

# Migrant Education Plan

Region 18 - San Luis Obispo County Office of Education

2018-19 Regional Application

July 1, 2018 - June 30, 2019

## Section 1: General Information

Short Description: 2018-19 Regional Application  
Subgrantee Type: Region  
Region: 18 - San Luis Obispo County Office of Education  
County: San Luis Obispo  
District: San Luis Obispo County Office of Education

Who is the subgrantee contact?  
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Performance Period Allocation (85%): \$ 1,743,929  
Carryover: \$ 217,438  
Student Leadership: \$ 30,000  
School Readiness Amount: \$ 80,400  
Family Biliteracy Grant Extension: \$ 50,000  
Speech and Debate: \$ 0  
Regional Parent Conference: \$ 15,000  
Other: \$ 0  
Total Amount Allocated: \$ 2,136,767

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## Section 2: Allocation & Student Profile

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

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Paso Robles Joint Unified	DSA	\$282,037	44	177	221
		Pre	0	0	0
		K	3	15	18
		1	7	25	32
		2	1	13	14
		3	6	18	24
		4	2	16	18
		5	1	22	23
		6	17	2	19
		7	2	15	17
		8	3	19	22
		9	0	16	16
		10	0	4	4
		11	2	9	11
		12	0	3	3
		Out of School Youth	0	0	0
		Ungraded	0	0	0
Santa Maria Joint Union High	DSA	\$388,436	67	296	363
		Pre	0	0	0
		K	0	0	0
		1	0	0	0
		2	0	0	0
		3	0	0	0
		4	0	0	0
		5	0	0	0
		6	0	0	0
		7	0	0	0
		8	19	58	77
		9	10	42	52
		10	11	53	64
		11	25	95	120
		12	2	48	50
		Out of School Youth	0	0	0
		Ungraded	0	0	0
Lucia Mar Unified	MOU	\$19,149	2	29	31
Plan Total (All Districts):		\$689,622	113	502	615

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
		Pre	0	5	5
		K	0	1	1
		1	0	2	2
		2	0	4	4
		3	0	1	1
		4	1	1	2
		5	0	4	4
		6	0	2	2
		7	0	1	1
		8	1	1	2
		9	0	1	1
		10	0	1	1
		11	0	2	2
		12	0	0	0
		Out of School Youth	0	3	3
		Ungraded	0	0	0
Plan Total (All Districts):		\$689,622	113	502	615

## Section 3: Region Funding Process

Please describe the process by which the Region determines the allocation to each of its Districts.

*Describe the allocation process (e.g., amount held for centralized services, how the rest is distributed)  
(TA: high percentage in region — does it match regional activities/program quality?)*

1. The region begins with the general allocation from CDE
  2. The region deducts regional operating expenses from total allocation
  3. The region takes into count the regional student count in each category.
  4. The region determines a ratio between the student count for the district in each category and the total regional count.
  5. Districts' individual indirect cost percentage is calculated in each category.
  6. The districts receive allocation.
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## Section 4: Program Overview

### Base Program Description

What are the core strategies, programs, curriculum and services provided by the subgrantee that are designed to address the unique academic needs of all students?

#### Base Program Description

Services and supports begin at a very early age. All students within the region have access to early learning. There are a multitude of preschool programs available that provide school readiness support for any students whose family is interested in enrolling them. Many of these programs are available at no or low cost to students. Young children with special disabilities are offered services at birth through the County Office of Education (COE) or Regional Center Provider.

Districts within our Region 18 coordinate funds allocated through the Local Control Funding Formula (LCFF) with State and Federal Categorical funds and other local funding dollars to offer supports to all students. These supports are outlined with the Local Control Accountability Plans, Single Plans for Student Achievement, and other plans. Most districts utilize the Learning Center Model to offer a Multi-Tiered System (MTSS) of support for academic, behavioral, and social emotional needs. Additional supports are available through the School Attendance Review Boards (SARB) Individual Education Plans (IEPs), Section 504 Plans, and other local interventions. Each district works closely with their CEO to ensure that the specific needs of the foster and homeless students are met. Both the San Luis Obispo County Office of Education (SLOCOE) and Santa Barbara Education Office (SBCEO) operate community schools as well as the school with their juvenile detention facilities. The COEs and districts work closely together to ensure that the needs of all mobile and at-risk students are met and the information is quickly and clearly communicated to staff who can assist these students and families.

Based on recent data provided by West Ed, 832 of the 1018 identified K-12 Migrant students are English Language Learners (ELLs). The districts within the region address the needs of these students through programs funded by LCAP, Title I, Title III and other local funding. Services provided include, but are not limited to new-comer program, dual immersion programs, ELD support periods, EL coaches, literacy supports (Read 180, English 3D, Read Naturally, SRA Flex, Reading Plus, etc.) bilingual tutors, and other supports offered through the RtI learning center model. Students who have failed classes or need credit recovery have access to online learning, summer school, or other supports.

Districts offer supports for students, other than academic supports. There are family advocates available at the sites and in the community to assist students and families with navigating the many systems of support they may need. Credentialed School Nurses, and other nursing staff, are available within the districts to support the medical needs that may arise. Mental Health staff are available, on site and in the community. Drug and Alcohol Counseling is readily available at the secondary levels. Vision and dental screens are preformed, as mandated – or as needed, to ensure that individual needs are met.

All districts are working to best prepare students for college and/or career. There are Career Technical Education Programs, with carefully planned pathways, in each district. There is staff at the district and county level working with students to provide information regarding college, as well as financial aid.

In addition to supports that are offered directly to students there are many supports, classes, and workshops available to parents and caregivers. Staff is also trained, not only in standards-based curriculum, and other academic areas, but in the area of trauma-informed care, crisis intervention, mental health first-aid, etc.

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### Base Professional Development Description

What professional development activities are offered by the subgrantee that are designed to improve teaching for all students?

As part of the Local Control Accountability Plan and Local Control Funding Formula process, including but not limited to categorical and other grant programs, districts and school sites review and implement their Comprehensive Staff Development Plans. Ongoing professional development is provided by districts and county offices. These plans include professional development in the following areas:

- Most districts/schools utilize the Professional Learning Center (PLC) model
  - Specialized professional development targeted to staff working directly with ELs and Newcomers
  - Support for staff in the areas of English Language Arts, Science, Physical Education, Technology, and the Arts.
  - Linguistically and culturally diverse students.
  - GLAD
  - RtI, MTSS, UDL, PBIS, Trauma Informed Practices, Motivational Grading, Depth of Knowledge,
  - Crisis Intervention Training (CIT)
  - Appropriate training is also provided to parent committees and governing boards.
- Guided Language Acquisition Design – (Project GLAD)
  - Early Learning For All (ELFA)
  - Family Engagement: Math and Literacy

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#### Health and Well-being Supports

What support services are provided by the subgrantee to address the health and social/emotional well-being for all students?

Health and well-being supports are provided through several service delivery models. Some services are provided directly by school and district staff, others are provided by local agencies through memorandums of understanding, and some students and families are offered services by referrals to community agencies. Supports and services are included by not limited to:

- School Counselors
- Credentialed School Nurses
- Community Health Care dental and medical vans and clinics
- Vision screening and services provided by the Lyons Club
- County Mental Health Services
- County Drug and Alcohol Services
- Food Bank
- Homeless shelter and services
- Foster Youth services
- SLO Noor Foundation Dental and Medical Services
- Sexual Education and Sexual Health Services
- National School Lunch and Breakfast Programs
- Summer Food Programs
- Latino Health Coalition

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#### Private School Collaboration

How have subgrantees consulted with private schools to design and develop the migrant education program?

Annual notices were sent to all private schools located within the San Luis Obispo and Santa Barbara Counties. Notices informed staff about available services to support the migrant education students

and invited them to participate in services provided by the Regional Office. Responses are on file at the Regional Office. If services are requested, an MOU is developed. All parents are sent notification and invitation to participate in the Parent Advisory Committee.

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## Parent Involvement / Family Engagement

How does the subgrantee work with parents and families to improve student learning? Provide a description of the subgrantee's parent education and parent involvement components.

Research shows us that students are more likely to be successful in school, if their parents/family are involved and engaged. Districts and school staff actively look for ways to engage parents, families, and caregivers. Parents are involved in strategic planning, District English Learner Advisory Committees, District Advisory Committees, School Site Councils, Site English Learner Advisory Committees, Migrant Parent Advisory Committees. Parents, Families, and Caregivers are seen as key stakeholders and are involved as part of Local Control Accountability Planning,

Parents are encouraged to attend parent/teacher conferences, Back to School information nights, Open Houses, and parent support organizations meetings. Family Literacy Nights, Family Math Nights, College Information Nights, and other specialized focus nights are held throughout the region.

Educational Rights holders, or appointed segregates, are in attendance at Student/Family Support Meetings, Section 504 Meetings, and Individual Education Plan Meetings. Families of students needing addition supports related to attendance and discipline are invited to School Attendance and Review Board hearings, when appropriate.

Information is provided to parents via, mail, email, handouts and informational newsletters, websites, text messages, phone calls, and social media. District and staff strive to find efficient routes of communicating with families and will conduct home visits if needed.

Information is provided to parents, families, and caregivers in their home language.

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).

Information is provided to parents regarding migrant services through many avenues and by many different individuals. Regional, district, and site staff work to ensure that parents have information needed to support their children's success. Information is provided by regional staff, including but not limited to clerical staff, data analysts, recruiters, directors, migrant education services specialists, administrators and classroom staff. Multiple methods of communication are used: mail, email, handouts and informational newsletters, websites, text messages, phone calls, social media, home visits, community events. Staff strive to find efficient routes of communicating with families. Parents are also a great resource through networking with other parents.

Information is provided to parents as soon as it is available and appropriate. Information includes, but is not limited to information regarding academic supports, mental and physical health services, leadership opportunities, enrichment opportunities, social emotional supports, family literacy and bi-literacy, and school readiness. In addition to school related supports, information is provided regarding community supports and services.

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## Program Coordination

How does the subgrantee 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, Even Start, Reading First, etc.), homeless education, etc.

Regional, district, and school staff ensure that there is coordination with other programs by collaborating with staff involved in those programs. Many staff have involvement and oversight of



multiple programs. Regular meetings are held, not only with staff, but with stakeholders. Counties and communities hold regular collaboration meetings to ensure that appropriate staff and community members are aware of services and how the different programs overlap and enhance services to those in need. Staff is clear on funding restrictions and make sure that regulations and guidelines are followed. When appropriate, funding can be braided to maximize services.

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## Section 5: Regular School Year

### 1. Saturday School

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
- Site/Center-based
- District-wide
- Region-wide

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

There is an achievement gap for the migrant students within our region. Only 14% of our migrant students met standard on the 2016-17 ELA California Assessment of Student Performance and Progress (CAASPP), and only 7% met stand in area of Mathematics. The 2016-17 California English Language Development Test (CELDT) shows that only 20% of our students are performing at the Early Advanced or Advanced Level.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will read a minimum of 2 expository texts, covering 2 different genres. The use of rubrics will be taught to students, and the use the rubrics will be implemented as the evaluation tool.

Keys skills to be learned will depend on the age, grade, and development of the student. In the area of mathematics we will be expecting students to learn skills ranging from counting all the way up to algebra skills. English Language Arts skills will range from pre-reading up to identifying and evaluating components of an argument. In addition to ELA and Math skills students will be expected to increase their technology and study skills. All students will be involved in activities and lessons that address cultural/self-pride. The will be done across grade levels through several different

learning activities: reading articles, doing research, films, dance, visual arts, costume, literature, cultural activities, etc. Some of these activities are done within the individual classrooms and others are with students in a large group assembly. The region partners with several different community agencies to assist with funding of the activities and the hiring of dance troupes etc.

Below are some key skills listed by grade level:

### Kindergarten - ELA

Naming and writing upper- and lowercase letters. · Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing. · Learning and using new words. · Identifying words that rhyme. · Reading common words such as the, of, you, are, she, and my. · Asking and answering questions about a story the teacher reads out loud. · Identifying characters, settings, and major events in a story. · Recognizing the person, place, thing, or idea that an illustration shows. · Participating in discussions by listening and taking turns speaking. · Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion. · Taking part in shared reading, writing, and research projects. · Expressing thoughts, feelings, and ideas clearly.

### Kindergarten – Mathematics

Counting how many objects are in a group and comparing the quantities of two groups of objects. · Comparing two numbers to identify which is greater or less than the other. · Understanding addition as putting together and subtraction as taking away from. · Adding and subtracting very small numbers quickly and accurately. · Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ ). · For any number from 1 to 9, finding the missing quantity that is needed to reach 10. · Representing addition and subtraction word problems using objects or by drawing pictures. · Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less. · Organizing objects into categories and comparing the number of objects in different categories. · Dividing circles and rectangles into halves and quarters

### First Grade – ELA

Reading stories and showing they understand the lesson or moral of the story. · Asking and answering questions about a story, including characters, settings, and major events. · Comparing and contrasting the experiences of different characters. · Identifying the reasons an author gives to support a point. · Explaining differences between texts that tell stories and texts that provide information. · Learning and using new words. · Participating in class discussions by listening, responding to what others are saying, and asking questions. · Describing people, places, things, and events, expressing feelings and ideas clearly. · Learning basic rules of spoken and written English. · Working with others to gather facts and information on a topic. · Writing to describe an event, provide information on a topic, or share an opinion.

### First Grade – Mathematics

Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10. · Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ ). · Solving word problems that involve adding or subtracting numbers up through 20. · Understanding what the different digits mean in two-digit numbers (place value). · Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than). · Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true?  $3+3=6$ ,  $4+1=5+2$ ). · Adding one- and two-digit numbers together. · Measuring the lengths of objects using a shorter object as a unit of length. · Putting objects in order from longest to shortest or shortest to longest. · Organizing objects into categories and comparing the number of objects in different categories. · Dividing circles and rectangles into halves and quarters.

### Second Grade – ELA

Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story. · Reading texts about history, social studies, or science and identifying the main idea. · Answering who, what, where, when, why, and how questions about stories and books. · Describing the reasons that an author gives to support a point. · Learning and using new words. · Learning the rules of spoken and written English. · Participating in class discussions by listening and building on what others are saying. · Describing in their own words information learned from articles or books read aloud. · Working together to gather facts and information on a topic. · Writing about a short series of events and describing actions, thoughts, and feelings. · Writing about opinions on books using important details and examples to support a position.

### Second Grade – Mathematics

Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20. · Solving one- or two-step word problems by adding or subtracting numbers up through 100. · Understanding what the different digits mean in a three-digit number. · Adding and subtracting three digit numbers. · Measuring lengths of objects in standard units such as inches and centimeters. · Solving addition and subtraction word problems involving length. · Solving problems involving money. · Breaking up a rectangle into same-size squares. · Dividing circles and rectangles into halves, thirds, or fourths. · Solving addition, subtraction, and comparison word problems using information presented in a bar graph. · Writing equations to represent addition of equal numbers.

