

Migrant Education Plan

2025-2026 Arvin Union DSA

July 1, 2025 - June 30, 2026

Section 1: General Information & Funding Allocations

Short Description:	2025-2026 Arvin Union DSA	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%):	\$ 748,062
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
Total Amount Allocated:	\$ 812,120

Section 2: Allocation & Student Profile

District	Type	Allocation	Students			
			PFS	Non-PFS	Total	
Arvin Union	DSA	\$812,120	128	561	689	
			Pre	0	0	0
			K	16	59	75
			1	13	50	63
			2	17	47	64
			3	8	54	62
			4	11	47	58
			5	17	42	59
			6	13	42	55
			7	13	44	57
			8	20	42	62
			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 2795 students. Arvin students are faced with poverty and limited services in the local area. 56% of our students are English Learners and 93% are economically disadvantaged. The district focuses on social-emotional development while expanding academic, physical, behavioral, and mental health services with support from supplemental funds. The district is also focused on rigor and relevance tier 1 instruction. 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, including concrete and representational math concept building to support increased academic performance and active engagement of students for all subject areas. District level Professional Development 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, and Migrant Education Summer 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 during integrated ELD time 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 2025-2026 are the use of Thinking Maps, Close Reading strategies, Note Taking Skills, Item Deconstruction for CAASPP and ELPAC focused on understanding of the task required, Whole Group/Small Group differentiated instruction, and a focus on Positive Behavior Intervention Support/Restorative Practices. RULER is being used to support social-emotional well-being of district students.

Core Curriculum Being Used:

Language Arts:
TK-6 - Benchmark, *Advance 2022*

K-6 - Benchmark, *Adelante*

(Dual Immersion) *2022*

7-8 - Houghton Mifflin, *Collections 2016*

Houghton Mifflin,
Intervention English 3-D

Writing:

K-6 - Benchmark, *Adelante 2017*

(Dual Immersion)

K-6 – Benchmark, *Advance 2017*

7-8 - Houghton Mifflin,
Collections 2016

ELD:

TK – Benchmark, *Ready to Advance*

K-6 – Benchmark, *Advance 2017*

7-8 – Houghton Mifflin, *Collections Language Workshop 2016*

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)*

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 – McMillan 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 17% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2023-2024 assessments measuring ELA proficiency indicate an overall average of 25% 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	18%
4	25%
5	21%
6	26%
7	34%
8	42%

C. Strengthen migrant students' writing skills, 2023-2024 ELPAC reports 95% of migrant students are below standard with opinion writing the lowest score.

D. Strengthen migrant students' math skills; 78% of migrant students below standard reported by CAASPP 2023-2024 results.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2024 ELPAC data indicate 87% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 74% 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 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: IReady District assessments taken during the winter of 2024 measuring math proficiency indicate an overall average of 78% not meeting the standard, which shows 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 according to CASSPP 2023-2024:

Grade	Percent of migrant students at or above grade level
3	22%
4	23%
5	11%
6	22%
7	21%
8	19%

All teachers in the district (100%) have received training in effective instructional 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 direct instruction and SDAIE, AVID, Critical Thinking, and writing strategies and is continued during the Migrant Education Extended Day Program, Migrant Saturday School, and Migrant Education Summer 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 as a tool.
- 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's Studies. CAASPP reported in the most current data from 2023-2024 that Migrant students are underperforming in the student group "all students" in ELA in all grades except 4th. CAASPP also reported in the same data migrant students are underperforming in the "all students" group in Math in grades 3rd and 8th. This has also shown to be true in the 2024 (winter) 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. District initiatives and strategies help MEP students when there is continuity between the programs and when teachers do not have to spend their 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. Students are provided many practice opportunities in structured collaboration groups through 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 workshops taking place at all elementary sites as well as the middle school led by the district social workers. All students, including migrant students, and parents are invited to these events. The migrant staff make every effort to call each migrant student and family before these events and invite them personally to the event to facilitate 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, supporting biliteracy, use of technology, classroom management, use of assessment data, early literacy, and math. The district employs Academic Coaches at each site, a Curriculum Supervisor II, 95% trainers, and county math consultants specific to these strategies throughout the year to support teachers to 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. 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 the inquiry cycle in order to ensure high levels of learning. Additionally, teachers are expected to utilize the following lesson delivery strategies: checking for understanding, gradual 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.

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. Each elementary campus will have one School Social Worker, with an additional two assigned to Haven Drive Middle School. In addition, the district contracts a clinical therapist from Clinica Sierra Vista (a community-based organization) at Haven Drive who collaborates with AUSD district mental health personnel to meet the needs of the students. During the 2025-2026 school year, two of the School Social Workers will provide intensive mental health and wrap-around services to AUSD students and families at a new district Behavioral Health and Wellness Center. The center is designed to address the needs of the whole child and provide behavioral health services and future expansion of physical health services. The district Health Services Department employs four district nurses, which may include LVN's, RN's, and/or a Credentialed school nurse. The Health Services nursing team is assigned to support AUSD's four school sites with the implementation of CDPH and the CDE's educational, health and wellness policies and to ensure the overall physical health and safety of students and staff in AUSD. The district-based health and nursing personnel perform medical-related procedures and address the health needs of students and staff on campuses including conducting vision and hearing screenings as required by the CDE. The district Credentialed School Nurses coordinate and support the implementation of students on 504 Plans and conduct health assessments for children being assessed for eligibility for a 504 Plan or Special Education services. In addition, they provide community linkage and ongoing communication with local medical providers. AUSD employs two Student Success Facilitators and one campus supervisor at each elementary campus, and three campus supervisors at the middle school campus to ensure safety and support for all. AUSD also has three School Psychologists that support the district PBIS initiatives by addressing students' social-emotional/behavioral needs on district campuses and conduct assessments to determine if students are eligible for Special Education Services and 504 plans. The district also has one Educationally Related Mental Health Clinician to provide therapeutic and behavioral supports to students on IEP's who have not responded to tier II behavior interventions. The AUSD Family Resource Center collaborates with all district departments and school campuses to provide support services for children and families in the district who are eligible for migrant services, foster youth services, and McKinney-Vento services. The FRC also provides services for low-income (socioeconomically disadvantaged) families and children in the district and the broader Arvin community. The MEP SSAs work with the local health care clinic and the local dental clinic to ensure that migrant students in need of medical and/or dental services receive them promptly. 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, SSAs, 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 actively encourage all parents, including migrant families, to participate in their children's education. To strengthen school-community partnerships, the district has appointed a Community Schools Coordinator. Haven Drive Middle School participating in a Community Engagement Initiative. The Community Schools Team gathers information on school programs, helps parents understand available resources, and organizes school and community events. They serve as a liaison, ensuring a welcoming environment for all families.

Throughout the year, regularly scheduled parent meetings—such as LCFF/LCAP Stakeholder Meetings, PAC/DAC, RAC participation, DELAC, ELAC, and SSC—provide opportunities for parent input. "Coffee with the Principal" has become a key informal forum for sharing feedback at school sites. The Arvin Family Resource Center offers workshops on child development, kindergarten transitions, nutrition, and health, in partnership with community agencies. English learner governance input is gathered at school site councils and ELAC/DELAC meetings. Site parent advisories are a new component added with Community Schools implementation.

The district also hosts multiple focused meetings for LCAP strategic plan input, which informs all district program

development. Regular updates are shared with parents through Parent Square, the district website, and electronic bulletin boards. School liaisons manage on-site parent centers, facilitate communication, assist with scheduling and attendance conferences, and offer training in areas such as language, nutrition, and parenting.

Student Success Facilitators at all four sites support these initiatives and encourage student attendance. The District Advisory Council holds monthly meetings where parents provide input on the LCAP and LEA plans. Coffee with the Principal, along with Open House, parent conferences, and workshops, further engage parents. Parents also receive surveys that are reviewed during District Advisory Council and School Site Council meetings.

The Migrant Education Program (MEP) holds regular meetings for migrant parents to discuss educational opportunities, provide feedback, and stay informed on district-wide initiatives. Migrant parents can offer input on funding allocations for both LCAP and Migrant programs. They receive training on understanding academic data, report cards, and their role as active partners in their children's education.

The MEP is guided by a Migrant Parent Advisory Council (PAC), elected bi-annually by migrant parents. PAC officers and the RAC representative, chosen by the PAC, receive training to effectively contribute to 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 for migrant students 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 general and 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 for strategic plan development and for ongoing review of implementation and alignment, including Titles I, II, III, and IV.

The District Cabinet which is made up of the superintendent, assistant superintendent, district administrators, site administrators, and directors of programs meet at least once 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 given the foundation of strategic planning and ongoing collaboration.

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 (including Expanded Learning Opportunity Supervisor II and Early Childhood Programs Supervisor II), 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 at each of the elementary school sites. 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
- ☐ 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:

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 17% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2024 assessments measuring ELA proficiency indicate an

overall average of 25% 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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6	26 %
7	34 %
8	42 %

- C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard with opinion writing the lowest score.
- D. Strengthen migrant students' math skills; 78% of migrant students below standard reported by CAASPP 2024 results.
- E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2024 ELPAC data indicate 87% of migrant students are below Proficient.
- F. Increase student access to literature books and informational text; CAASPP data indicate 74% of migrant students are below proficient across the assessed grades in ELA.
- G. Increase migrant students' access to computers and other technology for educational purposes 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 78% 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	22 %
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6	22 %
7	21 %
8	19 %

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students in grades TK-8 will participate in after-school classes on Tuesdays, Wednesdays, and Thursdays. Teachers will use strategies such as "focussed discussions" to guide discussions and expository writing. Students will engage with various types of texts—expository, narrative, descriptive, and persuasive—through the My Writing Coach curriculum, culturally responsive book studies, iReady, and C.H.A.M.P. programs. Writing assignments will follow a familiar rubric used in district

benchmarks. Systematic ELD will strengthen oral language and vocabulary with strategies that promote complete sentence responses and discussions. The ELA/ELD frameworks will guide instruction to meet grade-level standards and the English Learner Roadmap principles. Newcomers will receive intensive intervention using *Frames for Fluency* by Ballard and Tighe. The iReady program, supported by migrant staff, will focus on essential ELA, math, and computer skills to prepare students for the CAASPP test. Hands-on learning with C.H.A.M.P. will support problem-solving and critical-thinking skills.

During MEP staff collaboration time, lessons will emphasize oral language development, reading fluency, writing, and vocabulary. The program tailors strategies to students' English proficiency levels, using ELPAC scores to guide lesson planning. Teachers will align lessons with Common Core ELA and ELD Standards for student proficiency.

County workshops for MEP staff will focus on writing strategies, math practices, and C.H.A.M.P. lessons, along with professional development in culturally responsive and ELD strategies.

Key Skills:

- Students will read various expository texts, learning to identify structures like description, comparison, cause and effect, and problem-solution.
- Writing assignments will focus on different genres, with rubrics and examples to guide proficiency.
- Math skills will target concepts and procedures, as well as problem-solving with real-world applications and using manipulatives.
- Two math family nights will offer parents resources to support their child's learning at home.
- ELD strategies will be integrated throughout lessons, ensuring language development.
- Cultural and self-pride activities, such as book studies and positive affirmation exercises, will enhance engagement and self-confidence.

Parents will be invited to three workshops to learn how to support their child's education and advocate for their success. The topics for these workshops are: "How US School Systems Work and Parent and Family Opportunities for Participation", "Parent Engagement Evidence-Based Strategies", and "Understanding Student Achievement Data." Additional workshops will cover nutrition, mental health, and other community topics.

A culminating event in March 2026 at Sierra Vista Elementary will provide a hands-on learning experience for students from multiple sites.

Student/teacher ratio:

Our average class size will be 20 students per teacher and will not exceed the ratio of the district. TK and K ratio will be 1:10.

Instructional strategies:

Students will receive a minimum of 30 hours of instruction in English Language Arts (ELA), focusing on various genres with an emphasis on opinion writing, which data has shown is the area of lowest proficiency among migrant students. They will learn to apply a rubric to achieve proficiency in their writing. In addition, students will receive at least 30 hours of math instruction, concentrating on Claims 1 and 2. To further support learning, students will engage with the technology-based program *iReady*, which provides individualized instruction based on each student's needs.

The district offers Family Math Nights at each school, and the migrant program will host two additional math nights, providing parents with resources to support their children in meeting grade-level math standards at home. Since migrant program staff includes regular day teachers, they will support migrant students during these workshops. The program will also actively encourage family participation in district and school events to promote engagement.

SDAIE (Specially Designed Academic Instruction in English) strategies will be used throughout each lesson to support language acquisition and content comprehension. Teachers will connect lessons to real-life events, use visual aids and realia, demonstrate problem-solving processes, role-play, and implement peer discussions using Socratic seminars, fishbowls, or other structured discussion models. ELD supports like thinking maps, language frames, and the Think, Write, Pair-Share strategy will also be incorporated. Instruction will be guided by the California ELD Standards Companion, focusing on key themes like meaning-making, language development, effective expression, content knowledge, and foundational skills.

