

# Migrant Education Plan

Arvin Elem DSA 2020-21

July 1, 2020 - June 30, 2021

## Section 1: General Information & Funding Allocations

Short Description:	Arvin Elem DSA 2020-21	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%):	\$ 778,663
Carryover:	\$ 0
Student Leadership:	\$ 0
School Readiness Amount:	\$ 46,793
Family Biliteracy Grant Extension:	\$ 0
Speech and Debate:	\$ 0
Regional Parent Conference:	\$ 0
Other:	\$ 0
	\$ 825,456

---

## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Arvin Union	DSA	\$825,456	115	710	825
		Pre	0	0	0
		K	14	60	74
		1	9	69	78
		2	13	58	71
		3	17	61	78
		4	16	51	67
		5	18	70	88
		6	11	38	49
		7	7	45	52
		8	10	64	74
		9	0	0	0
		10	0	0	0
		11	0	0	0
		12	0	0	0
		Out of School Youth	0	0	0
		Ungraded	0	0	0

## Section 4: Program Overview

### Base Program Description

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

The Arvin Union School District is a TK-8 grade district with 4 schools and a student population of approximately 3,080 students. Site teams are developing coherence through shared lesson planning and common performance tasks. Evidence of student work is analyzed for implementation of strategies to support increasing academic performance. Emphasis is placed on Explicit Direct Instruction and Specially Designed Academic Instruction in English, Advancement Via Individual Determination, Critical Thinking, and writing strategies and is continued during the Migrant Education Extended Day Program, Migrant Saturday School, Migrant Winter Academy and Migrant Education Summer School Program. The core strategies implemented by the district to meet the academic needs of all students include:

#### Core Strategies -

In addition to Explicit Direct Instruction strategies, teachers are expected to scaffold and utilize English Language Development (ELD) and SDAIE strategies to help all English Learners, including Migrant students. All lessons and strategies used in the classroom are aligned to the four principles of the California English Learner Roadmap. Teachers have been provided with a plethora of these strategies to choose from, and many different strategies are utilized during both the regular school program and the MEP, including Visualization, Tap-a-Word, Cooperative Graphing, Thinking Maps, Double-entry Journals, Graphic Organizers, AVID strategies, Close Reading Strategies, and Write from the Beginning Writing Strategies. Specific focus areas for 2020-2021 are use of Thinking Maps, Close Reading strategies, Note Taking Skills, Item Deconstruction for CAASPP and ELPAC using RACES and CUBES as strategies, Whole Group/Small Group differentiated instruction, and a focus on Positive Behavior Intervention support/Restorative Practices.

#### Core Curriculum Being Used:

Language Arts:

TK-6 - Benchmark, *Advance 2017*

K-6 - Benchmark, *Adelante*

(Dual Immersion) *2017*

7-8 - Houghton Mifflin, *Collections 2016*

Houghton Mifflin,

*Intervention Read 180, 2017*

Writing:

K-6 - Benchmark, *Adelante 2017*

(Dual Immersion)

K-6 – Benchmark, *Advance 2017*

7-8 - Houghton Mifflin,

*Collections 2017*

ELD:

TK –National Geographic, *Reach 2011*

K-6 – Benchmark, *Advance 2017*

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

Math:

TK – Singapore Math, *EarlyBird Math 2007*

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

K-6 – Houghton Mifflin,

*Expresiones en Matematicas,*

(Dual Immersion) *2015*

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

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



Social Studies/History:

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

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

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

Science:

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

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

A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills

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

Grade	Percent of migrant students at or above grade level
3	18%
4	18%
5	22%
6	38%
7	37%
8	30%

C. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.

D. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	19%
4	13%
5	24%
6	30%
7	17%
8	12%

All teachers (100%) have received training in the implementation of Explicit Direct Instruction (EDI) strategies, and many of the teachers in the Arvin Union School District (approximately 50%) have completed Instructional Materials Based Training for English Learners. Site teams are developing coherence through shared lesson planning and common performance tasks. Evidence of student work is analyzed for implementation of strategies to support increasing academic performance. Emphasis is placed on EDI and SDAIE, AVID, Critical Thinking, and writing

strategies and is continued during the Migrant Education Extended Day Program, Migrant Saturday School, Migrant Winter Academy and Migrant Education Summer School Program. In addition to EDI strategies, teachers are expected to scaffold and utilize English Language Development (ELD) and SDAIE strategies to help all English Learners, including migrant students. All lessons and strategies used in the classroom are aligned to the four principles of the California English Learner Roadmap. Teachers have been provided with a plethora of these strategies to choose from, and many different strategies are utilized during both the regular school program and the MEP, including Visualization, Tap-a-Word, Cooperative Graphing, Thinking Maps, Double-entry Journals, Graphic Organizers, AVID strategies, Close Reading Strategies, and Write from the Beginning Writing Strategies. However, teachers at all grade levels are expected to use the following specific strategies on a regular basis:

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

These specific strategies were chosen by the District and are required during the MEP based off of data. West ED reported in the most current data from 2018-2019 that Migrant students are underscoring all students in both ELA and math. We want to support those efforts through partnership with the district to attain higher levels of achievement. The strategies help MEP students when there is continuity between the programs and when teachers do not have to spend their extremely limited time in the supplemental program teaching the students new strategies.

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

The district offers family math nights at each site, parent involvement activities, and AVID nights to enable parents to support their students at home. The school sites have mental health training for parents taking place at all elementary sites as well as the middle school by the social workers. All students, including migrant students, are invited to these events.

## Base Professional Development Description

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

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

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

The county office provides workshops for resource teacher, teachers, and instructional aides in the curriculum being used by the MEP including: My SBAC Coach, Stemscopes, Stride, and Close Reading. Other strategy based trainings offered through the region include thinking maps, foldables, being culturally responsive, and ELD strategies.

---

## Health and Well-being Supports

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

The district collaborates with health, social, and welfare agencies to ensure access to appropriate services. LCAP funds provide 4 social workers so one at every school site. Haven Drive has a therapist from Clinica Sierra Vista on site. Three nurses, a LVN, a Student Success Facilitator, and campus security personnel are employed at each school site to support AUSD students. The district maintains constant communication with the Arvin Family Resource Center director and works with her to provide for migrant, foster, and homeless needs. The MEP SSAs work with the local health care clinic and the local dental care clinic to assure that migrant students in need of medical and/or dental services receive them in a timely manner. They also maintain contact with local-social and welfare agencies such as WIC, the Department of Human Resources, HIP Program (for help with utilities), the Needs Center, and the Gleaners' Food Bank. The districts' SSAs and Migrant Resource Teacher also collaborate with the MEP Region V office to ensure access to services for our migrant parents. Region V offers trainings and workshops for staff development of resource teachers, teachers, parents, and children.

---

## 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.

There are currently no private schools in the Arvin Union School District boundaries. If there was a bordering private school, the district would consult with bordering private school officials annually to support students with Title I, II, III, and IV Services, Special Education Services and Migrant Education Services. If students are in need of service, they would be provided as agreed upon during annual consultations, yet there are no private schools to date requesting services.

---

## Parent Involvement / Family Engagement

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

The district and schools all actively solicit the participation of all parents, including migrant parents, in the education of their children. Regularly scheduled public parent meetings (e.g. LCFF/LCAP Stakeholder Meetings, PAC/DAC, RAC participation; DELAC, ELAC, SSC) are held throughout the year. Parenting Education Events (e.g. Family Literacy PACILA events; ECE - related child development and transition to kinder workshops; nutrition and other health related workshops) arranged via agreements with community agencies are offered by the Arvin Family Resource Center. School site council and ELAC/DELAC are held at each school site for English learner governance input. The district holds multiple focused meetings for LCAP input, which guides all district program development as our core. Regular communications, both by mail and by phone, are sent by the districts and the schools to all parents notifying them of opportunities to participate. All school sites also have a liaison that runs an on-site parent center, initiates parent contacts, aids with scheduling and holds attendance conferences, provides site based training and expands parent involvement opportunities including but not limited to language, nutrition, and

parenting classes. All 4 sites have a Student Success Facilitator to support these activities. The District Advisory Council, open to all stakeholders, has monthly meetings where parents are given opportunities for input in regards to action steps described in the LCAP plan and LEA plan. Announcements of opportunities to participate are provided through the districts websites and electronic bulletin boards as well. Coffee with the Principal has become a focused time for parent involvement at sites in addition to Open House, parent conferences, and parent workshops. Parents are also provided with district surveys which are reviewed and discussed at the District Advisory Council meetings and School Site Council meetings. In addition, the MEP holds regular meetings for all Migrant Education Program parents where parents are informed of all opportunities to participate in their children's education and given information on what is occurring district wide. Information is shared with the district to give the Migrant parent input. During the PAC, parents are given the opportunity to give input on how funds are allocated with LCAP as well as Migrant funding. The MEP parents are also given information and are trained on how to read ELA, Math, ELPAC data and their child's report cards. Parents are also asked to give feedback and suggestions, and they are encouraged to share their comments and concerns either written or verbally. Migrant parents are also provided training by the MEP to help them feel comfortable and confident in their role as partners in their children's education. The MEP is guided by a Migrant Parent Advisory Council (PAC) elected bi-annually by migrant parents. Meetings are held at least six times each year, and parents who are elected to serve as PAC officers are trained by the MEP staff to serve effectively the Arvin Union School Migrant Education Program.