### Third Grade – ELA

Reading a wide range of stories and describing how a story teaches a lesson. · Describing characters in a story and how their actions contributed to events. · Reading texts about history, social studies, or science and answering questions about what they learned. · Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers. · Learning the rules of spoken and written English. · Learning and using new words, including words related to specific subjects (such as science words). · Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. · Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly. · Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings. · Gathering information from books, articles, and online sources to build understanding of a topic. · Writing research or opinion papers over extended periods of time.

### Third Grade – Mathematics

• Understanding and explaining what it means to multiply or divide numbers. • Multiplying all one-digit numbers from memory (knowing their times table). • Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40). • Solving two-step word problems using addition, subtraction, multiplication, and division. • Understanding the concept of area. • Relating the measurement of area to multiplication and division. • Understanding fractions as numbers. • Understanding and identifying a fraction as a number on a number line. • Comparing the size of two fractions. • Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number). • Measuring weights and volumes and solving word problems involving these measurements. • Representing and interpreting data.

### Fourth Grade – ELA

Understanding and explaining what it means to multiply or divide numbers. • Multiplying all one-digit numbers from memory (knowing their times table). • Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40). • Solving two-step word problems using addition, subtraction, multiplication, and division. • Understanding the concept of area. • Relating the measurement of area to multiplication and division. • Understanding fractions as numbers. • Understanding and identifying a fraction as a number on a number line. • Comparing the size of two fractions. • Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number). • Measuring weights and volumes and solving word problems involving these measurements. • Representing and interpreting data.

### Fourth Grade – Mathematics

Adding and subtracting whole numbers up to a million quickly and accurately. · Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units. · Multiplying and dividing multi-digit numbers. · Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers). · Creating equal fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ ). · Adding and subtracting fractions with the same denominator. · Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ). · Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers. · Connecting addition of fractions to the concept of angle measurement. · Representing and interpreting data. · Converting fractions with denominators of or into decimals. · Locating decimals on a number line. · Comparing decimals and fractions using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than).

### Fifth Grade – ELA

Determining the theme of a story, play, or poem, including how characters respond to challenges. · Comparing and contrasting stories that deal with similar themes or topics. · Explaining how authors use reasons and evidence to support their points or ideas. · Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly. · Learning the rules of spoken and written English. · Learning and using new words, including words related to specific subjects (such as science words). · Understanding figurative language. · Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. · Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order. · Writing research or opinion papers over extended periods of time.

### Fifth Grade – Mathematics

Quickly and accurately multiplying multi-digit whole numbers. · Dividing numbers with up to four digits by two digit numbers. · Using exponents to express powers of 10 (in  $10^2$ , 2 is the exponent). · Reading, writing, and comparing decimals to the hundredths place. · Adding, subtracting, multiplying, and dividing decimals to the hundredths place. · Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as  $2 \times (8 + 7)$ . · Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators. · Multiplying fractions by whole numbers and other fractions. · Dividing fractions by whole numbers and whole numbers by fractions. · Analyzing and determining relationships between numerical patterns. · Measuring volume using multiplication and addition.

### Middle School - ELA

Providing detailed summaries of texts. · Determining the theme of a text and how it is conveyed. · Describing how a particular story or play unfolds and how characters respond to plot developments. · Using a range of reading strategies to determine the meaning of unknown words as they are used in a text. · Comparing and contrasting various texts, including poems, stories, and historical novels. · Understanding the figurative and connotative (implied) meaning of words and phrases. · Identifying and evaluating specific claims or arguments in a text. · Supporting written claims or arguments with clear reasons and relevant evidence. · Producing clear and coherent writing appropriate to the task, purpose, and audience. ·

Participating in class discussions about various texts and topics. · Conducting short research projects to answer a question, drawing on several sources.

## Middle School - Mathematics

Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak). · Building on knowledge of multiplication and division to divide fractions by fractions. · Understanding that positive and negative numbers are located on opposite sides of 0 on a number line. · Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph. · Writing and determining the value of expressions with whole-number exponents (such as  $15+32$ ). · Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that  $2(3+x)$  is the same as  $6+2x$ . · Understanding that solving an equation such as  $2+x = 12$  means answering the question, “What number does  $x$  have to be to make this statement true?” · Representing and analyzing the relationships between independent and dependent variables. · Solving problems involving area and volume

## High School - ELA

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ~ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas ~ Analyze how and why individuals, events, or ideas develop and interact over the course of a text. ~ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ~ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ~ Assess how point of view or purpose shapes the content and style of a text. ~ Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ~ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ~ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ~ Read and comprehend complex literary and informational texts independently and proficiently. ~ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. ~ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ~ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ~ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ~ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ~ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ~ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ~ Draw evidence from literary or informational texts to support analysis, reflection, and research. ~ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ~ Use parallel structure. ~ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ~ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ~ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ~ Use a colon to introduce a list or quotation. ~ Spell correctly. ~ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~ Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type. ~ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. ~ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ~ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). ~ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ~ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ~ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ~ Analyze nuances in the meaning of words with similar denotations. ~ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## High School - Mathematics

Interpret expressions that represent a quantity in terms of its context. ~ Use the structure of an expression to identify ways to rewrite it. ~ Choose and produce an equivalent form of an expression to reveal and explain

properties of the quantity represented by the expression. ~ Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. ~ Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. ~ Know and apply the Remainder Theorem. ~ Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ~ Prove polynomial identities and use them to describe numerical relationships. ~ Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle. Rewrite simple rational expressions in different forms. ~ Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. ~ Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* ~ Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ~ Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. ~ Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ~ Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ~ Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ~ Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. ~ Solve quadratic equations in one variable. ~ Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. ~ Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ~ Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ . ~ Represent a system of linear equations as a single matrix equation in a vector variable. ~ Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater). ~ Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater). ~ Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ~ Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Student/teacher ratio:

33:1 Student:Teacher

15:1 Student :Paid Adults

This will vary from site to site and week to week. We staff each classroom with a credentialed teacher and an instructional aide. We also have community volunteers and Mini-Corp workers who assist. This staffing ratio is set if 80% of our eligible students attend every day. Staffing adjustment will be made and the budget will be revised if needed.

Instructional strategies:

Instructional strategies used will include, but not be limited to Robert Marzano's research-based nine essential instructional strategies

1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way a. Use Venn diagrams or charts to compare and classify items. b. Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc. b. Provide a basic outline for note-taking, having students fill in pertinent information

3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard. a. Share stories about people who succeeded by not giving up. b. Find ways to personalize recognition. Give awards for individual accomplishments. c. "Pause, Prompt,



Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments. a. Establish a homework policy with a specific schedule and time parameters. b. Vary feedback methods to maximize its effectiveness. c. Focus practice and homework on difficult concepts.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity. a. Incorporate words and images using symbols to represent relationships. b. Use physical models and physical movement to represent information.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner. a. Group students according to factors such as common interests or experiences. b. Vary group sizes and mixes. c. Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied. a. Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. b. Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. c. Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material. a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson. a. Pause briefly after asking a question to give students time to answer with more depth. b. Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Student grouping method:

Due to the geographical size of the region there are two locations for Saturday School offered. One in San Miguel and one in Guadalupe (Northern Region and Southern Region). Each session runs four hours a day for 20 weeks. A total of 4800 minutes. (a minimum of 1800 minutes focused on Math and 1800 minutes focused on English Language Arts.) That amounts to a total of 9600 minutes region-wide (with a minimum of 3600 minutes of Math and 3600 minutes of English Language Arts).

Students will be placed in classroom by grade span. Within the classrooms, students will be grouped in a variety of ways depending upon the activity, needs of the student, and goal of the teacher for that lesson. The following groupings maybe used: heterogeneous, mixed ability, like ability, interest, rotational grouping.

How instruction will be differentiated:

Instruction will be differentiated lessons will be built, materials will be develop teaching, and a variety of approaches will be used so that students, regardless of where they are starting from, can learn content effectively, according to their needs. Three aspects of instruction will be differentiated: content, process (instructional methods), and product (assessment).

Teachers will also take into account the student traits—readiness level, interest, and learning preferences—that influence learning

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

Increased technology skills, increased study skills, positive behavior intervention supports, trauma-informed practices and other mental health supports.

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

*Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.*

#### 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?

ELA –  
Focus on Reading  
<https://www.curriculumassociates.com/products/detail.aspx?title=focus>

Compass Learning and Edgenuity  
<https://www.edgenuity.com/edgenuity-and-compass/>

Teacher Created Materials

Math –  
Eureka Math  
<https://greatminds.org/math>

Touch Math  
<https://www.touchmath.com/>

Big Ideas Math  
<https://www.bigideasmath.com>



Pearson Investigations  
<https://www.pearsonschool.com/index.cfm?locator=PS2s6r>

Compass Learning and Edgenuity  
<https://www.edgenuity.com/edgenuity-and-compass/>

Teacher Created Materials

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Regular monthly staff meetings will be held at the Regional Office to review the details of this specific program. Not all Saturday School staff are available to attend these meetings, as many of them have jobs within the districts. In order to accommodate this, regional staff will individual contact them to inform them of any information that they missed. Prior to the start of each Saturday School session, there will be an additional Saturday scheduled for the purpose of staff development and focus on the curriculum.

The SLOCOE Program Specialist will address specific training for teachers and instructional assistance in the area of ELA and Math, including the use of rubrics. Staff will be trained in the writing instruction and follow-up classroom observations will occur to ensure that best practices are being implemented in the classrooms. Staff will receive professional development in the area of mathematical concepts, procedures, problem solving, and data modeling.

Training in the use of the NWEA MAP assessment tool will be provided to ensure fidelity and ease of administration. Staff will also be trained to interpret the results and use the results to drive the differentiated instruction of students. The use of research-based instructional strategies will also be addresses. The Program Specialist will provide follow up coaching, by visiting classrooms and providing explicit feedback to staff.

In addition, as specific training is offered throughout the region, staff will be encouraged to attend, and when authorized they will be paid and their costs will be covered by the regional office. "Quick Bite" information will be regularly email to all staff. As the need becomes apparent, individual staff will be offered staff development to sure-up any needed areas.

Staff will be trained in cultural competency. Prior to the start of the Regular School MEP activities.

What dates approximately will the staff development take place?

Date
07/2018
08/2018
09/2018
10/2018
11/2018
12/2018
01/2019
02/2019
03/2019
04/2019
05/2019
06/2019

#### Service/Allowable Activity Evaluation Plan

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

It is expected that each student will progress in their academic development and the achievement gap will decrease. Reading, writing, and math proficiency will increase - they will increase their language skills. They will develop more study and technology skills, feel more culturally competent and secure of themselves as individuals.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	80% of students will increase their writing score on by one point on the local rubric, based upon their pretest writing sample.
Pre and Post Assessment	80% of students will increase their math score by 10% on the local benchmark test, based upon the pretest score.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	2	2	4
1	4	4	8
2	2	2	4
3	7	7	14
4	1	1	2
5	5	5	10
6	4	4	8
7	3	3	6
8	4	4	8
9	30	20	50
10	13	13	26
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	75	65	140

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 10	140	09/15/2018 - 03/30/2019	20	240	4,800

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher - MEP, Limited Term 240 hours	Certificated	5	0.00
Teacher on Special Assignment - MEP	Certificated	2	0.34
Instructional Assistant - MEP Limited Term 160 hours	Classified	7	0.00

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

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

Title	Classification	Number of	
		Staff	FTE
Program Specialist - Staff Development	Certificated Management	1	0.05
ME Services Specialist	Classified	2	0.25
MEP Assistant	Classified	1	0.06
Teacher - MEP, Limited Term 80 hours	Certificated	5	0.00
Instructional Assistant - MEP, Limited Term 112 hours	Classified	7	0.00

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	0.337 Teacher on Special Assignment - (Saturday School)	\$25,271
1100 Teachers	0.644 Teacher - MEP, 7 Limited Term teachers x 6 hours x \$50.00 x 20 weeks (Saturday School)	\$42,000
1100 Teachers	Teacher - MEP, Limited Term Staff Development 5 limited term/hourly teachers x 16 hours x \$50.00 (Saturday School)	\$4,000
1900 Other Certificated Salaries	0.05 Program Specialist - Staff Development	\$4,239
2100 Instructional Aides	0.08 Instructional Assistants - MEP, Limited Term 6 instructional assistants x 4 hours x 20 weeks x \$15.00 (Saturday School)	\$7,200
2100 Instructional Aides	Instructional Aides- MEP Limited Term Staff Development 7 staff x 16 hours x \$15 (Saturday School)	\$1,680
2200 Support Services Salaries	0.06 MEP Assistant - Instructional (Saturday School)	\$2,475
2900 Other Classified Salaries	.25 Migrant Education Services Specialist (Saturday School)	\$11,476
3000 Employee Benefits	.644 Teacher Hourly (Saturday School) Limited Term Hourly, Certificated STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$9,462
3000 Employee Benefits	0.337 Teacher on Special Assignment (Saturday School) Permanent Certificated STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$9,969
3000 Employee Benefits	Permanent Certificated STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$1,588
3000 Employee Benefits	Teacher - MEP, Limited Term Staff Development (Saturday School) Limited Term Hourly, Certificated STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$901
4300 Materials & Supplies	Classroom Materials and Supplies 7 classrooms 20 Sessions (Saturday School)	\$6,879
5200 Travel & Conferences	Mileage for staff when transporting students who live in outlying areas and are not near the bus being provided . \$ .545/mile x 20 weeks x 455.41 miles per week (Saturday School)	\$4,964
5800 Prof/Cons/Serv & Operating Exp.	Services and Operating Costs - Facilities 2 sites for 20 days including classrooms, cafeteria, transportation (Saturday School)	\$30,950
5900 Communications	Cell Phone for Teacher on Special Assignment - staff and parent communication (Saturday School)	\$420
Total:		\$163,474

## 2. Speech and Debate

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

There is an achievement gap for the migrant students within our region. Only 14% of our migrant students met standard on the 2016-17 ELA California Assessment of Student Performance and Progress (CAASPP). The 2016-17 California English Language Development Test (CELDT) shows that only 20% of our students are performing at the Early Advanced or Advanced Level.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will read a minimum of 2 expository texts, covering 2 different genres. Students will produce 2 pieces of writing for the 2 expository genres. The use of rubrics will be taught to students, and the use the rubrics will be implemented as the evaluation tool. All students will be involved in activities and lessons that address cultural/self-pride. The will be done across grade levels through several different learning activities: reading articles, doing research, films, dance, etc.

Speech & Debate offers migrant students an opportunity to compete academically in a safe and supportive and environment. The tournament requires migrant students to sharpen their critical thinking, research and public speaking skills. In addition students must carefully organize information to develop compelling arguments and clearly express their thoughts and ideas grounding them in credible sources. Finally, the Speech and Debate Tournament fosters teamwork, self-confidence and teaches students to resolve conflicts using thoughtful and strategic language.

