	\$7,992
3000 Employee Benefits	Employee benefits for (1) EL Extension Summer teachers amount = \$1,792.	\$1,792
4300 Materials & Supplies	Materials and supplies to support core instruction in reading, writing, listening, and speaking, Curriculum workbooks/consumable materials for summer program @ 30 students X approx \$37.76 per student = amount \$1,133	\$1,133
Total:		\$10,917

Section 7: School Readiness Regular School Year

1. Provided by Region

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

Regionally Provided

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

☐ Saturday

☐ Before School

☐ Other:

Where would the service/allowable activity be provided?

☐ Home-based

☒ District-wide

☒ Site/Center-based

☐ Region-wide

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

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Student/teacher ratio:

Instructional strategies:

Student grouping method:

How instruction will be **differentiated**:

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

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.

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

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
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Service / Allowable Activity Evaluation Plan

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

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
----------------------------	--------------------------

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

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	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	0	0
Total	0	0	0

Service / Allowable Activity Time

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

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
Total:		\$0

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 region provides regional recruiters to interview and enroll students into the Migrant Education Program (MEP). The Identification and Recruitment (I&R) training, 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.

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
R4_I and R_QC_Plan_April_2024 Final	R4_I_and_R_QC_Plan_April_2024_Final.pdf	04/30/2024 3:47 PM

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

Regional recruiters assisting in district' recruitment regularly request updated student enrollment lists from the district and contact all families to assess potential for MEP enrollment and interview any families that may qualify. Recruiters work with district and community contacts to find out about recruitment opportunities, this includes field based recruitment, work site recruitment, and event (i.e. festivals, fairs, swap meets, agency events) participation.

Local Community

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

With over 160 crops in Fresno area agricultural work takes place year round, with late spring to early fall being peak harvest periods for many crops. The grape, melon, lettuce and garlic harvests have historically been crops that employed many workers.

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.

Regional and district staff have worked together to build an agricultural industry network that includes local businesses, organizations and agencies that provide supplies and services to the local agriculture industry and/or the workers. Utilizing the information provided through this network staff work to locate families and Out of School Youth (OSY) that may qualify for the Migrant Education Program (MEP). Recruiters are deployed to areas where agricultural work is being done, places workers are living and locals where they are receiving services.

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?

The region regularly schedules I&R support to DSA districts to assist with community and field based recruitment and to bolster the district's recruitment capacity during busy seasons. During regular I&R training sessions, the region actively promotes recruitment partnerships, particularly among non-unified districts that cover common areas. I&R In-Services include time for discussion as a group regarding observed trends and predicted needs for assistance.

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	

Section 11: Parent Advisory Council

Describe the R/PAC involvement in the review of the annual needs assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

Parents collaborate with the district to establish migrant program goals, objectives, and priorities. The M PAC is presented an overview of the District Service Agreement and a review of the strands of the service agreement which address the following components: standards and assessments, teaching and learning regular and summer, professional development, Migrant parent involvement, health, support service, and Identification and Recruitment. Parents are encouraged and provided training with understanding their roles as PAC members. Migrant Parents discuss their children's academic goals and expectations for their schools throughout the district. The Migrant Supervisor and several administrators review the importance of test data in establishing migrant programs and assist parents in understanding test results so that the PAC can participate in decision-making groups targeting academic improvement for Migrant pupils. Parents engaged in the process of reviewing Annual Needs Assessments and provide input on how to improve the Migrant Program or strategic activities to help their children achieve academic success. The parents are informed of the importance of the individualized Learning Plan and how the district sends each ILP home through the mail and provides services to the migrant children who are eligible.

What trainings will be offered to PAC members to ensure they can fulfill their roles on the PAC?

