MIGRANT EDUCATION PROGRAM – REGION 10
ANTELOPE VALLEY MIGRANT EDUCATION CONSORTIUM
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the following nine districts:

1. Acton-Agua-Dulce Unified School District
2. Antelope Valley Union High School District
3. Eastside Union School District
4. Hughes-Elizabeth Lakes Union School District
5. Keppel Union School District
6. Lancaster School District
7. Palmdale School District
8. Westside Union School District
9. Wilsona School District

These districts will, hereafter be referred to as "Antelope Valley Migrant Education Program Consortium (AVMEPC)".

The purpose of this agreement is to form a consortium to coordinate the Migrant Education Program (MEP) services, within the boundaries of the above-mentioned districts and with the approval of the Los Angeles County Office of Education (LACOE), Migrant Education Program, Region 10 and as identified in the annual approved Consortium District Service Agreement (DSA).

Migrant Education is a federally funded program, authorized under Title 1 Part C of Every Student Succeeds Act.

Effective Dates: **July 1, 2017** through **June 30, 2018**

1.) This agreement will remain in effect for one year. Any district that chooses to terminate this agreement must communicate the request in writing to the Consortium Coordinator one fiscal year in advance.

1.)2.) The Antelope Valley Union High School District will continue as the Administrative Agent (hereafter referred to as the "Lead District"), for the duration of this agreement.

The Consortium Districts agree to the following terms:

1. The following positions are necessary to operate the MEP:

   Consortium Coordinator - 45% (0.45 FTE)
   Bilingual Secretary - 55% (0.55 FTE)
   Identification and Recruitment (I&R) Staff:
   * Lancaster School District – (1) Migrant Program Technician (Recruiter) 12 months 8 hours: 100% (1.0 FTE)
   * Palmdale School District – (1) Parent/Community Liaison (Recruiter) 12 months 8 hours: 50% (0.5 FTE)

These positions will be funded by the MEP. The Consortium will hire these MEP employees who will be housed at the Lead District MEP office for the purpose of fulfilling their FTE assignments. These positions may be filled by current employees of participating districts and who will remain employees of the hiring districts for purposes of payment of salaries and benefits, thereby safeguarding tenure.

The Lead District will be responsible for the recruitment of a MEP Consortium Coordinator with the participation of consortium districts in the process, before final selection is made.

2. The MEP staff will be under the policies and guidelines of the Lead District's School Board of Trustees with the understanding that they will comply with each participating district's program protocol for the purposes of carrying out MEP responsibilities.

3. All MEP employees will be under the supervision and guidance of the Consortium Coordinator. The Coordinator will determine the duties and work schedules of part-time employees.

4. The MEP staff will have access to confidential information and files of MEP participants across participating school districts.

5. Under the direction of the Consortium Coordinator, the I&R staff will carry out I&R activities of all families living within the consortium boundaries.

6. Transportation of students and families across district boundaries to access MEP Consortium services.

7. All Consortium districts will each sign their Legal Assurances and Certifications for Local Educational Agencies and adhere to all of the requirements contained in this document.

The Consortium Districts, further agree:

1. To be responsible for initial payment of salaries and benefits for employees contracted by that district in accordance with the hours and rate of pay specified in the approved Consortium DSA.
2. To allow the Lead District to administer the Consortium budget, reimbursing participating districts on a quarterly basis for approved expenditures identified in the approved Consortium DSA.
3. To submit monthly expenditure invoices by the 10th day of each month.
4. To submit the final invoice for the fiscal year, no later than July 10th.
5. That the Consortium DSA will be amended for employee salary changes during the MEP Budget Amendment/Revision cycles.
6. That they will not be reimbursed for unapproved costs incurred or costs exceeding those amounts identified in the approved Consortium DSA and budget.
7. That District Representatives and the MEP Consortium Coordinator will meet quarterly to plan, implement and evaluate program services.
8. That ongoing communication will occur on an "as needed" basis.

The Lead District will:

1. Reimburse the hiring districts for salary and benefits of the positions identified in the approved Consortium DSA.
2. Reimburse districts, in a timely manner, upon receipt of the reimbursed funds issued by the MEP Regional Office.

The Consortium Administrator will:

1. Develop and write one joint Consortium DSA and budget, in collaboration with all stakeholders

2. Provide oversight and be responsible for the implementation of all MEP services identified in the approved Consortium DSA.