Teachers will create a culturally responsive environment, drawing on students' background knowledge to build relationships and relate new content to their culture. By allowing students to express themselves through discussions and projects, teachers will foster self-confidence and pride.

Other Instructional Strategies Include:

- Close Reading
- Write From the Beginning Process Writing
- Individualized instruction through *iReady*
- *iReady* differentiated online lessons
- ELD Vocabulary Builders
- Targeted lessons using *iReady* mini-lessons
- Note-making

- Meaning-making through Close Reading
- Counting Collections
- Math Talks
- Beyond Counting Collections
- CRA (Concrete-Representational-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 using Frames for Fluency curriculum.

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

AVID Strategies, GLAD 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.

 **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 FFS 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?

The Migrant Education Program will implement the *Focused Approach* curriculum from Teacher Created Materials in both English Language Arts (ELA) and Math. This curriculum is designed to meet grade-level standards and features mini-lessons that help students develop proficiency. The format closely mirrors what students will encounter on the end-of-year CAASP assessment, with test-taking strategies integrated throughout to better prepare students for success. The curriculum also offers differentiated instruction strategies to address the diverse needs of students, ensuring a personalized learning experience for all.

In addition to the *Focused Approach*, the county-provided C.H.A.M.P. (Comprehensive Humanity Art Math Program) will be utilized for hands-on, engaging learning experiences. The *iReady* program will be used in small group settings to provide targeted, differentiated instruction. C.H.A.M.P. will also support writing instruction, offering a student-friendly, engaging curriculum that includes ELD supports and kid-friendly rubrics. For newcomers and students needing additional English language support, *Frames for Fluency* will be incorporated to aid in language acquisition.

Throughout all lessons, teachers will employ a variety of ELD strategies, including sentence frames, QPA (Pause, Question, Predict, Ask), thinking maps, and interactive techniques such as Think-Talk-Write or Think-Pair-Share. These strategies will be embedded in every curriculum to ensure that English language learners receive the support they need. For math fluency, the *Mango Math* curriculum will be utilized in small group or center settings.

Students will also participate in book studies featuring titles such as *Between Us and Abuela: A Family Story from the Border* by Mitali Perkins, *Esperanza Rising* by Pam Muñoz Ryan, *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez, and *Off We Go to Mexico* by Laurie Krebs. These book studies will foster a sense of self- and cultural pride, while also providing students with rich content and background knowledge. The books will be culturally responsive and aligned with SSDP 13.0, enhancing students' connection to the material.

To support basic math skills, the *iReady* program will be used as a computer-assisted learning tool across all grade levels, providing additional support and reinforcing concepts taught in class. This comprehensive approach ensures that all students are prepared to succeed academically and develop the skills they need for future success.

Service/ Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
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Name of Training	Dates	Minutes	Description	Strategy Being Met
Math: Mathematizing Literature (K-3)	09/2025	150	Engage young learners in meaningful math experiences through literature! This training equips teachers with strategies to seamlessly integrate counting and numeracy skills into storytelling. Learn how to use counting collections to build critical thinking, problem solving, and mathematical understanding. Explore simple recording techniques to document student learning and lay the foundation for future math success.	SSDP 2.2, 3.1
Math: Engaging Tasks with New Framework (4-8)	09/2025	150	Discover how to implement the new math framework with engaging, thought-provoking tasks that promote deep mathematical understanding. This training provides strategies to foster problem-solving, reasoning, and student collaboration. Learn how to design and facilitate meaningful math experiences that encourage critical thinking and real-world connections.	SSDP 2.2, 3.1
C.H.A.M.P. Lessons	10/2025	150	(Comprehensive, Humanities, Art, Math, Program) Engage students in a dynamic, interdisciplinary learning experience that connects humanities, arts, and math. This training explores strategies for integrating content areas through project-based and inquiry-driven activities, fostering creativity and critical thinking. Learn how to design lessons that build 21st-century skills like collaboration, communication, and problem-solving, creating meaningful and engaging learning opportunities.	SSDP 1.3, 2.2, 3.1
GLAD Strategies with integrated ELD	10/2025	150	Enhance early writing skills with Project GLAD strategies designed for English Language Learners. This training focuses on integrating visual aides, graphic organizers, and collaboration writing to build literacy. Learn how to scaffold writing instruction, reinforce vocabulary, and develop sentence structure through engaging, research-based methods. Discover ways to align state adopted ELD and academic content standards while fostering peer feedback, revision, and language growth.	SSDP 1.3, 3.1
GLAD Strategies with Newcomer Focus	10/2025	150	Support newcomer students in developing writing skills through Project GLAD strategies. This training provides scaffolded instruction using visual aides, graphic organizers, and interactive activities to build language proficiency. Learn how to integrate explicit writing instruction, vocabulary development, and structured peer collaboration to support early literacy. Discover research-based techniques aligned with ELD and academic content standards to help newcomers gain confidence and succeed in writing.	SSDP 1.3, 3.1
GLAD Strategies for Newcomers Cont.	10/2025	150	Deepen your implementation of Project GLAD strategies to support newcomer students in writing. This session provides extended guidance on scaffolding instruction, using visual supports, and fostering language development. Engage in hands-on planning to design structured writing lessons that build vocabulary, sentence structure, and confidence. Receive collaborative support to align lessons with ELD and academic content standards for effective newcomer instruction.	SSDP 1.3, 3.1
Creating a Social Emotional and Cultural Environme	01/2026	150	Create a supportive and inclusive learning environment for migrant students by addressing their social-emotional and cultural needs. This training explores strategies to foster belonging, resilience, and academic success through culturally responsive teaching and trauma-informed practices. Learn how to build strong relationships, support emotional well-being, and integrate students' backgrounds into the classroom to enhance engagement and learning outcomes.	SSDP 13.2
E.A.S.L Promoting a Cultural Environment with Art	04/2026	150	Explore how to use art to create a culturally rich and inclusive learning environment. This workshop focusses on integrating artistic expression to celebrate diverse cultures, foster creativity, and enhance social-emotional development. Learn strategies for using art to connect students' cultural backgrounds with their learning, promote self-expression, and build community through creative activities.	SSDP 1.3, 3.1, 13.2

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 November and throughout as they enter and leave the program with the final formal evaluation taking place in March 2026 for reading comprehension and math.

- Increase migratory students' reading and writing proficiency.
- Increase students' mathematical proficiency.
- Increase parents' ability to support math achievement at home
- Increase English language proficiency
- Celebrate students' cultures and traditions.
- Increase parent engagement

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 CHAMP 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 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	16	59	75
1	13	50	63
2	17	47	64
3	8	54	62
4	0	47	47
5	17	42	59
6	13	42	55
7	13	44	57
8	20	42	62
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	117	427	544

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K - 6	424	11/05/2024 - 03/27/2025	48	123	5,904

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8	111	11/05/2024 - 03/27/2025	48	100	4,800

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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	3	0.05
Instructional Aide	Classified	1	0.27
Resource Teacher for Winter and Spring breaks	Certificated	1	0.02
Winter and Spring Bridge Tutors	Classified	8	0.05

Support Service Staffing: I 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	0.60

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 48 days. 48 days x 3 teachers x \$75 = \$10800 (16 training hours + 8 hours planning time x 3 teachers @ \$70 = \$5040) RT to support in Extended day and professional development. 30 hours x 75 = 2250 RT to service students during winter and spring breaks 8 days @ \$550/day = 4400 Close Up Civics Teacher	\$22,490
2100 Instructional Aides	Extended day HD instructional aide: (47 days x 1.5 hrs + 8 hrs professional development) x 1 aide x \$20.00 instructional aide = \$1570	\$1,570
2100 Instructional Aides	Winter services 4 IAs to go to homes to service students not currently enrolled in other programs. 4 days x 4 hours + 1 hours training x 22 x 4 IAS = 1496 Spring Services 4 IAs to go to homes to service students not currently in Saturday or Extended Day programs. 3 days x 4 hours + 1 hour training x 22 x 4 IAS = 1144	\$2,640
2900 Other Classified Salaries	Migrant Community Preschool Aide (185 days/ 8 hrs per day) @ \$25.56 = 37829 + student support for district and regional events throughout the year 180 extra hours x 38.34 = 6901.2 Anniversary Increment pay = 1260 Total = 45990 60% = 27594	\$27,594
3000 Employee Benefits	Extended Day Instructional Aides: 1570 x 35%	\$539
3000 Employee Benefits	Extended Day Teachers: 22490 x 24%	\$5,397
3000 Employee Benefits	Migrant Community Preschool Aide benefits 27594 x 35% + health and wellness = 26834.	\$26,834
3000 Employee Benefits	Winter and Spring benefits 2640 x 35%	\$924
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.	\$4,891

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	budget placeholder until final allocation. Money is held to also account for changes in the contract.	\$16,000
5200 Travel & Conferences	Professional Development Conferences and Travel: CUE Conference, STEAM Conference, Boost Conference, CABE, CISC, NADSME, PAC/RAC workshop other migrant-related conferences.	\$2,600
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. Mileage for spring and winter services to students.	\$850
5700 Transfers of Direct Costs	Bus all sites to Sierra Vista for the self pride and cultural activity assembly. (SSDP 11.0 and 13.0).	\$260
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 March 2025.	\$600
5800 Prof/Cons/Serv & Operating Exp.	Printers for family recruitment and notifications, ILPs, student services. 1 Riso and 1 Kyocera	\$5,200
5800 Prof/Cons/Serv & Operating Exp.	C.H.A.M.P. Curriculum to be printed for student workbooks. Migrant program informational sheet and door sticky notes for home visits printed.	\$4,000
Total:		\$123,589

2. Saturday School TK-8th

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

Students in grade levels TK-8th will participate in 12 designated virtual Saturday School classes from 8:45-12:15 pm. Credentialed teachers will use several strategies to increase student achievement. The focus of Saturday School will be ELA and math with ELD supports throughout each lesson. Cultural and self-pride activities will take place. 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 17% of migrant students are well-developed in the area of Listening: Effective Communication skills.
- B. Expand migrant students' academic language: The CAASPP 2024 assessments measuring ELA proficiency indicate an overall average of 25% 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	18 %
4	25 %
5	21 %
6	26 %
7	34 %
8	42 %

C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard with opinion writing the lowest score.

D. Strengthen migrant students' math skills; 78% of migrant students below standard reported by CAASPP 2024 results.

E. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2024 ELPAC data indicate 87% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 74% 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 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 78% 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
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3	22 %
4	23 %
5	11 %
6	22 %
7	21 %
8	19 %

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students in grades TK-8 will participate in 12 designated Saturday School sessions, running from 8:45 AM to 12:15 PM. During these sessions, teachers will implement a variety of strategies to enhance student achievement. Systematic ELD will be used to strengthen both oral language and academic vocabulary, with students practicing discussions and responding to questions in complete sentences.

To support basic skills in writing and math, students will engage in computer-assisted learning through *iReady*, which will be tailored to meet their individual needs. Additionally, Kiwi Co kits will be utilized to promote group activities that focus on language skills, math problem-solving, cultural awareness, and self-pride.

Key Skills:

- Students will explore various types of expository texts, such as description, comparison, cause and effect, and problem-solution.
- Students will develop their writing skills across genres, using a rubric that outlines the required elements for proficient writing.
- **Mathematics Claim # 1 (Concepts and Procedures):** Students will demonstrate the ability to explain and apply mathematical concepts and procedures with precision and fluency.
- **Mathematics Claim # 2 (Problem Solving):** Students will solve a range of complex problems, applying knowledge and problem-solving strategies effectively.
- ELD strategies will be integrated into all lessons to support language development.
- Cultural and self-pride activities will be incorporated to boost student engagement and self-confidence.
- Parents will be invited to attend three workshops: "How US School Systems Work and Parent and Family Opportunities for Participation," "Parent Engagement Evidence-Based Strategies," and "Understanding Student Achievement Data."

Saturday School will be held virtually, as this format was preferred by the majority of parents based on survey feedback. Virtual sessions have also shown to improve or maintain attendance rates, as parents prefer keeping their children at home for additional support rather than having to transport them to school on weekends.

The program will culminate in a virtual school assembly in December 2025, focusing on math and self-pride, aligned with SSDP 2.0 and 13.1.

Student/teacher ratio:

The teacher ratio will be 25:1 in all grade levels, except TK where it will be 10:1.