**Grade 4:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. ~ Paraphrase portions of a text read aloud or information presented in diverse media and formats,

including visually, quantitatively, and orally. ~ Identify the reasons and evidence a speaker provides to support particular points. ~ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 5: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.  
~ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally ~ Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ~ Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
~ Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ~ Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ~ Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 7: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
~ Analyze the main ideas and supporting details presented in diverse media and formats. ~ Analyze the main ideas and supporting details presented in diverse media and formats. ~ Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 8: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
~ Analyze the purpose of information presented in diverse media and formats. ~ Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ~ Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. ~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grades 9 & 10: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~ Integrate multiple sources of information presented in diverse media or formats. ~ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ~ Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ~ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grades 11 & 12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~ Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ~ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ~ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ~ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ~ Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Student/teacher ratio:

28:1 Student:Teacher

16:1 Adult:Student

This will vary from site to site and week to week. We also have community volunteers and Mini-Corp workers who assist. This staffing ratio is set if 80% of our eligible students attend every day. Staffing adjustment will be made and the budget will be revised if needed.

Instructional strategies:

1. Identifying Similarities and Differences
2. Summarizing and Note-taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advanced Organizers

Student grouping method:

Students will be placed in classroom by grade span. Within the classrooms, students will be grouped in a variety of ways depending upon the activity, needs of the student, and goal of the teacher for that lesson. The following groupings may be used: heterogeneous, mixed ability, like ability, interest, rotational grouping.

How instruction will be differentiated:

Instruction will be differentiated. Lessons will be built, materials will be developed, and a variety of approaches will be used so that students, regardless of where they are starting from, can learn content effectively, according to their needs. **Three aspects of instruction will be differentiated: content, process (instructional methods), and product (assessment).** Teachers will also take into account the student traits—readiness level, interest, and learning preferences—that influence learning.

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

Increased technology skills, increased study skills, positive behavior intervention supports, trauma-informed practices and other mental health supports. Case managers will use the state and local student scores, transcripts, and staff input to determine students who would benefit from this service. Case managers will meet with students and parents and monitor progress of students.

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

*Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.*

High School Graduation/Dropout

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

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?

.Curriculum used will be based on the State MEP Speech and Debate Materials. We will also use district approved textbooks to guide the work in the area of Speech and Debate.

Additional Materials will be used from the National Speech and Debate Association website and from the Toastmasters website.

<https://www.speechanddebate.org/>

<https://www.toastmasters.org/education/youth-leadership-program>

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff Develop will be provided through the information received from Monterey COE. If necessary we will bring in teachers who teach Speech and Debate the comprehensive school to assist. In addition we will reach out to local service groups like Toastmasters for assistant and support. Staff will also receive professional development in the area of cultural competency.

What dates approximately will the staff development take place?

Date
11/2018
12/2108
01/2018
02/2018
03/2018
04/2018

Service/Allowable Activity Evaluation Plan

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

Speech and debate activities focus on the four core areas of literacy: reading, writing, speaking, and listening. Students involved in speech and debate will have an opportunity to hone these skills inside and outside of the classroom setting. They will learn the value of critical thinking, the ability to clearly articulate thoughts and ideas, to answer questions logically with clarity, and to think on their

feet. They will develop interpersonal skills such as conflict resolution, assertiveness, and listening skills. They will become more confident in who they are as individuals.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	80% of students will increase their writing skills by at least 1 point, as measured on a rubric.
Pre and Post Assessment	80% of students will increase their speaking skills by at least point, as measured on the State Speech and Debate Rubric.

#### Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	15	20	35
10	7	20	27
11	10	20	30
12	2	20	22
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>34</b>	<b>80</b>	<b>114</b>

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	114	02/09/2019 - 05/04/2019	16	180	2,880

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
MEP Assistant	Classified	1	0.04
Teacher on Special Assignment - MEP	Certificated	2	0.14
Teacher, MEP Limited Term 176 hours	Certificated	2	0.00



Title	Classification	Number of	
		Staff	FTE
Instructional Assistant, MEP Limited Term 40 hours	Classified	2	0.00

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
ME Services Specialist	Classified	2	0.08

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	0.14 Teacher on Special Assignment - MEP (Speech & Debate)	\$8,106
1100 Teachers	Teacher - MEP, Limited Term 176 hours x \$50/hour	\$8,800
2100 Instructional Aides	Instructional Assistant - Limited Term 40 hours x \$15/hour	\$600
2200 Support Services Salaries	0.04 MEP Assistant Speech & Debate (Speech & Debate)	\$1,650
2900 Other Classified Salaries	0.08 ME Services Specialist Speech & Debate (Speech & Debate)	\$3,672
3000 Employee Benefits	0.14 Teacher on Special Assignment - MEP (Speech & Debate) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$3,213
3000 Employee Benefits	Teacher - MEP, Limited Term STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$1,983
Total:		\$28,024

### 3. Credit Recovery

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

Migrant Education students throughout our nation are in need of credit recovery options. In addition to making up failed classes required to graduate, many students continually move within the semester, making it difficult to complete a “seat-time” class. Being enrolled in on-line course work that is accessible from any location is imperative for some students to success academically.

2017-18 data for student using Cyber High:

- 145 full courses completed - this does not reflect the number of students who took courses for partial credit.
- Courses are divided into 1/5. We had 862/5th completed with a pass rate of 89%.
- There were a total of 202 students using Cyber High
- Completed Courses included: Algebra 2A - College Prep , Algebra 2B - College Prep, Algebra A - College Prep, Algebra B - College Prep, American Government - College Prep, American Literature B - College Prep, Art History A - College Prep, Basic Math A, Basic Math B, Biology A, Biology B, Career Exploration, Choices For Life, Economics - College Prep, English 1A - College Prep, English 1B - College Prep, English 2A - College Prep, English 2B - College Prep, English 3A - College Prep, English 3B - College Prep, English 4A - College Prep, English 4B - College Prep, Geometry A - College Prep, Geometry B - College Prep, Health Education, Physical Science A, Physical Science B, Pre-Algebra, Sociology - College Prep, U.S. History A - College Prep, U.S. History B - College Prep, World History A - College Prep, World History B - College Prep

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Teachers assigned to Saturday School, and DSA District teachers will be monitoring and case managing migrant students who are enrolled, or interested in enrolling, in online education. Key skills to be learned will depend on the course that student is enrolled in. All coursework is based upon the Common Core State Standards. The course catalog is available at this link:

<http://cyberhigh.org/Catalog.aspx#>

Student/teacher ratio:

Case management staffing is done at the district level.

This is an online learning environment. The teacher student ratio is determined by the Fresno COE.

Instructional strategies:

This is an online learning environment. Cyber High delivers curricular content that draws on a variety of educational theories and methods.

- Cyber High activities focus on critical thinking and performance based problem solving.
- Students will have access to support from teachers. Teachers will proctor all student tests.
- Courses are structured using pedagogical practices that create rigorous and meaningful content which not only meets required California State and Common Core Standards, but also emphasizes cultural validation and exploration to promote student empowerment and confidence.
- Knowledge is gained not only through a traditional "banking system" of educational practices that focus on regurgitation of literal concepts, but through social construction, collaboration, and the development of meaningful pathways that allow students to apply their skills to a variety of content areas.

Throughout every Cyber High course, students are given performance based projects to complete to help them engage with the content, better understand the material, and to work in a collaborative environment using 21st century web tools and multimedia to create their projects within Cyber High. Students are given access to tools that help them create websites, digital presentations, blogs, wikis, videos, podcasts, etc., and they can respond to feedback and comments left by peers online/within special forums set up for them and contained solely within Cyber High.

Performance based learning projects provide your students with the opportunity to learn essential 21<sup>st</sup> century skills and to prepare for Smarter Balanced testing. Each performance based learning project:

- Contains a digital literacy element that teaches students how to perform online research accurately, effectively, and efficiently as well as to collaborate responsibly.
- Provides a wide range of topics from which students can choose and guide their own learning within the context of standards-based curriculum alignment.
- Provides various tools from which students can elect to complete their project including presentations, websites, blogs, wikis, and more, all within the Cyber High application to assure the safety and anonymity of each student.
- Provides a means to collaborate on projects with other students safely and privately. Each Cyber High student selects a tag name and Avatar that displays during collaboration. Student names, locations, etc. are not displayed or shared with others.

Student grouping method:

This is an individual online learning environment.

How instruction will be differentiated:

Cyber High includes **Academic Plus**, a scaffolding feature that offers students foundational support for concepts that might be difficult for them to understand. While working through a course, students struggling with a particular concept can utilize Academic Plus, which will provide them with additional material related to the topic they are studying. It might be additional content, material pulled from a lower level Cyber High course, an instructional video, etc.

The "Knowledge Base" is a feature that students can use to help them better understand the information presented. It is similar to Academic Plus in that a student looking for more information about a concept can click on the Knowledge Base which will take the student to a page where a search feature allows them to explore all of our available course content in all subject areas for additional information.

Cyber High courses contain hundreds of instructional videos which are designed to further explain the material, but also to present it in an alternative and possibly more engaging format, particularly for visual learners. Along with the videos embedded in the course, students have access to a database of thousands of videos from all of our courses so they can use them as a resource if they need help with a particular concept which may be covered in other courses.

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

This is an online learning environment. Addition strategies will be determined by the Fresno COE.

The region is paying for the Cyber High license for use by all high school students throughout the region. Individual DSAs have oversight of the case management etc.

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

#### High School Graduation/Dropout

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

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

Cyber High - online learning developed and maintained by the Fresno COE.

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Regional and DSA Staff will be informed of the course offerings and value of the Cyber High online learning environment.

What dates approximately will the staff development take place?

Date
08/2018
01/2018

#### Service/Allowable Activity Evaluation Plan

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

- Students will increase content specific skills depending on their needs by successfully completing Cyber High courses.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Course Records - 80% of students who enroll in a Cyber High course will successfully complete the course.

#### Local Qualitative Measures and Performance Targets

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	30	0	30
10	13	0	13
11	25	0	25
12	4	0	4
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>72</b>	<b>0</b>	<b>72</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	72	08/15/2018 - 06/14/2019	1	3000	3,000

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	Cyber High Contract (Credit Recovery)	\$4,250
<b>Total:</b>		<b>\$4,250</b>

#### 4. Regional Parent Conference

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

Research shows us that involving families in a child's education is a key component. These evenings will model for parents how they can become involved in their child's education. It will also show students, that their families care enough to come to the event. It is a win-win!

In addition to the Family Math Nights Scheduled, parents will be provided workshops three times per year. These workshops will be held in the Northern and Southern part of the region. Topics as part of three of the RAC meetings, and parents will be invited to attend. Presentations will be made to address such issues as:

- 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)

Topics will be chosen by the parents. This year we will also be sponsoring a Regional Parent Conference that will be include topics from above.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

REGIONAL PARENT CONFERENCE

Parents will be provided the opportunity to attend sessions focused on:

- 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
- Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

#### FAMILY MATH NIGHT

Explain to families the important role they play in their student's study of mathematics.

- Show parents and guardians ways they can support mathematics learning at home.
- Show family members how to work side by side doing mathematics without pain and suffering.
- Help parents see how and why mathematics teaching has changed since they were in school.
- Demonstrate to parents that using objects, or hands-on learning, in mathematics teaching is a good thing.
- Impress upon adults and children the importance of perseverance in solving hard problems.
- Help parents understand how absolutely critical mathematics is to their student's success in elementary school, middle school, high school, college, and throughout life.

Students will be learning the following skills dependent upon their grade and skill level:

#### Kindergarten – Mathematics

Counting how many objects are in a group and comparing the quantities of two groups of objects. · Comparing two numbers to identify which is greater or less than the other. · Understanding addition as putting together and subtraction as taking away from. · Adding and subtracting very small numbers quickly and accurately. · Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ ). · For any number from 1 to 9, finding the missing quantity that is needed to reach 10. · Representing addition and subtraction word problems using objects or by drawing pictures. · Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less. · Organizing objects into categories and comparing the number of objects in different categories. · Dividing circles and rectangles into halves and quarters

#### First Grade – Mathematics

Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10. · Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ ). · Solving word problems that involve adding or subtracting numbers up through 20. · Understanding what the different digits mean in two-digit numbers (place value). · Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than). · Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true?  $3+3=6$ ,  $4+1=5+2$ ). · Adding one- and two-digit numbers together. · Measuring the lengths of objects using a shorter object as a unit of length. · Putting objects in order from longest to shortest or shortest to longest. · Organizing objects into categories and comparing the number of objects in different categories. · Dividing circles and rectangles into halves and quarters.

#### Second Grade – Mathematics

Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20. · Solving one- or two-step word problems by adding or subtracting numbers up through 100. · Understanding what the different digits mean in a three-digit number. · Adding and subtracting three digit numbers. · Measuring lengths of objects in standard units such as inches and centimeters. · Solving addition and subtraction word problems involving length. · Solving problems involving money. · Breaking up a rectangle into same-size squares. · Dividing circles and rectangles into halves, thirds, or fourths. · Solving addition, subtraction, and comparison word problems using information presented in a bar graph. · Writing equations to represent addition of equal numbers.

#### Third Grade – Mathematics

• Understanding and explaining what it means to multiply or divide numbers. • Multiplying all one-digit numbers from memory (knowing their times table). • Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40). • Solving two-step word problems using addition, subtraction, multiplication, and division. • Understanding the concept of area. • Relating the measurement of area to multiplication and division. • Understanding fractions as numbers. • Understanding and identifying a fraction as a number on a number line. • Comparing the size of two fractions. • Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number). • Measuring weights and volumes and solving word problems involving these measurements. • Representing and interpreting data.

#### Fourth Grad – Mathematics

Adding and subtracting whole numbers up to a million quickly and accurately. · Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units. · Multiplying and dividing

multi-digit numbers. · Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers). · Creating equal fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ ). · Adding and subtracting fractions with the same denominator. · Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ). · Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers. · Connecting addition of fractions to the concept of angle measurement. · Representing and interpreting data. · Converting fractions with denominators of 10 into decimals. · Locating decimals on a number line. · Comparing decimals and fractions using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than).

### Fifth Grade – Mathematics

Quickly and accurately multiplying multi-digit whole numbers. · Dividing numbers with up to four digits by two digit numbers. · Using exponents to express powers of 10 (in  $10^2$ , 2 is the exponent). · Reading, writing, and comparing decimals to the thousandths place. · Adding, subtracting, multiplying, and dividing decimals to the hundredths place. · Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as  $2 \times (8 + 7)$ . · Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators. · Multiplying fractions by whole numbers and other fractions. · Dividing fractions by whole numbers and whole numbers by fractions. · Analyzing and determining relationships between numerical patterns. · Measuring volume using multiplication and addition.

Student/teacher ratio:

This will be determined by the turn out and the number of children in the same family. It is difficult to determine. We will also have community volunteers as well as students from Cuesta College, Hancock College, and Cal Poly.