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

District wide assessment data identifies parent needs and areas for improvement to support the students' identified needs. Parents report needing support to assist their students to be successful in school and beyond, and express the need to have their children ready to successfully navigate a technological world. Immediate concern is evident related to student performance on upcoming Common Core assessment with technological expectations when their children have far less exposure than the average middle income child. Placement factors and school engagement are also areas of concern and areas for which parents are seeking assistance. Health and nutrition has also been a focus throughout the district to emphasize the importance of attendance. Social, Emotional, and Mental health awareness is of strong emphasis currently in our community. Parents and community members are informed of all programs at the DAC and PAC meetings as well as in the annual ILP. Parents from all programs are given a survey throughout the year to ensure parents are happy with the progress of their student and the program. Parents and students are notified during enrollment periods, at the beginning of each year, and when they qualify for the migrant program of all programs offered by the migrant program. We also do Blackboard announcements that send voicemail, texts, and emails or flyers for health programs or parent nights that the migrant program is coordinating. We also have banners posted at each school site the day of the meeting and send home a sticker with each student currently attending a migrant program to remind them of the upcoming meeting.

## Program Coordination

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

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

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

The District Curriculum Director, Teachers on Special Assignment, and Directors of Programs meet twice per month to guide and direct categorical programs and instructional program implementation. They also work with site administration to coordinate ELPAC testing and trainings on Designated and Integrated ELD strategies.

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

The Directors of Student Support Services and Special Education coordinates attendance, truancy and SARB.

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

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

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

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

Arvin also supports students by providing small group, whole group, and individual instruction as needed for speech,

or IEP goals, SE goals, or to support developmental goals as observed in class as indicated by ASQ, ASQSE, or DRDP measures.

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

First 5 School Readiness program provides preschool learning experiences for children 3-5 years of age. Parent involvement is emphasized and parenting classes are also offered. Case management is also available to offer support for families.

The district's homeless education ensures that students identified as homeless according to the McKinney Vento Act, are immediately enrolled. The district liaison works to remove such obstacles as immunization records, birth certificates, and proof of address issues. The district also provides uniforms and transportation if necessary.

The migrant coordinator is invited to district administrative and planning meetings as a regular attendee. Discussions regarding programs, instructional strategy implementation, and analysis of data are included. Coordination is promoted by personal meetings with the Superintendent and Assistant Superintendent (Title I, Title II, Title III), Program Directors (PreK, ACES, 21st Century), site administrators (Title I) to ensure supplementing not supplanting.

## Section 5: Regular School Year

### 1. Extended Day TK-8th

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

Instructional minutes in order to close the achievement gap focusing on language arts and math interventions. Classes held Tuesdays - Thursdays from 2:12-4:15 at each school site for TK-8th grade students. Credentialed teachers to lead instruction in both language arts and math from 3:15-4:15 daily with instructional aide support in each classroom.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

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

Where would the service/allowable activity be provided?

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

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

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

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

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

A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills

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

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



3	18 %
4	18 %
5	22 %
6	38 %
7	37 %
8	30 %

C. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.

D. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	19 %
4	13 %
5	24 %
6	30 %
7	17 %
8	12 %

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students in grade levels TK-8<sup>th</sup> grade will participate in after school classes Tuesday, Wednesday, and Thursday from 2:12 pm - 4:15 pm. Teachers will use several strategies to increase student achievement. Socratic Seminar strategies are used to guide large group discussions, expository readings and writings. Students will be reading and writing for expository texts, narrative texts, descriptive texts, and persuasive texts using My SBAC Coach, cultural responsive book studies, Iready, and Measuring Up to the Common Core curriculum. These writing assignments will be based off a rubric scoring guide. Students will learn what is expected at their grade levels while reviewing the rubrics used on district benchmarks. Systematic ELD will be used to strengthen oral language and academic vocabulary. The students will use the strategies to help them have discussions and to respond and answer questions in complete sentences. The ELA/ELD frameworks will be reviewed and used to correlate the standards to deliver appropriate grade-level instruction as well as the four principles of the *English Learner Roadmap*. DreamBox will be used to strengthen essential mathematics standards as well as computer skills to better prepare students for the SBAC test. Measuring

Up to the Common Core ELA and Math curriculum will be used as well as hands-on problem based learning to support critical thinking and problem solving skills with real world scenarios. Dental hygiene instruction and screening will take place for all migrant students attending school.

#### Student/teacher ratio:

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

#### Instructional strategies:

Students will receive at least 30 hours of instruction in ELA where they will read and write for various genres and be able to use a rubric to achieve proficiency. Students will receive at least 30 hours of instruction in math. Students will also receive supplemental support with a technology based program called Dream Box which is based on individual student needs. The district currently provides Family Math Night at each school site in which all students are invited. In addition to this, migrant students will receive hands-on manipulatives to reinforce what they learned at the Family Math Night workshop. Since the migrant program employs regular day teachers, they will be able to support migrant students at all of the workshops. In addition to the math nights held at the school sites, migrant will also hold two additional math family workshops throughout the year for migrant students. Parents will have the opportunity to make resources and take them home to work with their students.

Other Instructional Strategies Include:

- \*Close Reading
- \*Write From the Beginning Process Writing
- \*Individualized instruction through technology
- \*Dream Box
- \*ELD Vocabulary builders
- \*Targeted lessons using iReady mini lessons and Measuring up to the Common Core lessons.

#### 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 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 and iReady data. Students will be assessed by the teacher using ongoing, formal and informal, in the classroom. They 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.

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

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

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21<sup>st</sup> 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). 21<sup>st</sup> 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 21<sup>st</sup> century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity.**

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

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



**Communication:** Effective Listening, Delivering Oral Presentations, Communicate Using Digital Media, Engage in Conversations & Discussions, Communicate in Diverse Environments  
**Collaboration:** Leadership & Initiative, Cooperation, Flexibility, Responsibility & Productivity, Collaborative Using Digital Media, Responsiveness & Constructive Feedback.  
**Creativity:**  
 Idea Generation, Idea Design & Refinement, Openness & Courage to Explore, Work Creatively with Others, Creative Production & Innovation.

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

#### English Language Arts

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

#### Mathematics

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

#### English Language Development

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

#### Parent and Family Engagement

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

#### Student Engagement

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

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

A research-based curriculum by Mastery Education called Measuring Up to the California Standards in both English Language Arts and Math. This curriculum covers all grade level standards with mini lessons to help prepare students to be proficient. The curriculum is written to look like what students will see for the end-of-the-year SBAC test. The curriculum also has test taking strategies embedded throughout. Teachers are given ways to differentiate instruction using the curriculum that reflect the needs of the students. The curriculum provides guidance on content and teaching practices in order to enhance learning experiences. Iready lessons are used in a small group setting for differentiated instruction. All curriculum used will have an ELD focus with teachers using ELD strategies throughout lessons that include but are not limited to sentence frames, PQPA, thinking maps, and Think-Talk-Write or Think-Pair-Share.

Students will also do book studies using book titles such as: [Between Us and Abuela: A Family Story from the](#)

Border by Mitali Perkins, Esperanza Rising by Pam Munoz Ryan, The Circuit: Stories from the Life of a Migrant Child by Francisco Jimenez, and Off We Go to Mexico by Laurie Krebs. Books studies will incorporate a sense of self-pride for students as well as cultural pride. In addition, the book studies will provide interest and build content and background knowledge for students.

Computer assisted learning will be used to support basic skills in math with the Dreambox program. TK-8 students will be using computer aided instruction to individualize to their specific need in math. Teachers will use intervention curriculum to help close the achievement gap for all students. Aides will use Read Naturally in small focus groups for those students lacking fluency and comprehension.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will be trained on the reading and math curriculum by the representative from Mastery Education in August 2020. Staff supporting the Dreambox computer learning program will be trained by the district in August 2020 and receive ongoing assistance from Dreambox liaisons. Teachers will also be trained by the region to use ELD strategies such as thinking maps to support students across content areas September 2020. The region will also provide professional development to staff on cultural competency. Math Talks and other strategies to be used throughout the year will also be offered to all migrant staff.

What dates approximately will the staff development take place?

Date
08/2020
09/2020
10/2020
12/2020
02/2021

### Service/Allowable Activity Evaluation Plan

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

The expected outcome for this strategy is to increase reading comprehension, writing, and math in order to close the achievement gap. Students will be formally measured at the beginning of the year in August/September and throughout as they enter and leave the program with the final formal evaluation taking place in April 2020 for reading comprehension and math.