Instructional strategies:

Students will receive a minimum of 30 hours of instruction in both math and ELA, with additional emphasis on project-based learning centered around science. Throughout each lesson, SDAIE strategies will be employed, connecting lessons to real-life events, using visual aids and realia, and demonstrating problem-solving processes. Teachers will incorporate role-playing, experiments, 2- or 3-column notes, and structured peer discussions using methods like Socratic seminars and fishbowl discussions.

ELD supports, such as thinking maps, language frames, and the Think, Write, Pair-Share strategy, will be integrated into lessons. Instruction will be guided by the California ELD Standards Companion, focusing on key themes including meaning-making, language development, effective expression, content knowledge, and foundational skills. Teachers will be culturally responsive, using students' background knowledge to build relationships and connect new content to their culture. By fostering a supportive classroom environment, teachers will encourage self-confidence and self-pride, 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 or individually to complete hands-on assignments, 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. Centers or break-out groups will 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. Kiwi Co kits will also focus on other countries in the world and their cultures allowing students to compare and contrast their traditions to other parts of the world.

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
Math: Mathematizing Literature (TK-3)	09/2025	150	Engage young learners in meaningful math experiences through literature! This training equips teachers with strategies to seamlessly integrate counting and numeracy skills into storytelling. Learn how to use counting collections to build critical thinking, problem solving, and mathematical understanding. Explore simple recording techniques to document student learning and lay the foundation for future math success.	SSDP 2.2, 3.1
Math: Engaging Tasks with New Math Framework (4-8)	09/2025	150	Discover how to implement the new math framework with engaging, thought-provoking tasks that promote deep mathematical understanding. This training provides strategies to foster problem-solving, reasoning, and student collaboration. Learn how to design and facilitate meaningful math experiences that encourage critical thinking and real-world connections.	SSDP 2.2, 3.1
GLAD Strategies with Integrated ELD	10/2025	150	Enhance early writing skills with Project GLAD strategies designed for English Language Learners. This training focuses on integrating visual aides, graphic organizers, and collaboration writing to build literacy. Learn how to scaffold writing instruction, reinforce vocabulary, and develop sentence structure through engaging, research-based methods. Discover ways to align state adopted ELD and academic content standards while fostering peer feedback, revision, and language growth.	SSDP 1.3, 3.1

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 September and throughout as they enter and leave the program with the final formal evaluation taking place in December 2025 for reading comprehension and math.

- Increase migratory students' reading and writing proficiency.
- Increase students' mathematical proficiency
- Increase English language proficiency
- Increase students' awareness of their culture and other cultures

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	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 from iReady.

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	8	0	8

Grade	PFS	Non-PFS	Total
1	10	0	10
2	10	0	10
3	8	0	8
4	0	0	0
5	13	0	13
6	13	0	13
7	13	0	13
8	10	0	10
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	85	0	85

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K - 8	85	09/06/2025 - 12/13/2025	12	330	3,960

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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	3	0.04

Support Service Staffing: I 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 TK - Eighth 3x \$75.00 x (3.25 hrs x 12 days = 39 hrs) = Trainings and Planning: 16 hours (3 teachers) @\$70 = \$3360	\$12,135
3000 Employee Benefits	Teacher TK-8th benefits 12135 x 24% =	\$2,912
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. Document cameras for teachers to use to present.	\$18,000
5800 Prof/Cons/Serv & Operating Exp.	Culminating activity/assembly for grades K-8th. Math assembly with self-pride and building confidence.	\$800
Total:		\$33,847

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 medical, dental, and social services, as well as services available to them.

The migrant program will provide a 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 - 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 that families fully understand the resources and opportunities the MEP provides. It's crucial for families to comprehend the data and know how to interpret it, as this empowers them to better support their children at home. When parents are well-informed, they can become valuable educational partners, working alongside us to build rigorous programs that support the success of 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 medical, dental, and social services as well as other 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 Support Service Aide (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 activity will take place during the evening, as per the parent survey results, to allow more parents to participate.

Student grouping method:

Based on input from the PAC and the results of the parent survey, we will hold half of our meetings in-person, while the remaining meetings and parent workshops will be conducted via Zoom.

How instruction will be **differentiated**:

At every meeting, 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 a variety of workshops for parents, covering the key topics outlined in SSDP 12.0. While strategy 11.0 is not available for inclusion in our district service agreement, the district and MEP collaborate closely to ensure parents are referred to necessary health services. We work with district social workers and partner with Clinica Sierra Vista Behavioral Health to prioritize mental health services for our families. Additionally, the MEP partners with the district's Family Resource Center to address students' and families' needs related to medical, dental, vision, and nutrition services.

The district is currently in its first year of a Community Schools Implementation Grant to further expand and support student needs. The MEP also collaborates with the county office and Region 5 funding to ensure students' essential health needs are met, including referrals to services such as Tzu Chi Clinic, Clinica Sierra Vista, Vision Clinic for glasses, Gleaners for food, Operation School Bell for uniforms, shoes, hygiene products, and also mobile dental clinics. These services are available throughout the year, with support for setting up appointments, providing transportation (when available), and following up to ensure families receive the assistance they need.

During Individual Learning Plan meetings at the start of each year, parents are asked if they need additional services or

referrals, ensuring they have a voice in identifying any gaps and helping us provide a well-rounded educational experience for their children.

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	08/2025	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 all migrant families 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
K	0	0	0

Grade	PFS	Non-PFS	Total
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	50	50	100
Total	50	50	100

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
Parent/Guardian -	50	08/26/2025 - 12/02/2025	3	90	270

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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: I 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 %34 = 183	\$183
Total:		\$723

4. Speech and Debate

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

The Speech and Debate program is designed to support 7th and 8th-grade migrant students, helping them develop essential skills in both writing and public speaking. Students will learn how to write an argumentative essay using a clear, student-friendly rubric and they will practice speaking about their essays in front of their peers and judges. A student-friendly rubric and judging criteria will be provided and taught to ensure students understand the expectations. To enhance engagement and create a supportive environment, culturally responsive teaching techniques and English Language Development (ELD) strategies will be implemented. These strategies will focus on vocabulary development, sentence structures, and the inclusion of topics that reflect students' personal experiences and cultural backgrounds. The program will also include peer feedback sessions and one-on-one coaching to build confidence and improve speaking skills. Students will have the opportunity to compete in the Regional Speech and Debate Competition and may advance to the State Speech and Debate competition. Throughout the program, emphasis will be placed on fostering self-esteem, celebrating growth, and ensuring every student feels valued, regardless of competition outcomes.

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

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 17% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2024 assessments measuring ELA proficiency indicate an overall average of 25% 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	18 %
4	25 %
5	21 %
6	26 %
7	34 %
8	42 %

C. Strengthen migrant students' writing skills, ELPAC reports 95% of migrant students are below standard with opinion writing the lowest score.

D. Increase the rate at which migrant students progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2024 ELPAC data indicate 87% of migrant students are below Proficient.

E. Increase student access to informational text; 2023-2024 CAASPP data indicate 74% of migrant students are below standard across the assessed grades in ELA.

F. Increase migrant students' access to computers and other technology for educational purposes 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.

G. 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.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

This program aims to enhance the listening, speaking, reading, and writing skills of all migrant students who will participate. Students identified need additional support in ELA/ELD, particularly those on the MPO 1.0 list. Students will participate in a series of after-school sessions totaling a minimum of 30 hours. The teacher will provide direct instruction and model writing for two specific genres (persuasive essay, and informative speech).

• Argumentative Essay Skills:

- Provide clear examples of strong thesis statements and how students can support their arguments with evidence using library services and the internet to find credible sources.
- Read and analyze various expository texts relevant to the chosen topic.
- Use interactive activities like group brainstorming sessions to help students develop their ideas.
- Break down the rubric into digestible parts, making it easier for students to follow and understand how their work will be evaluated.

• Public Speaking and Confidence Building:

- Implement peer feedback sessions where students practice speaking in front of one another before competing.
- Provide opportunities for one-on-one coaching to help students refine their delivery and tone.
- Encourage positive reinforcement and celebrate small victories to build students' self-esteem.

Student/teacher ratio:

20/1

Instructional strategies:

• Culturally Responsive Teaching:

- Integrate topics and issues that resonate with students' personal experiences or cultural backgrounds into the debates and essays.

- Recognize and validate the diverse perspectives they bring, helping them find strength in their unique viewpoints.

- **ELD Strategies:**

- Focus on vocabulary development and sentence structures that will help students articulate their arguments clearly.
- Use visuals and multimedia to reinforce concepts, helping English learners connect more easily with the material.
- Scaffold lessons so students can gradually build their confidence in both writing and speaking.

- **Competition Preparation:**

- Organize mock debates and essay writing sessions to give students practice before the actual competition.
- Encourage teamwork and peer support in preparing for the competition, fostering a sense of community.

- **Regional and State Competition:**

- Celebrate every student's participation, regardless of the outcome, by emphasizing the growth they've experienced.
- Offer tips for students to managing competition nerves and maintaining composure under pressure.

Student grouping method:

Students will be grouped based on whether they are writing a speech or participating on a debate team.

- 7-8 Speech Spanish
- 7-8 Speech English
- Middle School Debate Spanish
- Middle School Debate English

How instruction will be **differentiated**:

The Migrant Speech and Debate program caters to a variety of learning styles incorporating a range of research and discussion methods:

Differentiated Research Strategies:

- **Independent Research:** Students with strong online research skills will work independently, allowing them to pursue topics that pique their interest.
- **Small Group Collaboration:** Students will participate in small group topic research, fostering teamwork and communication skills as they share resources and findings.
- **Socratic Seminars:** Engaging Socratic Seminars will encourage all students to actively participate by posing thought-provoking questions and analyzing complex issues.

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

In addition to the strategies already mentioned, here are some other effective strategies that can further enhance the Speech and Debate program for 7th and 8th-grade migrant students:

1. **Scaffolded Learning:** Break down tasks into smaller, more manageable steps. Start with simple exercises like identifying a thesis statement or practicing basic debate skills before progressing to more complex tasks such as constructing a full argument or participating in formal debates. This step-by-step approach helps build confidence and ensures that students are prepared for each stage of the process.
2. **Modeling and Demonstration:** Show students examples of successful speeches and debates. Break down why these examples work well and highlight the key components such as structure, delivery, and use of evidence. Modeling these skills helps students visualize what they are working toward and gives them a clear benchmark to aim for.
3. **Peer Mentoring and Group Work:** Pair students with peers who can provide support and feedback throughout the process. Peer mentoring allows students to learn from one another and practice in a low-pressure setting. Group work can also promote collaboration and help students feel less isolated, especially in a competitive environment.
4. **Interactive Activities:** Use games and interactive activities that encourage critical thinking, such as mock debates, "devil's advocate" exercises, or team argument-building challenges. These activities make learning fun and engaging, while reinforcing key skills in a dynamic way.
5. **Formative Assessments and Self-Reflection:** Provide opportunities for students to assess their own progress through self-reflection exercises. Ask them to evaluate their performance after practice sessions and identify areas for improvement. This encourages personal accountability and helps students set individual goals for their growth.
6. **Use of Technology:** Incorporate video recordings of speeches and debates, allowing students to review and critique their

Name of Training		Dates	Minutes	Description	Strategy Being Met
Social Emotional and Cultural Environment for Mig		01/2026	150	Create a supportive and inclusive learning environment for migrant students by addressing their social-emotional and cultural needs. This training explores success through culturally responsive teaching and trauma-informed practices. Learn how to build strong relationships support emotional well-being, and integrate students' backgrounds into the classroom to enhance engagement and learning outcomes.	MPO 13.2
State Speech and Debate PD		01/2026	900	The state holds a speech and debate professional development for all regions and districts participating in this program. This goes over strategies to use while teaching as well as information regarding requirements. Usually held in Monterey, CA.	MPO 13.2

Service/ Allowable Activity Staff Development

Complete the table below

The state provides everything needed at the state training. Prompts are also from the state. Students will then be asked to review pros and cons depending on the topic they choose.

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

✔ **Strategy 13.2** - Provide professional development to staff on cultural competency.

✔ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).

✔ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.

Student Engagement

✔ **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.

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

performances. Technology can also be used to access resources like debate examples, speech delivery tips, and feedback from peers or coaches.

7. **Incorporate Real-World Issues:** To make the content more relevant, incorporate real-world issues or current events into the debates. This not only makes the program more engaging but also helps students develop critical thinking skills by applying their knowledge to real-life situations.

8. **Emotional Support and Stress Management:** Help students manage nerves and stress, especially before competitions. Teach relaxation techniques such as deep breathing or visualization to help calm anxieties. Encouraging students to have a positive mindset and focusing on effort rather than just outcomes can also alleviate pressure.

9. **Feedback Loops:** Provide students constructive feedback regularly, both in writing and through verbal communication. Encourage students to ask questions and seek clarification to improve their understanding. Positive reinforcement is essential to motivate students and keep them engaged.