3. Provide to each participating district a copy of the approved Consortium DSA and budget.

4. Make program and budget revisions/amendments, as necessary, during the fiscal year with the approval of the MEP Regional Office.

5. Provide each participating district with a budget schedule of approved expenditures for the fiscal year.

    a) Be responsible for establishing a Consortium Parent Advisory Council (PAC) with the representation of parents from across the nine participating school districts. The PAC will be actively involved in the following, in accordance with EC 54444.2, EC 54444.4 and 20 USC 6394{c}{3}{A}{B}:

    b) Establish goals, objectives, and priorities of the Migrant Education Program;

    c) Review annual needs assessments; program activities for each school, and individualized education programs;

    d) Advise on the selection, development, and reassignment of migrant education program staff; and participate in the planning and negotiating of program applications and service agreements;

    e) Hold a minimum of six (6) Consortium PAC meetings per year.

In accordance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party.

Any district may request changes to this MOU. Any changes, modifications, revisions, or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated in writing and effective when executed and signed by all parties to this MOU.

In witness hereto, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed below.

AVMEPC Consortium District Superintendents:

Acton-Agua Dulce SD	**Kym Lytle**		
District	*Print Name*	*Signature*	*Date*

Antelope Valley UHSD	**Dr. David J. Vierra**		
District	*Print Name*	*Signature*	*Date*

Eastside USD	**Dr. Mark E. Marshall**		
District	*Print Name*	*Signature*	*Date*

Hughes-Elizabeth Lakes USD	**Dr. Lori Slaven**		
District	*Print Name*	*Signature*	*Date*

Keppel USD	**Dr. Ruben Zepeda II**		
District	*Print Name*	*Signature*	*Date*

Lancaster SD	**Dr. Michele Bowers**		
District	*Print Name*	*Signature*	*Date*

Palmdale SD	**Raul Maldonado**		
District	*Print Name*	*Signature*	*Date*

Westside USD	**Regina Rossall**		
District	*Print Name*	*Signature*	*Date*

Wilsona SD	**Teresa A. Grey**		
District	*Print Name*	*Signature*	*Date*

AVMEPC Consortium PAC Representative

Print Name	Signature	Date

LACOE Migrant Education Program Administrator

Guadalupe Mendoza		
Project Director III	Signature	Date

2017–18 Legal Assurances and Certifications for Local Educational Agencies

California Department of Education
Migrant Education Program

The operating agency, by signature of its authorized representative on the **signature** page of this document, hereby assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the legal assurances contained herein and with all other federal and state statutory and regulatory requirements for the Migrant Education Program (MEP) referenced in this document.

Required Assurances

General assurances and certifications are required for grant applications submitted to the CDE. The General Assurances and Drug Free Workplace Certification forms are required for applications for funds. (Note that the signed grant application submitted to the CDE confirms a commitment to comply with the general assurances.) Applicants must download the certifications and submit the signed forms with their applications.

- General Assurances form: http://www.cde.ca.gov/fg/fo/fm/generalassurances2016.asp (no signature required)
- Drug Free Workplace form: http://www.cde.ca.gov/fg/fo/fm/drug.asp (signature required)
- Lobbying Certification form: http://www.cde.ca.gov/fg/fo/fm/lobby.asp (signature required)
- Lobbying Disclosure form: http://www.cde.ca.gov/fg/fo/fm/sflll.asp (signature required if applicable)

Migrant Assurances

Use of Funds

1. Funds for MEP will be used only:

    a. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (*USC*) sections 6396(b) and 6394([c][1][A]).

    b. To coordinate such programs and projects within the State and other states, as well as with federal programs that can benefit migratory children and their families. (20 *USC* 6394[c][1][B])

2. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315, and subsections (b) and (c) of Section 6321 of 20 *USC*, and Part F of 20 *USC*, Chapter 70, subchapter 1. (20 *USC* 6394 [c][2])

Program Purpose

3. Use of MEP funds:

    a. Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.

b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging state academic standards.

c. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

d. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

e. To help migratory children benefit from state and local systemic reforms.

Authorized Activities

4. MEP funds shall be used, first, to meet the identified needs of migratory children that:

a. Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school.

b. Are not addressed by services available from other federal or nonfederal programs.

5. Migratory children who are eligible to receive services pursuant to Part A 20 *USC* Section 6311, Improving Basic Programs Operated by LEAs, may receive those services through MEP funds that remain after the agency addresses the identified needs described in item 4., above.