### Local Quantitative Measures and Performance Targets

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

### Local Qualitative Measures and Performance Targets

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

### Service/Allowable Activity Migrant Students Served

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

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

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

Grade	PFS	Non-PFS	Total
3-5yrs	0	0	0
K	10	55	65
1	10	55	65
2	10	55	65
3	10	55	65
4	10	55	65
5	10	55	65
6	10	55	65
7	4	20	24
8	4	20	24
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	78	425	503

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	461	09/15/2020 - 03/25/2021	65	123	7,995

#### 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	13	0.05
Instructional Aide	Classified	12	0.27

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Community Aide	Classified	1	1.00

#### 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 65 days. 65 days x 12 teachers x \$50 = \$39,000 (16 training hours x 12 teachers @ \$40 = \$7680) 1 Lead teacher to sub where needed as well as collect lessons from teachers and evidence for SSDPs = \$3,890. \$16,073 to be paid for school readiness teacher.	\$66,643
2100 Instructional Aides	Extended day instructional aides: (65 days x 2.5hrs + 12hrs professional development) x 12 aides x \$17.10 instructional aides = \$35,807	\$35,807

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	Migrant Community Preschool Aide (183 days)@20.07 =29,382 + student support and PAC support 120 extra hours x 30.14 =32,999	\$32,999
3000 Employee Benefits	Extended Day Instructional Aides: 35,807 x 26%	\$9,310
3000 Employee Benefits	Extended Day Teachers: 50,570 x 18%	\$9,103
3000 Employee Benefits	Migrant Community Preschool Aide benefits @ 26% health and wellness (17,773).	\$26,353
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. Supplies for family math nights such as: game boards, dice, manipulatives, playing cards, pretend money, spinners, stickers, math games. Dental kits for students. 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.	\$27,129
5200 Travel & Conferences	Professional Development Conferences and Travel: CUE Conference, STEAM Conference, Boost Conference, CAFE, CISC, NADSME (with Title 1 funding unless in CA), other migrant related conferences.	\$1,500
5200 Travel & Conferences	Outreach Mileage: Serve PreK -8th grade students when they are unable to attend extended day or Saturday school programs.	\$800
5800 Prof/Cons/Serv & Operating Exp.	STEAM Camps for all sites. -Camps to take place one week out of the year for all students at each site for a total of 8 weeks. Serving a minimum of 300 students in the extended day program to enrich their understanding of math, reading, and science curriculum. STEAM camp will be project based and students will be able to take home what they create.	\$10,000
5800 Prof/Cons/Serv & Operating Exp.	Shirts for Outreach and I&R safety for new personnel. Usually around 10 new personnel hired.	\$200
5800 Prof/Cons/Serv & Operating Exp.	Professional Development Workshops - Workshops for Migrant Resource Teacher to gain information regarding services, local opportunities, up to date strategies and curriculum to support student success.	\$1,500
<b>Total:</b>		\$221,344

## 2. Saturday School TK-8th

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

Students in grade levels K-8th will participate in 12 designated Saturday School classes from 8:00-12:15pm. Credentialed teachers will use several strategies to increase student achievement. There will also be an instructional aide to support in every class as well. Math will be the focus.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

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

Where would the service/allowable activity be provided?

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

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

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

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

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

A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills

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

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

3	18 %
4	18 %
5	22 %
6	38 %
7	37 %
8	30 %

C. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.

D. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	19 %
4	13 %
5	24 %
6	30 %
7	17 %
8	12 %

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

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

Computer assisted learning will be used to support basic skills in writing and math. K-8 students will be using iReady to individualize to their specific need in writing and math. Teachers will use STEAM kits to engage students while working in groups practicing language and math problem-solving skills. Teachers will also use STEAM curriculum from STEMscopes curriculum and incorporate math to provide interest and build content area background knowledge.

Student/teacher ratio:

The teacher ratio will be 20:1 in all grade levels with an instructional aide in all classroom for small group/individual support.

#### Instructional strategies:

Students will receive at least 30 hours of instruction in math. Students will also receive project based learning with an emphasis on science based curriculum. Coding is a proven strategy to help struggling students be more engaged and learn at a quicker pace. Therefore, we will also offer coding to kindergarten through 8th grade using Kibo and Ozobots with lessons to support the math components of the program.

#### Student grouping method:

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

#### How instruction will be differentiated:

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

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

Students will focus on math with a science based curriculum. Students will be using project based learning with Stemscopes curriculum in order to also hit New Generation Science Standards. Coding will be used to increase student engagement and the rate at which students learn.

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21<sup>st</sup> 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). 21<sup>st</sup> 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 21<sup>st</sup> century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

Throughout supplementary instruction, students will develop and demonstrate the following essential 21<sup>st</sup> 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?

##### Mathematics

- ☒ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☒ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.

- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

#### English Language Development

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

#### Parent and Family Engagement

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

#### Student Engagement

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

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

Stemscopes, Project Based Learning Kits, Scholastic high interest materials, Kibo, and Ozobot curriculum.

#### Service/Allowable Activity Staff Development

What are the specific **staff development activities**?

Staff will be trained on curriculum for ELD Strategies, iReady, and Stemscopes by the migrant program at the district level. The region will be providing trainings on other strategies to use such as Math Talks, Thinking Maps, and foldables. How to be culturally responsive to students will also be a staff development provided by the region.

What dates approximately will the staff development take place?

Date
08/2020
09/2020

#### Service/Allowable Activity Evaluation Plan

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

Students will show at least 10% growth on post assessment from baseline of pre assessment for math using the embedded program.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will show at least 10% growth on post assessment using rubric.

#### Local Qualitative Measures and Performance Targets

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

#### Service/Allowable Activity Migrant Students Served



For this activity, what is the number of students served at each level?  
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	20	0	20
1	20	0	20
2	20	0	20
3	20	0	20
4	20	0	20
5	20	0	20
6	20	0	20
7	20	0	20
8	20	0	20
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	180	0	180

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	200	08/22/2020 - 12/12/2020	12	255	3,060

#### 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	5	0.04
Instructional Aides	Classified	5	0.08

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

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

Title	Classification	Number of	
		Staff	FTE
Saturday School Support Aide	Classified	1	0.02
Custodian	Classified	2	0.04

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Saturday School Teachers Kinder - Eighth 4x \$50.00 x 52 hrs = 10,400	\$10,400
2100 Instructional Aides	Saturday School Day Aides Kinder-Eighth grade x4 \$17.10 x 48 hours	\$3,283

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	Saturday School Support Aide X 1 \$20.07 x 66 hrs	\$1,324
2200 Support Services Salaries	Custodians 1 x 4 hours (AM) @ 13.50 per hour x 12 days = \$648 1 x 3 hours (PM) @ 13.50 per hour x 12 days = \$486 Total = \$1,134	\$1,134
3000 Employee Benefits	Teacher K-8th benefits 10,400 x 18% = 1,872	\$1,872
3000 Employee Benefits	Instructional aides benefits 3,283 x 26% = 854	\$854
3000 Employee Benefits	Support Aide 1,324 x 26% = 344	\$344
3000 Employee Benefits	Custodial Benefits 1,134 x 26% = 295	\$295
4300 Materials & Supplies	Saturday School day: Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. First Book, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Math Flashcards, Stem Kits, robotic kits, Stemsopes curriculum to replace old curriculum (Dive In and Stem Rangers). Hands-on curriculum.	\$10,000
5700 Transfers of Direct Costs	Migrant Saturday School Transportation	\$1,120
5800 Prof/Cons/Serv & Operating Exp.	Culminating activity/assembly for grades K-8th.	\$2,000
<b>Total:</b>		\$32,626

## Section 6: Summer/Intersession

### 1. Summer School

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

The Migrant Education Program has extended instructional time through multiple programs. There will be a standards-based summer school program where students will attend from 8:00 am to 1:00 pm. Credentialed teachers will support students from 8:00-1:00pm with an instructional aide throughout the day. The program will offer focused supplementary instruction in ELA, ELD, and math as well as a cultural awareness component.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

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

June 2021

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 from all sites (El Camino Real, Bear Mountain, Sierra Vista, and Haven Drive) will be invited to attend summer school at one of the sites. The site has not been chosen yet.

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

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

A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills

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

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

3	18 %
---	------

4	18 %
---	------

5	22 %
---	------

6	38 %
---	------

7	37 %
---	------

8	30 %
---	------

C. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.

D. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

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

3	19 %
---	------

4	13 %
---	------

5	24 %
---	------

6	30 %
---	------

7	17 %
---	------

8	12 %
---	------

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

The Migrant Education Program has extended instructional time through multiple programs. There will be a standards-based summer school program where students will attend from 8:00 am to 1:00 pm. 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 science
- 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 Science Inquiry and STEM kits as well as STEM scopes science curriculum. Students will have hands on experiences and an opportunity to become engineers using math and science as the curriculum.

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

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

The region will provide GEMS during the day to support the curriculum being taught in the classroom. The regional application will outline these extra supports.

