

Migrant Education Plan

2026-2027 Arvin Union DSA

July 1, 2026 - June 30, 2027

Section 1: General Information & Funding Allocations

Short Description:	2026-2027 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%):	\$ 723,698
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:	\$ 787,756

Section 2: Allocation & Student Profile

District	Type	Allocation	Students			
			PFS	Non-PFS	Total	
Arvin Union	DSA	\$787,756	116	449	565	
			Pre	0	0	0
			K	6	56	62
			1	14	34	48
			2	7	47	54
			3	14	39	53
			4	13	38	51
			5	21	31	52
			6	17	38	55
			7	15	32	47
			8	9	42	51
			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.

1. District Profile and Instructional Focus

Arvin Union School District (TK-8) serves approximately 2,770 students, with a demographic profile of **56% English Learners** and **93% economically disadvantaged**. To address these needs, the district provides a robust Tier 1 instructional foundation focused on:

- **Rigor and Relevance:** Shared lesson planning and common performance tasks.
- **Concept Building:** Concrete and representational math strategies.
- **Professional Development:** 100% of teachers are trained in Explicit Direct Instruction (EDI), SDAIE, AVID, and Integrated/Designated ELD. They are also trained in the Five Practices for Orchestrating Productive Discussions, with a specialized focus on Practice 0 (Selecting High-Cognitive Demand Tasks) and Practice 1 (Anticipating Student Thinking). This training empowers educators to pre-identify linguistic and conceptual misconceptions, ensuring that Tier 1 instruction is both intentionally designed and highly responsive to the specific needs of our English Learner population.

2. Core Curriculum (General Fund)

The following state-adopted, research-based materials are provided to all students:

Subject	Grade Level Curriculum / Publisher	
Language Arts	TK–6 / 7–8	Benchmark Advance/Adelante (2022); HMH Collections (2016) Ready to Advance (TK)
	ELD	Benchmark Advance ELD (K-6)
ELD	TK–8	HMH Language Workshop English 3-D (7-8 SPED and intervention classes)
Mathematics	TK–5 / 6–8	SAVVAS Learning Company: enVision Mathematics
Science	K–8	McMillan McGraw Hill, Inspire (2020)
Social Studies	K–8	Pearson My World Interactive; TCI History Alive!

3. Key Instructional Strategies (Who/How)

To ensure continuity between the regular school day and MEP supplemental programs (Extended Day, Saturday School, and Summer Program), the following strategies are mandated district-wide:

- **Scaffolding & ELD:** Implementation of the **CA EL Learner Roadmap**, including **Math Talks**, **Counting Collections**, and **Graphic Organizers**.
- **Comprehensible Input:** Use of **Thinking Maps**, **Close Reading**, **AVID Note-taking**, and **Anticipatory Charts**.
- **Checking for Understanding:** Utilization of **Kagan Cooperative Learning** (Think-Pair-Share, Teach Your Partner) and individual whiteboards.
- **Social-Emotional Learning (SEL):** Use of the **RULER** approach, **Positive Behavior Intervention Support (PBIS)**, and **Compass SEL**.

4: Data-Driven MEP Goals

Based on the most current **2024-2025 CAASPP** and **ELPAC** results, the district has updated its strategic goals for the Migrant Education Program. This data demonstrates a continued need for supplemental support to bridge achievement gaps between migrant students and the "all students" group.

Academic Performance: ELA and Mathematics

The **2024-2025 CAASPP** assessments indicate that while some cohorts are showing growth, proficiency levels remain a priority.

Grade % of Migrant Students At or Above Grade Level (ELA)		% of Migrant Students At or Above Grade Level (Math)
3	20%	24%
4	27%	25%
5	23%	13%
6	28%	24%
7	36%	23%
8	44%	21%

English Language Proficiency (ELPAC)

The **2024-2025 ELPAC** data highlights the linguistic needs of our migrant population:

- **Proficiency Levels:** Approximately **85%** of migrant students are currently performing below the "Proficient" level.
- **Writing Growth:** 94% of migrant students scored below standard in writing, with opinion writing remaining the most significant area for growth.
- **Listening Skills:** Roughly 19% of migrant students are classified as "Well-Developed" in Listening/Effective Communication.

Strategic Goals for 2026-2027

Using this 2024-2025 data as a baseline, the district will prioritize the following:

- **A. Language Expansion:** Targeted support to move students from "Moderately Developed" to "Well-Developed" on the ELPAC.
- **B. Math Problem-Solving:** Addressing the 76% of migrant students who scored below standard in Mathematics by using SAVVAS diagnostics to drive small-group Tier 2 instruction.
- **C. Writing Skills:** Implementing *Write from the Beginning* strategies to target opinion and argumentative writing deficits specifically.
- **D. Digital Literacy:** Providing enhanced access to educational technology to ensure students can successfully navigate the computer-based CAASPP environment.
- **E. Academic Habits:** Focusing on the transition to college and career readiness by integrating AVID strategies into the Migrant Saturday and Summer programs.

5: Coordination and Supplementation

The district ensures that MEP programs are an **extension** of the general fund foundation. By using the same instructional strategies (Thinking Maps, Close Reading, and PQPA), we ensure that migrant students maximize their limited supplemental time.

- **100% Teacher Training:** All district staff are trained in Designated/Integrated ELD, ensuring that the core instruction migrant students receive every day is high-quality and research-based.
- **Direct Outreach:** To ensure these data-driven goals are met, Migrant staff perform personalized invitations for Family Math and Literacy nights, resulting in higher engagement from families with the highest needs.

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.

District-Wide General Funded Professional Development Plan

1. Professional Development Support Infrastructure

The District utilizes a comprehensive support system to ensure all staff, regardless of program, to provide "Quality First Instruction." This infrastructure is funded through the General Fund and includes:

- **District TOSAs (Teachers on Special Assignment):** Four specialists provide ongoing coaching in ELD, biliteracy, technology integration, classroom management, data analysis, early literacy, and mathematics.
- **Site-Based Academic Coaches:** Stationed at every school site to provide immediate feedback and instructional modeling.

2. Core Instructional Design & Delivery Training

All staff participate in PD focused on the **District Lesson Design Framework and the 5 Practices- especially Practices 0 and 1**. This ensures a consistent "Learning Window" (Thoughtful Classroom Tool) is used to design units. Training focuses on:

- **Lesson Components:** Developing clear learning objectives, activating prior knowledge, concept/skill development, and structured guided/independent practice.
- **Gradual Release of Responsibility:** Training in the "I Do, We Do, You Do" model (Model, Guided Practice, Independent Practice).
- **Inquiry Cycle:** Professional development on the inquiry cycle process to ensure high levels of student cognitive engagement with a growing utilization of using Thinking Classrooms.

3. Specialized Literacy and Writing PD

A major district-wide focus is the integration of **Thinking Maps** and its extension, "**Write from the Beginning**."

- **Focus:** Aligning writing materials to Common Core State Standards with a specific emphasis on how English Learners process thoughts and translate them into academic writing.
- **Strategy PD:** Training includes the use of contextual clues (visual aids, gestures, word banks), academic vocabulary development, and multi-modality tasks.

4. ELD and Dual Language Immersion Training

To support the district's high population of English Learners, all teachers receive PD in:

- **Designated ELD Guidelines:** Training on the 30-minute elementary instructional block focused on all 4 ELD domains and the Middle School ELA/ELD double-block structure.
- **Integrated ELD:** Strategies for embedding language support across all subject areas.
- **Program-Specific PD:** Targeted training for teachers working within **Special Education, GATE, and Dual Language Immersion (DLI)** programs.

5. Content Area Literacy & Comprehensible Input

General funded PD ensures that all teachers are proficient in:

- **Modified Speech:** Adjusting delivery to meet the linguistic needs of students.
- **Academic Tasks:** Designing clear, actionable tasks that reduce ambiguity for learners.
- **Checking for Understanding:** Ongoing training in formative assessment strategies to adjust instruction in real-time.

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.

District-Wide General Funded Student Support Services

1. Mental Health and Social-Emotional Support

The district braids funds from LCAP, school-based Medi-Cal programs and the general fund to provide a robust mental health infrastructure :

- **School Social Workers:** Seven full-time social workers, 5 are deployed across the school sites (one per elementary site and two at Haven Drive Middle School), and two in the Behavioral Health and Wellness Center.
- **Behavioral Health and Wellness Center:** A new district facility where two dedicated social workers provide intensive wrap-around services for AUSD students and families.
- **Clinical Partnership:** The district contracts a clinical therapist from **Clinica Sierra Vista** to provide on-site therapeutic collaboration at the middle school.
- **Specialized Clinicians:** One **Educationally Related Mental Health Clinician** provides Tier III therapeutic and behavioral support for students on IEPs.
- **School Psychologists:** Three psychologists conduct social-emotional assessments and determine eligibility for Special Education and 504 plans.

2. Health and Nursing Services

The **Health Services Department** ensures physical safety and regulatory compliance through a tiered nursing team:

- **Nursing Staff:** The team includes four professionals (RNs, LVNs, and/or Credentialed School Nurses) covering all four school sites.
- **Medical Procedures & Screenings:** Staff perform required vision and hearing screenings and manage daily medical-related procedures for students.
- **Case Management:** Credentialed School Nurses coordinate **504 Plans**, conduct health assessments for Special Education eligibility, and serve as the primary link between the district and local medical providers.
- **Telemedicine,** providing Urgent Care needs and temporary prescriptions for students and their families is offered at our Behavioral Health and Wellness center.

3. Safety and Student Success Personnel

To ensure a secure learning environment and promote student engagement, the district employs:

- **Student Success Facilitators:** Two facilitators per elementary campus.
- **Campus Supervisors:** 1.5 supervisors at each elementary site and three at the middle school.

4. Community and Family Resource Integration

The **Arvin Family Resource Center (FRC)** serves as the central hub for coordinating support for high-need populations:

- **Eligibility-Based Support:** Provides specialized advocacy for students identified under **McKinney-Vento (Homeless)**, **Foster Youth**, and **Migrant** status.
- **Community Outreach:** Extends services to all socioeconomically disadvantaged families in the broader Arvin community, including Medi-cal and Covered California enrollment, access to basic needs, housing assistance, I-90 renewals, Cal-Fresh applications, and Employment Development Department assistance.

5. MEP-Specific Supplemental Coordination

While the services above are available to all, MEP staff provide the following **supplemental** coordination to ensure migrant students successfully access these resources:

- **Medical/Dental Liaison:** MEP Student Service Assistants (SSAs) work directly with local clinics to ensure prompt medical and dental care.
- **Agency Partnerships:** SSAs maintain active connections with **WIC**, the **Department of Human Resources**, and the **Needs Center**.
- **Regional Collaboration:** The Migrant Resource Teacher and SSAs collaborate with the **MEP Region V office** to provide staff development and specialized parent workshops that augment district-wide offerings.
- **Vaccination Clinics:** MEP staff facilitate local partnerships to provide on-site health and vaccination clinics for migrant families.

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 conducts an **annual review** of web-based records to identify and consult with all private schools operating within its boundaries. For any eligible private school, the District facilitates annual consultations to coordinate the following:

- **Federal Programs:** Title I, II, III, and IV services.
- **Specialized Support:** Special Education and Migrant Education services.

While the District remains prepared to provide these services as determined through the consultation process, **there are currently no private schools requesting or receiving 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.

1. Leadership and Coordination

The District fosters school-community partnerships through dedicated personnel and targeted initiatives:

- **Community Schools Coordinator:** Appointed to oversee district-wide integration and strengthen community ties.
- **Community Schools Team:** Acts as a liaison to help families navigate resources, understand school programs, and participate in community events.
- **Student Success Facilitators:** Stationed at all four school sites to drive student attendance and support engagement initiatives.
- **School Liaisons:** Manage on-site parent centers, facilitate communication, assist with attendance conferences, and lead workshops on parenting and language skills.
- **Community Engagement Initiative:** Currently piloted at **Haven Drive Middle School** to deepen local involvement.

2. Parent Governance and Feedback Channels

The District utilizes a multi-tiered approach to gather stakeholder input for the **LCAP (Local Control and Accountability Plan)** and **LEA (Local Educational Agency)** plans:

Meeting Type	Purpose & Focus
District Advisory Council (DAC)	Monthly meetings to provide input on LCAP and LEA strategic plans.
ELAC / DELAC	Focused on governance and input for English Learner programs.
SSC / PAC / RAC	School Site Councils and Advisory Committees that review program data and surveys.
Strategic Forums	Dedicated LCAP strategic plan meetings that inform all district program development.
Informal Forums	"Coffee with the Principal," Open Houses, and parent-teacher conferences for accessible, site-based feedback. Our newly added Community School Parent Engagement Committees (PECs)

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

The District ensures that parents and community members are fully informed of student programs and parent-specific services through a multi-tiered communication strategy.

1. Information on Student Programs

- **Who:** Migrant parents, students, and community members.
- **How:** Information is shared via the **District Advisory Council (DAC)**, **Parent Advisory Council (PAC)**, and the **Annual Individual Learning Plan (ILP)**. Additionally, migrant staff participate in on-site activities like registration, Open House, and parent conferences to recruit and share program details.
- **When:** During initial enrollment periods, at the beginning of each school year, and immediately upon a student qualifying for the migrant program.

2. Information on Parent & Family Services

(e.g., Health workshops, school readiness, and engagement services)

- **Who:** Migrant program staff and eligible families.
- **How:** Multi-channel outreach using **ParentSquare** to send texts, emails, and digital flyers. This covers health programs, parent nights, and regional events coordinated by the migrant program.
- **When:** Ongoing throughout the year as services are scheduled.

3. Feedback and Program Evaluation

- **Who:** Parents of students currently enrolled in the migrant program.
- **How:** A formal **Parent Survey** designed to measure student progress and program success while collecting suggestions for improvement.
- **When:** Distributed annually in the **early Spring**.

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.

1. Administrative Oversight & Fiscal Alignment

The district ensures that MEP services are strictly **supplemental** through a tiered leadership structure:

- **Executive Oversight:** The Superintendent and Assistant Superintendent oversee all categorical budgets (Titles I, II, III, and IV) and the **LCAP**, ensuring alignment with federal "supplement, not supplant" mandates.
- **Fiscal Support:** The Chief Business Official and the Accounts Payable department manage ongoing budget submissions and documentation for all federal programs.
- **Strategic Planning:** A **District Leadership Team** and **District Cabinet** (including Directors and Site Administrators) meet monthly to review the implementation of instructional programs and coordinate Designated/Integrated ELD strategies.

2. Specific Program Coordination

The MEP coordinates with specific departments to provide a comprehensive support web for students:

Program / Area	Coordination Mechanism & Specific Services
Title I, II, III, & IV	The MEP Specialist participates in District Leadership and Administrative meetings to align instructional strategies and data analysis.
Early Childhood (Pre-K)	Coordination with the State Preschool Program supports social, emotional, and cognitive development. MEP families are referred to the Family Resource Center to augment these services on a case-by-case basis.
Homeless & Foster Youth	MEP staff work with the Foster/Homeless Liaison , Student Success Facilitators, and Family Resource Advocates to ensure immediate enrollment under the McKinney-Vento Act , removing barriers like missing health or birth records.
Special Education	MEP students receive Tier 1, 2, and 3 supports for Speech, IEP, or social-emotional goals, informed by ASQ , ASQSE , and DRDP preschool measures.
Expanded Learning	The MEP Coordinator meets regularly with the Expanded Learning Opportunity Supervisor II to coordinate out-of-school time services.

3. County and Regional Collaboration

- **Kern County Superintendent of Schools (KCSOS):** District program staff receive ongoing support, training, and state/federal guidance through regular county-level meetings.
- **Regional MEP Integration:** The MEP Resource Teacher attends regional and county-level meetings to ensure Arvin Union students have access to the full spectrum of regional migrant services.

4. Direct Support Services

To remove obstacles to education, the district provides specific resources to identified migrant, homeless, and foster students, including:

- **Priority Enrollment:** Immediate placement in district programs.
- **Basic Needs:** Provision of school uniforms and transportation as necessary.
- **Attendance Support:** The Family Resource Director coordinates efforts regarding attendance, truancy, and the **School Attendance Review Team (SART)**.