Instructional strategies:

1. Acknowledge
2. Encourage
3. Give specific feedback
4. Model
5. Demonstrate
6. Create or add challenge
7. Ask questions
8. Give assistance
9. Provide information
10. Give directions

Student grouping method:

Families will be grouped together.

How instruction will be differentiated:

Staff will circulate the room to ensure families are engaged.

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

Model positive family interaction to support family interaction centered around student learning and success.

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.

## Parent and Family Engagement

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

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

Curriculum will be base on the Family Math Night activities developed by the Lawrence Hall of Science and connected to the Common Core State Standards.

Regional Parent Conference Curriculum will be provided by the presenters, in alignment with District and Regional Policies and the Common Core State Standards.

## Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will receive the information necessary to successfully recruit families and successfully plan and execute a successful Family Math Night.

External guest presenters, with subject matter expertise, will be used to present information for area 12.1. No additional staff training will be needed.

What dates approximately will the staff development take place?

Date
10/2018
02/2019

## Service/Allowable Activity Evaluation Plan

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

Increase parents ability to support student's academic growth.

## Local Quantitative Measures and Performance Targets

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

Local Qualitative Measure	Local Performance Target
Survey	Parents will indicate through a survey that they felt the evening provided them with ways to better understand what their child is learning in Math and how they can support the learning at home.

## 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
Pre	0	0	0
K	0	16	16
1	0	20	20
2	0	17	17
3	0	10	10
4	0	23	23
5	0	15	15
6	0	15	15
7	0	15	15
8	0	10	10
9	0	14	14
10	0	12	12
11	0	19	19
12	0	15	15
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	0	201	201

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	30	10/01/2018 - 05/17/2019	4	201	804

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher on Special Assignment - MEP	Certificated	2	0.01
ME Program Assistant	Classified	1	0.01
ME Services Specialist	Classified	2	0.01

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	.01 Teacher on Special Assignment - MEP (MLN)	\$591
2200 Support Services Salaries	.0096 Migrant Education Program Assistant (MLN)	\$396
2900 Other Classified Salaries	.0096 Migrant Education Services Specialist (MLN)	\$554
3000 Employee Benefits	Teacher on Special Assignment (MLN) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$133

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Materials and Supplies (MLN) paper, math game materials, pens, pencils, flyers, containers, etc.	\$1,000
Total:		\$2,674

## 5. Case Management Out of School Youth

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

Many workers who come to the region to work do not have high school diplomas. They need encouragement and assistance connecting to academic resources in the community that will assist them with language, literacy, self-esteem, and academics. Workshop topics to include information on life skills, health, mental health, GED/High School Equivalency. There are currently 43 identified OSY in our region. We know that there are more, this year we are putting a lot of resources into identifying those who are not yet identified.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

OSY will learn about the resources available to them in the community. Workshop topics will include life skills, health, mental health, and GED/High School Equivalency. A minimum of 2 workshops will be dedicated to mental health.

Student/teacher ratio:

We are allocating .5 ME Services Specialist to serve all OSY within the region - that number is unknown and not stagnant. Workshops will be held with a 15:1 ratio.

Instructional strategies:

Staff will meet 1:1 with OSY and also provide regional workshops for them to attend, as appropriate. We will also attend community events in order to promote our service.

Student grouping method:

OSY will self select the workshops and services according to their individual needs.

How instruction will be differentiated:

Staff will approach OSY according to their individual needs.

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

OSY will be provided resources for language and math literacy, as well as the opportunities available that will assist with achieving a high school diploma. OSY students with desire to increase their ELA skills and/or obtain their GED will be referred to local community college and/or Adult Educaiton.

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

Out of School Youth

- Principle Strategy 9.0 - Provide OSY with a health education workshop to address healthy eating, physical activity, and related chronic disease prevention.
- Strategy 9.1 - Provide a variety of health services and referrals to OSY who need dental, vision, hearing, medical or mental health services.
- Strategy 9.2 - Provide professional development opportunities specific to the health needs of OSY on physical education, health education, nutrition services, and health, mental health and social services staff members, as well as staff members who supervise recess, cafeteria time and programs outside of regular school hours.
- Principle Strategy 10.0 - Increase OSY participation in ELA or ELD services/classes.
- Strategy 10.1 - Provide GED, or high school equivalency, services for OSY who have dropped out of school, but want to obtain a GED.
- Strategy 10.2 - Provide primary language literacy services for OSY who have dropped out of school, but want to obtain a high school diploma in their home country.

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

Curriculum will be determined by the provider of the resource referrals. Workshop curriculum will be determined by the topic and the experts in the field. We will be partnering with multiple agencies, medical, and dental staff to provide information to our OSY. ELA and GED course curriculum will be provided through Adult Education and/or the Community College.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will be provided information on resources available in our community in order to better serve the OSY. There will be a focus on teh importance of health, literacy, language, life skills, and mental health.

What dates approximately will the staff development take place?

Date
08/2018
09/2018
10/2018

Date
11/2018
02/2019
03/2019
04/2019
05/2019
06/2019

Service/Allowable Activity Evaluation Plan

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

OSY will be identified and take advantage of services available to them.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Data will be collected regarding the number of OSY contacted, OSY referrals provided, and OSY reporting follow through on the referrals.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	43	43
Ungraded	0	0	0
<b>Total</b>	<b>0</b>	<b>43</b>	<b>43</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
OSY	43	06/28/2019 - 06/30/2019	10	90	900

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 on Special Assignment	Certificated	1	0.15

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
ME Services Specialist	Classified	1	0.50

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	.15 FTE Teacher on Special Assignment - MEP (OSY Case Management)	\$11,517
2900 Other Classified Salaries	.5 ME Specialist (OSY Case Management)	\$22,953
3000 Employee Benefits	.15 Teacher on Special Assignment STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$4,494
4300 Materials & Supplies	Fuel for leased vehicle, Material and Supplies for referrals and workshops	\$1,600
5200 Travel & Conferences	Staff mileage reimbursement - OSY transportation and meetings	\$1,200
5900 Communications	Cell Phone (OSY Case Management)	\$420
Total:		\$42,184

## Section 6: Summer/Intersession

### 1. Summer School

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:

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?

**There is an achievement gap for the migrant students within our region. Only 14% of our migrant students met standard on the 2016-17 ELA California Assessment of Student Performance and Progress (CAASPP), and only 7% met stand in area of Mathematics. The 2016-17 California English Language Development Test (CELDT) shows that only 20% of our students are performing at the Early Advanced or Advanced Level.**

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Due to the geographical size of the region there are two locations for Summer School offered. One in San Miguel and one in Guadalupe (Northern Region and Southern Region). Each session runs four hours a day for 20 days. A total of 4800 minutes. (a minimum of 1800 minutes focused on Math and 1800 minutes focused on English Language Arts.) That amounts to a total of 9600 minutes region-wide (with a minimum of 3600 minutes of Math and 3600 minutes of English Language Arts.

Students will read a minimum of 2 expository texts, covering 2 different genres. The use of rubrics will be taught to students, and the use the rubrics will be implemented as the evaluation tool.

Keys skills to be learned will depend on the age, grade, and development of the student. In the area



of mathematics we will be expecting students to learn skills ranging from counting all the way up to algebra skills. English Language Arts skills will range from pre-reading up to identifying and evaluating components of an argument. In addition to ELA and Math skills students will be expected to increase their technology and study skills. All students will be involved in activities and lessons that address cultural/self-pride. The will be done across grade levels through several different learning activities: reading articles, doing research, films, dance, visual arts, costume, literature, cultural activities, etc. Some of these activities are done within the individual classrooms and others are with students in a large group assembly. The region partners with several different community agencies to assist with funding of the activities and the hiring or dance troupes etc.

Below are some key skills listed by grade level:

#### Kindergarten - ELA

Naming and writing upper- and lowercase letters. · Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing. · Learning and using new words. · Identifying words that rhyme. · Reading common words such as the, of, you, are, she, and my. · Asking and answering questions about a story the teacher reads out loud. · Identifying characters, settings, and major events in a story. · Recognizing the person, place, thing, or idea that an illustration shows. · Participating in discussions by listening and taking turns speaking. · Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion. · Taking part in shared reading, writing, and research projects. · Expressing thoughts, feelings, and ideas clearly.

#### Kindergarten – Mathematics

Counting how many objects are in a group and comparing the quantities of two groups of objects. · Comparing two numbers to identify which is greater or less than the other. · Understanding addition as putting together and subtraction as taking away from. · Adding and subtracting very small numbers quickly and accurately. · Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ ). · For any number from 1 to 9, finding the missing quantity that is needed to reach 10. · Representing addition and subtraction word problems using objects or by drawing pictures. · Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less. · Organizing objects into categories and comparing the number of objects in different categories. · Dividing circles and rectangles into halves and quarters

#### First Grade – ELA

Reading stories and showing they understand the lesson or moral of the story. · Asking and answering questions about a story, including characters, settings, and major events. · Comparing and contrasting the experiences of different characters. · Identifying the reasons an author gives to support a point. · Explaining differences between texts that tell stories and texts that provide information. · Learning and using new words. · Participating in class discussions by listening, responding to what others are saying, and asking questions. · Describing people, places, things, and events, expressing feelings and ideas clearly. · Learning basic rules of spoken and written English. · Working with others to gather facts and information on a topic. · Writing to describe an event, provide information on a topic, or share an opinion.

#### First Grade – Mathematics

Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10. • Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ ). • Solving word problems that involve adding or subtracting numbers up through 20. • Understanding what the different digits mean in two-digit numbers (place value). • Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than). • Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true?  $3+3=6$ ,  $4+1=5+2$ ). • Adding one- and two-digit numbers together. • Measuring the lengths of objects using a shorter object as a unit of length. • Putting objects in order from longest to shortest or shortest to longest. • Organizing objects into categories and comparing the number of objects in different categories. • Dividing circles and rectangles into halves and quarters.

#### Second Grade – ELA

Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story. · Reading texts about history, social studies, or science and identifying the main idea. · Answering who, what, where, when, why, and how questions about stories and books. · Describing the reasons that an author gives to support a point. · Learning and using new words. · Learning the rules of spoken and written English. · Participating in class discussions by listening and building on what others are saying. · Describing in their own words information learned from articles or books read aloud. · Working together to gather facts and information on a topic. · Writing about a short series of events and describing actions, thoughts, and feelings. · Writing about opinions on books using important details and examples to support a position.

#### Second Grade – Mathematics

Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 20. • Solving one- or two-step word problems by adding or subtracting numbers up through 100. • Understanding what the different digits mean in a three-digit number. • Adding and subtracting three digit numbers. • Measuring lengths of objects in standard units such as inches and centimeters. • Solving addition and subtraction word problems involving

length. • Solving problems involving money. • Breaking up a rectangle into same-size squares. • Dividing circles and rectangles into halves, thirds, or fourths. • Solving addition, subtraction, and comparison word problems using information presented in a bar graph. • Writing equations to represent addition of equal numbers.

#### Third Grade – ELA

Reading a wide range of stories and describing how a story teaches a lesson. · Describing characters in a story and how their actions contributed to events. · Reading texts about history, social studies, or science and answering questions about what they learned. · Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers. · Learning the rules of spoken and written English. · Learning and using new words, including words related to specific subjects (such as science words). · Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. · Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly. · Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings. · Gathering information from books, articles, and online sources to build understanding of a topic. · Writing research or opinion papers over extended periods of time.

#### Third Grade – Mathematics

• Understanding and explaining what it means to multiply or divide numbers. • Multiplying all one-digit numbers from memory (knowing their times table). • Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40). • Solving two-step word problems using addition, subtraction, multiplication, and division. • Understanding the concept of area. • Relating the measurement of area to multiplication and division. • Understanding fractions as numbers. • Understanding and identifying a fraction as a number on a number line. • Comparing the size of two fractions. • Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that 31 and 3 are the same number). • Measuring weights and volumes and solving word problems involving these measurements. • Representing and interpreting data.

#### Fourth Grade – ELA

Understanding and explaining what it means to multiply or divide numbers. • Multiplying all one-digit numbers from memory (knowing their times table). • Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40). • Solving two-step word problems using addition, subtraction, multiplication, and division. • Understanding the concept of area. • Relating the measurement of area to multiplication and division. • Understanding fractions as numbers. • Understanding and identifying a fraction as a number on a number line. • Comparing the size of two fractions. • Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that 31 and 3 are the same number). • Measuring weights and volumes and solving word problems involving these measurements. • Representing and interpreting data.

#### Fourth Grade – Mathematics

Adding and subtracting whole numbers up to a million quickly and accurately. · Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units. · Multiplying and dividing multi-digit numbers. · Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers). · Creating equal fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ ). · Adding and subtracting fractions with the same denominator. · Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ). · Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers. · Connecting addition of fractions to the concept of angle measurement. · Representing and interpreting data. · Converting fractions with denominators of or into decimals. · Locating decimals on a number line. · Comparing decimals and fractions using the symbols > (more than), = (equal to), and < (less than).

#### Fifth Grade – ELA

Determining the theme of a story, play, or poem, including how characters respond to challenges. · Comparing and contrasting stories that deal with similar themes or topics. · Explaining how authors use reasons and evidence to support their points or ideas. · Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly. · Learning the rules of spoken and written English. · Learning and using new words, including words related to specific subjects (such as science words). · Understanding figurative language. · Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. · Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order. · Writing research or opinion papers over extended periods of time.

#### Fifth Grade – Mathematics

Quickly and accurately multiplying multi-digit whole numbers. · Dividing numbers with up to four digits by two digit numbers. · Using exponents to express powers of 10 (in 102, 2 is the exponent). · Reading, writing, and comparing decimals to the thousandths place. · Adding, subtracting, multiplying, and dividing decimals to the hundredths place. · Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as  $2 \times (8 + 7)$ . · Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators. · Multiplying fractions by whole numbers and other fractions. · Dividing fractions by whole numbers and whole numbers by fractions. · Analyzing and determining relationships between numerical patterns. · Measuring volume using multiplication and addition.

#### Middle School - ELA

Providing detailed summaries of texts. · Determining the theme of a text and how it is conveyed. · Describing how a

particular story or play unfolds and how characters respond to plot developments. · Using a range of reading strategies to determine the meaning of unknown words as they are used in a text. · Comparing and contrasting various texts, including poems, stories, and historical novels. · Understanding the figurative and connotative (implied) meaning of words and phrases. · Identifying and evaluating specific claims or arguments in a text. · Supporting written claims or arguments with clear reasons and relevant evidence. · Producing clear and coherent writing appropriate to the task, purpose, and audience. · Participating in class discussions about various texts and topics. · Conducting short research projects to answer a question, drawing on several sources.