10. **Parental Involvement:** Encourage parents to be involved in their child's progress by sharing the rubric, providing support at home, and celebrating milestones along the way. When parents are engaged, students feel more supported, which can boost their confidence and motivation.

By implementing these strategies, the program can create an even more inclusive, dynamic, and supportive learning environment for migrant students, helping them succeed both academically and personally in Speech and Debate.

Service/ Allowable Activity Evaluation Plan

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

The expected outcome of the Speech and Debate program for 7th and 8th-grade migrant students is multifaceted, focusing on both academic and personal growth. Academically, students will gain the ability to construct clear, well-supported argumentative essays and improve their public speaking skills, enabling them to effectively express their ideas and opinions. Through the program, students will also develop critical thinking, research, and organizational skills that will benefit them in future academic endeavors. Additionally, the practice of speaking in front of peers and judges will help them build confidence in public speaking and enhance their communication skills.

On a personal level for students, the program aims to foster self-esteem and a growth mindset. By participating in debates and receiving constructive feedback, students will learn how to accept criticism, improve their performance, and set personal goals for success. The culturally responsive teaching strategies incorporated into the program will help students feel valued and understood, promoting a sense of belonging and encouraging them to draw strength from their unique cultural backgrounds.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	At least 60% of all students will achieve a minimum score of 80% on the posttest, demonstrating their understanding of the proper protocol for speech and debate tournaments, as assessed using a standardized rubric and evaluation criteria written in both English and Spanish.

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
7	8	2	10
8	8	2	10
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	16	4	20

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
7 - 8	20	11/18/2025 - 04/24/2026	21	180	3,780

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
Speech and Debate Coach	Certificated	1	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	One speech and debate certificated teacher to support with MPO 1.0, 3.0, and ELPAC practice. 32 hours x \$75 = 2400 plus \$550/day for state speech and debate training x 2 = 1100 + \$220 sub for Friday for training. 2 hours planning x \$70/hour. 3860	\$3,860
3000 Employee Benefits	3860 x 26% = 1003	\$1,003
5200 Travel & Conferences	Meals and reimbursements for attending training and competitions out of town.	\$150
5700 Transfers of Direct Costs	Vehicle to training and to regional and state competitions. 600 miles	\$420
5800 Prof/Cons/Serv & Operating Exp.	Hotel for Coach and RT to attend speech and debate training x 2 nights = 1200 Hotel for Coach and RT to attend state competition = 1200	\$2,400
Total:		\$7,833

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 summer session program that students will attend from 3:00 pm - 5:30 pm virtually 4 days a week and 9:00am-2:00pm in-person once a week on Fridays for college visit. This program 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:

May-June 2025

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 through virtual learning 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.

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; 2023-2024 ELPAC data indicates more than 18% of migrant students are well-developed in the area of Listening: Effective Communication skills.

B. Expand migrant students' academic language: The CAASPP 2023-2024 assessments measuring ELA proficiency indicate an overall average of 24% 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	18 %
4	20 %
5	22 %
6	23 %
7	26 %
8	25 %

C. Strengthen migrant students' writing skills, 2023-2024 ELPAC reports 95% of migrant students are below standard with opinion writing the lowest score.

D. Strengthen migrant students' math skills; 85% 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; 2023-2024 ELPAC data indicate 87% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 76% 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 iReady (winter) assessments measuring Math proficiency indicate an overall average of 85% 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	22 %
4	18 %
5	13 %
6	16 %
7	14 %
8	12 %

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 virtually four days a week and from 9:00 am - 2:00 pm in-person on Fridays for college visits 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 that is aligned to the CA Content Standards. 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 CHAMP curriculum to focus on opinion 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 in which 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 sessions 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.

The culminating activity will be a first-hand experience where students will get to put their problem-solving skills to the test and see what it is like to be a mechanical engineer by using the math concepts taught throughout the summer program.

Student/teacher ratio:

20:1 for all grades except preschool and TK-K where ratio will be 10:1.

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 the opinion/argumentative genre as this type of writing is where migrant students scored the lowest in according to WestEd. 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-solve 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, utilize AVID strategies such as 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 student confidence and self-pride within the classroom by allowing them 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

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 using break-out rooms.

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 3rd-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:

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 supplementary 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 FFS 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. STEM Center USA, CSUB math and ELA program, Frames for Fluency, CHAMP Lessons, 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
EASL Promoting a Cultural Environment with Art	04/2026	150		1.3, 3.1, 13.2
C.H.A.M.P. Summer Curriculum	04/2026	150	Engage students in dynamic, interdisciplinary learning experiences that connect humanities, arts, and math. This training explores strategies for integrating content areas through project-based and inquiry-driven activities, fostering creativity and critical thinking. Learn how to design lessons that build 21st-century skills like collaboration, communication, and problem solving, creating meaningful and engaging learning opportunities.	SSDP 1.3, 2.2, 3.1, 13.2
Preschool Summer Curriculum Training	05/2026	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 teachers will have attended PD 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
Program Implementation and Planning	05/2026	240	To go over schedules, class rosters, and logistics of how summer camp 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.	

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. Students will also be introduced to coding and use math skills for real-world experiences by attending a culminating activity where students are emerged in the real-life problems of a mechanical engineer.

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

Local Quantitative Measure	Local Performance Target
	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	0	98	98
K	16	59	75
1	13	50	63
2	17	47	64
3	8	54	62
4	0	47	47
5	17	42	59
6	13	42	55
7	13	44	57
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	97	483	580

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3-5yrs -	98	06/08/2026 - 06/19/2026	9	180	1,620
K - 7	482	05/29/2026 - 06/26/2026	20	220	4,400

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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
PK Instructional Aide	Classified	1	0.02

Support Service Staffing: I 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
Preschool Teacher	Certificated	1	0.02

Service/ Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	4 Teachers 2:45pm-5:45pm x 16 days x \$75/hour = 14400 + 20 hours training (\$70/hour) = 1400 = (15800) 1 pk teacher 3.5 hours x \$75/hour x 9 days = 2362 + 4 hours training (\$70) = 280 = (2642)	\$18,442
1100 Teachers	Resource Teacher 16 days x \$550/day(=8800) + trainings (12 hrs. x \$70 =\$840) Total \$9640 (June 2026)	\$9,640
2100 Instructional Aides	Outreach Bridge Tutor 4 x 4hrs x 20 days x \$22 per hour + 4 hrs training = 7128 (June 2026)	\$7,128
2100 Instructional Aides	Preschool IA = 3 hours x \$20 x 9 days = 540	\$540
2200 Support Services Salaries	SSA x 2 x 5hrs x 20days X \$25 per hour 4 hours training	\$5,200
3000 Employee Benefits	Teachers 24%	\$4,468
3000 Employee Benefits	Resource Teacher Benefits 24%	\$2,313
3000 Employee Benefits	SSA 34%	\$1,768
3000 Employee Benefits	Outreach Aides Benefits 34%	\$2,423
3000 Employee Benefits	Preschool IA 34% = 183	\$183
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.	\$600
5700 Transfers of Direct Costs	Bus transportation to Hands-on learning activities with cultural component at CSUB 1000 x 3 days = 3000 Bus transportation to one culminating activity for students to attend that reinforces what they are learning through ELA, math, and coding. District vehicles used for REACH when students are unable to attend virtual and in-person programs.	\$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.	\$12,500
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.	\$69,000
5800 Prof/Cons/Serv & Operating Exp.	Copies for students and teachers of curriculum, notes to leave on doors of students not home, migrant program information printed for parents to see programs being offered.	\$3,000
Total:		\$145,322

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
- ☐ Before School
- ☒ Saturday
- ☒ Other:

5 Day Summer Residential Study

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 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?

- Students' lack of knowledge of the 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 students 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	11/2025	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, 3.1
Cultural PD	01/2026	150	Create a supportive and inclusive learning environment for migrant students by addressing their social-emotional and cultural needs. This training explores strategies to foster belonging, resistance and academic success through culturally responsive teaching and trauma-informed practices. Learn how to build strong relationships, support emotional well-being, and integrate students' backgrounds into the classroom to enhance engagement and learning outcomes.	SSDP 13.2

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

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
6 - 7	10	01/17/2026 - 05/16/2026	7	360	2,520

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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: I 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 \$550/day for resource teacher for 6 days = \$3300	\$3,300
3000 Employee Benefits	Teacher Benefits	\$693
4300 Materials & Supplies	Bright colored shirts for identification, safety and security of students while at the airport for each student and resource teacher attending.	\$300
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
Total:		\$29,713

3. Algebra Academy

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

Students in 7th and 8th grade not meeting math standards in 2023-2024 CAASPP 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
- ☐ Before School
- ☐ Saturday
- ☒ Other:
July 2026 - 7 days

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:

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 18% of migrant students are well-developed in the area of Listening: Effective Communication skills.

- B. Expand migrant students' academic language: The CAASPP 2023 assessments measuring ELA proficiency indicate an overall average of 24% 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; 85% 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; 2023 ELPAC data indicate 87% of migrant students are below Proficient.
- F. Increase student access to literature books and informational text; CAASPP data indicate 76% 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 85% 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
10:1 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 assigned to 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 there students can attend college and financial aid offered to help py 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 devlopment 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
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Name of Training	Dates	Minutes	Description	Strategy Being Met
Vendor Training for Teachers	06/2026	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. ide training and instructional strategies in teaching concepts, problem solving, data modeling, and integrating ELD in Mathematics.	2.0, 3.0, 13.0, 13.1

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.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	All students will gain at least 10 percent 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	3	0	3
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	6	0	6

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
6 - 7	6	07/05/2026 - 07/11/2026	7	480	3,360

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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: I 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. 7 days x \$550 = 3,850	\$3,850
3000 Employee Benefits	Benefits for teacher 24%	\$924
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 @.70	\$266
5800 Prof/Cons/Serv & Operating Exp.	\$2,200 per student (grades 7th-8th) for the Cal University, Santa Barbara Algebra Academy residency to include breakfast, lunch, dinner, snacks, residency in dorms for 7 days, curriculum, overnight chaperone, and transportation to and from event. 2200x 7 students = 15400 \$1800 chaperone program	\$17,200
Total:		\$22,240

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 not attending a Transitional Kinder program. Instruction to students will be done by an early childhood certificated teacher. Program will be conducted at Sierra Vista Elementary from 8:30 am-11:30 am for 60 days from November 2025 - February 2026. 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 workshops 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 November 2025 - February 2026 from 8:30-11:30AM

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:

All migrant students ages 3-5 years in the Arvin Union School District who are not currently enrolled TK or Kindergarten.

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% below average.

Based on parent feedback and local assessments the needs are:

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, and 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 supported 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 workshops 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 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
- 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. Students 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 virtual support by a certificated teacher. 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. There will also be 3 workshops given by the certificated preschool teacher. These workshops are: "Importance of and Strategies to Develop Primary Language Skills", "Early Learning at Home - Math Focus", and "Social Emotional Development." Estimated dates for workshops are 11/20/25, 12/5/25, and 2/12/26.

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 – 6 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: 11/1/25, 12/6/25, and 1/31/26.

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. This program will offer the students an opportunity to build background knowledge, stimulate interest, build literacy, vocabulary, and socialization skills.

-Parent workshops will include strategies that support early learning at home, social emotional development and strategies to support primary language. There is no cap on the number of parents that can attend PAFT. Parents and children get an opportunity to participate in hands-on activities.

-The students will receive a classroom-like experience with an opportunity to develop skills that will help them develop social emotional maturity.

Student/teacher ratio:

20:1 and 1 instructional aide which brings the ratio to 10:1.

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

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 student 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 year olds.

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. Students 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 students' 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, Brigrance, KIBO robotics.

Service/ Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Refresher	10/2025	180	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.	
Count Play Explore with STEAM	11/2025	180	This workshop will present a hands-on, inquiry based approach to teach science, technology, engineering, fostering critical thinking, problem solving, and creativity in young children.	SR: 7.0, 7.1, 8.0, 8.1
Prek CLASS Overview	01/2026	120	CLASS is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children, because it is these daily interactions that promote children's social and cognitive development. Children thrive when teachers create nurturing, well-managed setting and provide	School Readiness 8.0

Name of Training	Dates	Minutes	Description	Strategy Being Met
			frequent and engaging opportunities to learn.	
Cultural Competence	03/2026	120	Participants expand their cultural competence as they learn how cultural traits are more than traditional clothes, foods and celebrations. Participants will explore their own cultural perspective of values, preferences and what they perceive as "normal" patterns of human interaction. Participants will explore how different cultures influence the behavior of their members in a multitude of ways such as perception of time, personal space, eye contact, verbal and nonverbal communication, etc. This workshop includes the implementation of Anti-Bias Education Goals of Louise Derman Sparks and Julie Olsen Edwards.	School Readiness 7.0, 8.0 Student Engagement 13.2
Trauma Informed Practices	03/2026	120		School Readiness 8.0
Summer Curriculum Training	05/2026	180		School Readiness 7.0, 8.0 Student Engagement 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	<u>Brigance</u> : developmental screen focusing on individuals language, motor, self-help, social-emotional, and cognitive skills. Summer School Curriculum will have a brief pre/posttest assessment. Students will be formally assessed using Brigance pre and post assessment and will improve by 10 percent from pre to post. Students will also be assessed informally by observations.