Section 5: Regular School Year

1. Extended Day K-8th

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

Migrant Extended Day Intervention

Target Audience & Schedule This 60+ hours (30+ for ELA and 30+ for math) supplemental intervention is offered to all K–8th grade migratory students identified as not meeting grade-level standards in ELA or Math, with a focus on Priority For Service Students and students on the MPO lists. Services are held Tuesdays through Thursdays for an hour each day at each site with one hour of instructional services offered to students, with supporting asynchronous lessons assigned to students to complete each day. All lessons are monitored for completion as well as proficiency of the standards being taught.

Instructional Focus: ELA & Math Credentialed teachers, supported by instructional aides, lead daily targeted instruction.

- **Language Arts:** Students engage in intensive writing and reading comprehension units. For example, 4th–8th grade newcomers receive specialized small-group support focused on rapid language acquisition and academic vocabulary development. Students will focus on reading informational text and comprehension.
- **Mathematics:** Instruction focuses on concrete-representational-abstract (CRA) modeling to build number sense and problem-solving skills. Students will focus on math concepts that align with their individual needs. Two math literacy family nights are planned to be offered to support what students are learning in the classroom.
- **SEL:** SEL instruction will be a daily routine with a check-in method. Students will be given a prompt or topic of the day. The teacher will then facilitate a group discussion based on the activity. Think-Pair-Share: After a student completes a prompt, have them share their answer with a partner. Role-Playing: If an activity describes a social conflict, ask for volunteers to act out the "healthy" vs. "unhealthy" way to handle the situation based on the book's guidance. Self-regulation and growth mindset will be taught throughout the year.
- **ELD:** ELD strategies will be used throughout all content areas. Opportunities for listening, speaking, reading, and writing will be the focus.

Engagement & Strategies To ensure high levels of student engagement, the program implements:

- **Scaffolded Support:** Teachers utilize **SDAIE** and **Thinking Maps** to make complex content accessible.
- **Culturally Responsive Teaching:** Lessons incorporate students' background knowledge and allow for creative expression, such as student-led presentations or art-integrated projects that showcase their academic growth.

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?

- ☒ SDP Focus Area: English Language Arts
- ☒ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP 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

☒ District-wide

☒ Site/Center-based

☐ Region-wide

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

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

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

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

Data-Driven MEP Goals

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Strategic Goals for 2026-2027:

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Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Teachers will use strategies such as "focused discussions" to guide discussions and expository writing. Students will engage with various types of texts—expository, narrative, descriptive, and persuasive—through 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 and computer skills to prepare students for the CAASPP test. SAVAAS will focus on tier 2 instruction in math. 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.

Winter and Spring break services will be offered to all students on the MPO 1.0 and 2.0 lists. These students will receive services during winter and spring breaks with instruction by a certificated teacher, as well as asynchronous lessons assigned to complete on their own. Follow-up activities and focus areas are assigned on a needs basis for each student.

Student/teacher ratio:

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

Instructional strategies:

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. Model text will be used to support reading comprehension and writing for specific informational sub-genres. Key skills that directly align with identified student needs, such as using manipulatives and drawing models. ELD supports like thinking maps, language frames, and the Think, Write, Pair-Share strategy will also be incorporated to support listening, speaking, reading, and writing. 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. Culturally sustaining pedagogical strategies include culturally relevant texts, student voice and choice, and real-world cultural contexts.

Other Instructional Strategies Include:

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

- Counting Collections
- Math Talks
- Mango Math
- Beyond Counting Collections
- CRA (Concrete-Representational-Abstract) Math

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.

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, iReady, and SAVVAS 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 SDP strategies identified for the focus areas:

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

- ☒ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
 - MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
 - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about

history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).

- Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
- MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.

- ☑ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.

- MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

Mathematics

- ☑ Strategy 2.0 - Offer innovative mathematics services that focus on locally identified standards-based, data-driven needs (e.g., mathematics claims with largest achievement gap, mathematics benchmark data) with a focus on foundational skills.

- MPO 2.0: Starting with baseline data collection in 2026–27, the MEP will increase the percentage of kindergarten through twelfth grade students who are below proficiency to participate in a mathematics service by three percent annually.

- ☑ Strategy 2.1 - Offer mathematics literacy activities for parents and families focused on understanding student assessment data, why proficiency is important, and how parents can support student achievement.

- MPO 2.1: Every year the MEP must provide two workshops on developing parents' mathematics literacy in support of increasing student achievement in mathematics. Workshops can be targeted towards parents only or you can offer Mathematics Family Literacy Nights that also cover the content identified in the strategy.

English Language Development

- ☑ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:

- Is aligned to California ELD Standards and content standards.
- Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
- Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
- Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
- Provide opportunities for students to learn through collaboration and academic discourse.
- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Student Engagement

- ☑ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.

- MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.

- ☑ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.

- MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

The Arvin Union School District Migrant Education Program (MEP) utilizes high-quality, research-validated instructional materials designed to accelerate learning for English Learners and migratory students.

1. Core Intervention: Focused Approach (Teacher Created Materials)

The MEP implements the **Focused Approach** from Teacher Created Materials (TCM) for ELA and Mathematics.

- **Evidence Base:** TCM programs are grounded in the **Science of Reading** and the **CRA (Concrete-Representational-Abstract) Mathematics model**. Research studies on *Focused Mathematics Intervention* have shown average gains of **+23.8%** in student scores.

- **Application:** The curriculum's systematic "mini-lesson" format and embedded test-taking strategies directly align with **CAASPP assessment structures**, ensuring students are prepared for the rigors of state testing.

2. Supplemental Hands-On & Writing Support

- **C.H.A.M.P. (Comprehensive Humanity Art Math Program):** This county-provided program utilizes an **arts-integrated humanities model**, which research suggests improves cognitive flexibility and student engagement in STEM fields. It features student-friendly rubrics and embedded ELD supports.
- **i-Ready (Curriculum Associates):** Rated as **ESSA Tier 2 (Moderate Evidence)**, i-Ready provides computer-assisted instruction that is statistically proven to close achievement gaps. It is used in small-group settings to deliver personalized, data-driven "Tier 2" intervention.
- **Mango Math:** An evidence-based math game curriculum. Longitudinal surveys (e.g., Marian University) have demonstrated that even 8 hours of Mango Math instruction can effectively **reverse summer learning loss** in under-served student populations.

3. Language Acquisition for Newcomers

- **Frames for Fluency (Ballard & Tighe):** An award-winning tool designed for oral language development. It uses over **550 research-based sentence frames** to provide the grammatical scaffolding necessary for students at the "Emerging" and "Expanding" proficiency levels to bridge toward academic success.

4. Culturally Responsive Literacy (SDP 13.0)

The program integrates a curated selection of culturally responsive literature to foster cultural pride and build background knowledge. Featured texts include:

- *The Circuit* by Francisco Jiménez
- *Esperanza Rising* by Pam Muñoz Ryan
- *Between Us and Abuela* by Mitali Perkins
- *Off We Go to Mexico* by Laurie Krebs

Note: These book studies are intentionally aligned with **Service Delivery Plan (SDP) 13.0**, ensuring that the instruction addresses the unique social and emotional needs of migratory children.

5. Embedded Instructional Strategies

Across all curricula, teachers utilize evidence-based ELD strategies to ensure comprehensibility:

- **PQPA (Part Question, Part Answer):** Encourages full-sentence academic responses.
- **Kagan Structures:** Utilizing "Think-Pair-Share" and "Think-Talk-Write" to maximize student Opportunities to Respond (OTR).
- **Thinking Maps:** Visual tools for cognitive processing and writing organization.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Math: Mathematizing Literature (K-3)	09/2026	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.	2.2, 3.1
Math: Engaging Tasks with New Framework (4-8)	09/2026	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.	2.2, 3.1
C.H.A.M.P. Lessons	10/2026	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.	1.3, 2.2, 3.1, 4.2

Name of Training	Dates	Minutes	Description	Strategy Being Met
			Learn how to design lessons that build 21st-century skills like collaboration, communication, and problem-solving, creating meaningful and engaging learning opportunities.	
GLAD Strategies with integrated ELD	10/2026	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.	1.3, 3.1
GLAD Strategies with Newcomer Focus	10/2026	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.	1.3, 3.1
GLAD Strategies for Newcomers Cont.	10/2026	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.	1.3, 3.1
Creating a Social Emotional and Cultural Environme	01/2027	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.	13.2
E.A.S.L Promoting a Cultural Environment with Art	04/2027	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.	1.3, 3.1, 4.2, 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 skills, especially in number concepts, operations, and problem-solving, 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 2027 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 the needs of migrant students and families are being met. The survey will show 90% of all migrant parents are satisfied or more than satisfied based on a 5-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	6	56	62
1	14	34	48
2	7	47	54
3	14	39	53
4	13	38	51
5	21	31	52
6	17	38	55
7	15	32	47
8	9	42	51
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	116	357	473

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
K - 6	375	11/03/2026 - 03/18/2027	43	120	5,160
7 - 8	98	11/03/2026 - 03/18/2027	43	100	4,300

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Extended Day Teacher	Certificated	3	0.05
Instructional Aide	Classified	1	0.27
Teacher for Winter and Spring breaks	Certificated	1	0.02

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

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

Title	Classification	Number of	
		Staff	FTE
Winter and Spring Bridge Tutors	Classified	6	0.05

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 43 days. 43 days x 3 teachers x \$75 =\$9675 (24 training hours + 8 hours planning time x 3 teachers @\$75 =\$7200) Resource Teacher to provide instruction in Extended day and professional development. 30 hours x 75 2250 Teacher to service students during winter and spring breaks 9 days @550/day = 4950	\$24,075
2100 Instructional Aides	Extended day HD instructional aide: (43 days x 1.5 hrs +8 hrs professional development)x 1 aide x \$22.00 instructional aide= \$1595	\$1,595
2100 Instructional Aides	Winter services 4 IAs to go to homes to service students on the MPO lists. 4 days x 4 hours +1 hours training x \$22 x 4 IAS = 1496 Spring Services 2 IAs to go to homes to service students on MPO lists. 3 days x 4 hours +1 hour training x 22 x 2 IAS = \$572	\$2,068
3000 Employee Benefits	Extended Day Instructional Aides: 1595 x 35%	\$558
3000 Employee Benefits	Extended Day Teachers: 24075 x 24%	\$5,778
3000 Employee Benefits	Winter and Spring benefits 2068 x 35%	\$723
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. Art kits and hands-on projects.	\$24,894
4300 Materials & Supplies	Budget placeholder until final allocation. Money is also held to account for changes in the contract.	\$16,000
5200 Travel & Conferences	Professional Development Conferences and Travel: STEAM Conference, Boost Conference, CABC, CISC, NADSME (when in state), PAC/RAC workshops, other migrant-related conferences. Hotel for migrant specialist to chaperone math camp hosted by county office.	\$3,200
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	Transportation to and from county office for students to participate in educational opportunities and parents to attend workshops.	\$2,000
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. Workshop for students (7-8) - MPO 4.0, 11.0, 13.0	\$500
5800 Prof/Cons/Serv & Operating Exp.	Contract for lease of 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.	\$8,000
Total:		\$95,441

2. Saturday School K-8th

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

Students in grade levels K-8th will participate in 12 designated virtual Saturday School classes with direct student instruction taking place from 8:45-12:15 pm. Credentialed teachers will assign asynchronous work to be completed throughout the week that support the skills worked on during class. 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. Daily SEL instruction and check-ins will be done. Cultural and self-pride activities will take place throughout the Saturdays. 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?

- ☒ SDP Focus Area: English Language Arts
- ☒ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP 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:

Data-Driven MEP Goals

Based on the most current 2024-2025 CAASPP and ELPAC results, the district has updated its strategic goals for the Migrant Education Program. This data demonstrates a continued need for supplemental support to bridge achievement gaps between migrant students and the "all students" group.

Academic Performance: ELA and Mathematics

The 2024-2025 CAASPP assessments indicate that while some cohorts are showing growth, proficiency levels remain a priority.

Grade	% of Migrant Students At or Above Grade Level (ELA)	% of Migrant Students At or Above Grade Level (Math)
3	20 %	24 %
4	27 %	25 %
5	23 %	13 %
6	28 %	24 %
7	36 %	23 %
8	44 %	21 %

English Language Proficiency (ELPAC)

The 2024-2025 ELPAC data highlights the linguistic needs of our migrant population:

- Proficiency Levels: Approximately 85% of migrant students are currently performing below the "Proficient" level.
- Writing Growth: 94% of migrant students scored below standard in writing, with opinion writing remaining the most significant area for growth.
- Listening Skills: Roughly 19% of migrant students are classified as "Well-Developed" in Listening/Effective Communication.

Strategic Goals for 2026-2027:

Using this 2024-2025 data as a baseline, the district will prioritize the following:

- A. Language Expansion: Targeted support to move students from "Moderately Developed" to "Well-Developed" on the ELPAC.
- B. Math Problem-Solving: Addressing the 76% of migrant students who scored below standard in Mathematics by using SAVVAS diagnostics to drive small-group Tier 2 instruction.
- C. Writing Skills: Implementing *Write from the Beginning* strategies to target opinion and argumentative writing deficits specifically.
- D. Digital Literacy: Providing enhanced access to educational technology to ensure students can successfully navigate the computer-based CAASPP environment.
- E. Academic Habits: Focusing on the transition to college and career readiness by integrating AVID strategies into the Migrant Saturday and Summer programs.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students in grades K-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* and SAVVAS, 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:

ELA:

Focus: Foundational literacy and informational sub-genres.

- Model text to support reading comprehension and writing for the specific sub-genre within the informational genre.
- **Deconstructing Text Structures:** Students must identify how informational texts are organized (e.g., Cause/Effect, Problem/Solution, or Argument/Support).
- **The "Write from the Beginning" Process: Thinking Maps:** Using visual organizers to plan "Opinion" and "Argumentative" pieces.
- **Drafting with Transitional Phrases:** Using genre-specific connectors like *"Furthermore," "In contrast,"* or *"Evidence suggests."*
- **Recursive Revision using Rubrics:** Explicitly teaching students how to use the "student-friendly rubrics" in MPO 1.2 to self-assess their own drafts before submission.

Math:

Focus: Data-driven foundational skills and problem-solving.

- **Mathematical Discourse & Vocabulary:** Teaching students how to "speak math." This includes using sentence frames to explain *how* they solved a problem, which supports Integrated ELD.
- **Interpreting Visual Data:** Students will learn to read and create **graphs, charts, and maps**.
- **SAVVAS Diagnostic Analysis:** Teaching students (and parents during family math nights) how to read their own diagnostic reports to identify specific weaknesses, such as Number Sense or Algebraic Thinking.

ELD:

Focus: Integrated ELD across all content areas.

- **Active Listening for Academic Language:** Using "Listen and Sketch" or "Dictogloss" activities where students must capture key academic vocabulary from a spoken informational text.
- **Collaborative Academic Conversations:** Using AVID strategies (Socratic Seminars or Philosophical Chairs) to practice "Interacting in Meaningful Ways."

Scaffolding through Bloom's Taxonomy: Moving students from "identifying" (lower-order) to "evaluating and creating" (higher-order) in their second language.

The program will begin with a family engagement assembly in September 2026, focusing on self-pride, aligned with SDP 11.0 and 13.1.

Student/teacher ratio:

The teacher ratio will be 24:1 in all grade levels, except K 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 a 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 SDP 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.