#### Middle School - Mathematics

Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak). · Building on knowledge of multiplication and division to divide fractions by fractions. · Understanding that positive and negative numbers are located on opposite sides of 0 on a number line. · Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph. · Writing and determining the value of expressions with whole-number exponents (such as  $15+32$ ). · Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that  $2(3+x)$  is the same as  $6+2x$ . · Understanding that solving an equation such as  $2+x = 12$  means answering the question, "What number does  $x$  have to be to make this statement true?" · Representing and analyzing the relationships between independent and dependent variables. · Solving problems involving area and volume

#### Student/teacher ratio:

36:1 Student:Teacher

13:1 Student :Paid Adults

This will vary from site to site and week to week. We staff each classroom with a credentialed teacher and an instructional aide. We also have community volunteers and Mini-Corp workers who assist. This staffing ratio is set if 80% of our eligible students attend every day. Staffing adjustment will be made and the budget will be revised if needed.

#### Instructional strategies:

Due to the geographical size of the region there are two locations for Summer School offered. One in San Miguel and one in Guadalupe (Northern Region and Southern Region). Each session runs four hours a day for 20 days. A total of 4800 minutes. (a minimum of 1800 minutes focused on Math and 1800 minutes focused on English Language Arts.) That amounts to a total of 9600 minutes region-wide (with a minimum of 3600 minutes of Math and 3600 minutes of English Language Arts.

Instructional strategies used will include, but not be limited to Robert Marzano's research-based nine essential instructional strategies

1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way a. Use Venn diagrams or charts to compare and classify items. b. Engage students in comparing, classifying, and creating metaphors and analogies.
2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc. b. Provide a basic outline for note-taking, having students fill in pertinent information
3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard. a. Share stories about people who succeeded by not giving up. b. Find ways to personalize recognition. Give awards for individual accomplishments. c. "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments. a. Establish a homework policy with a specific schedule and time parameters. b. Vary feedback methods to maximize its effectiveness. c. Focus practice and homework on difficult concepts.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity. a. Incorporate words and images using symbols to represent relationships. b. Use physical models and physical movement to represent information.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner. a. Group students according to factors such as common interests or experiences. b. Vary group sizes and mixes. c. Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied. a. Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. b. Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. c. Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material. a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson. a. Pause briefly after asking a question to give students time to answer with more depth. b. Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Student grouping method:

Student will be placed in classroom by grade span. Within the classrooms, students will be grouped in a variety of ways depending upon the activity, need of the student, and goal of the teacher for that lesson. The following groupings maybe used: heterogeneous, mixed ability, like ability, interest, rotational grouping.

How instruction will be differentiated:

Instruction will be differentiated lessons will be built, materials will be develop teaching, and a variety of approaches will be used so that students, regardless of where they are starting from, can learn content effectively, according to their needs. **Three aspects of instruction will be differentiated: content, process (instructional methods), and product (assessment).** Teachers will also take into account the student traits—readiness level, interest, and learning preferences—that influence learning.

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

Increased technology skills, increased study skills, positive behavior intervention supports, trauma-informed practices and other mental health supports.

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

*Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.*

#### 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?

ELA –

Focus on Reading

<https://www.curriculumassociates.com/products/detail.aspx?title=focus>

Compass Learning and Edgenuity

<https://www.edgenuity.com/edgenuity-and-compass/>

Teacher Created Materials

  

Math –

Eureka Math

<https://greatminds.org/math>

Touch Math

<https://www.touchmath.com/>

Big Ideas Math

<https://www.bigideasmath.com>

Pearson Investigations

<https://www.pearsonschool.com/index.cfm?locator=PS2s6r>

Compass Learning and Edgenuity

<https://www.edgenuity.com/edgenuity-and-compass/>

Teacher Created Materials

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Regular monthly staff meetings will be held at the Regional Office to review the details of this specific program. Not all Saturday School staff are available to attend these meetings, as many of them have jobs within the districts. In order to accommodate this, regional staff will individual contact them to inform them of any information that they missed. Prior to the start of each Saturday School session, there will be an additional Saturday scheduled for the purpose of staff development and focus on the curriculum.

The SLOCOE Program Specialist will address specific training for teachers and instructional assistance in the area of ELA and Math, including the use of rubrics. Staff will be trained in the writing instruction and follow-up classroom observations will occur to ensure that best practices are being implemented in the classrooms. Staff will receive professional development in the area of mathematical concepts, procedures, problem solving, and data modeling.

Training in the use of the NWEA MAP assessment tool will be provided to ensure fidelity and ease of administration. Staff will also be trained to interpret the results and use the results to drive the differentiated instruction of students. The use of research-based instructional strategies will also be addresses. The Program Specialist will provide follow up coaching, by visiting classrooms and providing explicit feedback to staff.

In addition, as specific training is offered throughout the region, staff will be encouraged to attend, and when authorized they will be paid and their costs will be covered by the regional office. “Quick Bite” information will be regularly email to all staff. As the need becomes apparent, individual staff will be offered staff development to sure-up any needed areas.

Staff will be trained in cultural competency. Prior to the start of the Regular School MEP activities.

What dates approximately will the staff development take place?

Date
07/2018
08/2018
09/2018
10/2018
11/2018
12/2018
01/2019
02/2019
03/2019
04/2019
05/2019
06/2019

Service/Allowable Activity Evaluation Plan

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

It is expected that each student will progress in their academic development and the achievement gap will decrease. Reading, writing, and math proficiency will increase - they will increase their language skills. They will develop more study and technology skills, feel more culturally competent and secure of themselves as individuals.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	80% of students will increase their writing score on by one point on the local rubric, based upon their pretest writing sample.



Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	80% of students will increase their math score by 10% on the local benchmark test, based upon the pretest score.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	2	2	4
1	4	4	8
2	2	2	4
3	7	7	14
4	1	1	2
5	5	5	10
6	4	4	8
7	3	3	6
8	4	4	8
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
<b>Total</b>	<b>32</b>	<b>32</b>	<b>64</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	32	07/02/2018 - 07/13/2018	18	240	4,320
K - 8	32	06/17/2019 - 06/28/2019	20	240	4,800

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher On Special Assignment - MEP	Certificated	2	0.16
Teacher MEP - Limited Term	Certificated	5	0.00
Instructional Aide - MEP Limited Term	Classified	4	0.00

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

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

Title	Classification	Number of
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		Staff	FTE
MEP Assistant	Classified	1	0.06
Teacher - MEP, Limited Term 80 hours	Certificated	5	0.00
Instructional Aide - Limited Term, 112 hours	Classified	7	0.00
ME Service Specialist	Classified	2	0.25

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	.24 Teacher on Special Assignment, MEP (Summer School)	\$22,261
1100 Teachers	Teacher - MEP Limited Term 5 teachers x \$50.00/hour x 20 days x 6 hours (Summer School)	\$30,000
1100 Teachers	Teachers, Limited Term - Staff Development 5 teachers x 16 hours x \$50/hour (Summer School)	\$4,000
2100 Instructional Aides	Instructional Aide - MEP, Limited Term 8 aides x \$15.00/hour x 20 days x 4 hours (Summer School)	\$9,600
2100 Instructional Aides	Instructional Aides, Limited Term - Staff Development 7 aides x 16 hours x \$15.00/hour (Summer School)	\$1,680
2200 Support Services Salaries	.06 MEP Assistant - Instructional (Summer School)	\$2,475
2900 Other Classified Salaries	.25 Migrant Education Services Specialist (Summer School)	\$11,476
3000 Employee Benefits	Teacher - MEP Limited Term (Summer School) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$6,760
3000 Employee Benefits	Teacher on Special Assignment - MEP (Summer School) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$8,813
3000 Employee Benefits	Teachers, Limited Term - Staff Development (Summer School) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$901
4300 Materials & Supplies	Classroom Supplies (Summer School)	\$776
5200 Travel & Conferences	Staff Transport of Students (Summer School) \$.545/mile x 110.09 miles x 20 days for staff to transport students who are in remote areas and not able to take the bus.	\$1,200
5800 Prof/Cons/Serv & Operating Exp.	Facilities, Custodial, Student Transportation (Summer School), Media Facilities and Custodial (San Miguel and Guadalupe) \$7988; Bus transportation from Lompoc to Guadalupe \$5250; SLOCOE Media contract to advertise services to parents, community, and district staff \$5445	\$18,683
Total:		\$118,625



## 2. Credit Recovery

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Summer

Where would the service/allowable activity be provided?

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

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

Case management and support for this service is being done by DSA District teachers and the Regional TOSAs.

Migrant Education students throughout our nation are in need of credit recovery options. In addition to making up failed classes required to graduate, many students continually move within the semester, making it difficult to complete a "seat-time" class. Being enrolled in on-line course work that is accessible from any location is imperative for some students to success academically.

2017-18 data for student using Cyber High:

- 145 full courses completed - this does not reflect the number of students who took courses for partial credit.
- Courses are divided into 1/5. We had 862/5th completed with a pass rate of 89%.
- There were a total of 202 students using Cyber High
- Completed Courses included: Algebra 2A - College Prep , Algebra 2B - College Prep, Algebra A - College Prep, Algebra B - College Prep, American Government - College Prep, American Literature B - College Prep, Art History A - College Prep, Basic Math A, Basic Math B, Biology A, Biology B, Career Exploration, Choices For Life, Economics - College Prep, English 1A - College Prep, English 1B - College Prep, English 2A - College Prep, English 2B - College Prep, English 3A - College Prep, English 3B - College Prep, English 4A - College Prep, English 4B - College Prep, Geometry A - College Prep, Geometry B - College Prep, Health Education, Physical Science A, Physical Science B, Pre-Algebra, Sociology - College Prep, U.S. History A - College Prep, U.S. History B - College Prep, World History A - College Prep, World History B - College Prep

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Keys skills to be learned will depend on the course that student is enrolled in. All coursework is based upon the Common Core State Standards. The course catalog is available at this link:

<http://cyberhigh.org/Catalog.aspx#>

Student/teacher ratio:

Case management for this service is done at the district level.

This is an online learning environment. The teacher student ratio is determined by the Fresno COE.

Instructional strategies:

This is an online learning environment. Cyber High delivers curricular content that draws on a variety of educational theories and methods.

- Cyber High activities focus on critical thinking and performance based problem solving.
- Students will have access to support from teachers. Teachers will proctor all student tests.
- Courses are structured using pedagogical practices that create rigorous and meaningful content which not only meets required California State and Common Core Standards, but also emphasizes cultural validation and exploration to promote student empowerment and confidence.
- Knowledge is gained not only through a traditional "banking system" of educational practices that focus on regurgitation of literal concepts, but through social construction, collaboration, and the development of meaningful pathways that allow students to apply their skills to a variety of content areas.

Throughout every Cyber High course, students are given performance based projects to complete to help them engage with the content, better understand the material, and to work in a collaborative environment using 21st century web tools and multimedia to create their projects within Cyber High. Students are given access to tools that help them create websites, digital presentations, blogs, wikis, videos, podcasts, etc., and they can respond to feedback and comments left by peers online/within special forums set up for them and contained solely within Cyber High.

Performance based learning projects provide your students with the opportunity to learn essential 21<sup>st</sup> century skills and to prepare for Smarter Balanced testing. Each performance based learning project:

- Contains a digital literacy element that teaches students how to perform online research accurately, effectively, and efficiently as well as to collaborate responsibly.
- Provides a wide range of topics from which students can choose and guide their own learning within the context of standards-based curriculum alignment.
- Provides various tools from which students can elect to complete their project including presentations, websites, blogs, wikis, and more, all within the Cyber High application to assure the safety and anonymity of each student.
- Provides a means to collaborate on projects with other students safely and privately. Each Cyber High student selects a tag name and Avatar that displays during collaboration. Student names, locations, etc. are not displayed or shared with others.

Student grouping method:

This is an individual online learning environment.

How instruction will be differentiated:

Cyber High includes **Academic Plus**, a scaffolding feature that offers students foundational support for concepts that might be difficult for them to understand. While working through a course, students struggling with a particular concept can utilize Academic Plus, which will provide them with additional material related to the topic they are studying. It might be additional content, material pulled from a lower level Cyber High course, an instructional video, etc.

The "Knowledge Base" is a feature that students can use to help them better understand the information presented. It

is similar to Academic Plus in that a student looking for more information about a concept can click on the Knowledge Base which will take the student to a page where a search feature allows them to explore all of our available course content in all subject areas for additional information.

Cyber High courses contain hundreds of instructional videos which are designed to further explain the material, but also to present it in an alternative and possibly more engaging format, particularly for visual learners. Along with the videos embedded in the course, students have access to a database of thousands of videos from all of our courses so they can use them as a resource if they need help with a particular concept which may be covered in other courses.

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

This is an online learning environment. Addition strategies will be determined by the Fresno COE.

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

#### High School Graduation/Dropout

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

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

Cyber High - online learning developed and maintained by the Fresno COE.

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Regional and DSA Staff will be informed of the course offerings and value of the Cyber High online learning environment.

What dates approximately will the staff development take place?

Date
05/2019

#### Service/Allowable Activity Evaluation Plan

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

- Students will increase content specific skills depending on their needs by successfully completing Cyber High courses.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Course Records - 80% of students who enroll in a Cyber High course will successfully complete the course.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Observation	Course Records - 80% of students who enroll in a Cyber High course will successfully complete the course.

#### 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
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	30	0	30
10	13	0	13
11	25	0	25
12	4	0	4
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>72</b>	<b>0</b>	<b>72</b>

Service/Allowable Activity Time

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

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	Cyber High Contract (Summer School)	\$4,250
<b>Total:</b>		<b>\$4,250</b>

### 3. Leadership Institute

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:

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?

**There is a need to expose current high school students to STEM (Science, Technology, Engineering, and Math) education through intensive curricular and co-curricular experiences.**

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will participate in a University Success and Leadership course introducing them to university life, structure and policies of the University and development of strategies and skills to help ensure success in college. In addition, participating students will be exposed to experiential learning through excursions to the California Science Center Museum and a boat trip to the Channel Islands. Adult supervision and chaperones are provided by the university program.

Students will participate in the Future Leaders of America Program. The summer Youth Leadership Conference, is where students from across the central coast are able to develop leadership skills in a safe and supportive environment. This is a 6 day residential experience. Throughout the week, youth participants are introduced to the building blocks of leadership: public speaking, goal setting, assertiveness, advocacy and self-esteem. Students also have the opportunity to map out their 4-year plan to get to college and are challenged to practice advocating for their educational needs. Youth have the opportunity to express themselves through cultural activities and empowerment workshops. For many of the students, attending this camp is their first time away from home which in itself presents a challenge to many Latino youth. We want to make sure that all All youth regardless of background challenge themselves to achieve their full potential through safe

and positive self development experiences. The FLA way is unique, through our peer-to-peer model youth are able to learn from one another and in turn empower themselves and their community. Once students complete the Youth Leadership Conference, they have the opportunity to continue building their leadership skills through our year round program and volunteer trainings. Students are able to give back to their community by becoming mentors for future generations of FLA'ers.