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 workshops 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	0	40	40
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

Grade	PFS	Non-PFS	Total
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	40	40
Total	0	80	80

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3-5yrs	40	11/03/2025 - 02/27/2026	60	180	10,800
Parent/Guardian -	40	11/03/2025 - 02/27/2026	3	90	270

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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	0.46
Instructional Aide	Classified	1	0.44

Support Service Staffing: I 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	0.40

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 60 days @ 3.5 hours/day = 15750. Training hours = 16 @ \$70 = \$1120. Total	\$16,870
2100 Instructional Aides	Instructional aides 1 x 60 days x 3.25 hours x \$20 = 3900 Training hours = 10 = 200	\$4,100
2900 Preschool Community Aide/Support Staff	40% of the preschool community aide will be paid with school readiness funds and the other 60% 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.	\$18,396
3000 Employee Benefits	Instructional Aides Benefits 4100x 31%	\$1,271
3000 Employee Benefits	Preschool Teacher Benefits 24%	\$4,048
3000 Employee Benefits	Preschool Community Aide benefits 18396 x 35% plus health and wellness	\$15,338
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. Take-home resources for family engagement.	\$2,000
5200 Travel & Conferences	For migrant staff to bring resources to parents if they are unable to pick them up from the migrant office. Migrant community aide to do home visits and recruit for preschool within	\$150

Object Code	Description & Itemization of costs	Amount
	the community.	
5700 Transfers of Direct Costs	Buses for preschool students to attend culminating activity at Lori Brock Museum.	\$ 650
5800 Prof/Cons/Serv & Operating Exp.	Admission to the Lori Brock Museum for PreK students in-person and online. 40 students @ \$5 = 200 6 adults @ \$10 = 60	\$ 260
Total:		\$63,083

2. Preschool Virtual Program

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

Preschool outreach program to serve migrant students from 3-5 years of age and are not enrolled in TK or the in-person class. Instruction to students will be done by an early childhood 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 answer 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?

- ☒ SSDF Focus Area: School Readiness
- ☒ SSDF Focus Area: Student Engagement

☐ Other

When will the service/allowable activity be provided?

- ☒ After School
- ☐ Before School
- ☐ 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:

All migrant students ages 3-5 years who will enter the Arvin Union School District for TK or Kinder and who are not participating in the migrant preschool in-person classes.

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 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 and who are not attending TK or Kindergarten classes. 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 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 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. There will also be 3 workshops given by the certificated preschool teacher. These workshops are: "Importance of and Strategies to Develop Primary Language Skills", "Early Learning at Home - Math Focus", and "Social Emotional Development." Estimated dates for workshops are 11/20/25, 12/4/25, and 2/12/26.

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

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 – 6 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: 11/1/25, 12/6/25, and 1/31/26.

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. This program will offer the students an opportunity to build background knowledge, stimulate interest, build literacy, vocabulary, and socialization skills.

-Parent workshops will include strategies that support early learning at home, social emotional development and strategies to support primary language. There is no cap on the number of parents that can attend PAFT. Parents and children get an opportunity to participate in hands-on activities.

-The students will receive a classroom-like experience with an opportunity to develop skills that will help them develop social emotional maturity.

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. Ratio of 10/1 student/teacher, but each student will have a parent with them to support during all sessions. Parent will learn strategies while using the strategies with their child to complete tasks and activities for kinder preparation.

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.

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 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 in their home language 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, C/RCLE 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	10/2025	180	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.	School Readiness 7.0, 8.0
Cultural Competence	03/2026	120	Participants expand their cultural competence as they learn how cultural traits are more than traditional clothes, foods and celebrations. Participants will explore their own cultural perspective of values, preferences and what they perceive as "Normal" patterns of human interaction. Participants will explore how different cultures influence the behavior of their members in a multitude of ways such as perception of time, personal space, eye contact, verbal and nonverbal	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
			communication, etc. This workshop includes the implementation of the Anti-Bias Education Goals of Louise Derman Sparks and Julie Olsen Edwards.	

Service/ Allowable Activity Evaluation Plan

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

At least 40% of students ages 3-5 years not already enrolled in TK will attend 15+ hours of instruction in our online 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. All preschool parents will be invited to participate in 3 workshops that focus on their primary language, math, and SEL. 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	<u>Brigance</u> : developmental screen focusing on individuals language, motor, self-help, social-emotional, and cognitive skills. <u>PALS</u> : Phonological Awareness Literacy Screening – Section II: Part A: Alphabet Knowledge Children will demonstrate at least 10% growth from pre to post Brigance, PALS and PPVT assessments.

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	15	15
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	15	15
Total	0	30	30

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3-5yrs -	15	10/15/2025 - 03/25/2026	16	240	3,840
Parent/Guardian -	15	10/15/2025 - 03/25/2026	16	60	960

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: I 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: I 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 1.25 hours/day @\$75/hour = 1500 Trainings 4 hrs @\$70 = 280 Parent support with student = 6 hours @\$75 = 450	\$2,230
3000 Employee Benefits	Outreach Teacher Benefits 2230 x 26% = 579	\$579
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.	\$80
Total:		\$2,889

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 families arriving to our area/district boundaries.

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 (currently undergoing remodeling) and Sunset Camp, and ask when the next harvest move will be, 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
I & R Quality Control Plan	I & R_Quality_Control.pdf	03/31/2025 9:18 AM

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 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.

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 a screening tool for all new families. 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.

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.

Recruiters attend large school-sponsored events such as back to school, open house, parent conferences, etc. promoting visibility of the program and identifying and recruiting eligible migrant students.

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 district's 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 families of new arrival that they are unable to contact. The recruiters also track and communicate with families to ensure annual contact. I&R Staff regularly canvas the apartment complexes. Recruitment is conducted during Open House and Parent Conference nights. They also visit local migrant camps during the 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.

Recruiters are invited to 4 MELA meetings at the regional office every year. This is where they are provided updates to I&R as they become available. Recruiters also attend training in Sacramento every two years. This year, recruiters will not attend the state I&R training since it was provided in 2025.

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	0.70	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 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.

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

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 district approval of 2025-2026 migrant calendar, but are planned as follows:

Parent Training 1 (August 2025): What is the migrant program and what services do we offer? (local needs)

Parent Training 2 (October 2025): How the US school system works and how parents can participate

Parent Training 3 (December 2025): Developing self- and cultural pride within the family, ELPAC overview

Parent Training 4 (February 2026): Understanding the LCAP - Parent Input

Parent Training 5 (March 2026): Understanding the DSA - Elected Members

Parent Training 6 (April 2026): 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 (applicable, 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

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
Migrant Program Specialist	RSY, SR_RSY, IR, PAC	Certificated	1	0.30

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 30% Salary 36784 MA Stipend \$1,500	\$38,284
3000 Employee Benefits	Resource Teacher Benefits 26% + health benefits = 14081	\$14,730
Subtotal for 1100-6999		\$53,014
7000 Indirect Cost	4.24% of \$218006(Reg year)	\$9,243
Total:		\$62,257

Summer/ Intersession

Object Code	Description & Itemization of costs	Amount
Subtotal for 1100-6999		\$0
7000 Indirect Cost	\$197,275 x 4.24% =	\$8,364

Object Code	Description & Itemization of costs	Amount
	Total:	\$8,364

School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
	Subtotal for 1100-6999	\$0
7000 Indirect Cost	\$65972 x 4.24% = \$2797	\$2,797
	Total:	\$2,797

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	70% of total Resource Teacher's salary 88465	\$88,465
2900 Other Classified Salaries	Identification and Recruitment/I&R - 2 Clerks \$24.00/hour x 8 hours x 398 days (\$76416) + time and a half @ \$36.00 (320 hours for chaperoning and community events) = \$87936 Anniversary increment 3574 + 2209= \$93719	\$93,719
3000 Employee Benefits	I&R/Clerk = \$93719 x 35% = \$29990 + health and wellness benefits x 2 =	\$78,822
3000 Employee Benefits	I&R Supervision Benefits 85289 X 21% + benefits = 32855	\$32,855
	Subtotal for 1100-6999	\$293,861
7000 Indirect Cost	\$293861 x 4.24% = \$12459	\$12,459
	Total:	\$306,320

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 2hrs x 2 days x \$20/hr = 80	\$80
2900 Other Classified Salaries	SSAs to support PAC meetings with parents. 6 days x 2hrs @37.50 = 1350	\$1,350
3000 Employee Benefits	SSA benefits 34%	\$459
3000 Employee Benefits	Homework support staff benefits	\$27
4300 Materials & Supplies	Supplies and healthy snacks for parents during meetings from 5-7pm.	\$400
5800 Prof/Cons/Serv & Operating Exp.	RT to attend PAC parent trainings hosted by the region. Hotel San Luis Obispo.	\$700
	Subtotal for 1100-6999	\$3,016
7000 Indirect Cost	\$3016 x 4.24% = \$	\$127
	Total:	\$3,143

Section 14: Operational Documentation & Waivers

Migrant Education Program Inventory list

Inventory Template

Title	File Name	Last Update
Device Inventory 2025	Data_Device_Inventory_Form.pdf	03/19/2025 3:11 PM

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

Title	File Name	Last Update
Job Duty Statements	duty_statements.pdf	03/20/2025 10:17 AM

Organizational Chart of Migrant Education

Title	File Name	Last Update
Organizational Chart	MEP_Staff_Organizational_Chart.docx_-_Google_Docs.pdf	03/20/2025 11:47 AM

Summer Waivers

Migrant Education Program Summer Waiver Request Form

Title	File Name	Last Update
AUSD Migrant Summer Waiver 2025	Summer_Waiver_2025.pdf	04/29/2025 12:36 PM

Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$92,817	\$0	\$92,817
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$126,749	\$126,749
Subtotal 1000-1999		\$92,817	\$126,749	\$219,566
2000-2999 Classified Salaries				
2100	Instructional Aides	\$15,978	\$0	\$15,978
2200	Support Services Salaries	\$5,200	\$80	\$5,280
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$46,530	\$95,069	\$141,599
Subtotal 2000-2999		\$67,708	\$95,149	\$162,857
3000-3999 Benefits				
3000	Employee Benefits	\$71,800	\$126,893	\$198,693
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		\$71,800	\$126,893	\$198,693
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$42,508	\$400	\$42,908
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$42,508	\$400	\$42,908
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$4,696	\$0	\$4,696
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	\$8,130	\$0	\$8,130
5800	Prof/Cons/Serv & Operating Exp.	\$141,580	\$700	\$142,280
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$154,406	\$700	\$155,106
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
Subtotal 6000-6999		\$0	\$0	\$0
SUB-TOTAL		\$429,239	\$349,891	\$779,130
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$32,990	\$32,990
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$32,990	\$32,990
TOTAL		\$429,239	\$382,881	\$812,120

Section 14: Operational Documentation & Waivers

Inventory List

Device Inventory 2025

[illegible]

Section 14: Operational Documentation & Waivers

Job Duty Statements

Job Duty Statements

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

MIGRANT PROGRAM SPECIALIST

JOB SUMMARY

Under the immediate direction of the Assistant Superintendent, to direct all Migrant activities in the school district and coordinate all county and state migrant activities through the Superintendent of Schools Office; to develop and establish effective instructional programs; to develop rapport with parents, staff and students; to prepare and maintain all necessary reports and records; and follow all state and federal migrant guidelines.

REQUIRED QUALIFICATIONS

1. Hold appropriate Elementary or Single Subject Teaching Credential. Master's Degree is preferred. Bilingual desirable.
2. Possess CLAD/BCLAD/1969/AB395 certification.
3. Three years of successful teaching.
4. Other mid-management experience helpful

DESIRABLE QUALIFICATIONS

Evidence of leadership ability to work with district personnel, site, and parents. Strong background in pedagogy for language acquisition of English Learners and the lifestyle of Migrant children. Ability to organize, communicate, and establish professional rapport with district, regional and state Migrant groups.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Provides leadership in the planning, implementation, and evaluation of the district Migrant Education Program.
2. Promotes the district and regional vision through the Migrant Service Agreement.
3. Writes and implements the Migrant Service Agreement as per guidelines.
4. Supervises support personnel in the identification and recruitment of families.
5. Provides workshops to teaching staff of exemplary instructional programs and strategies for Migrant students.
6. Implements all rules and regulations in accordance with state and federal Migrant guidelines.
7. Develops, plans and directs the operations of instructional programs for extended day, Saturday, and summer school.
8. Supervises all hiring of all support staff and instructional personnel.
9. Directs Migrant Outreach program for pre-K students and parents. Program serves site and home-based instruction.
10. Provides professional development for migrant staff, district staff, and other support personnel.
11. Organizes parent education activities as they relate to the Migrant Parent Advisory Council (MPAC).
12. Prepares and directs the Migrant budget in accordance with all state and federal regulations and ensures the use of funds in a supplementary manner.
13. Evaluates Migrant support personnel.