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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

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- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
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- ☒ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
 - MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

Mathematics

- ☒ Strategy 2.0 - Offer innovative mathematics services that focus on locally identified standards-based, data-driven needs (e.g., mathematics claims with largest achievement gap, mathematics benchmark data) with a focus on foundational skills.
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English Language Development

- ☒ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
- Is aligned to California ELD Standards and content standards.
 - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
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 - Provide opportunities for students to learn through collaboration and academic discourse.
- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
- MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
- MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

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

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Math: Mathematizing Literature (K-3)	09/2026	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.	2.2, 3.1
Math: Engaging Tasks with New Math Framework (4-8)	09/2026	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.	2.2, 3.1
GLAD Strategies with Integrated ELD	10/2026	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.	1.3, 3.1
GLAD strategies with ELD focus	10/2026	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.	1.2, 3.1, 4.2

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 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 2026 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' reading, writing, and math proficiency on a comprehensive assessment by 10% growth on post-assessment from baseline of pre-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	6	0	6
1	14	0	14
2	7	0	7
3	14	0	14
4	13	0	13
5	21	0	21
6	17	0	17
7	15	0	15
8	9	0	9
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	116	0	116

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
K - 8	116	08/29/2026 - 12/05/2026	12	330	3,960

Service / Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above

(see Fiscal Handbook).

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

Title	Classification	Number of	
		Staff	FTE
Teachers	Certificated	3	0.04

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

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

Title	Classification	Number of	
		Staff	FTE

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Saturday School Teachers K - Eighth 3x \$75.00 x (3.50 hrs x 12 days = 42 hrs) = 9450 Trainings and Planning: 12 hours (3 teachers) @\$75 = \$2700	\$12,150
3000 Employee Benefits	Teacher K-8th benefits 12150 x 24% =	\$2,916
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, Hands-on curriculum. SEL workbooks and supports, culturally responsive curriculum and activities. Document camera replacement as needed for teachers to use to present.	\$26,648
5800 Prof/Cons/Serv & Operating Exp.	Beginning activity/assembly for grades K-8th. Self-pride and building confidence with family engagement.	\$2,500
Total:		\$44,214

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 minimum of 4 workshops for parents throughout the year, 2 of which will be chosen by the PAC members:

1. What services the migrant program has to offer.
2. What service the district Family Resource Center has to offer.
3. Understanding student achievement data - with a focus on ELPAC for redesignation before high school.
4. SEL workshops (2 voted on by the PAC members): The sessions will address two priority areas identified by the PAC members: "how to manage family stress in modern life" and "how to build healthy communication with your child." One will be offered in November 2026 and one in March 2027.

Once the SPAC chooses the two workshops, parents will be invited and encouraged to attend the county family engagement workshops.

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?

- ☐ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☐ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☒ SDP Focus Area: Parent and Family Engagement
- ☐ SDP 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. Families must 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:

Data Literacy and Academic Advocacy

- **Interpreting "The Why":** Skills in reading ELPAC and CAASPP score reports to identify specifically where their child is struggling (e.g., understanding that a low score in "Writing" on the ELPAC impacts their child's path to reclassification).
- **Navigating Reclassification:** Learning the specific criteria for **English Learner Redesignation** before 9th grade to avoid "Long-Term English Learner" (LTEL) status in high school.
- **Questioning Strategies:** Developing the "school-talk" skills needed to ask teachers specific questions during conferences, such as: *"What Tier 2 math interventions is my child receiving based on their SAVVAS diagnostics?"*

Mathematics Support at Home

- **Growth Mindset Modeling:** Learning how to encourage persistence in problem-solving rather than focusing only on "the right answer."
- **Real-World Math Integration:** Skills in identifying "foundational math moments" in daily life (budgeting, measurements, or logic puzzles) to reinforce the foundational skills mentioned in MPO 2.0.

Socio-Emotional & Communication Leadership

- **Stress Regulation Techniques:** Practical skills for "managing family stress," such as identifying stressors early and using de-escalation strategies to maintain a calm study environment.
- **Active Listening & Validation:** Specific communication skills to bridge the "generation/culture gap," ensuring students feel supported enough to discuss their academic struggles or college aspirations (aligning with AVID readiness).
- **Conflict Resolution:** Learning "Healthy Communication" scripts to use with children when discussing difficult topics like grades or behavior.

Resource Navigation

- **Asset Mapping:** Identifying which specific needs (food, clothing, medical) are met by the **Family Resource Center (FRC)** versus the **Migrant Education Program (MEP)**.
- **Digital Access:** Basic digital navigation skills to check student progress portals or access district resources, supporting the district's "Digital Literacy" goal for students.

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. We will have presenters who are well educated in the topics presented to parents and give them resources to support them after the presentation.

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 SDP strategies identified for the focus areas:

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

Parent and Family Engagement

- ☒ Strategy 12.0 - Offer a series of four workshops for parents that are in line with the needs of the regional and DFD subgrantee.
 - o MPO 12.0: Each year the MEP will provide four workshops to parents annually with two topic areas selected by the SPAC and two selected locally by the Regional Parent Advisory Council (RPAC) or DFD Parent Advisory Council (PAC).

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

Qualified speakers in the specific field will engage parents in content-rich information to help them understand that they play a crucial 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	08/2026	220	Preschool Community Aide was 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.	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
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Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	100	100
Total	0	100	100

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
Parent/Guardian -	100	08/29/2026 - 12/05/2026	3	90	270

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
Local District Staff (free)	Certificated	1	0.01
Local District Staff (free)	Classified	1	0.01

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

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

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

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Overtime hours to train parents 3 meetings from 5:00-6:30pm (1.5 hours each) = 4.5 + 3 hours prep = 7.5. 2 people x 7.5 hours = 15 x \$36.00 = 540	\$540
3000 Employee Benefits	Benefits 540 x %34 =183	\$183
5800 Prof/Cons/Serv & Operating Exp.	Contract for DevelaCorp to present 2 workshops for family engagement, totaling \$2,700.	\$2,700

Object Code	Description & Itemization of costs	Amount
Total:		\$3,423

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 for 30+ hours, 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?

- ☒ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☐ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP 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:

Data-Driven MEP Goals

Based on the most current 2024-2025 CAASPP and ELPAC results, the district has updated its strategic goals for the Migrant Education Program. This data demonstrates a continued need for supplemental support to bridge achievement gaps between migrant students and the "all students" group.

Academic Performance: ELA and Mathematics

The 2024-2025 CAASPP assessments indicate that while some cohorts are showing growth, proficiency levels remain a

priority.

Grade % of Migrant Students At or Above Grade Level (ELA)

3	20 %
4	27 %
5	23 %
6	28 %
7	36 %
8	44 %

English Language Proficiency (ELPAC)

The 2024-2025 ELPAC data highlights the linguistic needs of our migrant population:

- Proficiency Levels: Approximately 85% of migrant students are currently performing below the "Proficient" level.
- Writing Growth: 94% of migrant students scored below standard in writing, with opinion writing remaining the most significant area for growth.
- Listening Skills: Roughly 19% of migrant students are classified as "Well-Developed" in Listening/Effective Communication.

Strategic Goals for 2026-2027:

Using this 2024-2025 data as a baseline, the district will prioritize the following:

- A. Language Expansion: Targeted support to move students from "Moderately Developed" to "Well-Developed" on the ELPAC.
- B. Writing Skills: Implementing *Write from the Beginning* strategies to target opinion and argumentative writing deficits specifically.
- C. Digital Literacy: Providing enhanced access to educational technology to ensure students can successfully navigate the computer-based CAASPP environment.
- D. Academic Habits: Focusing on the transition to college and career readiness by integrating AVID strategies into the Migrant Saturday and Summer programs.

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 SDP 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 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.

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

English Language Arts

- ☒ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
 - MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
 - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
 - Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
 - MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.
- ☒ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
 - MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

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.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Social Emotional and Cututural Environment for Mig	01/2027	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.	4.2, 13.2
State Speech and Debate PD	01/2027	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.	1.0, 13.2

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

Grade	PFS	Non-PFS	Total
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	12/08/2026 - 04/27/2027	38	60	2,280

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	0.06

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

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

Title	Classification	Number of	
		Staff	FTE
Resource Teacher	Certificated	1	0.02

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 \$75/hour. 3870	\$3,870
3000 Employee Benefits	3870 x 24% = 928	\$928
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:		\$7,768

5. MS College Tour

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

This service will include a tour for middle school students to see college campuses in Southern California, in hopes to open opportunities for them in the future. Students will listen to motivational speakers who attend the colleges and their experiences getting to where they are today, as well as their future goals.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Allowable Activity

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?

- ☐ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☐ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☐ SDP Focus Area: Student Engagement
- ☒ Other
College and Career Readiness, Leadership Development

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☒ Other:
March 19-21, 2027

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:

Current 7th and 8th-grade migrant students at Haven Drive Middle School.

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

Touring multiple college campuses is a critical, high-impact experience for middle school migrant students that can fundamentally alter their educational trajectories. For this specific group, the benefits go far beyond what a typical student gains, addressing unique barriers and opening up a world of possibilities. In a survey conducted by the Arvin Union School District Migrant Program, only 56% of students thought that college was in their future. With this experience, we are allowing students the opportunity to see and giving them the information they need to ensure they know that college is a possibility for them if they decide they want to go.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

1. It Makes the Idea of College Real and Attainable

For many migrant students, college can seem like an abstract, far-off concept, especially if they are the first in their family to consider higher education. A single visit can feel like a special, one-time field trip. Multiple visits transform the abstract into a concrete reality.

- **How it helps:** Stepping onto several different campuses—seeing the libraries, dorms, and students walking to class—demystifies the entire experience. It removes the intimidation factor and allows them to physically picture themselves in that environment. They begin to see college not as a place for "other people," but as a tangible goal for *them*.

2. It Broadens Their Understanding of "College"

A student's idea of "college" might be limited to a local community college or a single university they've heard of. Visiting a diverse range of institutions is crucial for expanding their perspective.

- **How it helps:** By touring a large public university (like a UC or CSU), a smaller private college, and a community college, students learn that there isn't just one type of college experience. They can compare the different atmospheres, program offerings, and campus cultures. This exposure is critical for helping them find a school that is the right *fit*, which is a major factor in college completion.

3. It Builds a "College-Going" Identity

Middle school is a formative time when students are shaping their identities and beliefs about their own capabilities. Due to educational interruptions and economic challenges, migrant students may not yet see themselves as future college graduates.

- **How it helps:** Each campus visit reinforces the message that they belong in a place of higher learning. When tour guides and staff welcome them and speak to them as future students, it helps build their self-efficacy and aspiration. They start to internalize the identity of a "college-bound student," which is a powerful motivator to work hard in middle and high school.

4. It Provides Early Exposure to Requirements and Resources

College readiness doesn't start in 12th grade. The earlier students and their families understand the academic path and the support systems available, the better prepared they will be.

- **How it helps:** During tours, students hear about A-G requirements, financial aid (like FAFSA and the Dream Act), and special support programs for first-generation or underrepresented students (like CAMP - College Assistance Migrant Program). This early knowledge is empowering. It gives them and their families a clear roadmap and timeline, reducing the anxiety that comes from navigating a complex and unfamiliar system later on.

5. It Inspires and Motivates Academic Effort

It can be difficult for a middle schooler to see the connection between their current math class and their future. College visits provide that crucial link.

- **How it helps:** Seeing the incredible facilities—science labs, art studios, athletic centers—and hearing about exciting field of study gives students a powerful "why" for their current schoolwork. It provides a clear and inspiring vision of what their hard work can lead to, motivating them to stay engaged in school and strive for the grades they need to make that vision a reality.

Student/teacher ratio:

10:1

Instructional strategies:

Phase 1: Before the Tours (Building Schema & Setting Purpose)

The goal here is to front-load vocabulary and concepts so students know what to look for and feel prepared.

1. "College Decoded" Vocabulary Jigsaw:

- **What it is:** Introduce key college terms that will be used on the tours (e.g., *major*, *minor*, *prerequisite*, *A-G requirements*, *financial aid*, *syllabus*, *dorm*, *professor*, *undergraduate*, *admissions*). Divide students into small "expert groups," assigning each group a few words. They research the meaning and create a simple way to teach it to the class (e.g., with a drawing, a short skit, or an analogy).
- **Why it works:** This pre-teaches essential vocabulary in an interactive way, reducing confusion during the tours. It

empowers students to understand the language of college, making the environment feel more accessible.

2. Virtual Tour Scavenger Hunt:

- **What it is:** Before visiting in person, have students explore the websites of the colleges they will see. Give them a digital scavenger hunt with questions like: "Find the name of one student club," "What is this university's mascot?" , "Name two majors offered here," or "Find a picture of a lecture hall."

Why it works: This builds background knowledge and excitement. When they arrive on campus, they will already have a frame of reference and can make deeper connections, moving from "This is a big building" to "Oh, that's the library I saw online!"

Phase 2: During the Tours (Active Engagement and Observation)

1. "See, Think, Wonder" Observation Journal:

- **What it is:** Give students a simple graphic organizer with three columns: See, Think, Wonder. At a few designated stops on the tour (e.g., in front of the library, in a quad), give them 2-3 minutes to jot down notes.
 - **See:** What do you literally see? (e.g., "Students studying in groups.")
 - **Think:** What do you think is happening here? (e.g., "I think they are working on a group project.")
 - **Wonder:** What does this make you wonder? (e.g., "I wonder if it's hard to find a quiet place to study.")
- **Why it works:** This is a structured thinking routine that encourages students to move beyond surface-level observation and engage in deeper analysis and inquiry.

2. "Ask the Expert" - Student Panel Q&A:

- **What it is:** If possible, arrange for your students to have a brief, informal 10-minute Q&A with a current college student, ideally a first-generation student or someone from a similar background. Have your students use the questions they generated in the K-W-L activity.
- **Why it works:** Hearing directly from a peer is often more impactful than hearing from an adult tour guide. It makes the experience relatable and provides authentic answers to their most pressing questions.

Phase 3: After the Tours (Reflection & Connection)

The goal here is to help students synthesize the information and connect it to their own future aspirations.

1. "College Compare & Contrast" Gallery Walk:

- **What it is:** On large pieces of chart paper, write the names of the colleges visited. Have students circulate in small groups and write down their key takeaways, impressions, or answers to their "wonder" questions for each school. Then, facilitate a discussion about the similarities and differences.
- **Why it works:** This visual and kinesthetic activity helps students organize their thoughts and articulate their impressions. Comparing the different campus types (UC, CSU, private, community college) is crucial for them to understand that they have options.

2. "My Future Roadmap" Goal Setting:

- **What it is:** Have students complete a reflective prompt, such as: "After visiting these colleges, one thing I am excited about is _____. One goal I can set for myself this year to prepare for a future like this is _____. " This could be an academic goal (e.g., "I will ask for help in math") or a personal goal (e.g., "I will join a club to practice teamwork").
- **Why it works:** This is the most critical step. It translates the inspiration from the trip into a concrete, actionable step, making the connection between their middle school actions and their long-term future explicit.

3. "Thank You & Follow-Up" Letter:

- **What it is:** As a class, compose a thank-you email to the tour guides or the admissions office. In the letter, include one or two specific things the students learned or enjoyed.
- **Why it works:** This teaches professionalism and gratitude. It also reinforces the idea that the college is a real place with real people they can communicate with, further demystifying the institution.

Student grouping method:

Students will be grouped by age.

How instruction will be **differentiated**:

Any students with special needs will be accommodated. Translators will be available when needed.

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

1. California Standards for Career Ready Practice

This is the most direct and significant area of alignment. The entire experience is designed to meet the goals of the state's career readiness framework, especially for students at this formative age.

- **Standard 2: Apply appropriate academic and technical skills.** The trip provides a real-world context for *why* academic skills matter. Students see how the math, reading, and writing they do in middle school are the necessary foundation for pursuing a major and a future career.
- **Standard 3: Attend to personal and financial well-being.** The tours introduce the concept of financial aid and the costs of college, planting the seed for future financial literacy. Discussing dorm life and student responsibilities also touches on personal well-being.
- **Standard 10: Plan education and career path aligned to personal goals.** This is the core of the experience. The tours are a direct intervention to help students begin envisioning a future, exploring diverse career paths they see on campus (from science to the arts), and making the connection between their personal interests and a potential college major.

2. English Language Arts & Literacy (Common Core State Standards)

The instructional strategies directly support key ELA standards related to research, communication, and analysis.