Student/teacher ratio:

Defined by the program

Instructional strategies:

Defined by the program

Student grouping method:

Defined by the program

How instruction will be differentiated:

Defined by the program

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

**The program provides STEM outreach to the community as well as tutoring, peer mentoring, and other student success services at CI. The program encourages cultural diversity as represented by a diversity of worldviews, histories, and cultural knowledge across a range of social groups including those associated with race, ethnicity, gender identity, sexual orientation, abilities, socioeconomic background, religion, and their intersections.**

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

High School Graduation/Dropout

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

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?

Defined by the program

Service/Allowable Activity Staff Development

What are the specific staff development activities?

We will ensure that Regional Staff have the information to refer appropriate students to the program. Staff Development for program staff is provided by the program.

What dates approximately will the staff development take place?

Date
02/2019
04/2018

Service/Allowable Activity Evaluation Plan

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

Region 18 will fill all eligible slots for the Leadership institute. All students chosen to attend will successfully complete the institute.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	100% of available slots will be filled.
Other	100% of students chosen to attend the institute will successfully complete.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Other	Students who attend the institute will report that it was a valuable experience. They will be able to share what they learned about STEM, university life, and skills they developed during the institute.

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
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	2	5
11	2	3	5
12	0	0	0

Grade	PFS	Non-PFS	Total
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	5	5	10

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
10 - 11	5	07/08/2018 - 07/21/2018	14	1440	20,160
9 - 11	7	07/15/2018 - 07/20/2018	6	1440	8,640

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Fuel for transportation	\$300
5800 Prof/Cons/Serv & Operating Exp.	Channel Islands 5 students \$22723.00 Future Leaders of America 7 students \$2740.00 (Leadership)	\$26,376
Total:		\$26,676



## Section 7: School Readiness Regular School Year

### 1. Saturday and Extended Day Preschool

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

Migratory children need additional primary and English language development in order to be better prepared for kindergarten. They will be more successful academically if they enter Kindergarten with the social emotional behaviors that contribute to school success.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

**Social-Emotional Development.** The social-emotional development domain consists of the following three strands:

1. Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. Social Interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. Relationships, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

**Language and Literacy.** The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. Listening and Speaking, which includes language use and conventions, vocabulary, and grammar
2. Reading, which covers concepts about print, phonological awareness, alphabets and word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response
3. Writing, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

**English-Language Development.** The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much

background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

1. Listening, which includes understanding words, requests and directions, and basic and advanced concepts
2. Speaking, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories
3. Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
4. Writing, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors Unlike the three other sets of foundations, in which the foundations are linked to age, the English-language development foundations are defined by three levels of development—Beginning, Middle, and Later. Depending on their prior experience with using their home language and English to communicate with others, preschool English learners will go through these levels at different paces. Once children reach the Later level, they will still need support to continue acquiring English and to apply their developing linguistic abilities in every domain.

**Mathematics.** Young children’s development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

1. Number Sense, which includes understanding of counting, number relationships, and operations
2. Algebra and Functions (Classification and Patterning), which focuses on sorting and classifying objects and recognizing and understanding simple, repeating patterns
3. Measurement, which includes comparison and ordering
4. Geometry, which focuses on properties of objects (shape, size, position) and the relation of objects in space
5. Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems

Student/teacher ratio:

20:1 Student: Teacher

10:2 Student: Adult

Please refer to the attached job descriptions. SLOCOE refers to their "preschool teachers" as "site supervisors". These staff members provide direct instruction to students. The assistants in the classroom are called "associate teachers".

This will vary from site to site and week to week. We staff each classroom with the appropriate credentialed staff and a classified staff member. This staffing ratio is set if 80% of our eligible students attend every day. Staffing adjustment will be made and the budget will be revised if needed.

Instructional strategies:

Strategies will be chosen to fit a particular situation. Staff will consider what the children already know and can do and the learning goals for the specific situation. By remaining flexible and observant, staff can determine which strategy may be most effective. Often, if one strategy doesn't work, another will.

1. Acknowledge
2. Encourage
3. Give specific feedback
4. Model
5. Demonstrate
6. Create or add challenge
7. Ask questions
8. Give assistance
9. Provide information
10. Give directions

Student grouping method:

Grouping will be done by certificated teacher according to age, development, and skill - based on observation and assessment.

How instruction will be differentiated:

Instruction will be differentiated and scaffolded as determined by student need - based on teacher observation and assessment.

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

Proven strategies to develop mathematical skills and knowledge.

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?

Published and teacher developed materials based on the California Preschool Learning Foundations.  
Raising A Reader - materials provided at no cost, due to a county-wide privately funded grant  
<https://www.raisingareader.org/>

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will participate in the SLOCOE Early Learning For All Professional Development and Training Sessions. These

meetings include topics not limited to: foundations, frameworks, behavior management, social emotional development, language and literacy, family engagement, science, and networking opportunities. As appropriate staff will attend the Preschool Instructional Network Regional Leads and California opportunities for professional learning.

What dates approximately will the staff development take place?

Date
08/2018
09/2018
10/2018
11/2018
12/2018
01/2019
02/2019
03/2019
04/2019
05/2019
06/2019

Service/Allowable Activity Evaluation Plan

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

Students attending Saturday and Extended Day Preschool will be better prepared for Kindergarten, both academically and socially emotionally. They will have increased literacy and language skills.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will advance along the continuum of all domains administered on the Desired Results Developmental Profile (DRDP). We will be administering components from the Essential View.

Local Qualitative Measures and Performance Targets

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

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

Grade	PFS	Non-PFS	Total
Pre	0	41	41
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

Grade	PFS	Non-PFS	Total
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	0	41	41

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P	15	08/20/2018 - 06/14/2019	80	120	9,600
P	30	09/15/2018 - 11/17/2018	20	240	4,800
P	30	02/16/2019 - 05/04/2019	20	240	4,800

#### Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Site Supervisor - MEP, Limited Term	Certificated	2	0.00
Associate Teacher - MEP, Limited Term	Classified	2	0.00

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

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

Title	Classification	Number of	
		Staff	FTE
Site Supervisor - MEP, Limited Term 55 hours Staff Development	Certificated	2	0.00

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Site Supervisor - MEP, Limited Term 440 hours x \$30.00 (Sat/Extended Day)	\$13,200
1100 Teachers	Site Supervisor, Limited Term - Staff Development 55 hours (Sat/Extended Day)	\$1,650
2100 Instructional Aides	Associate Teacher - MEP, Limited Term 320 x \$1500 (Sat/Extended Day)	\$4,800
3000 Employee Benefits	Associate Teacher - MEP, Limited Term (Sat/Extended Day) PERS 18.06% SUI .05% WC 4.75% Medicare 1.45%	\$1,168
3000 Employee Benefits	Site Supervisor - MEP, Limited Term (Sat/Extended Day)	\$2,974
3000 Employee Benefits	Site Supervisor, Limited Term - Staff Development (Sat/Extended Day) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$372
4300 Materials & Supplies	Classroom Material and Supplies, Curriculum materials and supplies (Sat/Extended Day)	\$1,365
5200 Travel & Conferences	Staff Mileage Reimbursement - Mileage reimbursement for staff to attend training and also to transport students who are too remote to take the school bus. 590.83 miles x \$00.545/mile (Sat/Extended Day)	\$300
5200 Travel & Conferences	Two staff to attend the CPIN trainings in Sacramento Oct 17, 2018 and May 14 2019. \$538.40 lodging \$90.00 per diem	\$638
Total:		\$26,467

## 2. Parent Workshops

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

After School , Evenings, Saturdays

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

There is a need for parents to understand the importance of school readiness skills - what they are and how to teach them at home. There is a need for parents to understand the importance of social emotional well-being of children - what is is and how to support it at home.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

**Parents will learn how to support the develop of following key skills at home with their preschooler:**

**Social-Emotional Development:** 1. Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning 2. Social Interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility 3.

Relationships, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships.

**Language and Literacy:** 1. Listening and Speaking, which includes language use and conventions, vocabulary, and grammar 2. Reading, which covers concepts about print, phonological awareness, alphabetics and word/print Preschool Learning Foundations, Volume 1 • California Department of Education xiii recognition, comprehension and analysis of age-appropriate text, and literacy interest and response 3. Writing, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

**English Language Development:** Listening, which includes understanding words, requests and directions, and basic and advanced concepts 2. Speaking, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories 3. Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming 4. Writing, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors.

**Mathematics:** 1. Number Sense, which includes understanding of counting, number relationships, and operations 2. Algebra and Functions (Classification and Patterning), which focuses on sorting and classifying objects California Department of Education • Preschool Learning Foundations, Volume 1 xi and recognizing and understanding simple, repeating patterns 3. Measurement, which includes comparison and ordering 4. Geometry, which focuses on properties of objects (shape, size, position) and the relation of objects in space 5. Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems

Student/teacher ratio:

20:1

Please refer to the attached job descriptions. SLOCOE refers to their "preschool teachers" as "site supervisors". These staff members provide direct instruction to students. The assistants in the classroom are called "associate teachers".

Instructional strategies:

Adult teaching strategies will be used:

Modeling

Keep It Relevant

Remember Student Backgrounds

Integrate Emotion Into Lessons

Encourage Exploration

Make Assignments Convenient

Always Offer Feedback

Student grouping method:

Adults will be grouped by student and parent need.

How instruction will be differentiated:

Information will be scaffolded to the needs of the adults and the developmental ages/stages of the children.

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

Adult learning strategies.

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?

Curriculum will be based on the California Preschool Learning Foundations Framework.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

What dates approximately will the staff development take place?

Date
11/2018
04/2019

Service/Allowable Activity Evaluation Plan

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

The expectation is the families will have an increased ability to identify the skills needed for school readiness. They will demonstrate increase ability to support these skills at home, and will report success in their in-home supports of these skills.

Local Quantitative Measures and Performance Targets

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

Local Qualitative Measure	Local Performance Target
Survey	Surveys of parents will be show evidence of parents increased ability to identify school readiness skills.

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
Pre	0	70	70
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
Ungraded	0	0	0
Total	0	70	70



Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P	30	09/15/2018 - 06/15/2019	8	90	720

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Preschool Site Supervisor Limited Term 20 hours	Certificated	2	0.00

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	Preschool Site Supervisor - Limited Term 20 hours x \$30.00 (Parent Workshops)	\$ 600
3000 Employee Benefits	Preschool Site Supervisor (Parent Workshops) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$ 135
4300 Materials & Supplies	Materials and Supplies (Parent Workshops) flyers, print and video information related to topics covered,	\$ 800
5200 Travel & Conferences	Staff Reimbursement for Miles - transport parents	\$ 300
Total:		\$1,835

### 3. Family Biliteracy

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

SSDP Focus Area: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Evenings

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

There is a gap of school readiness in the areas of academic, social, and emotional for our migrant education students. High quality, early biliteracy programs that focus on academic, language, social, and cross-cultural challenges of school and will better prepare at-risk migrant children for entrance into kindergarten.

#### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Social-Emotional Development. The social-emotional development domain consists of the following three strands:

1. Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. Social Interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. Relationships, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

Language and Literacy: 1. Listening and Speaking, which includes language use and conventions, vocabulary, and grammar 2. Reading, which covers concepts about print, phonological awareness, alphabets and word/print Preschool Learning Foundations, Volume 1 • California Department of Education xiii recognition, comprehension and analysis of age-appropriate text, and literacy interest and response 3. Writing, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

English Language Development: Listening, which includes understanding words, requests and directions, and basic and advanced concepts 2. Speaking, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories 3. Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming 4. Writing, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors.

Families will learn the importance of and how to engage in the school community by valuing the cultural and linguistic assets the family possesses. The family unit will learn to integrate into the education experience by utilizing the family's first language to teach and model literacy strategies. The family will replicate these practices

at home. Adults/parents will become aware of the value of biliteracy and other practices that support their children's education.

Children will learn to be excited about books and how to engage with them. Parents will obtain the knowledge and resources they need to help develop the foundation of literacy. Parents will gain confidence in their ability and the skills to share books with their children.

Student/teacher ratio:

15 families to 2 instructional staff

Please refer to the attached job descriptions. SLOCOE refers to their "preschool teachers" as "site supervisors". These staff members provide direct instruction to students. The assistants in the classroom are called "associate teachers".

Instructional strategies:

Strategies that support adult learning, modeling, active engagement activities, scaffolding, and other strategies connected to the program.

Student grouping method:

Families will be grouped together.

How instruction will be differentiated:

Differentiation will occur based on the of the individual family and the ages of the children.

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

Use of technology when appropriate.

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?

Family biliteracy curriculum  
Raising A Reader  
Latino Family Literacy Project

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will participate in the SLOCOE Early Learning For All professional development. Staff will receive training specific to the curriculum and activities related to the Family Biliteracy Project.

What dates approximately will the staff development take place?