14. Attends all Migrant regional and state meetings.
15. Monitors and reviews program guidelines, data, and reports monthly.
16. Oversees the MEES program for parents and students.
17. Performs all other duties as assigned.
18. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements.

The chart below **indicates** what percentage of time is spent on each of the following essential physical requirement on an annual basis.

- | | | | |
|---------------|------------------------|------------------|------------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent and above |

- 4 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 2 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 3 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop, kneel, run, and crawl.
- 2 g. Ability to lift 25 lbs.
- 2 h. Ability to carry 25 lbs.
- 3 i. Ability to reach in all directions.

Employee: _____

Date: _____

Authorized Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

**ARVIN UNION SCHOOL DISTRICT
JOB DESCRIPTION**

MIGRANT SSA/CLERK

*Board
Approved
10/20/15*

JOB SUMMARY

Under immediate supervision of the Migrant Coordinator to do a variety of clerical work, recruit new families, and serve as a liaison providing communication among Migrant Families and other agencies to provide supplementary academic and social services to migrant students in order to support/improve their academic achievement and social conditions.

REQUIRED QUALIFICATIONS

- Education equivalent to completion of twelfth grade, including or supplemented by a course in typing and office practices and procedures and satisfactory score on district screening test.
- Ability to operate office equipment.
- Must be courteous, confidential, tactful, make valid judgements, develop positive relations with families, students and faculty.
- One year of successful experience in secretarial or office clerk experience; preferred
- Speak, read, and write Spanish and serve as an appropriate English-speaking model
- Type 40 wpm.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Maintain accurate and reliable program records of contacts, attendance, and services provided to students and parents through a contact log and ensure that individual files contain all required documentation (Individual Learning Plan, Individual Needs Assessment)
2. Initiate contact with migrant families through phone calls, home visits, or other media
3. Actively enlist families and students in educational programs
4. Assist in the recruitment and registration of students and the enrollment of students and families to chosen academic programs and activities, some evening recruitment as necessary.
5. Serve as a liaison providing communication with Migrant Education, the youth, their families, and the agencies serving them.

6. Provide accurate reports of job duties (ie. Weekly contact log, monthly new cases report, updates of class lists)

Migrant SSA/Clerk

Page 2

7. Assist Migrant Coordinator in the organization of the office and program supplies/materials
8. Assist the Migrant Coordinator in the monitoring of academic achievement and social conditions and, if a change is detected, work with Migrant Coordinator to re-evaluate the case and implement modifications made to the student's action plan
9. Attend meetings and in-service training sessions provided by the district and/or regional office
10. Wait on public with an understanding of programs and activities designed to enhance educational and social service opportunities.
11. Operate standard office machines
12. Understand and carry out oral and written directions
13. Sort mail
14. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Other related duties as assigned.

The chart below indicates what percentage of time is spent on each of the following essential physical requirement on an annual basis.

- | | | | |
|---------------|------------------------|------------------|------------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent and above |

3 a. Ability to work at a desk, conference table or in meetings of various configurations.

2 b. Ability to stand and circulate for extended periods of time.

- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.

Migrant SSA/Clerk
Page 3

- 3 d. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 e. Ability to bend and twist, stoop, kneel, run, and crawl.
- 2 f. Ability to lift 25 lbs.
- 2 g. Ability to carry 20 lbs.
- 3 h. Ability to reach in all directions.
- 3 i. ability to hear and understand speech at normal levels.
- 3 j Ability to operate office equipment.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

(h:\word\jobdescp\classifi\migrant SSA/clerk)

**ARVIN UNION SCHOOL DISTRICT
JOB DESCRIPTION**

8 HOUR - MIGRANT CLERK

JOB SUMMARY

Under supervision of the Migrant Director in performing a variety of clerical duties as related to the Migrant Education Program.

REQUIRED QUALIFICATIONS

Ability to: Establish and maintain cooperative working relationships with school personnel, students and the migrant worker community; identify community resources available to project students and parents.

Experience: One year clerical experience and work involving the supervision of children is desirable.

Education: Education to the completion of the twelfth grade.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Review certificates of eligibility.
2. Update and maintain district educational and health data for county information.
3. Complete district mass enrollment and withdraw for county office.
4. Update and maintain program information/attendance.
5. Update and maintain student needs assessment.
6. Receive, open and route mail pertinent to the program.
7. Type all correspondence and memos as assigned by migrant resource teacher.
8. Answer phone calls in migrant office.
9. Inform appropriate staff regarding needs of students.
10. Relay information between migrant resource teacher and migrant staff regarding assigned duties in the absence of the Migrant Resource Teacher.
11. Relay information from/to lead teachers in the absence of the Resource Teacher.

12. Refer teacher requests to Migrant Resource Teacher.
13. Use computer in updating and maintaining files.
14. Run copies in migrant office for cumulative folders and programs.
15. Work closely with county office personnel on obtaining information.
16. Order nutritional supplies for programs and supplies for office – through Resource Teacher.
17. Update and maintain monthly migrant list.
18. Records all health screenings given by school nurse and/or county nurse.
19. Orders all supplies for after-school programs/and office.
20. Attends all inservices as required by district and regional office.
21. Incorporated within one or more of the previously mentioned essential functions of his job description are the following essential physical requirements. **The chart below indicates what percentage of time is spent on each of the following essential physical requirement on an annual basis.**

- | | | | |
|---------------|------------------------|------------------|------------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent and above |

- 4 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 1 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 e. Ability to bend and twist, stoop, kneel, run, and crawl.
- 1 f. Ability to lift 20 lbs.

- 1 g. Ability to carry 20 lbs.
- 2 h. Ability to reach in all directions.
- 4 i. Ability to hear and understand speech at normal levels.
- 2 k. Ability to operate office equipment.

22. Additional duties may be assigned by the superintendent or his designee.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT
JOB DESCRIPTION
(Classified)

Pre-K Community Aide

JOB SUMMARY

Under the immediate direction of the Program Coordinator to create a flexible school readiness program and environment favorable to learning and personal growth; to establish effective rapport with pupils, staff, and parents; to motivate pupils to develop a good foundation for further participation in a school program and to assist in the operation of program requirements.

REQUIRED QUALIFICATIONS

Education: High School Diploma; AA Degree or 48 Semester Units. Early Childhood Education course work preferred.

Experience: Prefer experience in a licensed day care center or a comparable group child-care program. Knowledge of social service agencies, case management, and parent education with family advocacy experience preferred.. Bilingual preferred.

Personal Qualifications: Ability to establish a desirable model for pupils. Ability to communicate with students, parents, and other school personnel. Ability to meet district standards; attain better than average recommendations from supervisors or other professionals who have observed personal characteristics.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Promote the vision and goals of the applicable program.
2. Provide to students a well integrated readiness program by developing basic communications skills, citizenship, and planned developmental and social activities.
3. Develop and use age appropriate materials according to program standards.
4. Design lesson plans using instructional strategies to meet individual and group needs in an effort to transition to kindergarten.
5. Create an effective learning environment through functional displays, bulletin boards and activity centers.
6. Establish and maintain appropriate behavioral standards conducive to learning in a preschool environment.
7. Observe and evaluate academic and social growth of students through program instruments.
8. Partner and collaborate with school district in the kindergarten orientation activities.
9. Communicate to parents through parent conferences, classroom visits the progress of the child.
10. Recruit and maintain PreK students; advocate and provide case management as appropriate to program.

11. Provide program coordinator observational reports in a timely manner as per program requirements.
12. Assist in supervision of students on the playground and other areas of duty within the preschool day.
13. Maintain professional competence through participation in applicable trainings and meetings.
14. Supervise, plan, and coordinate the activities and education of parents.
15. Develop and implement a Kindergarten Bridging Experience or summer program for preschool children.
16. Perform other duties as assigned.
17. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements.

The applicable number from the chart below indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------------|--|
| 1. Seldom= Less than 25 percent | 3. Often= 51-75 percent |
| 2. Occasional = 25-50 percent | 4. Very Frequent= 76 percent and above |

- | | |
|-----------------|--|
| <u> 3 </u> a. | Ability to work at a desk, conference table or in meetings of various configurations. |
| <u> 3 </u> b. | Ability to stand and circulate for extended periods of time. |
| <u> 4 </u> c. | Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u> 4 </u> d. | Ability to hear and understand speech at normal levels. |
| <u> 4 </u> e. | Ability to communicate so others will be able to clearly understand normal conversation. |
| <u> 4 </u> f. | Ability to bend and twist, stoop, kneel, run, and crawl. |
| <u> 2 </u> g. | Ability to lift 25 lbs. |
| <u> 2 </u> h. | Ability to carry 25 lbs. |
| <u> 4 </u> i. | Ability to reach in all directions. |

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed, as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Proposed range 13

**ARVIN UNION SCHOOL DISTRICT
JOB DESCRIPTION**

PRESCHOOL 2-1/2 HOUR INSTRUCTIONAL AIDE

JOB SUMMARY

Under immediate direction of the Preschool Coordinator. Position assignment will assist preschool teacher with related classroom operations and outside supervision.

REQUIRED QUALIFICATIONS

Knowledge of: Basic concepts of child growth and development and behavior characteristics appropriate to three and four year old students; preschool behavior management strategies and techniques; appropriate English usage, punctuation, spelling, and grammar; basic mathematical concepts. Helpful to have knowledge of preschool curriculum.

Ability to: Demonstrate an understanding, patient, and receptive attitude toward students of preschool age; communicate effectively in oral and written English; utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment; understand and carry out oral and written directions; establish and maintain a cooperative working relationships with children and adults.

Experience and Education: High School diploma or equivalent. Helpful to have training or coursework in child growth and development.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Provide one-on-one and small group instruction to all students.
2. Assist teacher with extended activities and the presentation of learning materials.
3. Assist students in practice of concepts and activities.
4. May assist in the preparation of activities and help direct parent volunteers with same.
5. Assist on the playground and classroom with safe learning, play activities, and appropriate social behaviors;
6. Operate and assist students in the operation of a variety of instructional media equipment.
7. Assists students with activities to develop small muscle and eye-hand coordination;
8. May assist students with toileting and personal hygiene as required;
9. May assist children with feeding activities including preparing students for eating and the delivery of meal trays;
10. May administer routine first aid and request assistance for nonroutine injury or illness;
11. Maintains or assists in maintaining an orderly, attractive and positive learning environment;

12. May participate in parent conferences and school/community events as requested;
13. May assist in making community resources available to students and/or families.
14. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements.

The chart below indicates what percentage of time is spent on each of the following essential physical requirements on an annual basis.

- | | |
|---------------------------------|--|
| 1. Seldom= Less than 25 percent | 3. Often= 51-75 percent |
| 2. Occasional= 25-50 percent | 4. Very Frequent= 76 percent and above |

- | | | |
|----------|----|--|
| <u>4</u> | a. | Ability to work at a desk, conference table or in meetings of various configurations. |
| <u>3</u> | b. | Ability to stand and circulate for extended periods of time. |
| <u>4</u> | c. | Ability to see for purposes of reading laws codes, rules and policies and other printed matter and observing students. |
| <u>4</u> | d. | Ability to communicate so others will be able to clearly understand a normal conversation. |
| <u>3</u> | e. | Ability to bend and twist, stoop, kneel, run, and crawl. |
| <u>2</u> | f. | Ability to lift 40 lbs. |
| <u>2</u> | g. | Ability to carry 25 lbs. |
| <u>4</u> | h. | Ability to reach in all directions. |
| <u>4</u> | i. | Ability to hear and understand speech at normal levels. |

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Revised May 2008

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ARVIN UNION SCHOOL DISTRICT

JOB DESCRIPTION

INSTRUCTIONAL AIDE

JOB SUMMARY

Under direction of school principal, assigned to work with the classroom teacher to assist in the operation of a school class and to do related work as required by the principal, resource teacher, or classroom teacher.

REQUIRED QUALIFICATIONS

Knowledge of: Basic concepts of child growth and development, and developmental behavior characteristics; Student behavior management strategies and techniques; Appropriate English usage, punctuation, spelling, and grammar; Basic arithmetical concepts; Routine record management, storage, and retrieval systems and procedures; Curriculum of the area assigned.