- **Speaking & Listening Standards (SL.7.1, SL.8.1):** Students engage in collaborative discussions during the K-W-L chart activity and the post-tour gallery walk. The "Ask the Expert" Q&A requires them to formulate and ask relevant questions, then listen critically to the answers.
- **Reading Standards for Informational Text (RI.7.7, RI.8.7):** The "Virtual Tour Scavenger Hunt" requires students to compare and integrate information presented in different formats (text, images, videos) on the college websites to build a coherent understanding of the institution.
- **Writing Standards (W.7.8, W.8.8):** The "See, Think, Wonder" journal and K-W-L chart are forms of short research projects. Students gather relevant information from their direct observations and written sources (the college websites) and reflect on what they've learned. The thank-you letter also serves as a practical writing application.

3. Social and Emotional Learning (SEL) Competencies

The trip is a powerful Social-Emotional Learning experience that helps build students' confidence, sense of self, and understanding of the world. It directly addresses the core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which California has adopted.

- **Self-Awareness:** The "My Future Roadmap" activity asks students to link their personal interests and strengths to future aspirations, fostering a sense of purpose and optimism.
- **Self-Management:** By setting a concrete academic or personal goal after the tours, students practice taking initiative and developing agency over their own learning journey.
- **Social Awareness:** Students are exposed to a diverse community of college students from various backgrounds. This helps them develop an appreciation for different perspectives and understand that people from backgrounds similar to their own succeed in these environments.
- **Responsible Decision-Making:** The entire trip is a foundational step in the long-term process of making informed decisions about their future education and career path. It equips them with the initial knowledge needed to start thinking through their options.

In essence, a trip like this doesn't just check a box; it weaves together academic preparation, career exploration, and personal development, hitting some of the most critical goals for middle school education.

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

Other

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

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Y2L Staff College Tour Professional Development	03/2027	150	Y2L will provide professional development with the staff to ensure safety, security, and a successful outcome for all students. Credentialed teachers will be chaperones to promote academic success.	1.3, 3.1, 4.2

Service / Allowable Activity Evaluation Plan

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

Shifts in Mindset and Beliefs

This is the most critical area of impact, as it lays the foundation for all future academic efforts.

- **Increased Self-Efficacy:** Students will move from seeing college as an abstract concept for "other people" to viewing it as a tangible and achievable goal for themselves. The primary outcome is that **students will begin to see themselves as future college students.**
- **Expanded Aspirations:** Students' understanding of future possibilities will broaden beyond their immediate environment. They will be able to name or describe careers and fields of study they were previously unaware of.
- **Demystification and Reduced Anxiety:** The college campus will be transformed from an intimidating and unfamiliar institution into an accessible and welcoming place. Students will express more confidence and less apprehension when discussing college.
- **Sense of Belonging:** By seeing a diversity of students on campus and hearing from guides, students will internalize the message that college is a place for people from all backgrounds, including their own.

Gains in Knowledge and Skills

These are the concrete, academic takeaways from the experience.

- **College-Specific Vocabulary:** Students will be able to define and correctly use key terms like "major," "dorm," "admissions," and "financial aid" in conversations and written reflections.
- **Understanding of College Systems:** Students will be able to articulate the basic differences between the types of colleges they visited (e.g., "The UC was much bigger than the private college," or "A community college is a place to start before transferring.").
- **Awareness of a Pathway:** Students will be able to identify the concept of A-G requirements as a path to university and understand that financial aid (like grants and scholarships) exists to help pay for college.
- **Application of ELA Skills:** Through the instructional activities, students will have practiced essential academic skills, including critical observation, asking relevant questions, collaborative communication, and reflective writing.

Changes in Behavior and Actions

These are the most visible indicators that the trip had a lasting impact.

- **Increased Engagement in School:** Students will demonstrate a clearer connection between their current middle school classes and their future goals. This may manifest as improved participation, more consistent homework completion, or asking questions that link content to future careers.
- **Proactive Goal Setting:** Following the post-tour activities, students will be able to set at least one specific, attainable academic or personal goal related to college readiness for the school year.
- **Initiating College Conversations:** Students will begin to have conversations about college with their peers, teachers, counselors, and family members, indicating that the topic has become relevant and important to them.
- **Increased Participation:** Students who attended the tours will be more likely to sign up for or show interest in future college and career readiness programs, such as AVID, after-school tutoring, or high school preparation workshops.

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
Pre and Post Assessment	Primary Qualitative Measure: The Pre/Post Reflection 1. The "Before the Tour" Prompt (Baseline Data): Administer this prompt in class a day or two before the first

Local Qualitative Measure	Local Performance Target			
	college visit.			
	"Close your eyes for a moment and picture a college. When you hear the word 'college,' what images, words, or feelings come to mind? Describe what you imagine a college campus is like and what kind of people go there. Do you see yourself going to college one day? Why or why not?"			
	2. The "After the Tour" Prompt (Impact Data): Administer this prompt within a day after the <i>final</i> college tour, while the experience is still fresh.			
	"Think back to the college campuses we just visited. Now, when you hear the word 'college,' what new images, words, or feelings come to mind? Describe one thing you saw that surprised you or was different from what you expected. After walking on a real campus, does going to college feel more possible for you? Explain why."			
	How to Measure the Results (The "Look-Fors")			
	You are not grading these reflections for grammar or spelling. Instead, you are analyzing the <i>content</i> for specific indicators of growth. Create a simple rubric or checklist to look for the following qualitative shifts between the "before" and "after" responses:			
	Qualitative Indicator	"Before" Response (Example)	"After" Response (Example)	What This Shift Shows
From Vague to Specific	"It's a big school with a lot of buildings and books."	"The library had group study rooms and a coffee shop. I saw the student union where they had different clubs set up."	A concrete, nuanced understanding of a college environment.	
From Abstract to Personal	"College is for smart people." or "I don't know anyone who went."	"I saw students who looked like me. Our tour guide was also the first in her family to go, and it made me think I could do it too."	An increased sense of belonging and personal connection.	
From Fear to Curiosity	"I'm worried it's too expensive." or "I'm scared I would get lost."	"I learned about financial aid and scholarships. I'm curious what clubs they offer."	A shift from a mindset of barriers to a mindset of possibility and inquiry.	
Increased Use of Vocabulary	Student uses general school terms.	Student correctly uses terms like "major," "dorm," "lecture hall," and "admissions" in context.	A gain in academic and domain-specific knowledge.	
Shift in Self-Efficacy	"I don't know if I could go to college."	"After seeing the campus and the dorms, I am excited and I think I can do the work to get there."	A direct increase in the student's belief in their own ability to succeed.	

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	3	1	4
8	4	2	6

Grade	PFS	Non-PFS	Total
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	7	3	10

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
7 - 8	10	03/19/2027 - 03/21/2027	3	600	1,800

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Program Specialist	Certificated	1	0.02

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

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

Title	Classification	Number of	
		Staff	FTE

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Migrant Program Specialist to chaperone students. 2 days @ \$550/day + Friday 3:15-10:15 pm @ \$75 1100 + 525 = 1625	\$1,625
3000 Employee Benefits	1625 x 24% = 390	\$390
5700 Transfers of Direct Costs	Chaperone transportation in a district vehicle.	\$450
5800 Prof/Cons/Serv & Operating Exp.	Residential program for students to tour campuses in California during Spring Break. 10 students x 1800 per student = 18000	\$18,000
5800 Prof/Cons/Serv & Operating Exp.	Bus transportation for students	\$4,000
Total:		\$24,465

6. Close Up Civics Saturday Classes

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. Classes will be on 7 Saturdays from 8:45 am - 12:45 pm, with asynchronous assignments to complete during the week.

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?

- ☒ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☐ SDP Focus Area: Student Engagement
- ☒ Other

Civic Engagement

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?

- 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 in June 2027. Close Up for New Americans curriculum is used during workshops. While the curriculum and instruction are 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 on 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 on 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 election. In addition, they will participate in daily workshops that encourage getting involved in their local communities and how to bring about change.

Student/teacher ratio:

10/1

Instructional strategies:

There will be a series of 6 workshops (1 optional day for makeups):

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 student expression via vocal, acting, reading, and writing. Students will visit monuments and historical sites in Washington DC.

Other strategies besides the SDP 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

- ☒ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
 - o MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
 - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
 - Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
 - o MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.
- ☒ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
 - o MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

English Language Development

- ☒ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
 - Is aligned to California ELD Standards and content standards.
 - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
 - Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
 - Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
 - Provide opportunities for students to learn through collaboration and academic discourse.
 - o MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Other

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	11/2026	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.	1.3, 3.1
Cultural PD	01/2027	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.	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.

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	01/23/2027 - 04/10/2027	7	240	1,680

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
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		Staff	FTE
Civics Teacher	Certificated	1	0.05

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	7 Saturdays x 4 hours = 2100	\$2,100
3000 Employee Benefits	2100 x 24% = 504	\$504
Total:		\$2,604

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 5 days a week and 8:00 am-5:00 pm in-person one day for the engineering camp. Asynchronous time will also be assigned in order for students to complete projects. This program will offer focused supplementary instruction by credentialed teachers in ELA and math, as well as embedded ELD, SEL, cultural awareness, and self-pride components.

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?

- ☒ SDP Focus Area: English Language Arts
- ☒ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☒ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP Focus Area: Student Engagement
- ☒ Other
STEM

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☒ Other:
May - June 2027

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 5 days a week, and from 8:00 am - 5:00 pm 1 day for a total of 20 days. Students will receive 20+ hours in ELA and 20+ hours in math instruction.

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

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

Data-Driven MEP Goals

Based on the most current **2024-2025 CAASPP** and **ELPAC** results, the district has updated its strategic goals for the Migrant Education Program. This data demonstrates a continued need for supplemental support to bridge achievement gaps between migrant students and the "all students" group.

Academic Performance: ELA and Mathematics

The **2024-2025 CAASPP** assessments indicate that while some cohorts are showing growth, proficiency levels remain a priority. The average proficiency in ELA for migrant students is approximately **27%**, with significant variation by grade level:

Grade % of Migrant Students At or Above Grade Level (ELA)		% of Migrant Students At or Above Grade Level (Math)	
3	20%		24%
4	27%		25%
5	23%		13%
6	28%		24%
7	36%		23%
8	44%		21%

English Language Proficiency (ELPAC)

The **2024-2025 ELPAC** data highlights the linguistic needs of our migrant population:

- **Proficiency Levels:** Approximately **85%** of migrant students are currently performing below the "Proficient" level.
- **Writing Growth:** 94% of migrant students scored below standard in writing, with opinion writing remaining the most significant area for growth.
- **Listening Skills:** Roughly 19% of migrant students are classified as "Well-Developed" in Listening/Effective Communication.

Strategic Goals for 2026-2027

Using this 2024-2025 data as a baseline, the district will prioritize the following:

- **A. Language Expansion:** Targeted support to move students from "Moderately Developed" to "Well-Developed" on the ELPAC.
- **B. Math Problem-Solving:** Addressing the 76% of migrant students who scored below standard in Mathematics by using SAVVAS diagnostics to drive small-group Tier 2 instruction.
- **C. Writing Skills:** Implementing *Write from the Beginning* strategies to specifically target opinion and argumentative writing deficits.
- **D. Digital Literacy:** Providing enhanced access to educational technology to ensure students can successfully navigate the computer-based CAASPP environment.
- **E. Academic Habits:** Focusing on the transition to college and career readiness by integrating AVID strategies into the Migrant Saturday and Summer programs.

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 five days a week and from 8:00 am - 5:00 pm in-person on one Friday for a total of 20 days. All projects will also include asynchronous time spent outside of the classroom. 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 to provide support services to students 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 and EASL curriculum to focus on opinion writing using rubrics to guide instruction. A cultural celebration will take place on one Friday, during which we will bus students to our local college, where they will meet other migrant students from the community and participate in cultural and self-pride activities.

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. They will also have the opportunity to log in and receive mini-lessons from a credentialed teacher for support.

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-K where ratio will be 10:1 with an instructional aide.

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

Student grouping method:

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

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

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

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

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

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

Communication: Effective Listening, Delivering Oral Presentations, Communicating 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

- ☒ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
 - MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
 - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
 - Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
 - MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.
- ☒ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
 - MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

Mathematics

- ☒ Strategy 2.0 - Offer innovative mathematics services that focus on locally identified standards-based, data-driven needs (e.g., mathematics claims with largest achievement gap, mathematics benchmark data) with a focus on foundational skills.
 - MPO 2.0: Starting with baseline data collection in 2026–27, the MEP will increase the percentage of kindergarten through twelfth grade students who are below proficiency to participate in a mathematics service by three percent annually.
- ☐ Strategy 2.1 - Offer mathematics literacy activities for parents and families focused on understanding student assessment data, why proficiency is important, and how parents can support student achievement.
 - MPO 2.1: Every year the MEP must provide two workshops on developing parents' mathematics literacy in support of increasing student achievement in mathematics. Workshops can be targeted towards parents only or you can offer Mathematics

Family Literacy Nights that also cover the content identified in the strategy.

English Language Development

- ☒ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
 - Is aligned to California ELD Standards and content standards.
 - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
 - Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
 - Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
 - Provide opportunities for students to learn through collaboration and academic discourse.
- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Social and Emotional Learning

- ☐ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
 - MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
 - MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☒ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:
 - Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
- MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

Other

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, Frames for Fluency, CHAMP Lessons, and Big Day curriculum will also be utilized. Students will also use iReady and SAVVAS, which are computer-based programs for reading and math.

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
EASL Promoting a Cultural Environment with Art	04/2027	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.	1.3, 3.1, 4.2, 13.2
C.H.A.M.P. Summer Curriculum	04/2027	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.	1.3, 2.2, 3.1, 4.2, 13.2
Preschool Summer Curriculum Training	05/2027	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.	4.2, 7.0, 7.1, 8.0, 8.1, 13.0, 13.1, 13.2
Program Implementation and Planning	05/2027	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 immersed 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 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	0	0
K	6	56	62
1	14	34	48
2	7	47	54
3	14	39	53
4	13	38	51

Grade	PFS	Non-PFS	Total
5	21	31	52
6	17	38	55
7	15	32	47
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	107	315	422

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
K - 7	80	06/02/2027 - 06/30/2027	20	190	3,800
K - 7	342	06/02/2027 - 06/30/2027	5	60	300

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
Outreach Tutors	Classified	4	0.12
Teachers	Certificated	4	0.12

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

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

Title	Classification	Number of	
		Staff	FTE
Resource Teacher	Certificated	1	1.00
SSA Clerk	Classified	1	0.12

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	4 Teachers 2:45pm-5:45pm x 19 days x \$75/hour = 17100 + 36 hours training (\$75/hour) = 2700 = (19800)	\$19,800
1100 Teachers	Resource Teacher 19 days x \$550/day(=10450) + trainings (12 hrs. x \$75 =\$900) Total \$11350 (June 2027)	\$11,350
2100 Instructional Aides	Outreach Bridge Tutor 4 x 4hrs x 14 days x \$24 per hour + 4 hrs training = 5472 (May, June 2027)	\$5,472
2200 Support Services Salaries	SSA - 8 hrs x 21 days X \$25.82 per hour = 4337	\$4,337
3000 Employee Benefits	Teachers 26%	\$5,148
3000 Employee Benefits	Resource Teacher Benefits 26%	\$2,951
3000 Employee Benefits	SSA 34%	\$1,474
3000 Employee Benefits	Outreach Aides Benefits 34%	\$1,860

Object Code	Description & Itemization of costs	Amount
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 the 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, Lakeshore Preschool Manipulatives. STEM kits, materials list given by region 5 to support curriculum. Healthy snacks for students served at home.	\$3,778
5200 Travel & Conferences	Mileage reimbursement to service students not participating in summer school program. Mileage to have one vehicle to follow bus 1 day to hands-on activity location.	\$600
5700 Transfers of Direct Costs	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.	\$4,600
5800 Prof/Cons/Serv & Operating Exp.	Stem Center USA to provide support services and instructors to support migrant students in break out or small group settings. They will also provide the culminating activity.	\$69,000
5800 Prof/Cons/Serv & Operating Exp.	Copies for students and teachers of EASL and CHAMP curriculum, notes to leave on doors of students not home, migrant program information printed for parents to see programs being offered.	\$4,000
Total:		\$134,370

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?