Students will also have the opportunity to participate in after session academic camps sponsored by the district. These camps are funded by a 21st Century Skills grant. Their goal is to extend learning time even more than what can be available through summer school and to address individual's area of interest while also developing basic and content area skills. The camps focus on STEAM themes and promote interest in these academic areas.

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

Student/teacher ratio:

20:1

Instructional strategies:

Students will participate in whole Group Direct/First Instruction with the Migrant teacher. Students will be taught how to read and write for two different genres (descriptive and cause and effect). The region will provide training to teachers as well as rubrics in order to keep data uniform throughout the districts they support. Students will also work in groups to collaborate and problem 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 aide and the teacher will work with students during small group intervention and one-on-one intensive intervention.

Student grouping method:

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

How instruction will be differentiated:

Instruction will be differentiated based off individual student needs. Scaffolds will be given to support the learning levels of all students to ensure success.

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

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

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21<sup>st</sup> 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). 21<sup>st</sup> 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 21<sup>st</sup> century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

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

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

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

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

**Creativity:**

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

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

#### English Language Arts

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

#### Mathematics

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

#### English Language Development

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

#### Student Engagement

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

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

The curriculum will be developed by the region. The region will also train staff to support student learning using the curriculum created. The region will also send support staff out during the summer school instructional day to support student learning using hands-on curriculum of the same subject taught by teachers in the classroom. STEMscopes, My SBAC Coach, Big Day, and CIRCLE curriculum will also be utilized. Students will also use iReady, which is a

computer based program for reading and math.

### Service/Allowable Activity Staff Development

What are the specific **staff development activities**?

Professional Development will be given to staff by Region 5 as well as the district. District professional development will be based on strategies cohesive with those used within the district, specifically for English Language Learners. Other district professional development will be for writing using My SBAC Coach. Region 5 will provide professional development on curriculum.

What dates approximately will the staff development take place?

Date
05/2021

### Service/Allowable Activity Evaluation Plan

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

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

### Local Quantitative Measures and Performance Targets

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

### Local Qualitative Measures and Performance Targets

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

### 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	20	10	30
K	20	10	30
1	20	10	30
2	20	10	30
3	20	10	30
4	20	10	30
5	20	10	30
6	20	10	30
7	20	10	30
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

Grade	PFS	Non-PFS	Total
Parent/Guardian	0	0	0
Total	180	90	270

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 7	270	06/02/2021 - 06/29/2021	20	300	6,000

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
SSA School Clerk	Classified	2	0.12
SSA	Certificated	1	0.12
Instructional Aide	Classified	12	0.12
Custodian	Classified	2	0.04
Technology Support Aide	Classified	1	0.12
Food Service Aide	Classified	1	0.10
Outreach Tutors	Classified	4	0.12

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	12	0.12
Resource Teacher	Certificated	1	0.15

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	11 Teachers 5.5 hours a day x 20 days x \$50 per hr. + 5hrs. training @\$40/hour for 9 K-7th teachers. 2 PK teachers x 2 hours training = \$200. \$60,500+1800+200= 62,500	\$62,500
1100 Teachers	Resource Teacher (8 hrs. x 20 x \$50 =\$8,000) + trainings (6 hrs. x \$50 =\$300) Total \$8,300	\$8,300
2100 Instructional Aides	11 Instructional Aides 4hrs x 20 days x \$17 per hr, =\$14,960 + 11 x 4 hrs. training x \$17 per hour =\$748 Total \$15,780	\$15,780
2100 Instructional Aides	Technology Instructional Aide 1 x 4hrs (8:30-1:30) x 20 days + 3 hrs training + 20 hours to load all computer programs on rolling laptops and create logins for students X \$18per hour = \$1,854	\$1,854
2100 Instructional Aides	Outreach Instructional Aides 4 x 4hrs x 21 days x \$17 per hour + 4 hrs each training	\$5,984
2200 Support Services Salaries	SSA x 3 6hrs x 20days X \$18.78 per hour	\$6,760
2200 Support Services Salaries	Custodians 2 x 6hrs x 20 days + 4 hrs each training @ \$18 per hour.	\$4,464
2200 Support Services Salaries	Food service Aide 3hrs x 20 days + 2 hrs. training \$17 per hour.	\$1,054
3000 Employee Benefits	Teachers	\$11,250
3000 Employee Benefits	Instructional Aides Benefits	\$4,084
3000 Employee Benefits	Resource Teacher Benefits	\$1,591



Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	SSA	\$1,893
3000 Employee Benefits	Tech Instructional Aide Benefits	\$482
3000 Employee Benefits	Custodian Benefits	\$1,160
3000 Employee Benefits	Food Service Aide Benefits	\$274
3000 Employee Benefits	Outreach Aides Benefits	\$1,555
4300 Materials & Supplies	Materials: Summer School Supplies-Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. Backpacks for students in a summer school program to transport materials, curriculum, and supplies. First Book, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Math Flashcards, Stem Kits Discovering Science Through Inquiry Preschool Curriculum and Reading books, First Books, Preschool Circle Curriculum, Lakeshore Preschool Manipulatives. STEM kits, materials list given by region 5 to support curriculum. Healthy snacks for students served at home.	\$18,584
5700 Transfers of Direct Costs	Bus transportation	\$3,500
5800 Prof/Cons/Serv & Operating Exp.	Culminating Activity to support curriculum - exact activity pending as the region provides curriculum and this activity will be in support of the curriculum taught.	\$2,500
5800 Prof/Cons/Serv & Operating Exp.	Copies made of curriculum for students and teachers.	\$5,000
<b>Total:</b>		\$158,497

## 2. Winter Academy

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

Winter Academy for students during winter break to close the achievement gap by getting extra support for ELA. Classes will be provided by a certificated teacher. The service focuses on ELA.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

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

January 2021

Where would the service/allowable activity be provided?

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

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

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

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

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

A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills

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

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

3	18%
---	-----

4	18 %
5	22 %
6	38 %
7	37 %
8	30 %

C. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.

D. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.

E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills. The following grade levels have students performing at or above grade level district-wide:

Grade	Percent of migrant students at or above grade level
3	19 %
4	13 %
5	24 %
6	30 %
7	17 %
8	12 %

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

The Migrant Education Program has extended instructional time through multiple programs. There will be a standards-based Winter Academy program where students will attend from 8:00 am to 12:15 pm. 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
- Speaking as measured by ELPAC
- Academic vocabulary development

and will Provide appropriate instruction based on the English proficiency levels of English learners.

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

For students unable to attend site based program, we will provide outreach instructional aides to go to the home to support students.

Student/teacher ratio:

20:1 and not to exceed district ratios

Instructional strategies:

Students will participate in whole Group Direct/First Instruction with the Migrant teacher. Students will be taught how to read and write for two different genres. Students will also work in groups to collaborate and problem solve as teams. 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.

Student grouping method:

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

How instruction will be differentiated:

Extra supports and scaffolding will be given when needed based on student's individual needs with the teacher or instructional aide. This will be done in a small group setting or one-on-one intensive intervention.

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

Another strategy that will be used is AVID strategies. AVID has been a focus of the district for many years and we will continue with these strategies to create cohesion.

When applicable, teachers use technology as a tool to implement strategies and best learning practices that support 21<sup>st</sup> 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). 21<sup>st</sup> 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 21<sup>st</sup> century skills in the performance areas of **Critical Thinking, Communication, Collaboration, and Creativity**.

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

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

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

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

**Creativity:**

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

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

## English Language Arts

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

## English Language Development

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

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

ELPAC instructional materials, Big Day, CIRCLE, and My SBAC Coach will be the focus curriculum for Winter Academy.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will be trained on how to use ELPAC review materials by the district. My SBAC Coach curriculum training will be from Region 5. All trainings will take place in October through December 2020.

What dates approximately will the staff development take place?

**Date**

12/2020

### Service/Allowable Activity Evaluation Plan

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

The expected outcome will be for migrant students to increase reading comprehension scores by 10% from Pretest to Post Test focused on academic needs using a pre and post test for writing with a rubric.

### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	The expected outcome will be for migrant students to increase writing scores by 10% from Pretest to Post Test using a rubric.