Ability to: Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups; Communicate effectively in oral and written form in English and a second language, as required by the assignment; Perform routine clerical tasks and operate a variety of educational and office related machines and equipment as required; Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment; Understand and carry out oral and written directions; Establish and maintain cooperative working relationships with children and adults.

Experience: Equivalent to the completion of the A.A. degree (see below), supplemented by training or coursework in child growth and development, instructional technology, or a closely related field.

PROFICIENCY REQUIREMENT

Based on Federal NCLB Requirements: Either possession of an A.A. degree, 48 semester units or equivalent with a "C" grade or better in each class, or passing of the CODESP test at the 70% level.

Demonstrate proficiency in basic reading, writing and mathematics skills up to or exceeding that required for the A.A. degree or equivalent.

Instructional Aide

Page 2

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Assists instructional personnel with presentation of learning materials and in conduct of instructional exercises;
2. Tutors individual students and small groups of students to reinforce and follow up learning activities;
3. Monitors and assists students in drill, practice, and study activities as a follow up to the presentation of instructional concepts by instructional personnel;
4. Directs students into safe learning and play activities and functions, and assists in the shaping of appropriate social behaviors;
5. Assists in management of student behavior through use of positive reinforcement strategies and techniques;
6. May prepare and assist in the preparation of a variety of instructional materials and learning aids for use with individual or small groups of students;
7. Maintains a variety of records and files, including confidential student records and information;
8. Operates and assists students in the operation of a variety of instructional media machines and equipment;
9. Assists students with activities to develop small muscle and eye-hand coordination;
10. May assist students with toileting and personal hygiene as required;
11. Administers routine first aid and requests assistance for non-routine injury or illness;
12. Maintains or assists in maintaining an orderly, attractive and positive learning environment;
13. Participates in parent conferences, as requested;
14. May assist in making community resources available to students and/or families.
15. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The chart below indicates what percentage of time is spent on each of the following essential physical requirement on an annual basis.

Instructional Aide
Page 3

- | | | | |
|---------------|------------------------|------------------|------------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent and above |

- 4 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 2 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to communicate so others will be able to clearly understand a normal conversation.
- 1 e. Ability to bend and twist, stoop, kneel, run, and crawl.
- 1 f. Ability to lift 30 lbs.
- 1 g. Ability to carry 20 lbs.
- 2 h. Ability to reach in all directions.
- 4 i. Ability to hear and understand speech at normal levels.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

PRESCHOOL TEACHER

JOB SUMMARY

Under the immediate direction of the Preschool Site Coordinator to create a flexible preschool program and environment favorable to learning and personal growth; to establish effective rapport with pupils, staff, and parents; to motivate pupils to develop a good foundation for further participation in a school program and to assist in the operation of the preschool and program requirements.

REQUIRED QUALIFICATIONS

Education: Completion of Child Development Preschool Certificate or Supervisor Certificate.

Experience: Prefer experience in a licensed day care center or a comparable group child-care program.

Personal Qualifications: Ability to establish a desirable model for pupils. Ability to communicate with students, parents, and other school personnel. Ability to meet district standards; attain better than average recommendations from supervisors or other professional who has observed personal characteristics and classroom performance of the teacher.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Provide to students a well integrated readiness program by developing basic communications skills, citizenship, and planned developmental and social activities.
2. Develop and use age appropriate materials according to program standards.
3. Design lesson plans using instructional strategies to meet individual and group needs in an effort to transition to kindergarten.
4. Create an effective learning environment through functional displays, bulletins boards and activity centers.
5. Establish and maintain appropriate behavioral standards conducive to learning in a preschool environment.
6. Observe and evaluate academic and social growth of students through program instruments.
7. Partner and collaborate with school district in the kindergarten orientation activities.
8. Communicate to parents through parent conferences, classroom visits the progress of the child.
9. Coordinates with colleagues in identifying health and learning difficulties.
10. Provide site coordinator observational reports in a timely manner as per program requirements.

11. Assist in supervision of students on the playground and other areas of duty within the preschool day.
12. Maintain professional competence through participation in district and county professional activities.
13. Participate in preschool staff meetings, workshops and required training.
14. Supervise, plan, and coordinate the activities of the instructional aide and parent volunteers.
15. Communicate with parents regarding classroom participation.
16. Perform other duties as assigned.
17. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements.

The applicable number from the chart below indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

- | | |
|---------------------------------|--|
| 1. Seldom= Less than 25 percent | 3. Often= 51-75 percent |
| 2. Occasional = 25-50 percent | 4. Very Frequent= 76 percent and above |

- | | | |
|----------|----|--|
| <u>4</u> | a. | Ability to work at a desk, conference table or in meetings of various configurations. |
| <u>3</u> | b. | Ability to stand and circulate for extended periods of time. |
| <u>4</u> | c. | Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u>4</u> | d. | Ability to hear and understand speech at normal levels. |
| <u>4</u> | e. | Ability to communicate so others will be able to clearly understand normal conversation. |
| <u>3</u> | f. | Ability to bend and twist, stoop, kneel, run, and crawl. |
| <u>2</u> | g. | Ability to lift 25 lbs. |
| <u>2</u> | h. | Ability to carry 25 lbs. |
| <u>3</u> | i. | Ability to reach in all directions. |

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed, as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Revised May 2008

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ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER - KINDERGARTEN

JOB SUMMARY

Under the immediate direction of the building principal, to provide an educational program for pupils in grades Kindergarten and assist in other school programs as assigned.

REQUIRED QUALIFICATIONS:

1. **Credential:** General Elementary, Standard Elementary (issued on a partial fulfillment basis).
2. **Education:** Bachelor's degree, including all courses needed to meet credential requirements.
3. **Experience:** Student teaching (8 semester hours or 180 clock hours) or two years of full-time elementary classroom teaching experience.
4. **Personal Qualities:** Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Provide learning experiences in language arts, social studies, pre-reading, mathematics, science, art, physical education, and music to pupils, utilizing course of study adopted by the Board of Education, and other appropriate learning activities.
2. Instruct pupils in citizenship, basic communication skills, and other general elements of the course of study specified in state law and administrative regulations and procedures of the school district.
3. Develop and use instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical and emotional maturities.
4. Provide individual and group instruction designed to meet individual needs and help the pupils to make a satisfactory transition to school.
5. Establish and maintain standards of pupil behavior needed to achieve effective participation in all activities without interfering with the natural informal atmosphere of a kindergarten.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Select and requisition books, instructional aides, and instructional supplies; maintain required inventory records.
2. Insure a comfortable room environment through control of heating, lighting and ventilation to the extent possible.
3. Supervise pupils on yard duty and in out-of-classroom activities during the assigned working day.
4. Participate in curriculum and other developmental programs within the school.
5. Share in the sponsorship of student activities and participate in faculty committees.
6. May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER - GRADES 1 AND 2

JOB SUMMARY

Under the immediate direction of the building principal, to provide an educational program for pupils in grades 1 and 2, or a combination thereof, and assist in other school programs as assigned.

REQUIRED QUALIFICATIONS:

1. **Credential:** General Elementary, Standard Elementary (issued on a partial fulfillment basis).
2. **Education:** Bachelor's degree, including all courses needed to meet credential requirements.
3. **Experience:** Student teaching (8 semester hours or 180 clock hours) or two years of full-time elementary classroom teaching experience.
4. **Personal Qualities:** Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Teach reading, language arts, social studies, mathematics, science, art, health, physical education, and music to pupils in a classroom, utilizing course of study adopted by the Governing Board, and other appropriate learning activities.
2. Instruct pupils in citizenship, basic communication skills, and other general elements of the course of study specified in state law and administrative regulations and procedures of the school district.
3. Provide planned learning experiences in order to motivate pupils and best utilize the available time for instruction.
4. Translate lesson plans into learning experiences so as to best utilize the available time for instruction.
5. Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.

Elementary Classroom Teacher, Grades 1 and 2

Page 2

6. Evaluate pupil's academic and social growth, keep appropriate records, and prepare progress reports.
7. Communicate with parents through a variety of means. Hold parent conferences to discuss the individual pupil's progress.
8. Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
9. Create a effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
10. Maintain professional competence through participation in in-service education activities provided by the district and/or self-selected professional growth activities.
11. Perform basic attendance accounting.
12. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements: **The applicable number from the chart below indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.**

- | | | | |
|---------------|------------------------|------------------|----------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent & above |

- 2 a. Ability to work at desk, conference table or in meetings of various configurations.
- 4 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand normal conversation.
- 3 f. Ability to bend and twist, stoop, kneel, run and crawl.
- 1 g. Ability to lift 50 lbs.
- 1 h. Ability to carry 25 lbs.
- 4 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Select and requisition books, instructional aides, and instructional supplies; maintain required inventory records.
2. Insure a comfortable room environment through control of heating, lighting and ventilation to the extent possible.
3. Supervise pupils on yard duty and in out-of-classroom activities during the assigned working day.
4. Participate in curriculum and other developmental programs within the school.
5. Share in the sponsorship of student activities and participate in faculty committees.
6. May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

ELEMENTARY CLASSROOM TEACHER, GRADES 3, 4, AND 5

JOB SUMMARY

Under the immediate direction of the building principal, to provide an educational program for pupils in grades 3, 4, and 5, or a combination thereof, and assist in other school programs as assigned.

REQUIRED QUALIFICATIONS:

1. **Credential:** General Elementary, Standard Elementary (issued on a partial fulfillment basis).
2. **Education:** Bachelor's degree, including all courses needed to meet credential requirements.
3. **Experience:** Student teaching (8 semester hours or 180 clock hours) or two years of full-time elementary classroom teaching experience.
4. **Personal Qualities:** Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Teach reading, language arts, social studies, mathematics, science, art, health, physical education, and music to pupils in a classroom, utilizing course of study adopted by the Governing Board, and other appropriate learning activities.
2. Instruct pupils in citizenship, basic communication skills, and other general elements of the course of study specified in state law and administrative regulations and procedures of the school district.
3. Provide planned learning experiences in order to motivate pupils and best utilize the available time for instruction.
4. Develop lesson plans and instructional materials for the class including individualized and small group instruction as necessary in order to adapt the curriculum to the needs of each pupil.
5. Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.

Elementary Classroom Teacher, Grades 3, 4, and 5
Page 2

6. Evaluate academic and social growth of pupils, keep appropriate records, prepare progress reports, and communicate with parents on the individual pupil's progress.
Elementary Classroom Teacher, Grades 3, 4, and 5
7. Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude and learning problems
8. Create with assistance from students, a functional and attractive environment for learning through such things as displays, bulletin boards and interest centers.
9. Participate in and maintain staff development as provided by the district and professional growth opportunities.
10. Perform basic attendance accounting.
11. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements: **The applicable number from the chart below indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.**

- | | | | |
|---------------|------------------------|------------------|----------------------|
| 1. Seldom | = Less than 25 percent | 3. Often | = 51-75 percent |
| 2. Occasional | = 25-50 percent | 4. Very Frequent | = 76 percent & above |

- 2 a. Ability to work at desk, conference table or in meetings of various configurations.
- 2 b. Ability to stand and circulate for extended periods of time.
- 4 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand normal conversation.
- 1 f. Ability to bend and twist, stoop, kneel, run and crawl.
- 1 g. Ability to lift 40 lbs.
- 1 h. Ability to carry 25 lbs.
- 2 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Select and requisition books, instructional materials and supplies records.
2. Insure and maintain a comfortable room environment.
3. Supervise pupils on yard duty and in out-of-classroom activities during the assigned working day.
4. Administer group standardized test in accordance with district testing program.
5. Participate in curriculum and other development programs within the school of assignment and/or on a district level.
6. Share in sponsorship of student activities and participate in faculty committees on a voluntary basis.
7. May plan and coordinate the work student teachers, aides, teacher assistants, and other paraprofessionals.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

GRADE 6 TEACHER

JOB SUMMARY

Under immediate supervision of the site administrator, to provide a comprehensive educational program for pupils in grade 6 and to assist in other programs as assigned.

REQUIRED QUALIFICATIONS

Credential: Single Subject Credential or Multiple Subjects Credential.

Education: Bachelors Degree and appropriate California Teaching Credential.

Experience: Knowledge and training in working with middle grade students.