Allowable Activity

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?

- ☐ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☐ SDP Focus Area: English Language Development
- ☐ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP Focus Area: Student Engagement
- ☒ Other
Civic and Community Engagement,
Leadership

When will the service/allowable activity be provided?

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

5 Day Summer Residential Study

Where would the service/allowable activity be provided?

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

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

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

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

- 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 optional day for makeups):

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 student expression via vocal, acting, reading, and writing. Students will visit monuments and historical sites in Washington DC.

Other strategies besides the SDP 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?

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - o MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☐ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - o MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

Other

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

Service / Allowable Activity Staff Development

Complete the table below

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

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

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
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Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
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

Grade	PFS	Non-PFS	Total
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	06/19/2027 - 06/24/2027	7	360	2,520

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
Resource Teacher	Certificated	1	0.06

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

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

Title	Classification	Number of	
		Staff	FTE

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Resource Teacher to chaperone students. 6 days x 550	\$3,300
3000 Employee Benefits	Teacher Benefits 3300 x 24%	\$792
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:		\$29,812

3. Algebra Academy

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

Students in 7th and 8th grade not meeting math standards in 2024-2025 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?

- ☐ SDP Focus Area: English Language Arts
- ☒ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☒ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP 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:

Data-Driven MEP Goals

Based on the most current 2024-2025 CAASPP and ELPAC results, the district has updated its strategic goals for the Migrant Education Program. This data demonstrates a continued need for supplemental support to bridge achievement gaps between migrant students and the "all students" group.

Academic Performance: Mathematics

The 2024-2025 CAASPP assessments indicate that while some cohorts are showing growth, proficiency levels remain a priority.

Grade % of Migrant Students At or Above Grade Level (Math)

3	24 %
4	25 %
5	13 %
6	24 %
7	23 %
8	21 %

English Language Proficiency (ELPAC)

The 2024-2025 ELPAC data highlights the linguistic needs of our migrant population:

- Proficiency Levels: Approximately 85% of migrant students are currently performing below the "Proficient" level.
- Writing Growth: 94% of migrant students scored below standard in writing, with opinion writing remaining the most significant area for growth.
- Listening Skills: Roughly 19% of migrant students are classified as "Well-Developed" in Listening/Effective Communication.

Strategic Goals for 2026-2027:

Using this 2024-2025 data as a baseline, the district will prioritize the following:

- A. Language Expansion: Targeted support to move students from "Moderately Developed" to "Well-Developed" on the ELPAC.
- B. Math Problem-Solving: Addressing the 76% of migrant students who scored below standard in Mathematics by using SAVVAS diagnostics to drive small-group Tier 2 instruction.
- C. Digital Literacy: Providing enhanced access to educational technology to ensure students can successfully navigate the computer-based CAASPP environment.
- D. Academic Habits: Focusing on the transition to college and career readiness by integrating AVID strategies into the Migrant Saturday and Summer programs.

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 SDP strategies identified for the focus areas:

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

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

Mathematics

- ☒ Strategy 2.0 - Offer innovative mathematics services that focus on locally identified standards-based, data-driven needs (e.g., mathematics claims with largest achievement gap, mathematics benchmark data) with a focus on foundational skills.
 - MPO 2.0: Starting with baseline data collection in 2026–27, the MEP will increase the percentage of kindergarten through twelfth grade students who are below proficiency to participate in a mathematics service by three percent annually.
- ☐ Strategy 2.1 - Offer mathematics literacy activities for parents and families focused on understanding student assessment data, why proficiency is important, and how parents can support student achievement.
 - MPO 2.1: Every year the MEP must provide two workshops on developing parents' mathematics literacy in support of increasing student achievement in mathematics. Workshops can be targeted towards parents only or you can offer Mathematics Family Literacy Nights that also cover the content identified in the strategy.

English Language Development

- ☒ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
- Is aligned to California ELD Standards and content standards.
 - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
 - Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
 - Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
 - Provide opportunities for students to learn through collaboration and academic discourse.
- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Social and Emotional Learning

- ☐ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
- MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
- MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☐ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:
- Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
- MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
- MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☐ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
- MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

Other

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

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

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Vendor Training for Teachers	06/2027	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	2.0, 3.0, 13.0, 13.1

Name of Training	Dates	Minutes	Description	Strategy Being Met
			considered content experts in Baile Folclorico. ide training and instructional strategies in teaching concepts, problem solving, data modeling, and integrating ELD in Mathematics.	

Service / Allowable Activity Evaluation Plan

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

Students are expected to increase their knowledge of algebraic equations. Students will gain at least 10 points from pre to post-test on the algebra assessment.

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	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	07/05/2026 - 07/11/2026	7	480	3,360

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

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

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher to support students while at campus. To be on call 24hours a day and participate with students at program. 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 = 420 miles @.725	\$305
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 10 students = \$1800 chaperone program	\$23,800
Total:		\$28,879

4. USC Writing Residential

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

Students entering 7th and 8th grades in the following school year will have the opportunity to participate in a Writing Camp held at the University of Southern California called "Write to Thrive." Students will receive writing instruction from a certificated teacher as well as stay in the dorms.

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?

- ☒ SDP Focus Area: English Language Arts
- ☐ SDP Focus Area: Mathematics
- ☒ SDP Focus Area: English Language Development
- ☒ SDP Focus Area: Social and Emotional Learning
- ☐ SDP Focus Area: High School Outcomes
- ☐ SDP Focus Area: Out of School Youth
- ☐ SDP Focus Area: Parent and Family Engagement
- ☒ SDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

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

6 days May -June 2027

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:

Arvin Union School District students currently in 6th-7th grades will be offered this unique college residential experience.

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

The need for a USC residential program for Arvin's 6th and 7th-grade migrant students is a critical, data-driven necessity rooted in three overlapping areas: **Academic Performance, Socioeconomic Context, and Geographic Reality.**

1. The Academic Need: Persistent Gaps in Foundational Literacy

The most direct need is visible in academic performance data. State and district assessments consistently show significant gaps for the student subgroups most representative of the migrant population.

- **The Data:** In the most recent California Assessment of Student Performance and Progress (CAASPP) data for the Arvin Union School District, the percentage of students meeting or exceeding standards in English Language Arts/Literacy (ELA) is significantly lower than the state average. When we look at subgroups:

- **Socioeconomically Disadvantaged Students:** Often have proficiency rates 15-20 percentage points below the district average.
- **English Learners (ELs):** Consistently score the lowest of all subgroups in ELA, with a vast majority not meeting the state standard.
- **The Interpretation:** Since virtually all migrant students in Arvin are both socioeconomically disadvantaged and classified (or have been classified) as English Learners, this data points to a systemic and urgent need for an intensive literacy intervention. A standard summer school program is not enough. An immersive, high-inspiration program focused on reading and writing directly addresses the core academic challenge revealed in the data.

2. The Socioeconomic Context: First-Generation Status is the Norm

The demographic data for Arvin and Kern County provides the "why" behind the academic numbers and highlights the need for early college exposure.

- **The Data:**
 - **Migrant Program Enrollment:** The Arvin USD Migrant Education program serves hundreds of students, indicating a population with high mobility and potential for interrupted schooling.
 - **Socioeconomic Status:** In Arvin's schools, the percentage of students who qualify for free or reduced-price lunch is typically over 95%. This indicates a community facing significant economic barriers.
 - **Parental Educational Attainment:** In Kern County, less than 20% of adults (age 25+) hold a bachelor's degree or higher. In a community like Arvin, this number is even lower.
- **The Interpretation:** This data tells us that the overwhelming majority of these 6th and 7th graders are on track to be **first-generation college students**. They lack the "college knowledge" and social capital that is often passed down within families. The need is not just academic; it is for exposure and demystification. They need to learn what a dorm is, what a major is, and what financial aid is long before they reach high school.

3. The Geographic Reality: A World Away

The physical location of Arvin creates an "aspiration gap" that is as significant as any academic gap.

- **The Data:** Arvin is a small, rural city with a population of about 20,000. Its economy is overwhelmingly based on agriculture. It is over 100 miles away from the urban metropolis of Los Angeles.
- **The Interpretation:** The daily reality for a student in Arvin is vastly different from the environment of a world-class research university like USC. This geographic and cultural distance makes the idea of attending such an institution seem abstract and unrealistic. A residential program is the only way to effectively bridge this gap. It physically transports students into a world of possibility, showing them a future and a range of professional careers they would likely never be exposed to in their home community.

In summary, the data paints a clear picture. We have a community of students with immense potential who face systemic barriers shown in academic scores, socioeconomic realities, and geographic isolation. A residential program at USC is a direct and powerful response to this data, providing a targeted solution that addresses the literacy gap, the knowledge gap, and the aspiration gap all at once.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

A residential program at USC for 6th and 7th-grade migrant students, using the evidence-based curriculum we've discussed, is designed to build a specific and powerful set of interconnected skills.

These skills can be broken down into three critical areas: **Academic Foundations**, **"College-Ready" Habits**, and **Social-Emotional Growth**.

1. Academic Foundations: Core Literacy Skills

This is the explicit focus of the instruction. Using models like The Writing Revolution and ReadWorks, students will move beyond basic comprehension and develop the sophisticated literacy skills needed for high school and college success.

- **Analytical Reading:** Students will learn to move beyond summarizing a text to analyzing it. This includes identifying the author's purpose, finding textual evidence to support a claim, and making logical inferences.
- **Complex Sentence Construction:** Using targeted strategies, students will learn to write sentences with greater complexity and precision. They will master the use of conjunctions (like "because," "but," and "so") to show cause/effect, contrast, and consequence in their writing.
- **Structured Paragraph Writing:** Students will learn a clear, repeatable process for outlining and writing a well-organized paragraph. This is the fundamental building block for all future academic essays.

- **Academic Vocabulary:** By engaging with grade-level complex texts, students will learn and practice using the Tier 2 academic vocabulary (words like "analyze," "evaluate," "contrast") that is essential for understanding and writing across all subjects.
- **Public Speaking and Presentation:** The program's final project requires students to draft, revise, and deliver a personal speech. This builds immense confidence and teaches them how to structure an argument and communicate their ideas clearly to an audience.

2. "College-Ready" Habits: The Skills for Success on Campus

The residential component is a live-in lab for developing the executive function and practical skills needed to thrive in a university environment.

- **Independence and Self-Management:** For many, this is the first time they will be responsible for their own schedule. They will learn crucial time management skills—balancing class, homework, and social time—and personal responsibility from waking up on time to keeping their living space organized.
- **Resourcefulness and Self-Advocacy:** When a student is confused by a concept or facing a challenge, they can't rely on their parents to solve it. They will learn how and when to ask for help from instructors, tutors, and residential advisors—a critical skill that many first-generation college students struggle with.
- **Navigational Skills:** Students will learn to navigate a large, complex campus. This practical skill of finding buildings, understanding a map, and managing their own movement builds confidence and significantly reduces the anxiety of transitioning to a large university later.

3. Social-Emotional Growth: Building Confidence and Community

Living and learning with peers from similar backgrounds fosters profound personal growth and creates a lasting support system.

- **Resilience and Adaptability:** Students will be pushed out of their comfort zones, both academically and socially. Successfully navigating homesickness, challenging coursework, and a new environment builds incredible resilience and the confidence that they can handle future challenges.
- **Collaboration and Teamwork:** The project-based curriculum requires students to work together, listen to different perspectives, and contribute to a shared goal. They learn how to be effective team members, a vital skill for both college and career.
- **Building a Supportive Peer Network:** Perhaps most importantly, students will realize they are not alone. They will form strong bonds with other ambitious, like-minded migrant students, creating a powerful network of peers who understand their background and share their aspirations. This community is a vital source of support that can last for years to come.

Student/teacher ratio:

10:1

Instructional strategies:

1. "Campus as Text" Inquiry Walk:

- **What it is:** Instead of a standard tour, this is a guided academic exploration. Students are given a journal and prompts like, "Find a building that looks important. What clues tell you what happens inside?" or "Observe the students here. What do you notice about how they are working or socializing?" They sketch, write observations, and share their findings.
- **Why it works:** This strategy immediately positions students as university-level thinkers and researchers, not just passive visitors. It builds observation skills and encourages them to "read" their environment, making the campus a source of learning and curiosity.

2. Guest Speaker: First-Generation USC Student Panel:

- **What it is:** Invite a panel of current USC students who are first-generation and/or from the Central Valley. The discussion is an informal Q&A, allowing your students to ask candid questions about challenges, successes, and what middle school was like for them.
- **Why it works:** This is the most powerful way to make success relatable. Hearing from someone "like them" who has navigated the path to a top university provides a credible, inspiring roadmap and transforms an abstract goal into a human story.

3. Community Circle Agreements:

- **What it is:** On the first day, the instructor facilitates a circle where students collaboratively create their "rules" or agreements for how they will learn and live together for the duration of the program. The instructor asks, "What do we need from each other to do our best work and feel safe sharing our stories?"

- **Why it works:** For students who may feel intimidated or out of place, this strategy gives them immediate agency and ownership over the learning environment. It builds a foundation of trust and respect that is essential for the personal writing they will do.

Phase 2: Strategies for Daily Instruction (Reading & Writing)

These are the core, evidence-based methods for accelerating literacy skills within the project-based unit.

1. Gradual Release of Responsibility ("I Do, We Do, You Do"):

- **What it is:** This is a scaffolded approach to teaching every new skill.
 - **I Do (Modeling):** The instructor models the writing strategy (e.g., combining sentences using a TWR technique) on the board with a think-aloud, showing students their thought process.
 - **We Do (Guided Practice):** The class practices the skill together, with the instructor providing immediate feedback and support.
 - **You Do (Independent Practice):** Students apply the skill independently in their own personal narratives or speeches.
- **Why it works:** This is the gold standard for explicit instruction. It ensures no student is left behind, building their confidence step-by-step and guaranteeing they can apply the new skill successfully.

2. Think-Pair-Share:

- **What it is:** After reading a challenging passage from a ReadWorks article, the instructor poses a high-level question. Students are given a moment to **Think** silently, then they **Pair** with a partner to discuss their ideas, and finally, they **Share** their refined thoughts with the whole group.
- **Why it works:** This is a low-stakes way to practice academic conversation. For English Learners or shy students, it provides a safe space to rehearse their ideas with a peer before speaking to the whole class, dramatically increasing participation and the quality of student responses.

3. Sentence-Level "Lifting":

- **What it is:** The instructor "lifts" a sentence from a student's own draft writing and puts it on the board (anonymously). The class then works together, using a specific Writing Revolution strategy, to revise and improve the sentence.
- **Why it works:** This makes grammar and syntax revision immediately relevant and non-threatening. It celebrates student work as the raw material for improvement and provides real-time, targeted feedback that the entire group can learn from.

Phase 3: Strategies for Showcasing Learning and Reflection (Final Days)

The final days are focused on performance, feedback, and cementing the personal impact of the experience.

1. Peer Critique Protocol ("Praise, Question, Polish"):

- **What it is:** When students have a draft of their final speech, they work in small groups to give feedback. The protocol is highly structured: each student first offers a specific **Praise** ("I liked how you used a metaphor to describe..."), then asks a clarifying **Question** ("What did you mean when you said...?"), and finally suggests a **Polish** ("You could make your conclusion even stronger by...").
- **Why it works:** This teaches students how to give and receive constructive feedback—a critical college-level skill. The structure keeps feedback kind, specific, and helpful, preventing vague or hurtful comments.

2. "Letter to My Future Self":

- **What it is:** On the final day, students are given time to write a letter to their future, 12th-grade self. They are prompted to describe the USC campus, what they learned about themselves as a student, and what advice they would give their future self as they prepare to apply to college. The instructors collect the letters and mail them to the students three years later.
- **Why it works:** This is a powerful metacognitive and reflective tool. It helps students crystallize the lessons learned during the program and creates a tangible connection between their 12-year-old self and their college-bound future.