### Local Qualitative Measures and Performance Targets

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

### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	20	20

Grade	PFS	Non-PFS	Total
K	20	0	20
1	20	0	20
2	20	0	20
3	20	0	20
4	20	0	20
5	20	0	20
6	20	0	20
7	20	0	20
8	20	0	20
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	180	20	200

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	200	01/04/2021 - 01/08/2021	5	255	1,275

#### 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 Instructional Aide	Classified	4	0.08
Instructional Aides	Classified	10	0.24
Teachers	Certificated	8	0.16
Resource Teacher	Certificated	1	0.04
Tech Instructional Aide	Classified	1	0.04

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

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

Title	Classification	Number of	
		Staff	FTE
SSA	Classified	1	0.08
Custodian	Classified	1	0.06
Food Service Aide	Classified	1	0.04

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Resource Teacher 5 days x 7hrs + trainings + CHIPs for kids 10 hrs	\$2,450
1100 Teachers	8 teachers, 5 days, 4.5 hours, + 4 hrs. training, \$50 per hour	\$10,600

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	Outreach Instructional Aides 4 x 4hrs x 5 days + 2 hrs training x \$17	\$1,496
2100 Instructional Aides	9 aides 5 days 4 hours x \$17 + 2hrs training	\$3,366
2100 Instructional Aides	Technology Aide 5 days 5 hours x \$18 + 1 hr training	\$468
2200 Support Services Salaries	Food Service Aide 3.75hrs x 5 days x \$17 + 2 hrs training	\$352
2200 Support Services Salaries	Support Service Aide 5 days 6 hours + 2 hrs training \$17	\$544
3000 Employee Benefits	Resource Teacher Benefits	\$469
3000 Employee Benefits	Teacher Benefits	\$1,802
3000 Employee Benefits	Food Service Aide Benefits	\$91
3000 Employee Benefits	Outreach Aide Benefits	\$389
3000 Employee Benefits	Instructional Aides Benefits	\$972
3000 Employee Benefits	Technology Aide Benefits	\$122
3000 Employee Benefits	SSA Benefits	\$141
4300 Materials & Supplies	Materials: Winter Academy Supplies Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, writing kit supplies. First Book, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Discovering Science Through Inquiry Reading Books, Teacher Created Materials books, Math Flashcards, Stem Kits Discovering Science Through Inquiry Preschool Curriculum and Reading books, First Books, Preschool Circle Curriculum to supplement Big Day, Lakeshore Preschool Manipulatives. STEM kits. Healthy snacks for students served at home.	\$8,500
5700 Transfers of Direct Costs	Bus Transportation to school as well as Chips for Kids	\$1,608
5800 Prof/Cons/Serv & Operating Exp.	Culminating Activity - Character Building and diversity assembly. Diversity Topics: Appreciate The Differences Of Others, See Everyone As Human, Kindness Can Positively Change Hearts	\$2,400
<b>Total:</b>		\$35,770

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

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

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

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

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

5 Day Summer Residential Study

Where would the service/allowable activity be provided?

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

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

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

#### Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students going into 7th and 8th grades will participate in a series of Saturday Civic Workshops, Students who attend



95% of the workshops will have the opportunity to attend a culminating field study in Washington DC. History Alive 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". 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, 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 an in depth lectures on the significance of the major documents, participate in series of lectures of government, attend workshops that cover checks and balances of government, learn how an idea can become law, the importance of voting, simulate a presidential elections. In addition, they will participate in daily workshops that encourages about 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 5 or 6 workshops:

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

Student grouping method:

Students will be grouped by middle school grades sixth, seventh, and eighth. 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. History Alive Curriculum has interactive units that encourage students expression via vocal, acting, reading and writing. Students will visit monuments and historical sites in Washington DC.

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

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

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

English Language Arts

- ☒ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.

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

#### English Language Development

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

#### Student Engagement

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

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

History Alive published by Teachers Curriculum  
Close Up for Americans Published by Close Up Foundation

#### Service/Allowable Activity Staff Development

What are the specific **staff development activities**?

Region 5 will provide writing staff development using My SBAC Coach. The teachers will receive training on descriptive, expository, cause and effect, compare and contrast, and narrative writing.

What dates approximately will the staff development take place?

Date
02/2021

#### 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.

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
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	03/06/2021 - 06/25/2021	6	360	2,160

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher paid by Close-Up	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
-------------	------------------------------------	--------

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Stipend \$500/day for resource teacher for 6 days = \$3000	\$3,000
2900 Other Classified Salaries	To attend close up classes with students on Saturdays. 6hrs x 6 days x \$30.40	\$1,094
3000 Employee Benefits	Teacher Benefits	\$540
3000 Employee Benefits	Support Service Benefits	\$284
5700 Transfers of Direct Costs	Bus Transportation for students to Region 5 classes.	\$3,000
5800 Prof/Cons/Serv & Operating Exp.	Cost per student for Close Up Educational study(\$2,200) x 10 = \$22000 + \$500 for teacher program.	\$22,500
5800 Prof/Cons/Serv & Operating Exp.	Bright colored shirts for identification, safety and security of students while at the airport for each student and resource teacher attending.	\$300
<b>Total:</b>		\$30,718

#### 4. University of California, Santa Barbara Algebra Camp

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

This camp offers algebra to entering 7th-8th grade students through an on-site program at UCSB. This is a 5 night/6 day program with hands-on activities that support math, writing, and cultural awareness. Instruction to students is from a certificated teacher. There is also a family day to support college readiness.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☒ Other:  
July 2020 -6 days total

Where would the service/allowable activity be provided?

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

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

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

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

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

- A. Strengthen migrant students' oral language skills; ELPAC data indicates more than 73% of migrant students are performing below standard in the area of Listening: Effective Communication skills
- B. Expand migrant students' academic language: The CAASPP assessments measuring ELA proficiency indicate an overall average of 17% proficient or above, which indicates a great need for support in all areas of language skills.
- C. Strengthen migrant students' math skills; 87% of migrant students below standard reported by CAASPP.
- D. Strengthen migrant students' writing skills, ELPAC reports 91.51% of migrant students below standard.
- E. Increase the rate at which migrant students' progress through the English Language Proficiency Assessments

for California (ELPAC) Levels; 2018-2019 ELPAC data indicate 86% of migrant students are below Proficient.

F. Increase student access to literature books and informational text; CAASPP data indicate 83% of migrant students are below Standard across the assessed grades in ELA.

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

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

I. Expand migrant students' problem solving skills: District assessments measuring Math proficiency indicate an overall average of 87% not meeting standard, which indicates a great need for support in all areas of math skills.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students 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 teaching 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 9<sup>th</sup> 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 9<sup>th</sup> grade earned higher test scores on their SAT test compared to students who did not master Algebra concepts before 9<sup>th</sup> grade.

This program consists of morning sessions where teachers break down Algebra concepts into key groups, then taking the students through each group and integrating 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:

10:1

**Instructional strategies:**

This program will offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students through hands-on project based learning.

Student grouping method:

Students will get whole group instruction with peers similar to their age group (6th-7th grades) with groups of 12-30 students.

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.

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

There will be a cultural awareness component to the curriculum as well as a family day to support family engagement and college readiness. Families will get to take a tour of the campus and dorms as well as see what the college has to offer their students. Information sessions hosted by representatives from UCSB will be held for parents with Q&A sessions conducted at the conclusion of each meeting.

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

#### Mathematics

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

#### English Language Development

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

#### Student Engagement

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

#### Other

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

- Math curriculum is aligned with California's Common Core State Standards (CCSS) for students preparing to enter high school. Pre- and post-assessments will be given to measure outcomes.
- Engineering curriculum and hands-on activities designed to reinforce math concepts – pre- and post-assessments will be given to measure outcomes.

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

All staff development will be given by University of California, Santa Barbara. All counselors for this program are University students.

What dates approximately will the staff development take place?

#### Date

06/2020

#### Service/Allowable Activity Evaluation Plan

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

Students will gain better understanding with mathematical concepts by do project based learning and engineering opportunities that will develop into a love of learning. Critical thinking and problem solving skills will be the focus of this camp. Cultural Awareness activities will also be included in the curriculum of this camp.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	A pre and post assessment will be given for math. Students should improve 20% or more from pre to post assessment.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Students will gain a better understanding of mathematics and gain confidence to pursue a college of their choice.

#### 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	07/12/2020 - 07/17/2020	5	1440	7,200

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE



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

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher to support students while at campus. To be on call 24hours a day and participate with students at program. 6 days x \$500 = 3,000	\$3,000
3000 Employee Benefits	Benefits for teacher.	\$540
5200 Travel & Conferences	Mileage to and from UCSB for teacher. Since we will use a charter bus to transport students and parents, there will be no other transportation for teacher to support students. 150 miles there and back = 300 miles @.58	\$175
5800 Prof/Cons/Serv & Operating Exp.	\$1,600 per student (grades 7th-8th) for the Cal University, Santa Barbara Math and Engineering residency to include breakfast, lunch, dinner, snacks, residency in dorms for 6 days, curriculum, overnight chaperone. 1600x 10 students = 16000 \$800 chaperone program	\$16,800
5800 Prof/Cons/Serv & Operating Exp.	Bus transportation to and from University.	\$4,400
<b>Total:</b>		\$24,915

## Section 7: School Readiness Regular School Year

### 1. Preschool Extended Day

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

Preschool for students 3-5 years of age. Instruction to students will be done by a certificated teacher. Program will be ran at Sierra Vista Elementary from 8:00 am-12:00 pm.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

☒ SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

☐ After School

☐ Saturday

☐ Before School

☒ Other:

Monday - Friday 8am-12pm

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.

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

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

Needs:

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

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

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

### Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

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

#### Strategies:

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

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

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

**Family Day – PAFT:** 3 sessions approximately 3 hours each, plus a culminating activity (4 – 8 hours). Workshops will include strategies that support early learning at home and social emotional development. There is no cap on the number of parents districts can send to PAFT.