Personal Qualities: Ability to work as a team with the school staff and support staff to better serve the needs of the student population. Communicates effectively both orally and in writing. Communicates effectively with the parents and community regarding school sponsored events.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Teaches the content core curriculum utilizing the State Framework, County Course of Study, the state adopted standards for grade 6 and the District curriculum adopted by the Board of Trustees.
2. Diagnoses and evaluates student educational needs and uses a variety of teaching strategies to implement the core curriculum.
3. Develops daily lesson plans and adapts the curriculum to the needs of each pupil by providing individualized and/or group instruction.
4. Provides planned learning experiences in all areas of curriculum in order to motivate pupils and best utilize the available time for instruction.
5. Establishes and maintains standards of behavior needed to achieve an environment that is conducive to learning in the classroom.
6. Evaluates pupil's academic progress, keeps appropriate records, prepares progress reports, monitors proficiency standards, and communicates with parents on the individual pupil's progress.
7. Maintains professional competence through participation in in-service education activities provided by the district and in voluntary self-growth
8. Participates in faculty meetings and committees.
9. Maintains student files current and up to date with samples of student work.

6 Grade Teacher Position

Page 2

10. Supervises pupils in and out of classroom activities during the assigned working day.
11. Participates in curriculum and other developmental programs within the school of assignment and/or on a District level.
12. Administers, corrects, and records tests in accordance with the District's testing program.
13. Plans and coordinates the work of assigned aides, teacher assistants, and other paraprofessionals assigned to the classroom.
14. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. **The chart below indicates what percentage of the time is spent on each of the following essential physical requirement on an annual basis.**

1. Seldom= Less than 25 percent
2. Occasional= 25-50 percent
3. Often= 51-75 percent
4. Very Frequent= 76 percent and above

- 1 a. Ability to work at desk, conference table, or in meetings of various configurations.
- 2 b. Ability to stand for extended periods of time.
- 3 c. Ability to see purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 4 d. Ability to hear and understand speech at normal levels.
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop, kneel, run, and crawl.
- 2 g. Ability to lift 25 lbs.
- 1 h. Ability to carry 25 lbs.
- 2 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION.

1. Consults and counsels with parents on an ongoing basis.
2. Communicate effectively with administration, teachers, and other personnel.
3. Performs attendance accounting and other business services as required.
4. Other duties as assigned.

Employee: _____

Date: _____

Authorized Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

ARVIN UNION SCHOOL DISTRICT JOB DESCRIPTION

GRADE 7 & 8 TEACHER

JOB SUMMARY

Under immediate supervision of the site administrator, to provide a comprehensive educational program for pupils in grades 7 and 8 and to assist in other programs as assigned.

REQUIRED QUALIFICATIONS

Credential: Single Subject Credential or Multiple Subjects Credential.

Education: Bachelors Degree and appropriate California Teaching Credential.

Experience: Knowledge and training in working with middle grade students.

Personal Qualities: Ability to work as a team with the school staff and support staff to better serve the needs of the student population. Communicates effectively both orally and in writing.

ESSENTIAL FUNCTIONS OF THIS POSITION

1. Teaches the content core curriculum utilizing the State Framework, County Course of Study, the state adopted standards for grades 7 and 8, and the District curriculum adopted by the Board of Trustees.
2. Diagnoses and evaluates student educational needs and uses a variety of teaching strategies to implement the core curriculum.
3. Develops daily lesson plans and adapts the curriculum to the needs of each pupil by providing individualized and/or group instruction.
4. Provides planned learning experiences in all areas of curriculum in order to motivate pupils and best utilize the available time for instruction.
5. Establishes and maintains standards of behavior needed to achieve an environment that is conducive to learning in the classroom.
6. Evaluates pupil's academic progress, keeps appropriate records, prepares progress reports, monitors proficiency standards, and communicates with parents on the individual pupil's progress.
7. Maintains professional competence through participation in in-service education activities provided by the district and in voluntary self-growth
8. Participates in faculty meetings and committees.
9. Maintains student files current and up to date with samples of student work.

7 & 8 Grade Teacher Position
Page 2

10. Supervises pupils in and out of classroom activities during the assigned working day.
11. Participates in curriculum and other developmental programs within the school of assignment and/or on a District level.
12. Administers, corrects, and records tests in accordance with the District's testing program.
13. Plans and coordinates the work of assigned aides, teacher assistants, and other paraprofessionals assigned to the classroom.
14. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. **The chart below indicates what percentage of the time is spent on each of the following essential physical requirement on an annual basis.**

- | | |
|---------------------------------|--|
| 1. Seldom= Less than 25 percent | 3. Often= 51-75 percent |
| 2. Occasional = 25-50 percent | 4. Very Frequent= 76 percent and above |

- | | |
|-------------|--|
| <u>1</u> a. | Ability to work at desk, conference table, or in meetings of various configurations. |
| <u>2</u> b. | Ability to stand for extended periods of time. |
| <u>3</u> c. | Ability to see purposes of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u>4</u> d. | Ability to hear and understand speech at normal levels. |
| <u>4</u> e. | Ability to communicate so others will be able to clearly understand a normal conversation. |
| <u>2</u> f. | Ability to bend and twist, stoop, kneel, run, and crawl. |
| <u>2</u> g. | Ability to lift 25 lbs. |
| <u>1</u> h. | Ability to carry 25 lbs. |
| <u>2</u> i. | Ability to reach in all directions. |

OTHER RELATED FUNCTIONS OF THIS POSITION.

1. Consults and counsels with parents on an ongoing basis.
2. Communicate effectively with administration, teachers, and other personnel.
3. Performs attendance accounting and other business services as required.
4. Other duties as assigned.

Employee: _____

Date: _____

Authorized Representative: _____

Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Section 14: Operational Documentation & Waivers

Organizational Chart

Organizational Chart

List all staff who work for the MEP program by providing a staff organizational chart

Resource Teacher

Sarah Cabral

Teachers

Saturday School K-8th grades 4 x \$75.00

Extended Day AM Preschool 1 x \$75.00

Extended Day K-8th grades 3 x \$75.00

Winter Resource Teacher 1 x \$550/day

Spring Resource Teacher 1 x \$550/day

Summer Resource Teacher 1 x \$550/day

Summer TK-7th grades 4 x \$75.00

Summer Preschool 1 x \$75.00

Inst. Aides

Extended Day AM Preschool Aide 1 x \$18.00

Extended Day K-8th grades 4 x \$20.00

Winter Academy Bridge Tutors 4 x \$20.00

Spring Break Bridge Tutors 4 x \$20.00

Summer Bridge Tutor 4 x \$20.00

Support Staff/Recruiters

Summer Support 2 x \$26.00

Preschool Community Aide FT 1 x \$25.56

Migrant SSA/Clerk FT 1 x 24.74

Migrant Clerk FT 1 x 24.74

Section 14: Operational Documentation & Waivers

Summer Waivers

AUSD Migrant Summer Waiver 2025

Migrant Education Program Summer Waiver Request Form

The Summer Waiver Request Form for the Migrant Education Program (MEP) is to be completed by the MEP operating agency¹ that is requesting an exemption from the minute requirements as established by California *Education Code* (EC) Section 54444.3 which states that:

Each operating agency receiving Title I Migrant Education funding shall conduct summer school programs for eligible migratory children in kindergarten and grades 1 to 12, inclusive. The summer school programs shall respond to the individual needs of participating pupils and shall build on and be consistent with the instructional programs offered to these pupils during the regular school year. Each summer school program shall be funded, to the extent that funds are available, by federal funds earmarked for migrant education programs, and shall meet the following criteria:

(1) (A) That summer school programs meet the following time requirements:

(i) For kindergarten classes, not less than 180 minutes per day, based upon the full apportionment day of 240 minutes, including recesses, for not less than 20 teaching days.

(ii) For grades 1 to 8, not less than 200 minutes per day, based upon the full apportionment day of 240 minutes, including recesses and passing time but excluding noon intermissions, for not less than 20 teaching days.

(iii) For grades 7 to 12, not less than 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 teaching days.

(B) Exemptions from the requirements of this paragraph may be made by the Superintendent upon petition submitted to the Superintendent by the school district. The basis for the exemption shall be agricultural labor factors, climatic conditions, specialized educational programs, and other conditions appearing to the Superintendent to warrant exemption.

(C) For purposes of this paragraph, holidays designated in Section 37220 other than Saturday and Sunday may be deducted from the required number of teaching days.

(EC 54444.3[a][1])

¹ Per *Education Code* Section 54441 (e), "Operating agency" means a local educational agency operating under a subgrant of state migrant education funding, or a public or private nonprofit agency under a special arrangement with the department to carry out migrant education programs.

To request an exemption from this requirement, the local educational agency must complete the Summer Waiver Request Form (Page 2) and a direct petition to the State Superintendent of Public Instruction.

Summer Waiver Request Form

Year: Summer 2025

Operating Agency (OA) Name (District or County): Arvin Union Migrant Program

Address: 737 Bear Mountain Blvd

Contact Person: Sarah Cabral Title: Migrant Program Specialist Telephone: 661-854-6547

1) Will the OA offer a MEP summer school program for kindergarten migratory students? ☒ Yes ☐ No

a) Will kindergarten migratory students receive 180 minutes of instruction per day², for not less than 20 teaching days in the MEP summer school? ☐ Yes ☒ No

b) If "No" was selected for question 1 or 1a, what is the basis for requesting the exemption from EC 54444.3 (e.g., agricultural factors, climatic conditions, specialized education programs, or other conditions)?

The district offers summer school classes from 8:00 AM- 6:00 PM for 22 days from June-July. In order for migrant students to have the opportunity to participate in both programs, time is limited to 150 minutes of migrant instruction by certificated teachers for 20 days.

2) Will the OA offer a MEP summer school program for migratory students in grades 1-8? ☒ Yes ☐ No

a) Will migratory students in grades 1-8 receive 200 minutes of instruction per day², for not less than 20 teaching days in the MEP summer school? ☐ Yes ☒ No

b) If "No" was selected for question 2 or 2a, what is the basis for requesting the exemption from EC Section 54444.3 (e.g., agricultural factors, climatic conditions, specialized education programs, or other conditions)?

The district offers summer school classes from 8:00 AM- 6:00 PM for 22 days from June-July. In order for migrant students to have the opportunity to participate in both programs, time is limited to 150 minutes of migrant instruction by certificated teachers for 20 days.

² For grades K-8, include recess and passing time. For grades 7-12, include passing time but exclude noon intermission.

3) Will the OA offer a MEP summer school program for migratory students in grades 7-12? ☐ Yes ☒ No

a) Will migratory students in grades 7-12 receive 240 minutes of instruction per day², for not less than 30 teaching days in the MEP summer school? ☐ Yes ☐ No

b) If "No" was selected for question 3 or 3a, what is the basis for requesting the exemption from EC Section 54444.3 (e.g., agricultural factors, climatic conditions, specialized education programs, or other conditions)?

4) Will the OA offer summer school for all (migratory and non-migratory) students?

☒ Yes ☐ No

Summer Waiver Signature

Printed Name of OA contact: Sarah Cabral

Telephone Number: 661-246-9264

Date: 4/29/2025

OA contact Signature:



MEP Summer Waiver Request Form Instructions

Purpose of Form:

To allow MEP subgrantees to request a waiver on the summer services requirements delineated in *EC* Section 54444.3.

Obtain Form:

Los Angeles County of Education Resource website

<https://lacoed.edu/services/accountability/migrant-education/online-systems>.

Due Dates:

A complete and approved summer waiver must be uploaded to the eMEP system by the application deadline (April 5th for Direct Funded Districts [DFD] and May 3rd for Regions, District Service Agreements [DSA], and Memorandum of Understanding).

Approval Requirements:

Waivers will be reviewed by the Migrant Education Office (MEO). Incomplete forms or forms that do not provide an exemption based on the conditions listed on page one might not be approved. The MEO will notify the subgrantees if the waiver has been approved.

Additional Instructions

- Each subgrantee must have a summer program that meets the requirements established by the *EC* Section 54444.3. If you cannot meet this requirement, you must request an exemption by completing the waiver. Every DFD, Region, DSA, must meet the requirements.
- DSAs that do not meet the requirements must submit a waiver to their Region and the Region must upload the waivers to the regional application (section 14). Regions are required to review and approve of DSA waivers before uploading them. By submitting this waiver, the Region is indicating their approval. By not submitting a waiver for a DSA, the Region indicates that the DSA is meeting the requirement for summer school.
- For summer minutes required by *EC* Section 54444.3, minutes are determined for the summer period, per the school calendar. For example, if the summer period is June through August, CDE looks at programming in June, July, and August. This may cover two applications such as June from one fiscal year, and July and August from the next fiscal year.
- Holidays designated in *EC* Section 37220 other than Saturday and Sunday may be deducted from the required number of teaching days. For example, if the Fourth of July holiday falls on a Tuesday during the OA's kindergarten MEP summer program, the total requirement would be adjusted to 19 days instead of 20 days.
- For question 4, subgrantees must indicate if their district is providing other summer programs with non-MEP funds.

- The authorized OA contact should sign the waiver indicating that the information in this waiver is correct and complete.

Contact: For questions, contact Emily Smith by phone at 916-319-0227 or by email at emsmith@cde.ca.gov.