Student grouping method:

Students will be grouped by similar age groups.

How instruction will be **differentiated**:

For the "USC Story Project," all students will work toward the same final product: a personal narrative and a persuasive speech. How they get there will be tailored to their specific language needs. Here is a breakdown of instructional strategies by ELD level, from Emerging to Bridging.

Level 1 & 2: Emerging & Newcomer Students

Goal: Build foundational vocabulary and confidence; allow students to express complex ideas using simple language and non-linguistic tools.

Area	Instructional Strategy	In Action at the USC Program
Reading	Use Heavily Supported Texts:	In ReadWorks, assign the Spanish-language version of an article or use the audio feature so students can listen as they read. Pre-teach the 5-7 most critical vocabulary words using images and gestures before reading.
	Visuals & Realia:	Before reading an article about college life, the instructor does a "picture walk" with photos from the USC campus, explicitly naming objects like "dormitory," "lecture hall," and "quad."
Writing	Sentence Stems & Frames:	Instead of an open-ended prompt, provide highly structured stems. For The Writing Revolution, a prompt might be: "Living in a dorm is exciting because _____." or "I was surprised by the library, but _____."
	Labeling & Drawing:	For their personal narrative, students first draw a "story map" with key events and characters. They can label the important parts in English or their primary language before they begin writing sentences.
Speaking & Collaboration	Structured Turn-and-Talks:	During a Think-Pair-Share, provide a clear, simple prompt and allow students to respond by pointing, using single words, or practicing a rehearsed sentence. Give them sentence frames to use with their partner.
	Non-Verbal Participation:	Allow students to show comprehension by giving a thumbs-up, pointing to an answer on the board, or sorting picture cards. All forms of participation are validated.

Level 3: Expanding Students

Goal: Develop more complex sentences and academic vocabulary; expand the ability to explain their reasoning.

Area	Instructional Strategy	In Action at the USC Program
Reading	Graphic Organizers:	While reading a ReadWorks article, students complete a graphic organizer (e.g., a cause-and-effect chart or a Venn diagram) to structure their thinking and track key information.
	Guided Annotation:	The instructor models how to use digital annotation tools to highlight "key ideas" in one color and "confusing words" in another. Students then practice this with a partner.
Writing	Sentence Combining:	This is a core Writing Revolution strategy. The instructor provides two simple sentences (e.g., "The campus was big. It felt exciting.") and guides students to combine them into one, more sophisticated sentence.
	Targeted Word Banks:	Provide a short, curated list of Tier 2 academic vocabulary words (e.g., "analyze," "compare," "evidence," "impact") and challenge students to use at least two of them in their paragraph.
Speaking & Collaboration	Rehearsed Reporting Out:	After a Think-Pair-Share, the instructor asks students to report their partner's idea, not just their own. This lowers the personal stakes and gives them a chance to practice summarizing.
	"Add-On" Prompts:	Encourage students to build on each other's ideas in discussion using prompts like, "I agree with Maria, and I also want to add that..."

Level 4 & 5: Bridging & Advanced Students

Goal: Refine academic language and syntax; develop skills in argumentation, nuance, and author's craft.

Area	Instructional Strategy	In Action at the USC Program
Reading	Analyze Author's Craft:	The focus moves from "What did the author say?" to "How did the author make their point?" Students analyze word choice, tone, and text structure.
	Compare Paired Texts:	In ReadWorks or CommonLit, assign two texts with different perspectives on the same topic (e.g., the benefits and challenges of leaving home for college). Students analyze and compare the arguments.
Writing	Advanced TWR Strategies:	Introduce more complex sentence structures like appositives (e.g., "USC, a top research university, is located in Los Angeles."). Challenge them to use these structures to add detail and voice to their personal narratives.
	Peer Critique Protocol:	Use the "Praise, Question, Polish" model for students to give and receive structured, high-level feedback on their speech drafts.
Speaking & Collaboration	Lead Small Group Discussions:	Assign these students as facilitators in small groups, responsible for asking follow-up questions and ensuring everyone in their group contributes.

Area	Instructional Strategy	In Action at the USC Program
	Use Evidence-Based Arguments:	During discussions, challenge students to support their claims with specific evidence from the texts they've read, using phrases like, "According to the article,..." or "The author argues that..."
By implementing these tiered strategies, the instruction honors where each student is in their language journey while ensuring every single student is engaged in the same rigorous, inspiring, and grade-level project.		

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

Team-Building Challenges:

- **What it is:** Engage students in non-academic, collaborative challenges like the "Marshmallow Challenge" (building the tallest tower with spaghetti and marshmallows) or a campus photo scavenger hunt. The tasks should require communication and teamwork to succeed.
- **Why it works:** This allows students to build relationships and establish group dynamics in a fun, pressure-free context. It teaches them how to work together and rely on each other's strengths before they have to do so on academic projects.

3. Small-Group "Check-In/Check-Out" Circles:

- **What it is:** At the beginning and end of each day, students meet in their small residential groups with their RA (Residential Advisor). They share one word about how they're feeling or answer a simple prompt (e.g., "What is one thing you're looking forward to today?").
- **Why it works:** This simple ritual creates a predictable and safe space for students to share their feelings. It helps RAs identify students who might be struggling with homesickness or feeling left out, allowing for early and effective support.

Structured "Down Time":

- **What it is:** Instead of leaving free time completely unstructured, provide a "menu" of optional, supervised activities in the dorm common areas. This could include board game stations, a quiet reading corner, a craft table, or a movie night.
- **Why it works:** Unstructured time can be a source of anxiety for middle schoolers, often leading to cliques or isolation. A menu of options provides a gentle structure that encourages interaction and allows students to connect over shared interests in a relaxed setting.

Recreation at USC Facilities:

- **What it is:** Schedule time for students to use the university's recreational facilities, like playing games on the main quad, using the swimming pool, or visiting the student union.
- **Why it works:** This changes their relationship with the physical space. When they use the facilities for fun, just like regular college students, it reinforces the message that they *belong* there. It helps them build positive, joyful memories associated with being on a college campus.

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

English Language Arts

- ☒ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
 - MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- ☒ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
 - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
 - Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
 - MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.

- ☒ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
 - MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

English Language Development

- ☒ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
 - Is aligned to California ELD Standards and content standards.
 - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
 - Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
 - Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
 - Provide opportunities for students to learn through collaboration and academic discourse.
- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Social and Emotional Learning

- ☐ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
 - MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
 - MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☐ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:
 - Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
- MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

Overall Framework: Project-Based Learning (PBL)

A PBL framework provides an authentic, engaging purpose for all the reading and writing students will do. Instead of disconnected lessons, every activity builds towards a meaningful final product.

- **Evidence Base:** Research from organizations like PBLWorks shows that PBL increases student engagement, improves retention of knowledge, and is particularly effective for English Learners as it provides a real-world context for language use.
- **Sample Project for this Program: "The USC Story Project: Our Past, Our Future."**

- **Driving Question:** "How can we use our own life stories to create a message that will inspire the next generation of college students?"
- **Final Product:** Students would write a powerful personal narrative (memoir) and a persuasive speech. The program would culminate in a special showcase where students deliver their speeches to an audience of USC staff and family members.

Core Writing Curriculum: The Writing Revolution (TWR) / Hochman Method

This is the engine for building strong writing skills. TWR is not a separate curriculum but a set of specific, evidence-based strategies that can be embedded into any content. It is renowned for its effectiveness with diverse learners, especially those needing language support.

- **Evidence Base:** TWR is built on decades of research into cognitive science and explicit instruction. It breaks the complex task of writing into manageable, concrete steps, which is a proven high-leverage strategy.
- **How it Works for Arvin Students:** Instead of starting with a whole essay, TWR starts at the sentence level. This is critical for students who need to strengthen their command of English syntax and grammar.
 - **Strategy 1: "Because, But, So":** Students are given a sentence stem (e.g., "Attending a university is important...") and must complete it using "because" (to explain why), "but" (to show a counterargument), and "so" (to explain a consequence). This single activity teaches sentence structure, complex thinking, and the use of conjunctions.
 - **Strategy 2: Sentence Combining:** Students learn to combine short, choppy sentences into more sophisticated ones, directly teaching them how to write with more fluency and complexity.
 - **Strategy 3: The Single-Paragraph Outline:** TWR provides a clear, structured template for organizing a paragraph, which serves as the building block for their final narrative and speech.

Core Reading Curriculum: ReadWorks & CommonLit

These non-profit platforms provide a vast, free library of high-quality, evidence-based reading passages and lesson materials that are perfect for this program's needs.

- **Evidence Base:** Both platforms are developed based on the science of reading. They provide tools for building background knowledge, vocabulary, and comprehension skills. Their effectiveness is supported by numerous school district studies.
- **How it Works for Arvin Students:**
 - **Culturally Relevant Texts:** You can build a "Text Set" specifically for the project. For this program, you could select a series of articles and short stories by authors like Sandra Cisneros, Gary Soto, and Sherman Alexie, alongside non-fiction articles about first-generation college students and leaders who overcame adversity. This ensures students see themselves in the material.
 - **Differentiated Instruction:** Every article on these platforms is available at multiple reading levels (Lexile scores). This allows you to have all students engage with the same core ideas and content, even if their reading abilities differ.
 - **Vocabulary and Comprehension Support:** Each text comes with pre-built academic vocabulary lessons, text-dependent questions, and paired text options. This provides the scaffolding students need to tackle complex, grade-level texts with confidence.

How It Fits Together in a Daily Schedule:

- **Morning Session (Reading):** Students read and analyze a story or article from the ReadWorks Text Set, discussing its themes and practicing close-reading skills.
- **Mid-Day Session (Writing):** The instructor uses a sentence from the reading to model a specific TWR strategy (e.g., sentence combining). Students then practice that skill, applying it to their own writing for the "USC Story Project."
- **Afternoon Session (Project Work):** Students work collaboratively and independently to draft, revise, and rehearse their personal narratives and speeches, applying the skills they learned that day.

This integrated approach ensures that the curriculum is not just evidence-based, but also deeply inspiring, culturally sustaining, and perfectly suited to the unique context of a residential program at USC.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Y2L Staff Development	05/2027	60	Foundations for Success: USC Residential Program Staff Training Audience: Program Instructors, Residential Advisors (RAs), and Program Leadership. Overarching Goals: To build a deep, asset-based understanding of the students we serve. To ensure all staff are aligned on the program's academic, social, and	1.3, 3.1, 13.2

Name of Training	Dates	Minutes	Description	Strategy Being Met
			emotional goals. To equip staff with practical, evidence-based strategies for instruction and mentorship. To create a cohesive, supportive, and highly effective staff team.	

Service / Allowable Activity Evaluation Plan

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

1. Academic Growth: A Measurable Leap in College-Ready Literacy

This is the most direct academic outcome. Students will leave the program not just inspired, but with a toolbox of specific, high-level literacy skills that will immediately benefit them in their home district.

- **Advanced Writing Mechanics:** Students will be able to construct complex sentences using techniques from The Writing Revolution, moving beyond simple sentence structures to express more nuanced ideas.
- **Structured and Persuasive Writing:** Students will demonstrate the ability to write a well-organized, compelling personal narrative and a persuasive speech with a clear beginning, middle, and end.
- **Evidence-Based Reading Comprehension:** Students will be able to read a grade-level complex text and identify the author's main argument, supporting it with specific textual evidence.
- **Increased Academic Vocabulary:** Students will correctly use at least 10-15 new Tier 2 academic vocabulary words (e.g., "analyze," "impact," "perspective") in their writing and speaking.
- **Public Speaking Confidence:** Students will gain the confidence and skills to stand in front of an audience and deliver a prepared speech, a significant milestone in their communication abilities.

2. Personal Development: Fostering Independence and Resilience

Living on a university campus, even for a short time, is a powerful catalyst for personal growth. Students will return home with a newfound sense of maturity and capability.

- **Demonstrated Self-Management:** Students will successfully navigate a daily schedule, manage their time between academic and social activities, and take ownership of their personal responsibilities without direct parental oversight.
- **Developed Self-Advocacy:** Students will be able to identify when they need help—whether academic or personal—and will have practiced asking for support from instructors, residential advisors, and peers.
- **Increased Resilience:** By successfully overcoming challenges like homesickness, rigorous coursework, and navigating a new environment, students will develop a stronger belief in their ability to handle future obstacles.
- **Stronger Collaboration Skills:** Students will have learned how to work effectively in a team, listen to the perspectives of others, and contribute to a shared project, preparing them for the collaborative nature of high school and college.

3. Future Outlook: A Fundamental Shift in Aspiration and Identity

This is the most profound and lasting outcome. The program aims to fundamentally alter how students see their own future and their place in the world.

- **A Solidified College-Going Identity:** The primary expected outcome is that students will leave the program seeing themselves as **future university graduates**. College will no longer be an abstract dream but a concrete, achievable goal.
- **Demystification of Higher Education:** Students will possess a practical, firsthand understanding of college life—what a dorm is, what a dining hall is like, what a university classroom feels like. This "college knowledge" removes fear and anxiety for both the students and their families.
- **Expanded Career and Life Possibilities:** Students will be able to articulate a broader range of future career options beyond their immediate environment, connecting their personal interests to specific fields of study they were exposed to at USC.
- **Formation of an Ambitious Peer Network:** Students will have built a strong social network with other like-minded migrant students from their region who share their aspirations, providing a vital source of mutual support for the years to come.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	A pre and post-test will be given at the beginning of the program and at the end to show areas of focus and areas of growth. 10% growth from pre to post-test.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Pre and Post Assessment	<p>Pre/Post Program Reflective Journals</p> <ul style="list-style-type: none"> • What it is: Students respond to open-ended prompts before and after the program. • Pre-Program Prompt: "When you hear the word 'college,' what images and feelings come to mind? Do you see yourself there one day? Why or why not?" • Post-Program Prompt: "Now that you have lived at USC, what images and feelings come to mind when you hear the word 'college'? What surprised you the most, and how has this experience changed your thoughts about your own future?" • What it Measures: This directly captures the transformation in a student's mindset. You will see shifts in their language from vague or fearful ("It's for smart people," "It's scary") to specific and confident ("The library was a place to work with friends," "I know I can do this if I work hard").

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	2	5
7	3	2	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	6	4	10

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
6 - 7	10	05/29/2027 - 06/03/2027	6	390	2,340

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

Fiscal Handbook).

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

Title	Classification	Number of	
		Staff	FTE
Resource Teacher	Certificated	1	0.03

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher to support students while on campus 24 hours a day @ \$550/day for 6 days = 3300	\$3,300
3000 Employee Benefits	3300 x 28%	\$924
5700 Transfers of Direct Costs	District vehicle mileage	\$300
5800 Prof/Cons/Serv & Operating Exp.	10 x 2000 for 10 students to participate in residential program.	\$20,000
Total:		\$24,524

Section 7: School Readiness Regular School Year

1. Preschool Extended Day

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

This preschool program serves students ages 3–5 who are not enrolled in Transitional Kindergarten. Led by an early childhood certificated teacher, the program runs at Sierra Vista Elementary from 8:30 am to 11:30 am for 60 days (January 2027 – March 2027).

Academic Framework & California Learning Foundations Instruction is grounded in the California Preschool Learning Foundations, ensuring that all activities are developmentally appropriate and align with state standards for school readiness.

Language & Literacy: Students will develop phonological awareness and alphabet knowledge in both English and Spanish. **Mathematics:** Lessons will focus on number sense, algebraic thinking (patterns), and geometry (shapes). **Dual-Language Development:** First Instruction is delivered by a Migrant preschool certificated teacher using a bilingual model. Daily dedicated time is reserved for home language practice, where parents are invited to participate as co-educators.

To foster emotional intelligence, we utilize the A Little Spot of Emotion curriculum. Students will learn to identify and name their "spots" (emotions) through storytelling and visual aids. Teachers will use "Emotion Spot" check-ins and observation rubrics to monitor students' ability to self-regulate and express feelings constructively throughout the day.

We believe students learn best when their identities are reflected in the classroom. Culturally Responsive Teaching (CRT) is woven into every lesson by incorporating diverse literature, music, and students' lived experiences. Students and families will collaborate on a family project to be shared in class, bridging the gap between home and school.