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

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

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

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

#### Student/teacher ratio:

25:1 and 1 instructional aide

#### 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 4 hours a day/ five days a week in order to prepare them for kindergarten. Data from Brigance/PALS will drive instruction for each child. Social emotional development strategies will be introduced to parents to increase awareness at home. Parents will also receive classes on how to help their child at home at least 2 times during the school year. Instruction to students will be offered in primary and secondary language. Students will have consistent routines supported by clear expectations to support a safe and inviting learning environment. Activity/Learning centers will be used to promote learning across the domains with support from the teacher and an instructional aide.

#### Student grouping method:

Students ages 3-5yrs will be grouped in one classroom.

#### How instruction will be differentiated:

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

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

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

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

#### School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- ☒ **Strategy 8.1** - Provide training and resources to parents:
  - Workshops to increase social emotional well-being for students
  - Workshops to teach strategies that support early learning at home

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

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

#### Service/Allowable Activity Staff Development

What are the specific **staff development activities**?

The preschool teacher and instructional aides will be trained in August 2020 to use Big Day Curriculum. Region 5 will offer training throughout the year on Brigance and preschool strategies. A teacher with a preschool permit will work alongside the Preschool Community Liaison and Resource Teacher to provide training to preschool staff and parents throughout the year on activities to increase awareness of school readiness skills and the importance of and strategies to develop primary language skills, as well as cultural awareness and social/emotional development. Preschool teacher and instructional aide will attend a CPIN training offered by Region V as well as another professional development workshop.

What dates approximately will the staff development take place?

Date
08/2020
10/2020
01/2021
03/2021

#### 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. Migrant staff will provide training and resources to parents to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills and workshops to teach strategies that support early learning at home. All services to our preschool students will include social emotional development strategies and increase students social, emotional, and academic readiness for kindergarten. Students will learn basic skills and school routines to prepare them for kindergarten.

#### Local Quantitative Measures and Performance Targets

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

#### Local Qualitative Measures and Performance Targets

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

#### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	25	25
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	25	25

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs	25	09/14/2020 - 03/26/2021	116	240	27,840

#### 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	0.61
Instructional Aide	Classified	1	0.41

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 site-based preschool teacher to service students who attend our site-based preschool class. Per district hourly rate of \$50. To work 118 days @ 5 hours/day = 29,500. Training hours = 10. \$13,427 to be paid out of regular year funds to cover budget overage for school readiness.	\$16,073
2100 Instructional Aides	Instructional aides 1 x 117 days x 4 hours x \$15.87 Training hours = 4.	\$7,427
3000 Employee Benefits	Instructional Aides Benefits 7,427 x 26%= 1,931	\$1,931
3000 Employee Benefits	Preschool Teacher Benefits 13,427 (Salary From Regular Yr.) + 16,073 x 18%= 5,310	\$5,310
4300 Materials & Supplies	Pencils, folders, paper, pens, art supplies, journals, binders, tape, glue, markers, crayons, paint, backpacks, reading books in English and Spanish to support Dual program, Skills based kits/books: phonics, vocabulary, comprehension, Student Math Booklets, Teacher Created Materials books, Stem Kits, STEAM supplies, blocks, hands-on manipulatives, social and emotional awareness books and supplies. Cleaning supplies for classroom.	\$1,442
5800 Prof/Cons/Serv & Operating Exp.	Professional Development for preschool teacher and instructional aide for curriculum and best practices.	\$200
<b>Total:</b>		\$32,383

## 2. Preschool Outreach Tutoring

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

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

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

☒ SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

☐ After School

☐ Saturday

☐ Before School

☒ Other:

Monday-Thursday when parent is available

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 who will enter the Arvin Union School District for TK or Kinder.

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

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

Needs:

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

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

### Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Pre-school aged students ranging from 3 to 5 years old receive home base visits by our Outreach tutor. Students receive 17 visitations by the tutor. The tutor attends the homes to work with students twice a week for one hour. Our tutor uses Frog Street curriculum which also has a social/emotional component to support student needs, the Circle manual and Circle home-visit lesson plans while servicing the students. The program will schedule structured parent involvement activities to provide shared experiences where parents receive coaching and peer input in ways to bring academic language and math connections to common childhood experiences. Additionally, the program uses the following strategies to promote educational opportunities for preschool children:

Strategies:

- Assist families to enroll children in center-based preschool
- Promote & support timely enrollment and kinder support and basic/ foundational skills
- Provide activities and materials for parents to help children at home

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

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

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

**Family Day – PAFT:** 3 sessions approximately 3 hours each, plus a culminating activity (4 – 8 hours). Workshops will include strategies that support early learning at home and social emotional development. There is no cap on the number of parents districts can send to PAFT.

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

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

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

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

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

Workshops to teach strategies that support early learning at home.

Student/teacher ratio:

One to one instruction with lessons designed to assist parents in being the child's first teacher to develop language and math experiences within day to day real-life experiences.

**Instructional strategies:**

**Kinder Readiness skills-** Students will work on writing their name, learning the alphabet; sound and letter recognition, numbers recognition and counting, shape identification, color identification along with other basic foundational/social skills. Instruction will be offered in the student's and parent's primary and secondary language. Parents will be actively involved in lessons and tutors as well as the community liaison will teach parents strategies to continue to work with their student at home. Social and emotional awareness will be discussed with parent as well as strategies for parents to use with their student.

Parents will also receive classes on how to help their child at home at least 2 times during the school year that focus on awareness of school readiness skills including the importance of and strategies to develop primary language skills and strategies that support early learning at home. Instruction will be offered in primary and secondary language. Social emotional development strategies will be introduced to parents to increase awareness at home.

Student grouping method:



Since this is a 1:1 program, there will not be need for grouping.

How instruction will be **differentiated**:

Since this will be a 1:1 program, students will be receiving instruction based on individual goals that will be set using the Brigance and PALS pretest scores.

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

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

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

#### School Readiness

- ☒ **Principle Strategy 7.0** - Offer primary and secondary language services for dual language learners (during a time when parents are available to participate).
- ☒ **Strategy 7.1** - Provide training and resources to parents:
  - Workshops to increase awareness of school readiness skills including the importance of and strategies to develop primary language skills
  - Workshops to teach strategies that support early learning at home
- ☒ **Principle Strategy 8.0** - Include social emotional development strategies in school readiness services.
- ☒ **Strategy 8.1** - Provide training and resources to parents:
  - Workshops to increase social emotional well-being for students
  - Workshops to teach strategies that support early learning at home

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

Frog Street curriculum, CIRCLE Manual, KIBO robotics, Discovering Science Through Inquiry, Stemsopes kits, Hands-on manipulatives to enhance engagement.

#### Service/Allowable Activity Staff Development

What are the specific **staff development activities**?

Staff will be trained on how to pre/post test students as well as how to look at the data from a pretest to hone in on what specific goals the child needs to achieve in order for kindergarten readiness. Staff will be trained on the curriculum and how to use the curriculum with students. Staff will be trained on behavior management while in the home. Staff will be trained on how to interact with parents to encourage them to continue working with students in the home. Staff will be trained on social and emotional awareness and strategies for how to address this while at the homes.

##### MESRP Roundtables

Regional and district tutors are provided roundtables with support and resources for them to successfully serve their families. In the last two years the roundtables have covered the following topics: Assessments, Performance Targets, Issues in the Field, Sharing of Activities, Best Practices, Community Resources, Effective Methods to Manage the Behavior of Children, PK and K enrollment, SPED/SELPA/Search & Serve, Self-Care/Compassion Fatigue, Code Switching, Home Visitor Safety, Working with parents and building relationships, role-playing, and review of CIRCLE lessons.

It's important to give the tutors the opportunity to provide input about topics for future roundtables and provide feedback about past roundtable topics. Therefore, not all topics are provided initially, because they are provided based on need and staff feedback.

We will offer three roundtables in 20-21.

October/November 2020

January/February 2021

March/April 2021

##### CIRCLE Training

Modules include Language Development, Social Emotional Learning, Phonological Awareness, Letter Knowledge, and Math. Fall 2020

#### CPIN Training

California Preschool Instructional Network (CPIN) provides, facilitates, and/or coordinates professional development opportunities for early childhood/school readiness staff. We will have at least two CPIN trainings in 20-21, dates to be determined.

#### Program Visits & Coaching

Ongoing and as needed. We will make ourselves available at your request and as needed for program support and monitoring.

What dates approximately will the staff development take place?