Date
08/2018
09/2018
01/2019
02/2019

Service/Allowable Activity Evaluation Plan

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

Students will increase their literacy skills in their home language as well as English. Families will use the strategies learned in class at home with their families.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	At the end of the session, 80% of students will increased their vocabulary knowledge by 20%, as measured by the pre and post test.
Pre and Post Assessment	80% of students will advance at least one level on the DRDP Concepts of Print, as measure by the pre and post assessment.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	50	50
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

Grade	PFS	Non-PFS	Total
Ungraded	0	0	0
Total	0	50	50

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - K	50	01/14/2019 - 06/28/2019	15	60	900

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
Site Supervisor - MEP, Limited Term 3 staff x 75 hours	Certificated	3	0.00
Associate Teacher 6 staff x 45 hours	Classified	6	0.00
Teacher on Special Assignment	Certificated	2	0.07

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 Education Services Specialist	Classified	3	0.06
MEP Assistant	Classified	1	0.13

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	.07 Teacher on Special Assignment - MEP (Family BL)	\$5,253
1100 Teachers	Professional Development - Site Supervisors 3 Site Supervisors x \$30.00 X 4 hours x 2 days	\$720
1100 Teachers	Site Supervisor - MEP, Limited Term 3 Site Supervisors x 75 hours x \$30 (Family BL)	\$6,750
2100 Instructional Aides	Associate Teacher - Limited Term 6 staff x 45 hours x \$15 (Family BL)	\$4,050
2100 Instructional Aides	Professional Development - Associate Teacher 3 Associate Teachers x 4 hours x \$15 x 2 days	\$360
2200 Support Services Salaries	.13 MEP Assistant	\$5,363
2900 Other Classified Salaries	.06 Migrant Education Services Specialist (Family BL)	\$2,754
3000 Employee Benefits	Professional Development - Site Supervisor STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$162
3000 Employee Benefits	Site Supervisor - MEP, Limited Term (Family BL) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$1,521
3000 Employee Benefits	Teacher on Special Assignment - MEP (Family BL) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$2,070
4300 Materials & Supplies	Materials and Supplies, Curriculum, Books, Supplies for activities at home. Meals for evening meetings. (Meals will be served to families because meetings will be scheduled at the dinner hour. Meal costs will remain below \$10/person. (Family BL)	\$3,207
5200 Travel & Conferences	Mileage - Staff to Transport Families who need transportation and to cover the cost of staff miles to and from their work location to the main office - if and when required by contract. \$.545/mile x 550.45 miles (Family BL)	\$300

Object Code	Description & Itemization of costs	Amount
5200 Travel & Conferences	Professional Development - staff mileage reimbursement 6 staff x 2 days x 72 miles x \$.545	\$864
5700 Transfers of Direct Costs	Copies and Postage (Family BL)	\$100
5800 Prof/Cons/Serv & Operating Exp.	\$3000 Media Contract to advertise service to families, community members, and school staff; \$3000 70 hrs of Professional Development for staff provided by the SLOCOE Early Learning Team - this will include follow up conversations, mentoring, and visits to the sessions.	\$6,000
Total:		\$39,474

## Section 8: School Readiness Summer/Intersession

### 1. Preschool - Summer School

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: School Readiness

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Summer

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

Migratory children need additional primary and English language development in order to be better prepared for kindergarten. They will be more successful academically if they enter Kindergarten with the social emotional behaviors that contribute to school success.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

**Social-Emotional Development.** The social-emotional development domain consists of the following three strands:

1. Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. Social Interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. Relationships, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

**Language and Literacy.** The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. Listening and Speaking, which includes language use and conventions, vocabulary, and grammar
2. Reading, which covers concepts about print, phonological awareness, alphabets and word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response
3. Writing, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

**English-Language Development.** The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English

learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

1. Listening, which includes understanding words, requests and directions, and basic and advanced concepts
2. Speaking, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories
3. Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
4. Writing, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors Unlike the three other sets of foundations, in which the foundations are linked to age, the English-language development foundations are defined by three levels of development—Beginning, Middle, and Later. Depending on their prior experience with using their home language and English to communicate with others, preschool English learners will go through these levels at different paces. Once children reach the Later level, they will still need support to continue acquiring English and to apply their developing linguistic abilities in every domain.

**Mathematics.** Young children’s development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

1. Number Sense, which includes understanding of counting, number relationships, and operations
2. Algebra and Functions (Classification and Patterning), which focuses on sorting and classifying objects and recognizing and understanding simple, repeating patterns
3. Measurement, which includes comparison and ordering
4. Geometry, which focuses on properties of objects (shape, size, position) and the relation of objects in space
5. Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems

Student/teacher ratio:

15:1 Student: Teacher

15:2 Student: Adult

Please refer to the attached job descriptions. SLOCOE refers to their "preschool teachers" as "site supervisors". These staff members provide direct instruction to students. The assistants in the classroom are called "associate teachers".

Instructional strategies:

Strategies will be chosen to fit a particular situation. Staff will consider what the children already know and can do and the learning goals for the specific situation. By remaining flexible and observant, staff can determine which strategy may be most effective. Often, if one strategy doesn’t work, another will.



1. Acknowledge
2. Encourage
3. Give specific feedback
4. Model
5. Demonstrate
6. Create or add challenge
7. Ask questions
8. Give assistance
9. Provide information
10. Give directions

Student grouping method:

Grouping will be done by certificated teacher according to age, development, and skill - based on observation and assessment.

How instruction will be differentiated:

Instruction will be differentiated and scaffolded as determined by student need - based on teacher observation and assessment.

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

Proven strategies to develop mathematical skills and knowledge.

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?

Curriculum is based on the California Preschool Learning Foundations Framework.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff is included in the training offered by SLOCOE to through the Early Learning For All Trainings. This group meets monthly and cover curriculum, behavior, family involvement and other areas of the California Preschool Foundations Framework.

What dates approximately will the staff development take place?

Date
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Service/Allowable Activity Evaluation Plan

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

Students attending Summer Preschool will be better prepared to attend school, both academically and socially emotionally. They will have increased literacy and language skills.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	80% of students will advance at least one level on the DRDP Concepts of Print, as measure by the pre and post assessment.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	30	30
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
<b>Total</b>	<b>0</b>	<b>30</b>	<b>30</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P	30	07/02/2018 - 07/20/2018	40	240	9,600

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of
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		Staff	FTE
Site Supervisor - MEP, Limited Term 240 hours	Certificated	2	0.00
Associate Teacher - MEP, Limited Term	Classified	2	0.00

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
MEP Assistant	Classified	1	0.13

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Site Supervisor - MEP, Limited Term 2 site supervisors x 6 hours x 20 days x \$30 (Summer School)	\$7,200
2100 Instructional Aides	Associate Teacher - MEP, Limited Term (Summer School) 2 Associate Teachers x 4 hours x \$15.00/hour x 20 days	\$2,400
3000 Employee Benefits	Site Supervisor - MEP, Limited Term (Summer School) STRS 16.28% SUI .05% WC 4.75% Medicare 1.45%	\$1,622
4300 Materials & Supplies	Classroom Supplies, Curriculum (Summer School)	\$1,057
5200 Travel & Conferences	Staff Mileage - Reimbursement of staff miles between the office/training site and their assigned work location - per the contract. (Summer School)	\$300
Total:		\$12,579

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

### 1. Health Case Management

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

Health

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

When ever needed

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

Based up an annual health assessment, the California Healthy Kids Survey and other screeners, we find the following:

- Vision
- Dental
- Need of a caring adult relationship
- Do not feel connected to school

In 2017-18 the region assisted with the following referrals:

6 Medical Referrals Only

8 Vision (MEP helped all 8 with vouchers)

0 Hearing

3 Dental Referrals Only

17 Total

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will learn to make healthy choices and have a better sense of why making healthy choices is important. They will also become aware of resources/services available to them in the community.

Student/teacher ratio:

Health workshops will be conducted at a maximum of 20:1.

Instructional strategies:

Staff will help students navigate the resources in the community. In order to best do this we will be partnering with community agencies, medical and dental clinics, etc. There are multiple agencies in our region who provide this service at little or no cost. The Regional Office is located in a medical complex and next door to a hospital. Regional staff will be making connections with these health care professionals to provide services.

Student grouping method:

Most of this work will be done individually. If appropriate students will be grouped by like need or interest for information sessions.

How instruction will be differentiated:

Services will be differentiated by need, age, etc.

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

Migrant education staff will use the results of the assessments and screeners to connect eligible participants to needed services. We will collaborate with community agencies and groups to connect them to resources that can best meet their needs.

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?

This will depend on services needed. All information provided will be on research-based services. Local health care provides/agencies will help determine the curriculum used.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will be made aware of resources available in the community to assist eligible participants with needed physical, dental, and mental health needs.

Staff will receive training in Trauma Informed Care in order to

- Realize the widespread impact of trauma and understand paths for recovery
- Recognize the signs and symptoms of trauma
- Respond integrate knowledge about trauma into practices
- Seek to actively resist re-traumatization

Staff will be provided with information on CPI Non-Crisis Intervention Training. This training will help them organize their thinking about how behavior escalates and how to respond appropriately during interactions with students, parents, and the community.

Staff will be provided training in Mental Health First Aid. This training will teach staff to identify, understand and respond to signs of mental illnesses and substance use disorders.

What dates approximately will the staff development take place?

Date
07/2018
08/2018
09/2018
10/2018
11/2018
12/2018
01/2019
02/2019
03/2019
04/2019
05/2019
06/2019

Service/Allowable Activity Evaluation Plan

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

Staff will review participant assessments will be reviewed monthly to ensure that needed referrals are being provided to eligible participants

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	Participants will indicate that have an increased knowledge of how to navigate and access the healthcare system in our community.
Other	Local data will be keep to record information regarding referrals made and people served.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
Pre	0	10	10
K	2	5	7
1	1	5	6
2	1	5	6
3	5	5	10
4	2	5	7
5	2	5	7
6	2	5	7
7	2	5	7
8	3	5	8
9	4	10	14
10	4	10	14
11	3	10	13

Grade	PFS	Non-PFS	Total
12	2	5	7
Out of School Youth	0	20	20
Ungraded	0	0	0
Total	33	110	143

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - OSY	210	07/01/2018 - 06/30/2019	0	0	0

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
ME Services Specialist	Classified	2	0.15

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	.15 Migrant Education Services Specialist (Health Case Management)	\$6,886
3000 Employee Benefits	Migrant Education Services Specialist (Health Case Management) Permanent Classified PERS 18.06% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600.00 per 1.0 FTE	\$3,573
Total:		\$10,459

## 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.

Region: The I&R Manager/SEA Reviewer works at the regional office. There are four regional Migrant Education Services Specialists/Recruiters one at the regional office and other three are at different district sites. There are five recruiters at three district sites. Eight of the nine recruiters are responsible for school based and community based recruitment in regular school as well as during summer. The region directly supervises four of the nine recruiters. The other five recruiters are directly supervised by three district supervisors. One of the district recruiters does not work during summer but does school and community based recruitment during the regular school year. The regional office is responsible for conducting I&R training's (along with other trainers), preparing the Regional I&R Quality Control Plan and processes and procedures for I&R.

Regional Office has four recruiters.

Paso Robles School District has one recruiter.

Lucia Mar School District has one recruiter

Santa Maria Joint Union High School District has one full time recruiter and two part time recruiters for a total of three recruiters.

### 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
Regional Quality Control Plan	Quality_Control_Plan_2018-19_Final.pdf	07/24/2018 12:59 PM

### 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 Manager/SEA Reviewer is responsible for planning and preparing the material for monthly Migrant Education Recruitment & Identification Team meetings (MERIT Meetings). Two other trainers assist from time to time with training. New and existing recruiters are introduced to the I&R Quality Control Process, as they learn/reminded of the expectations for process and procedures of I&R. Communication between the district recruiter supervisors and I&R Manager is on-going on items out of the ordinary. A calendar of Community Recruitment efforts is shared with all regional and district recruiters as a form of communication and to support one and other. The districts who complete a DSA review the Regional I&R Quality Control Plan and develop a district Quality Control Plan.

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

Three regional recruiters assigned to particular districts, after I&R Training and having been cleared to recruit will:



### School Based Recruitment

- Schedule meeting with all school secretaries or other personnel at their assigned districts to establish a referral process.
- Have knowledge and establish good communication with key staff at Preschools, Adult Education or where ESL class are being offered to possible migrant families for possible leads.
- Attend school meetings and functions, ask to be on the agenda or have information table (ELAC Meetings, Kindergarten Registration, Open House or information night, school staff meetings)

### Community Based Recruitment

Have knowledge of companies, organizations, offices in the following sectors:

- those that employ (large ag companies, contractors, employment agencies)
- those that provide a service (health clinics, dental offices, legal matters, food, clothing)
- those that educate (community colleges, private schools, preschools)
- those that inform the migrant community (radio stations, television stations)

Once contact information is obtained, begin contacting at least four places one from each sector in one month and gradually increase to two from each sector per month to establish communication, relationship and possible referral process or gain entrance into speaking with the workers. This means introduction of the MEP by phone or in person, possible media clip, power point presentation or other form of presentation. Schedule a revisit or establish a communication plan bi-weekly or monthly to check on referrals, postcards or other materials needed or exchange.

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### Local Community

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

The region covers two counties San Luis Obispo and Santa Barbara:

Top crops grown in Santa Barbara County are strawberries, grapes, broccoli, lettuce and celery. Most migrant families in this county live in low income apartments or are doubled up in a single family home. In the last two years, there has been an increase of workers who hold an H2-A visa and are housed either in motels or in single family homes. The two major employers are Betteravia Farms (lettuce) followed by Discroll's Inc. (strawberries and other berries). The families work in fields, packing sheds or nurseries. Strawberries are grown year-around but peak periods are from March-September and in lettuce peak harvest periods are usually March to November.

In San Luis Obispo County the top crops are grapes, strawberries, avocados, broccoli and lettuce. Most migrant families live in low income apartment complex or in farm land which is no or low cost. Many workers with an H2-A visa live and work in the city that borders Santa Barbara County. The peak period for harvesting grapes is typically from August to November depending on weather. Talley Vineyards is the largest employer of workers to harvest grapes. Hayashi & Sons is a large grower of strawberries although the harvest season begins in March through November, peak season is May through July.

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### 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.

Recruiters will use tools to establish a list of leads where potential migrant families may be found or referrals obtained to make contact with those potential migrant families. The four sectors are those that employ, provide a service, educate or inform the migrant population. The communication between the four sectors will inform the recruiter of peak times in different areas of the region. The housing developments for low income or agricultural workers, local markets, churches, laundry mats or other places where potential migrant families may gather will be places of interest to conduct I&R. Informing the community about the MEP at local events. Traveling to work sites or apartment complex areas where potential families work and live will be part of the activities to actively recruit.

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### 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?

Recruiters will be provided with training and tools to carry out recruitment activities. Communication with each sector of the community where we want to establish awareness and collaboration is essential. Using a centralized tool to document communication, followup and outcomes will be helpful. Using an electronic calendar to plan out activities, meetings, and completing reports will be part of their task. Region will meet with recruiters weekly to review their monthly goals and provide guidance or assistance when needed. Large community events take more

than one recruiter to reach all attendees, recruiters may need to pair up if needed. Recruiters communicate to make each other aware of families with students in different districts and/or different neighboring regions, assuring all students are included in MEP if they are eligible. School based recruitment efforts involve communication and a process for referrals from district personnel and the recruiter.

### 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	5	2.64	<p>The three regional recruiters will be assigned to specific districts/areas where the I&amp;R activities will be carried out. Recruiters can be asked to assist in other districts if additional help is requested.</p> <p>School Based</p> <p>Recruiter 1 - All districts in San Luis Obispo County except Lucia Mar and Paso Robles</p> <p>Recruiter 2 - All districts in south of Orcutt School District</p> <p>Recruiter 3 - Central Districts Orcutt, Lompoc, Guadalupe, Santa Maria and Cuyama</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	4	2.64	Perform complex, responsible, and technical support functions relating to the Migrant Education Program identification, recruitment, determination of eligibility, and service delivery to students, families, and districts including: recruitment, coordination of health, support services, transitional services, instructional services, and parent involvement activities. Maintain and support the Migrant Student Information Network and other data and student information systems. Monitor progress and maintain student files.
I&R Supervisor	1	1.00	The I&R Supervisor will over see all Identification and Recruitment activities, train all I&R staff, participate in State training, and provide monthly training to all recruiters within the region.
SEA Reviewer	1	0.02	SEA Reviewer reviews all COE for eligibility. Staff attends training at the State level.
MEP Assistant	1	0.70	The MEP Assistant assists the I&R manager and recruiters with I&R activities. He/she performs data entry, and other general office support.