Structured workshops provide coaching on bringing academic language and math into daily routines. MPO 8.0: A dedicated workshop for this objective is scheduled for 1/26/27.

Important Dates & Culminating Events Program Duration: January 2027 – March 2027. MPO 8.0 Workshop: 1/26/27. PAFT Field Trip: For PAFT participants, a culminating celebratory field trip is scheduled for April 2027 (Location TBD).

Summer Extension program for preschool and TK students. TK teacher with a preschool certificate will instruct parents and students together one day in June for 3 hours. Parents will then take what they learn from the class and apply it to lessons and activities at home. Parents will receive bilingual books and activities to do with their children at home. The TK teacher will check in with all parents and provide support as needed throughout the 2-week program. Parents will be provided with training on how to work with their students to bridge the gap between school and home.

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?

☒ SDP Focus Area: Social and Emotional Learning

☒ SDP Focus Area: School Readiness

☒ SDP Focus Area: Student Engagement

☐ Other

When will the service/allowable activity be provided?

☐ After School

☐ Before School

☐ Saturday

☒ Other:

2026-2027 School Year RSY and Summer

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 Brigrance 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 a whole-group direct/First Instruction with the Migrant teacher using Estrellita Sonidos curriculum. This is a curriculum that teaches students in their first language and is a great bridge to the kindergarten curriculum. 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. SEL time will be a focus using "A Little SPOT of Feelings" resources. Social Skills in pictures, stories, and songs assist young children in learning social and emotional skills necessary for school readiness and success. Students will be supported in English and Spanish, with the majority of learning to take place in their first language. There will also be a dedicated time every day to practice their home language, with parents invited to participate. The program will schedule a structured parent involvement workshop 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 parents' skills in being their child's first teacher
- Hire qualified program staff who 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 the 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 the home language & English, also picture books
- Promote vocabulary development in the 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 1 workshop given by the certificated preschool teacher. This workshop will have an SEL focus while also discussing the importance of and the strategies to develop primary language and early learning at home, with a math focus. The estimated date for this workshop is 1/26/2027.

Workshops and resources will be provided to parents at the 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: 11/7/26, 12/5/26, and 1/16/27.

During family day, PK children will receive school readiness services with primary and secondary language development objectives for dual language learners. Parents will receive coaching strategies to support their children's learning at home. 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. The participants will also be invited to attend a culminating activity that reinforces and celebrates their learning experience.

-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 who 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.

-Family Engagement Math Day is estimated on Saturday, 4/10/2027, from 10:00 am - 1:00 pm. The Family Math Day program, offered through the Count and Play Explore initiative, provides school readiness children and their families with engaging, hands-on math activities. The event encourages families to explore early math concepts together while learning fun and practical strategies to support their child's math learning at home.

-Cafecito MESRP - 12 Thursday evening sessions from September 2026 - March 2027 from 5:30 pm-7:00 pm taught by a certificated preschool teacher.

Summer Extension: Our TK teacher with a preschool permit will facilitate a 2-hour class for parents and students. Parents will be shown strategies to work with their students and support their students in their first language. SEL lessons and activities will be provided to help students learn how to self-regulate and understand their emotions. Parents will then take the resources given to them to work with their students at home. The PK/TK teacher will check in with parents throughout the program to ensure they are completing activities and support their individual needs. At the end of the program, parents will be encouraged to send in pictures or sample work their student did to make a collage for a keepsake. Parents will be invited back for a round-table to discuss any celebrations, challenges they faced, and create their collage of memories. This is a two-week program during June 2027 with 15+ hours of instruction first by a certificated teacher, then asynchronous with their parent, then again with a certificated teacher. This is an extension of the Preschool Extended Day program and UPK Saturday Classes.

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 the primary and secondary languages. 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 3-5 yrs 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 and 4-year-olds.

How instruction will be **differentiated**:

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

Other strategies besides the SDP 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?

Social and Emotional Learning

- ☒ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
 - MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
 - MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☒ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:
 - Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
 - MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

School Readiness

- ☒ Strategy 7.0 - Provide dual language (home language and English) instruction, foundational literacy, and mathematics school readiness services to migratory Pre-K and TK children.
 - MPO 7.0: Each year, 40 percent of migratory children (i.e., Pre-K and TK) will attend 15 hours or more of school readiness services to build content knowledge and literacy in the home and English languages.
- ☒ Strategy 8.0 - Provide at least one parent workshop covering the following topics:
 - The benefits of being bilingual and strategies to develop primary language skills
 - Strategies that support early learning at home
 - Strategies to increase social and emotional learning at home
 - MPO 8.0: Each year, MEP subgrantees provide at least one workshop for parents on the benefits of being bilingual and strategies to develop primary language skills; strategies that support early learning at home; strategies to increase social and emotional learning at home.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

Big Day Curriculum, Estrellita curriculum, Brigance, KIBO robotics, SEL curriculum A Little SPOT of Feelings.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Refresher	10/2026	180	The Resource Teacher will review the curriculum being used with the preschool teacher. RT will go over norms,	

Name of Training	Dates	Minutes	Description	Strategy Being Met
			schedules, best practices, communication with parents. Allow for the beginning of the year planning time and room prep.	
Brigance 101	10/2026	180	Staff will review the screening administration protocol, learn how to interpret assessment results, and identify strategies to support students who may require additional assistance or intervention.	7.0
SEL in the Classroom	11/2026	180	This professional development session will focus on Social-Emotional Learning (SEL) and its importance in supporting young children's development and school readiness. Staff will learn strategies to foster positive relationships, promote self-regulation, and support children's social and emotional growth in the classroom.	7.0, 8.0, 4.0, 4.2
Family Engagement Ideas	12/2026	180	This professional development session will focus on Family Engagement and its role in supporting children's learning and school readiness. Staff will explore strategies to build strong partnerships with families, encourage meaningful participation, and support parents as their child's first teacher.	7.0, 8.0
CPIN: Best Practices for Planning Curriculum for Y	01/2027	180	This professional development session will focus on best practices for planning curriculum for young children, emphasizing the integrated nature of learning. Staff will explore strategies for designing engaging learning experiences that connect multiple developmental domains and support children's overall growth and school readiness.	7.0, 8.0, 4.2, 13.0
Count Play Explore - Math	03/2027	180	This professional development session will focus on Count, Play Explore, with an emphasis on building early math skills in young children. Staff will learn strategies to support number sense, counting, patterns, and problem-solving through engaging, hands-on activities and play-based learning experiences.	7.0
Summer Curriculum Training	05/2027	180		7.0, 8.0, 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 preschool parents to increase awareness of school readiness skills, including social-emotional learning strategies, the importance of and strategies to develop primary language skills, and 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	20	20
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	20	20
Total	0	40	40

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
3-5yrs	20	11/30/2026 - 02/27/2027	60	180	10,800
Parent/Guardian -	20	11/30/2026 - 02/27/2027	1	90	90

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Teacher RSY	Certificated	1	0.46
Instructional Aide RSY	Classified	1	0.44
PK Teacher Summer	Certificated	1	0.01

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Community Aide	Classified	1	0.40

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 47 days @ 3.5 hours/day = 12337. Training hours = 24 @ \$75 = \$1800. Total 14,137	\$14,137

Object Code	Description & Itemization of costs	Amount
1100 Teachers	PK Summer extension - Teacher to support students and parents - 3 hours each = 225 8 hours of support during the 2 weeks = 300	\$525
2100 Instructional Aides	Instructional aide 1 x 47 days x 3.5 hours x \$20 = 3290 Training hours = 14 = 280	\$3,570
2200 Support Services Salaries	Summer Extension - Preschool Community Aide to support students and parents 6 hours x \$35 = 210	\$210
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 I&R. Recruit families, help support in-person preschool programs. Gather and distribute materials for families and students in the preschool programs.	\$16,450
3000 Employee Benefits	Instructional Aides Benefits 3570 x 35%	\$1,249
3000 Employee Benefits	Preschool Teacher Benefits 24%	\$3,392
3000 Employee Benefits	Preschool Community Aide benefits 16450 x 35% plus health and wellness	\$14,867
3000 Employee Benefits	Summer Extension Teacher - 525 x 24% = 126	\$126
3000 Employee Benefits	Summer Extension - Preschool Community Aide 210 x 35% = 73	\$73
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, blocks, hands-on manipulatives, social and emotional awareness books and supplies. Cleaning supplies for the classroom. Take-home resources for family engagement.	\$3,042
4300 Materials & Supplies	Preschool Extension materials and supplies for students to take home, such as bilingual books, SEL materials, and foundational skills practice. \$20/student.	\$800
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 the community.	\$150
Total:		\$58,591

2. UPK Saturday School

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

Universal PreK program to serve migrant students from 3-5 years of age who will turn 4 by September 1st. These are students who are eligible to attend the full-day TK program offered by the district, but parents have chosen not to enroll them. We would like to run this concurrently with our TK class so that parents see the TK campus, and we will encourage enrollment in the TK full-day program. A certificated TK teacher will provide instruction for all students enrolled in TK on the MPO list provided by MSIN. Instruction will be provided by a certificated preschool teacher to all students ages 3-5 who are not enrolled in a TK program. The teachers support students on Saturdays for 4 hours without the parents, and then will give direct instruction to students with parents present as an example to parents for 2 hours. The teachers will also support parents with how to work with their students while in the classroom. The teacher will provide activities and resources for parents to use with their students at home during the week during asynchronous time. Activities will be based on data collected through the Brigance and PALS pretest, so it is individualized instruction and needs-based. The teachers will check in to ensure parents are completing lessons with students, monitoring progress, and answering any questions they might have. The teacher will also give feedback regarding other activities that parents could incorporate to expand on the student's knowledge. MESRP students will also be invited to attend all county programs being offered throughout the year, including the culminating activity for those with 100% participation, location TBD.

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?

☒ SDP Focus Area: Social and Emotional Learning

☒ SDP Focus Area: School Readiness

☒ SDP 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:

All migrant students in the district who are ages 4-5 years old.

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 students ages 4-5 years old performed 65% percent below average.

Needs:

Readiness in children: physical, social, emotional, and 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 all migrant students aged 3-5 years old. One class will be for students already enrolled in the TK program, who will receive in-person instruction from a TK-certificated teacher on 2 Saturdays during the year. Students ages 3-5 who are age-eligible, but are not enrolled in a TK program, will be instructed by a preschool teacher on 2 Saturdays. The teachers will instruct students for 4 hours each Saturday, and then invite parents to attend the classroom, where, for an additional 2 hours while on-site, the teachers will model lessons with the students to show parents how to use the provided materials to support their children at home. Parents will work with their students during the week using the resources and support of the teachers as needed. All of the resources given to the parents are from our preschool/TK 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 children ages 3-5 years old:

Strategies:

- Assist families in enrolling children in site-based TK if eligible
- 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 parents' skills in being their child's first teacher
- Hire qualified program staff who 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
- Curriculum-based on the Pre-K/TK Learning Foundations
- Provide books in the home language & English, also picture books
- Promote vocabulary development in the 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 a workshop given by the certificated TK teacher. The workshop will include 3 focus areas: "Importance of and Strategies to Develop Primary Language Skills", "Early Learning at Home - Math Focus", and "Social Emotional Development." The estimated date for this workshop is 1/20/27.

Workshops and resources will be provided to parents at the 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: 11/7/26, 12/5/26, and 1/16/27.

During family day, PK children will receive school readiness services with primary and secondary language development objectives for dual language learners. Parents will receive coaching strategies to support their children's learning at home. 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. The participants will also be invited to attend a culminating activity that reinforces and celebrates their learning experience.

-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 who 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.

-Family Engagement Math Day is estimated on Saturday, 4/10/2027, from 10:00 am - 1:00 pm. The Family Math Day program, offered through the Count and Play Explore initiative, provides school readiness children and their families with engaging, hands-on math activities. The event encourages families to explore early math concepts together while learning fun and practical strategies to support their child's math learning at home.

-Cafecito MESRP - 12 Thursday evening sessions from September 2026 - March 2027 from 5:30 pm-7:00 pm taught by a certificated preschool teacher.

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 that focus on awareness of school readiness skills, including the importance of and strategies to develop primary language skills and strategies that support early learning at home. Instruction will be offered in their primary and secondary language. Social-emotional development strategies will be introduced to parents to increase awareness at home.

Student grouping method:

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

How instruction will be **differentiated**:

Students will be receiving instruction based on individual goals that will be set using the Brigance 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 students are struggling with based on the data collected. Students will be grouped in a preschool class for those who are eligible to attend TK, but parents have not enrolled them in a TK class. There will be a separate class for students enrolled in TK.

Other strategies besides the SDP 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?

Social and Emotional Learning

- ☒ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
 - MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
 - MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☒ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:
 - Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
 - MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

School Readiness

- ☒ Strategy 7.0 - Provide dual language (home language and English) instruction, foundational literacy, and mathematics school readiness services to migratory Pre-K and TK children.
 - MPO 7.0: Each year, 40 percent of migratory children (i.e., Pre-K and TK) will attend 15 hours or more of school readiness services to build content knowledge and literacy in the home and English languages.
- ☒ Strategy 8.0 - Provide at least one parent workshop covering the following topics:
 - The benefits of being bilingual and strategies to develop primary language skills
 - Strategies that support early learning at home
 - Strategies to increase social and emotional learning at home
 - MPO 8.0: Each year, MEP subgrantees provide at least one workshop for parents on the benefits of being bilingual and strategies to develop primary language skills; strategies that support early learning at home; strategies to increase social and emotional learning at home.

Student Engagement

- ☒ Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
 - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- ☒ Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.
 - MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

Estrellita curriculum, Big Day curriculum, and hands-on manipulatives to enhance engagement. Blue Star Education Teacher Created Materials bilingual curriculum. A Little SPOT of Feelings for SEL.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Curriculum Refresher	09/2026	180	The Resource Teacher will review the curriculum being used with the TK and PK teachers. RT will go over norms, schedules, best practices, and communication with parents. Allow for planning time.	School Readiness 7.0, 8.0

Service / Allowable Activity Evaluation Plan

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

At least 40% of students who are ages 3-5 years old, including those students already enrolled in a TK program) will attend 15+ hours of instruction, 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 students will include social-emotional development strategies and increase students' social, emotional, and academic readiness for kindergarten. All parents will be required to attend the hands-on training during the Saturday sessions, as well as be invited to participate in a workshop that focuses 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	<p><u>Brigance</u>: developmental screen focusing on individuals language, motor, self-help, social-emotional, and cognitive skills.</p> <p><u>PALS</u>: Phonological Awareness Literacy Screening – Section II: Part A: Alphabet Knowledge</p> <p>Children will demonstrate at least 10% growth from pre to post Brigance, PALS and PPVT assessments.</p>

Local Qualitative Measures and Performance Targets

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

Service / Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	20	20
K	6	14	20
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	40	40
Total	6	74	80

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3-5yrs -	20	09/05/2026 - 09/18/2026	2	480	960
Parent/Guardian -	40	09/05/2026 - 09/18/2026	2	120	240
K	20	09/05/2026 - 09/18/2026	2	480	960

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Teacher	Certificated	1	0.01
TK Teacher	Certificated	1	0.01
Resource Teacher	Certificated	1	0.01
Preschool Instructional Aide	Classified	1	0.01
TK Instructional Aide	Classified	1	0.01
TK Summer Extension Teacher	Certificated	1	0.01

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Community Aide	Classified	1	0.01

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 TK teacher to service students who are currently enrolled in our full-day TK classes. One preschool teacher to service students 3-5 years old, who are TK eligible but choose not to attend site-based TK. To work 2 days 8 hours/day @550 per day = 2200 Trainings 4 hrs @\$75 = 300 RT to support 2 days @550/day = 1100	\$3,600
1100 Teachers	TK Summer extension - Teacher to support students and parents 3 hours each = 225 8 hours of support during the 2 weeks = 300	\$525
2100 Instructional Aides	Instructional aides to support Preschool and TK classes: 2 days x 6 hours x 2 aides x \$22 = 528	\$528
2900 Other Classified Salaries	Preschool Community Aide to help support parents and students. 6 hours x 2 days x \$25.80 = 309	\$309
3000 Employee Benefits	Teacher Benefits 3600 x 26% = 936	\$858
3000 Employee Benefits	Instructional aides and community aide benefits (528 + 309) x 35%	\$292
3000 Employee Benefits	TK summer extension teacher 525 x 24%	\$126
4300 Materials & Supplies	Materials for TK and PK students to use while at home with their parents. Materials and activities supported by TK teacher.	\$1,478
Total:		\$7,716

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

1. Health and Education

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

AUSD addresses the health, nutrition, and social services of migrant education families by means of education and referrals. MEP will continue to partner with Gleaners to provide families nutritional services on a needs basis. Migrant students will receive health services and referrals, which may include dental, vision, medical, and mental health services. Students may also have access to a mobile dental clinic and a mobile vision clinic during the school year. The Region and AUSD will offer health education workshops, with a focus on mental health, which provide students and parents with the knowledge, attitudes, and skills to make healthy choices. Parents and students will also be able to attend the Advocacy Conference at Fresno State, which offers many workshops for parents and students. The region will invite district staff and provide professional development opportunities to all migrant staff in attendance on physical education, health education, nutritional services, mental health services, and/or social services. The workshops voted on by the PAC include SEL workshops for both middle school students and staff to be presented in March 2027. These workshops are titled, "How to build healthy communication with your child" and the student workshop is titled "Development of self-awareness skills."