Date
08/2020
09/2020
10/2020
11/2020
12/2020
01/2021
02/2021
03/2021
04/2021

#### **Service/Allowable Activity Evaluation Plan**

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

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

#### **Local Quantitative Measures and Performance Targets**

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

#### **Local Qualitative Measures and Performance Targets**

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

#### **Service/Allowable Activity Migrant Students Served**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	40	40
K	0	0	0
1	0	0	0
2	0	0	0

Grade	PFS	Non-PFS	Total
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	0	40	40

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3-5yrs	40	10/26/2020 - 03/12/2021	125	60	7,500

#### 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 Tutor	Certificated	1	0.38

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

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

Title	Classification	Number of	
		Staff	FTE

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 outreach preschool staff with permit to service students who can not come to site-based preschool. To work 49 days 4 hours/day @50/hour = 9,800 3 days per week from 10/26/2020-3/12/2021	\$9,800
3000 Employee Benefits	Outreach Tutor Benefits	\$1,764
5200 Travel & Conferences	Mileage for outreach tutor using their personal vehicles to serve students.	\$100
5800 Prof/Cons/Serv & Operating Exp.	Frog Street curriculum training to be combined with other districts in the region.	\$200
<b>Total:</b>		\$11,864

**Section 8: School Readiness Summer/Intersession**

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

1. Dental Health

Provide an overview description of your service/allowable activity.

Dental health screening for all migrant students. Follow up with parents if there is an issue and do a dental referral for services. Follow up with parents to ensure they went to the appointment.

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?

☒ Health

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:

All schools in Arvin Union School District: El Camino Real, Sierra Vista, Bear Mountain, and Haven Drive.

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

Our district is focusing efforts on student attendance as part of LCAP Goal 3. The greatest need for this can be found in the LCAP under Goal 3, "Chronic absenteeism of any type, but especially those created by families leaving early or returning after the scheduled Winter Break, are an ongoing concern. The district chronic absenteeism rate decreased from 9.6% in the 2016-2017 Mid-year A2A report to 8.3% in January 2018 and further decreased to 7.4% in April 2018. However, excessive excused absences have increased. Parent information and engagement will be a continued focus as teachers are unable to teach students that are not present." This information was discussed during a PAC meeting and parents requested dental health support. This is a service that many migratory families do not have access to.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Dental health screening and education. Students will learn how important dental hygiene is in order to stay healthy and be able to attend school regularly.

Student/teacher ratio:

20:1

**Instructional strategies:**

We will screen students and provide health education workshops. We will use that information to refer those students needing services. We will help migratory families as much as possible to retain an appointment as well as follow-up with the family to ensure the student attended the appointment and received the service.

**Student grouping method:**

Students will be given referrals based on individual needs.

**How instruction will be differentiated:**

Students who need to be referred to a health professional will be referred as well as follow-up.

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

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

**Education, Health, Nutrition, and Social Services**

- ☒ **Principle Strategy 11.0** - Offer health education workshops, with a focus on mental health, which provides students and parents with the knowledge, attitudes and skills to make healthy choices (Family Health Nights).
- ☒ **Strategy 11.1** - Provide health services and referrals to migratory students who need mental health services.
- ☒ **Strategy 11.2** - Provide professional development opportunities on physical education, health education, nutritional services, mental health and social services for all certificated and classified staff.

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

We will be supplying students with a toothbrush, toothpaste, and floss kit to ensure they have the materials they need for dental health. Students will also be given a workshop on how dental health is imperative to ensure they are at school and in good health standing.

**Service/Allowable Activity Staff Development**

**What are the specific staff development activities?**

Staff will be trained on how to identify students who are not receiving appropriate dental examinations on a regular basis. Staff will notify parents and see if they would like to be referred to a dental clinic in the area. Staff will then followup with parents to make sure they received the dental services. Staff will also work with parents to fill out necessary forms and provide transportation if needed.

**What dates approximately will the staff development take place?**

**Date**

08/2019

**Service/Allowable Activity Evaluation Plan**

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

The expected outcome of this service is to make sure students are attending school at least 95% of the time they are enrolled in our district. Many factors contribute to chronic absenteeism, but eliminating some of these problems will help with student attendance.

#### Local Quantitative Measures and Performance Targets

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

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Arvin Union School District's LCAP plan states that priority 3 is to increase student attendance rates and engagement in school. We will use a survey to ensure students see a dentist regularly and refer them to a professional if they do not attend the dentist regularly and we see reason for them to attend. We will also do a follow-up with the family to ensure they are taking advantage of the referral and provide them with help making the appointment and in extreme circumstances providing transportation if they do not have their own.

#### 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	90	90
K	90	0	90
1	90	0	90
2	90	0	90
3	90	0	90
4	90	0	90
5	90	0	90
6	90	0	90
7	50	0	50
8	50	0	50
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	730	90	820

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	820	07/01/2019 - 06/30/2020	20	120	2,400

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

Title	Classification	Number of	
		Staff	FTE
SSA	Classified	2	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
Migrant Program Specialist	Certificated	1	0.01

**Service/Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Toothbrushes, dental floss, toothpaste, other dental hygiene supplies.	\$1,500
<b>Total:</b>		\$1,500



## 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 recruiter 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 of upcoming employment in the local areas. This allows them to prepare for new arrivals.

The regions 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 Guimarra Camp and Sunset Camp and ask when is the next harvest move and when and if they plan to return to the City of Arvin in the near future. Those camps usually fill up from July to October of each year.

### I&R Quality Control Plan

Provide a copy of the Regions I&R Quality Control Plan as a separate document to the application. *The Regions Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Regions Plan.*

Title	File Name	Last Update
I&R Quality Control Plan	Region_V_IR_Quality_Control_Plan_Updated_2019.pdf	02/27/2020 8:28 AM

### District Staff Roles in the I&R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality control processes?

The region's I&R supervisor and SEA reviewer handle the initial training activities for new recruiters and coordinate training of existing recruiters. The district's recruiters participate in all region-led I&R training sessions. If additional training is required for any reason, the district coordinator requests support from the region. The minimum standards for I&R are established by the region and local I&R staff collaborate to make sure those standards are met.

The region's I&R Coordinator and SEA Reviewer provide initial training activities and coordinate training for new and existing recruiters. The District Migrant Lead Teacher coordinates assignments and works closely with region staff to assure quality control protocols are maintained.

The SSA will conduct interviews with current MEP families to determine if qualifying moves have occurred. The SSA will conduct periodic visits to community events and gathering places, or where migrant workers congregate to conduct eligibility interviews. The SSA will visit areas of town where large numbers of migrant workers live and conduct interviews to identify students who qualify for the MEP. Recruiters will participate in the Summer Outreach Program to service students during the summer break, and she will conduct interviews during these visits to identify students who may be living with or near current MEP families who qualify for the MEP.

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

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

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

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

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

---

### Local Community

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

Arvin Major Crops and Peak Periods

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

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

---

### Migration Pattern Adjustment

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

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

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

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

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

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

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

---

### Regional I&R Coordination

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

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

### Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
Combined	2	1.00	<p>The SSA will conduct interviews with current MEP families to determine if qualifying moves have occurred.</p> <p>The SSA will conduct periodic visits to community events and gathering places, or where migrant workers congregate to conduct eligibility interviews. Locations will include needs centers, Peddler's or Health Fairs, church events, farmers' markets, local parks, etc...</p> <p>The SSA will visit areas of town where large numbers of migrant workers live and conduct interviews to identify students who qualify for the MEP.</p> <p>The SSA will participate in the Summer Outreach Program to service students during the summer break, and she will conduct interviews during these visits to identify students who may be living with or near current MEP families who qualify for the MEP.</p> <p>In addition, while serving current OSY students, the SSA will conduct interviews with newly arrived migrant workers to determine if they or their children qualify for the MEP.</p>

### I&R Staff

Please provide the number of staff in each I&R supervisory and control staff 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.)

Title	Number of		Description
	Staff	FTE	
I&R Recruiter	2	2.00	<p>The SSA will conduct interviews with current MEP families to determine if qualifying moves have occurred. The SSA will conduct periodic visits to community events and gathering places, or where migrant workers congregate to conduct eligibility interviews. Locations will include needs centers, Peddler's or Health Fairs, church events, farmers' markets, etc... The SSA will visit areas of town where large numbers of migrant workers live and conduct interviews to identify students who qualify for the MEP. The SSA will participate in the Summer Outreach Program to service students during the summer break, and she will conduct interviews during these visits to identify students who may be living with or near current MEP families who qualify for the MEP. In addition, while serving current OSY students, the SSA will conduct interviews with newly arrived migrant workers to determine if they or their children qualify for the MEP.</p>
I&R Supervisor	1	0.25	<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>

Section 11: Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations. Please note that regions have PACs and RPACs. Direct Funded District only have PACs.

The Arvin Union School District Migrant PAC is composed of one eligible migrant parents representatives from each of the 3 elementary schools and 1 junior high school in the district. All eligible migrant parents are encouraged to serve on the advisory councils. Nominations and elections are conducted in an open meeting with eligible migrant parents. The elections are conducted in two meetings. In the first meeting, eligible migrant parents nominate candidates for each position by voice vote. Each candidate must be a parent of an eligible migrant child. Nominated eligible migrant parents either accept or decline the nomination. At the second meeting, PAC Representatives from each school are elected by eligible migrant parents in an open meeting by voting by secret ballot. Votes are counted and the nominees with the most votes are elected to the PAC. Once the PAC is in place, the continuous process of review of the plan, in addition to pertinent topics of interest are conducted. MEP goals, objectives, and priorities are formulated throughout the year in a collaborative process facilitated by the Migrant Lead Teacher and supervised by the District MEP Coordinator. This process is a continuous cycle to improve services to MEP students. 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. We hold six meetings a year. At these meetings, parents receive training, review district needs assessment data, review student achievement data, review and approve budgets, provide input for program implementation and district initiatives.