### I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	.7004 MEP Assistant (I&R)	\$28,892
2200 Support Services Salaries	2.6404 ME Services Specialist (I&R)	\$121,208
4300 Materials & Supplies	Fuel, Materials and Supplies (I&R) Fuel for leased vehicles, misc office supplies, print material for recruitment.	\$6,500
5200 Travel & Conferences	Travel and lodging to state-level trainings for I&R manager - held in Sacramento on August 17, 2018; December 11, 2018; February 19&20, 2019; April 2019 (2 days). Lodging \$225.00 x 6 nights = \$1350.00 Travel to National I&R Forum in Pennsylvania. Registration \$175.00; Lodging \$851.00; Meals \$182.00; Air Fare/Hotel Transportation \$650.00	\$2,000

Object Code	Description & Itemization of costs	Amount
5700 Transfers of Direct Costs	Lease for two vehicles, postage, copies (I&R) annual vehicle lease for two vehicles \$994.80 (SLOCOE has determined that it was less expensive to lease two vehicles than to reimburse staff mileage. Region 18 covers 7,405 miles)	\$17,054
5800 Prof/Cons/Serv & Operating Exp.	Outside printing services (brochures, business cards, flyers, posters, etc \$3,000 Media Contract to develop and manage a multi-media campaign - to include print, video, TV, radio, social media \$5,000	\$8,000
5900 Communications	Cell Phones (I&R)	\$1,806
Total:		\$185,460

## 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.

There is a need to build parent capacity so that they can participate at the school and regional level.

Region 18 has an active parent advisory committee (RAC). The RAC is composed of up to two parents from each school district that has migrant students enrolled. Per the RAC Bylaws, the committee meets a minimum of six times per year. The agenda is set based upon the input from the committee members and often includes presentations from community agencies about resources available to them. Agenda items include, but are not limited to: parent survey development and review of results; review of information from the State Plan, Fiscal Handbook, and Regional Application; staffing and budget; review and discussion of student data, instructional programs, and support services; RAC goal setting and scheduling and planning of parent and community activities and training.

In compliance with the State guidance, RAC officers, including the State Parent Advisory Committee (SPAC) Representative, are elected for two-year term prior to May 1st. New officers move into their role immediately following the election. If parents become ineligible, but remain in the region, they are eligible to complete their term as community member. If they move from the region, or are unable to complete their term, the new elected member will remain in the seat until the end of that term. Nominations are held in a regularly scheduled open meeting. Elections are held in a subsequent open meeting. All parents are notified of the meeting schedule through mail, email, personal phone call, text, automated phone call, and newsletters. Documentation from all RAC meetings include agendas, minutes, and sign-in sheets. These documents are kept on file at the Regional Office.

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.

Prior to the submittal of the Regional Application, RAC Officers and representatives are actively involved in the planning, development, and review of the application. Needs assessment, student data, and budget information are provided, along with staff recommendations regarding activities and programs. Major revisions and amendments are presented to the RAC. The director regularly attends the RAC meeting, and is also available to attend the DSA PAC meetings, as needed. Staffing for this application was reviewed with the committee at the April 25, 2018. Due to the nature of the Regional Transfer and the number of open positions, the RAC voted unanimously to allow the director to proceed with the SLOCOE hiring process, without a parent involved in the selection. It is noted that all future open positions will be brought to the committee for discussion.

There was discussion about the new rotation of the Regional and State Conferences. The RAC will be involved with the planning and scheduling of this year's Regional Parent Conference.

This Regional Application was approved by the RAC on April 25, 2018.

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

We have budgeted a position for a .25 Migrant Education Program Assistant (MEPA) to focus on the involvement of parents and their needs. Due to the nature of the Regional Transfer, this position is still vacant. Upon hire, we will determine the needs of the specific staff member hired and provide the appropriate staff development to meet their needs. We will ensure that staff has a functioning understanding of the components in the RAC Bylaws, the Regional Application, the State Delivery Plan, the Fiscal Handbook, and the budget. In addition to these key program components, they need to understand Robert's Rules of Order, know how to take minutes, and have an awareness of state

and federal regulations that govern the program.

Communication with adults is key. Staff need to be aware of adult teaching and learning strategies. We will use the State Family Engagement Framework to guide us in this work. We will work collaboratively with our parents and families in order to address capacity building, leadership, resource allocation, progress monitoring, access, and equity. Our goal is to strengthen involvement and build relationships with parents in order to better support our migrant students.

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

We will use the State Family Engagement Framework as our guide. We will survey the needs of RAC members in the area of building capacity, leadership, budget, progress monitoring, equity and access. Upon review of the results, we will develop a plan to provide information and resources. We will ensure that members have an understanding of Title I-Part C ESSA, Robert’s Rules of Order, and other responsibilities and regulations they will need in order to carry out their responsibility as a committee member.

This year, using the PAC Conference Funds, we will offer a Regional Parent Conference. The details of and agenda for the conference will be developed with input from the members of the RAC.

Topics for PAC and Staff Development Activities

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

PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Lompoc Unified School District	Erika	Layva	Yes
Lompoc Unified School District	Yolanda	Ochoa	Yes
Orcutt Union School District	Maria	del Rocio Gonzalez	Yes
Orcutt Union School District	Veronica	Pinion	No
San Miguel Joint Union School District	Maria	Pascacio	Yes
San Miguel Joint Union School District	Silvestre	Avila	Yes
Guadalupe Union School District	Adriana	Aguilera	No
Guadalupe Union School District	Martha	Lomeli	Yes

District/School	First Name	Last Name	Eligible Migrant Parent?
Lucia Mar Unified School District	Mario	Castaneda	No
Lucia Mar Unified School District	Ramon	Palomino	Yes
Santa Maria Joint Union High School District	Luz	Enriquez	Yes
Santa Maria Joint Union High School District	Faustino	Gaxiola	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Migrant Education Program Assistant	Classified	0.21
ME Services Specialist	Classified	0.06
Teacher On Special Assignment - MEP	Certificated	0.06
Migrant Education Program Assistant - Leadership Conference	Classified	0.04

PAC Budget

What is the specific budget for PAC activities? (Costs related to SPAC conference are not included in this section.)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	.06 Teacher on Special Assignment	\$2,418
2200 Support Services Salaries	.04 MEP Assistant - RAC Conference	\$1,650
2200 Support Services Salaries	.21 MEP Assistant - PAC/RAC	\$8,497
2900 Other Classified Salaries	.06 ME Services Specialist	\$2,754
3000 Employee Benefits	.06 Teacher on Special Assignment Permanent Certificated STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$925
4300 Materials & Supplies	Materials and Supplies for RAC	\$1,100
4300 Materials & Supplies	Materials and Supplies for the RAC Conference. TBD by the RAC as they develop the agenda and plan the conference.	\$6,778
5200 Travel & Conferences	Transportation and Meal Stipend for SPAC 6 meetings x \$500.00 (Meals \$71.00, Mileage \$288.85, Wage Stipend \$100.00)	\$3,000
5300 Dues & Memberships	RAC - CDE Dues	\$5,000
5800 Prof/Cons/Serv & Operating Exp.	Professional Consultant/Services RAC Conference. The details of this will be determined by the RAC as they plan the agenda and the details of the conference.	\$7,003
5900 Communications	Cell Phone	\$420
<b>Total:</b>		<b>\$39,545</b>

## Section 12: Technical Assistance and DSA/MOU Monitoring

This section is intended to capture the activities the region will conduct to provide technical assistance to the district subgrantees, and to monitor the implementation of the services outlined in the DSAs and MOUs.

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Describe how the region will provide technical assistance to the districts.

The Regional Director, Identification and Recruitment Manager, Fiscal Manager and all other regional staff are available to assist districts where needed. This includes, but is not limited to assistance with the online application, program alignment to the State Plan, interpretation of the information in the Fiscal Handbook, interpretation of policies, codes, and regulations. We will assist, if needed with facilitation of communication to district administration, staff, trustees, parents, or students. Most important we will assist with ways to support the needs of the students through interpretation of data, providing awareness of programs and services, etc.

Differentiated support and training will be provided to I&R, fiscal, and educational staff as needed and requested. As a regional staff, we realize that a valuable component of support is collaboration. We will provide opportunities for the district staff to collaborate with each other. The Regional Director will be available to assist with strategic planning for districts if desired.

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Describe how the region will monitor the implementation of services provided to students as described in the DSAs and MOUs accepted by the region.

Monitoring of implementation begins with understanding the need and the services provided. The Director, and other regional staff as needed, will review the application prior to approval. When services begin we will meet quarterly with district staff to assure implementation is going as planned and assist as needed with support and any adjustments needed. When budget revisions are submitted these changes should not come as a surprise to the regional staff, as we will be informed as the program is progressing. Visits and observation will be made to program sites, parent meetings, etc. This will be done with several goals in mind, insuring compliance, providing assistance, and celebrating successes.

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How will districts be informed about the technical assistance and training services provided by the region?

Districts will be informed about technical assistance through phone conversation, email, Region 18 newsletters/blogs, and personal visits. After conferences, State Directors Meetings, and RAC Meetings district personnel will be informed of key information in a timely and efficient manner.

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## Section 13: Administration: Staffing Plan

### 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
Director	RSY, SR-RSY, SR-SS, I&R, SS, Other, PAC	Certificated Management	1	1.00
Administrative Assistant III	RSY, SR-RSY, SR-SS, I&R, SS, Other, PAC	Classified	1	1.00
I & R Manager	I&R	Classified Management	1	1.00
Migrant Education Program Assistant	I&R	Classified	1	0.70
Fiscal Specialist	RSY, I&R	Classified	1	0.50

### 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
1300 Supervisor/Administrators	1.0 Director	\$99,221
2400 Clerical, Technical and Office Staff	.5 Fiscal Specialist	\$31,728
2400 Clerical, Technical and Office Staff	.75 Administrative Assistant III	\$43,689
3000 Employee Benefits	Permanent Classified PERS 18.06% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600.00 per 1.0 FTE	\$14,044
3000 Employee Benefits	Permanent Classified PERS 18.06% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600.00 per 1.0 FTE	\$20,116



Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$31,849
4300 Materials & Supplies	Fuel for vehicle, Material and Supplies	\$3,151
5200 Travel & Conferences	CPIN Meetings October 17, 2018; May 14, 2019 \$640.00 Director Meetings. September 27&28, 2018; November 5&6,2018; May 14&15,2019; \$1995.00 TOPS Facilitation Training October 25&26, 2018 (Align organization members around common goals and strategies. Identify well-focused actions that lead to big breakthroughs. Enable a group to come to a common vision and own the resulting plan Weave together the basic tools to address complex meeting requirements) This will assist with Regional Office work with the DSAs and the Regional staff's work on the upcoming plan/application \$1294.00 Speech & Debate Ad Hoc Meeting at VCOE October 12, 2018 \$195.00 Speech & Debate Competition \$600.00	\$4,724
5700 Transfers of Direct Costs	Copies \$500, Vehicle Lease \$2237	\$3,985
5800 Prof/Cons/Serv & Operating Exp.	MEP Office Lease \$26,325, 3 month storage rental.	\$29,042
5900 Communications	Cell Phone, postage	\$252
7000 Indirect Cost	Regular School Year	\$68,155
7300 Indirect on District Subagreements	Indirect on DSA/MOU	\$8,616
Total:		\$358,572

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
1300 Supervisor/Administrators	.25 Director	\$33,074
2400 Clerical, Technical and Office Staff	.25 Administrative Assistant III	\$14,563
3000 Employee Benefits	STRS 16.28% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600 per 1.0 FTE	\$10,616
5700 Transfers of Direct Costs	Copies	\$581
5800 Prof/Cons/Serv & Operating Exp.	MEP Office Lease	\$2,980
5900 Communications	Cell Phone	\$42
7000 Indirect Cost	Summer	\$28,430
Total:		\$90,286

#### School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Family Biliteracy	\$5,598
7000 Indirect Cost	MESRP	\$3,526
Total:		\$9,124

#### School Readiness Summer/Intersession

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	MESRP - Admin	\$1,640
Total:		\$1,640

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

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Other/OSY	\$1,303
Total:		\$1,303

#### Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	I & R Manager - 1.0 FTE	\$69,415
3000 Employee Benefits	Permanent Classified PERS 18.06% SUI .05% WC 4.75% Medicare 1.45% H&W varies by staff Retiree Benefits \$2600.00 per 1.0 FTE	\$29,536
7000 Indirect Cost	Indirect Cost	\$45,254
Total:		\$144,205

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	PAC	\$3,814
7000 Indirect Cost	RAC Conference	\$1,662
Total:		\$5,476

## Section 14: Legal Assurances & Certifications

<https://www.cde.ca.gov/fg/fo/r28/documents/legalassurance1819.docx>

### Upload signed Legal Assurances

Title	File Name	Last Update
<a href="#">Region 18 Leg Assurances</a>	Reg_18_Leg_Assurances.pdf	06/24/2018 9:39 AM

### Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">MEP Inventory</a>	Region_XVIII_Inventory_List.pdf	09/12/2018 12:47 PM

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

Title	File Name	Last Update
<a href="#">SLOCOE Job Descriptions</a>	Region_18_Jobs.pdf	06/24/2018 9:25 AM

Per the Migrant Data Security Guidance Letter released on May 12, 2016, the California Department of Education (CDE) Migrant Education Office (MEO) is requesting from the Migrant Education Program (MEP) subgrantees the current Data Device Inventory information for data devices purchased with migrant funds.

**The migrant program will upload the migrant data device inventory, updated for the current fiscal year, if applicable.**

If migrant fund was used to purchase data devices that are used to access, store, and/or process student personally identifiable information for the past five year starting from the current fiscal year, the RA and DFDSA migrant programs must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This inventory must contain all migrant data devices, including those from the DSAs and MOUs.

For a DSA/MOU district, the migrant program must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This district level migrant data device inventory may be filed by the regional office for record keeping. The district may consult with the regional office for inventory completion guidance.

### Inventory Template

#### Migrant Data Device Inventory

Title	File Name	Last Update
<a href="#">Region 18 Data Devices</a>	Region_XVIII_Data_Device_List.pdf	09/12/2018 12:47 PM

#### Organizational Chart of Migrant Education

Title	File Name	Last Update
<a href="#">Region 18 Org Chart</a>	Region_18_Org_Chart.pdf	06/24/2018 9:50 AM

### Migrant Education Program Summer Waiver Request Form

#### Summer Waivers

Title	File Name	Last Update
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#### Budget Signature and Certification

The Budget form (ME-1) is downloaded and uploaded by the plan submitter after the plan has been approved.

#### Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

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