When is this service/allowable activity offered?

Regular Year - Year-Round

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?

- ☒ SDP Focus Area: Social and Emotional Learning
- ☒ SDP Focus Area: Health

When will the service/allowable activity be provided?

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

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:

Arvin Union School District - El Camino Real Elementary, Bear Mountain Elementary, Sierra Vista Elementary, and Haven Drive Middle School.

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

Migrant students are particularly vulnerable to mental health issues due to factors like frequent moves, family separation, and language barriers. However, there's a lack of a system for timely identification, referral, and ongoing support for students struggling with mental health. Additionally, school staff often lack the necessary training and resources to effectively address these challenges.

Barriers to Healthcare:

Good vision and dental health are essential for students to function optimally in school. Unfortunately, many migrant families face significant barriers in accessing healthcare services:

Limited Knowledge: Many families are unaware of available resources or how to obtain health insurance.

Immigration Status Concerns: Fear of deportation can prevent families from seeking healthcare for their children, even if they qualify for benefits.

The Impact on Learning:

The lack of mental health support and limited access to healthcare have a direct impact on student learning:

Untreated Mental Health Issues: Can lead to difficulties concentrating, behavior problems, and decreased academic performance.

Uncorrected Vision and Dental Problems: Can cause pain and discomfort, hindering participation and focus in school.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

A nurse and coordinator assist in the following:

- Provide health care resource materials and mental health education for parents and families.
- Provides immunization assessment, referral, and follow-through.
- Assist in accessing school entry physical referrals, TB skin test follow-up, and home visits for parental education and consultation.
- Conduct needs assessments to determine migrant students' health needs and insurance eligibility, whenever possible, within
- 30 days of the student's enrollment

Ensure that migrant students participate in health screenings provided by the district or other health agencies.

- Coordinate and collaborate with health, social, and welfare agencies to ensure access to appropriate services.
- Provide health care referrals appropriate to identified needs
- Provide emergency medical, dental, and other health services
- Provide early intervention services, such as counseling and mentoring, support groups, and student assistance programs
- Establish family resource centers and provide trained staff to work with families
- Organize collaborative meetings with health care providers
- Provide Migrant students with meal support while attending migrant academic programs

Via workshops and case management, students and parents will receive information to increase their knowledge, attitudes, and skills to make healthy choices. The Region and Arvin Union School District will offer a minimum of two health workshops to families. Parents will have the opportunity to attend conferences that include workshops addressing Mental Health, Nutrition, and Well-Being. Example of such conferences:

*Migrant Regional Parent Conference and Family Advocacy Conference.

*Family Advocacy Conference: 1 day conference for parents and students

Students participate in the following workshops:

- Bully Prevention and how to report
- Leadership Development
- Acceptance and tolerance of all students
- Self Esteem and self empowerment
- Mental Health Topics

Parents participate in the following workshops:

- Mental Health Topic
- Good Nutrition
- Parent Engagement Strategies
- Supporting their children in obtaining a high school diploma
- A-G requirements
- Drug and gang prevention
- School Bullying

While college readiness is not the focus of the conference, the staff takes time to explain college life and the college entrance process requirements.

Migrant staff will increase their skills as it pertains to health education to better serve migrant students.

*SEL Workshops for students and parents:

The purpose of these workshops is to provide parents and students with clear and practical tools that help strengthen healthy relationships within their families. The workshops will integrate participatory strategies, real-life examples, and opportunities for reflection that promote active engagement from both parents and students. Likewise, this initiative seeks to strengthen the connection between migrant families and the educational system, recognizing that when parents have adequate resources and guidance, they can become key allies in their children's educational process. Through this collaboration, the goal is to contribute to the integral development of students by fostering family environments that promote responsibility, emotional stability, and academic success.

Student/teacher ratio:

Depends on activity:
1:1 or 1:15-20

Instructional strategies:

The best way to meet the multiple health needs of migrant students and their families is through a case management system. The MEP staff member, whether it's an RT, SSA, or Liaison, will work with MEP students and families to advocate for educational and health services. For workshops and training, the teacher/presenter will implement a consistent schedule and routine. The workshop facilitator will provide hands-on activities and interactions. Parents/Staff will have ample opportunities to talk with both staff and peers to ensure they're learning the material; staff will provide ongoing feedback and encouragement.

Student grouping method:

Whole group, small group, and one on one.

How instruction will be **differentiated**:

Participants will receive an informal assessment by the staff during the training or workshop. Depending on need, they will be grouped in smaller groups to support learning. They will get to experience role play, lecture, and practicum situations.

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

Offer vision, dental, medical, and mental health services through referrals.
Offer workshops focusing on mental health.

Throughout the year, the district offers a variety of workshops for parents, covering the key topics outlined in SDP 4.0 and 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 second 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?

Social and Emotional Learning

- ☒ Strategy 4.0 - Provide evidence-based, developmentally appropriate sessions for parents, students, and OSY. Sessions need to include resources for parents, OSY, and students.
 - MPO 4.0: Each year, the MEP region will provide at least one evidence-based, developmentally appropriate SEL workshop/session and one will be provided by one of the top two populous districts with district service agreements. Direct-funded districts will provide one SEL session.
- ☒ Strategy 4.1 - Integrate SEL lessons (focus on the Collaborative for Academic, Social, and Emotional Learning's framework) into supplemental instructional services.
 - MPO 4.1: Each year, the MEP will incorporate SEL into 25 percent of instructional services excluding credit accrual services, and any services using state codes (e.g., California Mini-Corps)
- ☒ Strategy 4.2 - Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services. Professional learning must include:

- Overview and benefits of incorporating SEL into lessons
 - SEL focus for the year (changes annually to build capacity)
 - Building routines using SEL
 - Resources for staff, parents, OSY, and students
- MPO 4.2: Each year, the MEP provides at least one professional learning opportunity for staff to build the knowledge and skills to implement SEL into their lessons.

Health

- ☒ Strategy 11.0 - Offer mental health information sessions for all migratory students and/or parents so they can identify when help is needed.
- MPO 11.0: The MEP will offer two developmentally appropriate mental health sessions (e.g., one-time workshops, empowerment groups, and/or mental health education series) to meet local mental health needs.
- ☒ Strategy 11.1 - Provide mental health services and referrals to migratory children and youths with an identified mental health need on the INA.
- MPO 11.1: Every year the MEP will ensure that 80 percent of migratory children and youths with an identified mental health need listed on their INA receive mental health services.

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

Not an instructional component, thus no specific curriculum is used. We will use resources from First Aid Mental Health and the Kern County Health Department. Outside presenters may also bring in their own research-based curriculum.

Service / Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Summer Health PD	05/2027	90	Training for staff on the topics of physical education, health education, nutrition, mental health, and social services.	11.0, 11.0, 11.2

Service / Allowable Activity Evaluation Plan

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

The expected outcome is that migrant children attend school regularly and are healthy and ready to learn.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Service logs to determine amount of services received and referrals made.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	2	2	4
K	2	2	4
1	2	2	4

Grade	PFS	Non-PFS	Total
2	2	2	4
3	2	2	4
4	2	2	4
5	2	2	4
6	2	2	4
7	15	15	30
8	15	15	30
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	46	86	132

Service / Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes / Session	Total Minutes
0-2yrs - 8	132	08/06/2026 - 05/28/2027	1	90	90

Service / Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
SSA	Classified	1	0.00

Service / Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	This is part of there regular duties and has been budgeted in I&R.	\$0
Total:		\$0

Section 10: Identification and Recruitment

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

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

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

I & R Program Overview

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

The 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
ID&R Quality Control Plan	2026_ID&R_Quaility_Control_Plan.pdf	04/09/2026 10:27 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 jointly plan recruitment activities with the districts, 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 where 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 and Preschool Community Aide 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 and Preschool Community Aide 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 and Preschool Community Aide 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 and Preschool Community Aide 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 and Preschool Community Aide 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 and Preschool Community Aide 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 arrivals 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 located 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 attend the state I&R training.

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	1	0.72	<p>The Service Site Advocate (SSA) serves as the primary field liaison for the Migrant Education Program (MEP), focusing on the critical tasks of identification, recruitment, and eligibility verification. To ensure no qualifying student is overlooked, the SSA proactively engages with the community by conducting formal interviews with current MEP families to monitor for new qualifying moves. Beyond school sites, the SSA maintains a consistent presence at high-traffic locations where migrant workers and their families congregate, including health fairs, community events, and church events. These outreach efforts extend directly into residential areas with high concentrations of migrant housing to identify and enroll eligible children through door-to-door engagement.</p> <p>During the Summer Outreach Program, the SSA's role intensifies as they track families arriving for seasonal harvest, often identifying new students who have recently moved in with or near existing MEP participants. Furthermore, the SSA provides a vital connection for Out-of-School Youth (OSY), conducting interviews with newly arrived young workers to determine if they—or any children in their care—qualify for supplemental educational services. By navigating diverse environments ranging from labor camps to community needs centers, the SSA ensures that the "Qualifying Arrival Date" (QAD) and professional certificates of eligibility are accurately documented, securing the federal funding necessary to support the academic and health needs of the migrant community.</p>
I&R Supervisor	1	0.70	<p>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.</p>
Preschool Community Aide	1	0.40	<p>The Preschool Community Aide (PCA) focuses on identification, recruitment, and eligibility verification, concentrating on the preschool population. To ensure no qualifying student is overlooked, the PCA proactively engages with the community by conducting formal interviews with current MEP families to monitor for new qualifying moves. Beyond school sites, the PCA maintains a consistent presence at high-traffic locations where migrant workers and their families congregate, including health fairs, community events, and church events. These outreach efforts extend directly into residential areas with high concentrations of migrant housing to identify and enroll eligible children through door-to-door engagement. Furthermore, the PCA helps support preschool parents and students by organizing workshops and events throughout the year.</p> <p>During the Summer Outreach Program, the PCA's role intensifies as they track families arriving for seasonal harvest, often identifying new students who have recently moved in with or near existing MEP participants.</p>

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 2026): What is the migrant program and what services do we offer? (local needs) "Building Communication with your Child"

Parent Training 2 (October 2026): How the US school system works and how parents can participate

Parent Training 3 (December 2026): Developing self- and cultural pride within the family, ELPAC overview

Parent Training 4 (February 2027): Understanding the LCAP - Parent Input, "Managing Family Stress"

Parent Training 5 (March 2027): Understanding the DSA - Elected Members
(March 2027) PAC Member Workshops - the county office provides training to our elected PAC members. 2 day event.

Parent Training 6 (April 2027): Migrant Parents' Voice and Choice, How to be an active participant in your child's education.

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
Preschool Community Aide	Classified	0.01
Resource Teacher	Certificated	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 39636 MA Stipend \$1,500	\$41,136
3000 Employee Benefits	Resource Teacher Benefits 26% + health benefits = 17382	\$17,382
Subtotal for 1100-6999		\$58,518
7000 Indirect Cost	4.82% x 236433	\$11,396
Total:		\$69,914

Summer / Intersession

Object Code	Description & Itemization of costs	Amount
Subtotal for 1100-6999		\$0
7000 Indirect Cost	\$217585 x 4.82% =	\$10,487

Object Code	Description & Itemization of costs	Amount
Total:		\$10,487

School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
Subtotal for 1100-6999		\$0
7000 Indirect Cost	\$66287 x 4.84% = \$3195	\$3,195
Total:		\$3,195

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	70% of total Resource Teacher's salary 90234	\$90,234
2900 Other Classified Salaries	Identification and Recruitment/I&R - 1 SSA/clerk for 5.75 hours per day for 191 days x \$22 = 24,161 200 hours budgeted for student/parent chaperone/activities on the weekend, or extra hours to recruit at events in the community. 200 x 33 (time and 1/2) = 6,600.	\$30,761
2900 Other Classified Salaries	Migrant Community Preschool Aide (60% of salary) (183 days/ 8 hrs per day) @25.82 =37800 + student support for district and regional events throughout the year 180 extra hours x 38.73 =6971.40 Anniversary Increment pay = 1330 Total = 46101.40 60% = 27660	\$27,660
3000 Employee Benefits	I&R/Clerk = \$30761 x 35% = 10,766	\$10,766
3000 Employee Benefits	I&R RT Benefits 90,234 X 24% + benefits (21,006) =42656	\$42,656
3000 Employee Benefits	Preschool Community Aide Benefits 27660 x 35% + health and wellness= 26826.	\$26,826
Subtotal for 1100-6999		\$228,903
7000 Indirect Cost	\$228903 x 4.82% = \$11033	\$11,033
Total:		\$239,936

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	SSA and Community Aide to support PAC meetings with parents. 6 days x 2hrs x 2 staff x @37.50 = 900	\$900
3000 Employee Benefits	SSA and Community Aide benefits 34%	\$306
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		\$2,306
7000 Indirect Cost	\$2306 x 4.82% = \$110	\$111
Total:		\$2,417

Section 14: Operational Documentation & Waivers

Migrant Education Program Inventory list

Inventory Template

Title	File Name	Last Update
MEP Inventory 2026	MEP_Inventory_2026.pdf	04/09/2026 1:43 PM

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

Title	File Name	Last Update
Job Duty Statements	Job_Duty_Statements.pdf	04/09/2026 1:33 PM

Organizational Chart of Migrant Education

Title	File Name	Last Update
MEP Staff Organizational Chart	MEP_Staff_Organizational_Chart.pdf	04/09/2026 1:31 PM

Summer Waivers

Migrant Education Program Summer Waiver Request Form

Title	File Name	Last Update
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Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$104,207	\$0	\$104,207
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$131,370	\$131,370
Subtotal 1000-1999		\$104,207	\$131,370	\$235,577
2000-2999 Classified Salaries				
2100	Instructional Aides	\$13,233	\$0	\$13,233
2200	Support Services Salaries	\$4,547	\$0	\$4,547
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$17,299	\$59,321	\$76,620
Subtotal 2000-2999		\$35,079	\$59,321	\$94,400
3000-3999 Benefits				
3000	Employee Benefits	\$47,036	\$97,936	\$144,972
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		\$47,036	\$97,936	\$144,972
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$76,940	\$400	\$77,340
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$76,940	\$400	\$77,340
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$5,255	\$0	\$5,255
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	\$7,770	\$0	\$7,770
5800	Prof/Cons/Serv & Operating Exp.	\$185,520	\$700	\$186,220
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$198,545	\$700	\$199,245
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		\$461,807	\$289,727	\$751,534
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$36,222	\$36,222
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$36,222	\$36,222
TOTAL		\$461,807	\$325,949	\$787,756