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 Instructional strategies for use with parent groups Leadership workshops

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 (applicable, such as Greene Act)
- ☒ Instructional strategies for use with parent groups
- ☒ Leadership workshops
- ☒ Other

Roberts Rules of Order Expectations and responsibilities of the PAC Purpose of Needs Assessments HS graduation requirements, DSA development

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
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Section 13: Administration

Indirect Cost Charges

Approved Indirect Rate %

Place a checkmark next to services rendered by indirect cost charges

- | | |
|--|--|
| ☒ Accounting and budgeting | ☒ Communications |
| ☒ Payroll preparation | ☒ Technology support |
| ☐ Personnel management | ☐ Other: (List Below) |
| ☒ Purchasing | |
| ☒ Data Processing | |
| ☐ Warehousing | |
| ☒ Facilities | |
| ☐ 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
Program Administrator	Summer	Certificated	1	0.05
support staff	PAC	Classified	1	0.04
Classified support	PAC	Classified	1	0.03

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
	Subtotal for 1100-6999	\$0
7000 Indirect Cost	Indirect Cost @ 5.60%	\$3,645
	Total:	\$3,645

Summer / Intersession

Object Code	Description & Itemization of costs	Amount
1300	1 Summer School Program administrator @ \$85.12/hour X	\$5,958

Object Code	Description & Itemization of costs	Amount
Supervisor/Administrators	70 hours = \$5,958	
3000 Employee Benefits	Summer School Program Administrator benefits = \$1,336	\$1,336
Subtotal for 1100-6999		\$7,294
7000 Indirect Cost	Summer Indirect Cost @5.60%	\$1,139
Total:		\$8,433

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	(1) Support staff for parent meetings, mini-conference, and childcare support @\$18.28 X 30 hours = amount \$548.40	\$548
2900 Other Classified Salaries	(1)Classified Staff for 6 PAC meetings and 1 PAC Mini Conference approx.@ \$46.55 X 48 hours = \$2,234.40	\$2,234
3000 Employee Benefits	Benefits for (1) support staff personnel = amount \$199	\$199
3000 Employee Benefits	Benefits for other (1) classified staff = amount \$809.03	\$809
4300 Materials & Supplies	Materials, supplies, consumables for migrant PAC meetings, trainings, 6 PAC meetings x 30 parents x \$11.11 per meeting = \$2,000.	\$2,000
5700 Transfers of Direct Costs	District parent meeting refreshments & consumables for 6 PAC meetings plus 1 executive meeting @ \$110 per meeting = \$770	\$770
5800 Prof/Cons/Serv & Operating Exp.	CUSD will contract with Wonder Valley to provide parent educational mini conference at Wonder Valley. Contract not to exceed \$3,600. 30 participants x \$120 = \$3,600	\$3,600
5800 Prof/Cons/Serv & Operating Exp.	MPAC Mini Conference charter bus transportation 1 day @1,150 = \$1,150	\$1,150
Subtotal for 1100-6999		\$11,310
Total:		\$11,310

Section 14: Legal Assurances & Certifications

Migrant Education Program Inventory list

Inventory Template

Title	File Name	Last Update
Central Migrant Inventory_2024	Central_Migrant_Inventory_2024.pdf	04/23/2024 10:41 AM

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

Title	File Name	Last Update
24_25 Central Job Duty	Central_Job_Descriptions.pdf	04/30/2024 4:22 PM

Organizational Chart of Migrant Education

Title	File Name	Last Update
Org_Chart_2023-24 Central Unified School District	Org_Chart_2023-24_Central_Unified_School_District.pdf	04/23/2024 10:41 AM

Summer Waivers

Migrant Education Program Summer Waiver Request Form

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 - Template](#)

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.](#)

Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$13,986	\$0	\$13,986
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$5,958	\$5,958
1900	Other Certificated Salaries	\$0	\$0	\$0
Subtotal 1000-1999		\$13,986	\$5,958	\$19,944
2000-2999 Classified Salaries				
2100	Instructional Aides	\$0	\$0	\$0
2200	Support Services Salaries	\$0	\$548	\$548
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$0	\$2,234	\$2,234
Subtotal 2000-2999		\$0	\$2,782	\$2,782
3000-3999 Benefits				
3000	Employee Benefits	\$3,136	\$2,344	\$5,480
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		\$3,136	\$2,344	\$5,480
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$4,540	\$2,000	\$6,540
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$4,540	\$2,000	\$6,540
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$41,500	\$0	\$41,500
5200	Travel & Conferences	\$0	\$0	\$0
5300	Dues & Memberships	\$0	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin	Total
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	\$500	\$770	\$1,270
5800	Prof/Cons/Serv & Operating Exp.	\$25,000	\$4,750	\$29,750
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$67,000	\$5,520	\$72,520
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
SUB-TOTAL		\$88,662	\$18,604	\$107,266
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$4,784	\$4,784
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$4,784	\$4,784
TOTAL		\$88,662	\$23,388	\$112,050