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

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

The MEP begins each year with an evaluation of the prior year's program. Test scores and data are shared with all stakeholders (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 stakeholders for review (this is rare). Parents are an integral part of this process and act as important partners in formulating our plans. Parents are encouraged to participate in discussions and the planning process, and their views are respected and incorporated. Parents are surveyed, anonymously, on a variety of topics to ensure that they are satisfied with the DSA and MEP services, and that we are meeting their needs as well as the needs of the students. Parents of all migrant students are also invited to attend a meeting for LCAP input. Here they are shown data of current district programs, staff, and everything currently tied to Title I funding. Migrant parents are able to ask questions and give feedback as well as request services as they see needed for their students.

What are the specific staff development activities planned based on local data? What are the expected outcomes?

The region will provide training to staff in order for them to identify and explain ESSA Title I-Part C Regulations, follow Robert's Rules of Order for meetings, Identify and analyze key components of the DSA application and Regional Budgets, and use instructional strategies for teaching adult learners/parents.

New federal and state regulations require migrant staff at the region to be properly trained and informed regarding compliance requirements for the PAC. At the beginning of each fiscal year, staff take a survey to measure their awareness of current PAC and parent involvement needs and compliance requirements. The staff survey is also used to identify professional development areas the region must focus on to improve parent involvement activities and services region wide.

The expected outcome is for district administrators to establish local PACs in accordance with state and federal regulations. An effective advisory council encourages and supports parent input regarding planning, implementation, and evaluation of program services. District administrators must establish communication and strong collaboration efforts with the PAC members to support program success.

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

The region will provide all trainings to PAC/RAC members. Training dates to be determined by the region. Dates for the district MEP PAC to be determined pending board approval of 2020-2021 calendar.

Parent Training 1 (August, 25, 2020): What is the migrant program and what services do we offer? (local needs)

Parent Training 2 (September 22, 2020): How the US school system works and how parents can participate

Parent Training 3 (November 17, 2020): Developing self- and cultural pride within the family

Parent Training 4 (January 26, 2021): Depression, Anxiety, self-esteem in students

Parent Training 5 (February 23, 2021): Understanding the LCAP - Parent Input

Parent Training 6 (April 27, 2021): Understanding the DSA - Parent Input

#### 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 Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Arvin Union School District	Frank	Davila	Yes
Arvin Union School District	Elvia	Garcia	Yes
Arvin Union School District	Andrea	Perez	Yes

#### PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
SSA	Classified	0.01
Homework Support	Classified	0.01

## Section 13: Administration

### Indirect Cost Charges

Approved Indirect Rate  %

Place a checkmark next to services rendered by indirect cost charges

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

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

### Administration Staffing Plan

#### Personnel Needed to Administer ALL Services Described in the Application

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

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

### Administration Budget Detail

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

#### Regular School Year

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	Resource Teacher 75% Salary 61,731 MA Stipend \$1,500	\$63,231
3000 Employee Benefits	Resource Teacher Benefits	\$26,572
Subtotal for 1100-6999		\$89,803
7000 Indirect Cost	5.44% of \$343,902(Reg year)	\$18,708
Total:		\$108,511

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
Subtotal for 1100-6999		\$0
7000 Indirect Cost	\$249,900 x 5.44% = \$	\$13,595
Total:		\$13,595

#### School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
	<b>Subtotal for 1100-6999</b>	\$ 0
7000 Indirect Cost	\$46,793 x 5.44% = \$2,546	\$2,546
	<b>Total:</b>	\$2,546

#### Other Education, Health, Nutrition and Social Services

Object Code	Description & Itemization of costs	Amount
	<b>Subtotal for 1100-6999</b>	\$ 0
7000 Indirect Cost	\$1,500 x 5.44% = \$	\$82
	<b>Total:</b>	\$82

#### Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	25% of total supervisor's salary 21,077	\$21,077
2900 Other Classified Salaries	Identification and Recruitment/I&R - Clerk \$20.27/hour x 8 hours x 430 days (\$69,728.80) + time and a half @ \$30.40 (265 hours for chaperoning and community events) = \$77,785	\$77,785
3000 Employee Benefits	I&R/Clerk = \$77,808 x 28% = \$21,786 + wellness	\$32,020
3000 Employee Benefits	I&R Supervision Benefits	\$8,858
	<b>Subtotal for 1100-6999</b>	\$139,740
7000 Indirect Cost	\$126,969 x 5.44% = \$6,907	\$6,907
	<b>Total:</b>	\$146,647

#### Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	Homework help for students whose parents are attending the PAC meetings. 2 staff x 3hrs x 6 days x \$12/hr = 432	\$432
2900 Other Classified Salaries	SSAs to support PAC meetings with parents. 6 days x 3hrs @ \$30.14 = 543	\$543
3000 Employee Benefits	SSA benefits	\$141
3000 Employee Benefits	Homework support staff benefits	\$112
5800 Prof/Cons/Serv & Operating Exp.	3 workshops for parents to be contracted out to comply with SSDP.	\$3,000
	<b>Subtotal for 1100-6999</b>	\$4,228
7000 Indirect Cost	\$4228 x 5.44% = \$230	\$230
	<b>Total:</b>	\$4,458

## Section 14: Legal Assurances & Certifications

### Migrant Education Program Inventory list

Title	File Name	Last Update
Data Device Inventory	Data_Device_Inventory_Form_2020.pdf	04/21/2020 12:09 PM

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

Title	File Name	Last Update
Bridge Tutor	bridge_tutor.pdf	04/20/2020 4:49 PM
Custodian	Custodian.pdf	04/20/2020 4:49 PM
Instructional Aide	Ext._Day_Inst._Aide.pdf	04/20/2020 4:50 PM
Teacher	Ext._Day_Teacher.pdf	04/20/2020 4:50 PM
Preschool Teacher	Preschool_Teacher.pdf	04/20/2020 4:50 PM
SSA/Clerk	SSA.pdf	04/20/2020 4:51 PM
Migrant Program Specialist	Migrant_Program_Specialist.pdf	04/20/2020 4:52 PM
Preschool Community Aide	PreK_Community_Aide.pdf	04/20/2020 4:58 PM
Preschool Outreach Teacher	Preschool_Outreach_Teacher.pdf	04/20/2020 4:58 PM

### Organizational Chart of Migrant Education

Title	File Name	Last Update
Staff Organizational Chart	Staff_Organizational_Chart.pdf	04/20/2020 5:01 PM

### Summer Waivers

Title	File Name	Last Update
-------	-----------	-------------

### Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

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

[Download Legal Assurance form](#)

### Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

---



## Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
<b>1000-1999 Certificated Personnel Salaries</b>				
1100	Teachers	\$192,766	\$0	\$192,766
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$84,308	\$84,308
<b>Subtotal 1000-1999</b>		\$192,766	\$84,308	\$277,074
<b>2000-2999 Classified Salaries</b>				
2100	Instructional Aides	\$76,717	\$0	\$76,717
2200	Support Services Salaries	\$14,308	\$432	\$14,740
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$34,093	\$78,328	\$112,421
<b>Subtotal 2000-2999</b>		\$125,118	\$78,760	\$203,878
<b>3000-3999 Benefits</b>				
3000	Employee Benefits	\$84,775	\$67,703	\$152,478
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
<b>Subtotal 3000-3999</b>		\$84,775	\$67,703	\$152,478
<b>4000-4999 Books and Supplies</b>				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$67,155	\$0	\$67,155
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
<b>Subtotal 4000-4999</b>		\$67,155	\$0	\$67,155
<b>5000-5999 Services and Other Operating Expenditures</b>				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$2,575	\$0	\$2,575
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$9,228	\$0	\$9,228

Object Code	Description	Amount Service & Activity	Amount Admin	Total
5800	Prof/Cons/Serv & Operating Exp.	\$68,000	\$3,000	\$71,000
5900	Communications	\$0	\$0	\$0
<b>Subtotal 5000-5999</b>		\$79,803	\$3,000	\$82,803
<b>6000-6999 Capital Outlay</b>				
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
<b>Subtotal 6000-6999</b>		\$0	\$0	\$0
<b>SUB-TOTAL</b>		\$549,617	\$233,771	\$783,388
<b>7000-7999 Indirect Cost</b>				
7000	Indirect Cost	\$0	\$42,068	\$42,068
7300	Indirect on District Subagreements	\$0	\$0	\$0
<b>Subtotal 7000-7999</b>		\$0	\$42,068	\$42,068
<b>TOTAL</b>		\$549,617	\$275,839	\$825,456