6. A school that receives MEP funds shall continue to address the identified needs described in item 4., above, notwithstanding its participation in schoolwide programs under 20 *USC* Section 6314. (20 *USC* Section 6396[b][4])

Program Planning, Operation, and Evaluation

7. The LEA will ensure that:

a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils, for programs of at least one school year in duration, and

b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 *USC* Section 6318, and

c. Programs and projects are carried out in a format and language understandable to the parents. (20 *USC* Section 6394[c][3][B])

d. The LEA will make available to the MEP all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 *USC* Section 6398[b][2])

e. The transfer of school records without parental consent is permitted if the LEA transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (Title 34, Code of Federal Regulations [34 *CFR*], Section 99.31) This exception applies only if the local operating agency notifies parents annually of this policy. (34 *CFR*, Section 99.34) in addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form.

f. The availability of funds from other federal, state, and local programs must be taken into account. (20 *USC* Section 6394(b)[5])

8. In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. (20 *USC* Section 6394[c][4])

9. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and LEAs under Part A Improving Basic Programs Operated by LEAs, 20 *USC* Section 6311 et seq. (20 *USC* Section 6394[c][5])

10. Such programs and projects will provide for:

a. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services.

b. Professional development programs, including mentoring, for teachers and other program personnel.

c. Family literacy programs.

d. The integration of information technology into educational and related programs, and

e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 *USC* Section 6394[c][7])

11. It will assist the State Educational Agency (SEA) in identifying, and recruiting eligible children, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the MEP (*EC* Section 54444.1 [d]) and will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 *CFR* 200.89[c])

Priority for Services

12. LEAs shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic standards, or have dropped out of school. (20 *USC* Section 6394[d])

Continuation of Services

13. Notwithstanding any other provision of Title I, Part C,

a. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,

b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and

c. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 *USC* Section 6394[e])

Schoolwide Programs

14. Before the school chooses to consolidate in its schoolwide program funds received under ESEA, Title I, Part C, the school must:

a. Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under 34 *CFR*, 200.83, and

b. Document that these needs have been met. (34 *CFR*, 200.29[c][1])

15. Funds available under Part C of Title 20 may be used in a Schoolwide program subject to the requirements of 34 *CFR*, 200.29(c)(1).

Coordination of Migrant Activities

16. The LEA will coordinate with the SEA to improve intrastate coordination, including the development or improvement of programs for credit accrual and exchange. (20 *USC* 6398[a][1])

Unique MEP Functions

17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:

a. Statewide identification and recruitment of eligible migratory children,

b. Interstate and intrastate coordination of the state MEP and its local projects with other relevant programs and local projects in the state and in other states,

c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by state and local agencies,

d. Collecting and using information for accurate distribution of subgrant funds,

e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,

f. Supervision of instructional and support staff,

g. Establishment and implementation of a state parent advisory council, and

h. Conducting an evaluation of the effectiveness of the State MEP. (34 *CFR*, 200.82)

MEP Assessment and Evaluation

18. The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State academic standards. (20 *USC* 6394 and 34 *CFR*, 200.83[a])

19. Evaluations of program and project effectiveness shall, wherever feasible, use the same approaches and standards that the state establishes for use to assess the performance of students, schools, and LEAs under Title I, Part A. (20 *USC* 6394)

20. In a project where it is not feasible to use the same student assessments that are being used under Title I, Part A, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 *USC* 6394 generally, and 34 *CFR*, 200.84)

21. Operating agencies shall use the results of the assessments carried out under 34*CFR*, 200.84 to improve the services provided to migratory children. (20 *USC* 6396 generally)

Migratory Children in Private Schools

22. Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of Section 8501 of the Every Student Succeeds Act (ESSA). (2 *CFR*, 200.87) Operating agencies should note the changes to those requirements enacted through the ESSA.

Audits and Fiscal Procedures/Cash Management

23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 *CFR*, sections 200.302, 200.327, 200.328.

24. Operating agencies agree to comply with the audit requirements of 34 *CFR*, 76.910 and the cost principles in Subpart E of 2 *CFR* Part 200 and the audit requirements in Subpart F of 2 *CFR* Part 200. As required in 2 *CFR* Part 200.305, LEAs must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEAs must promptly pay the federal agency any interest greater than $500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds. (2 *CFR* 200.305[b])

25. Operating agencies agree to repay the CDE any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 *USC* 1231b-2. (2 *CFR* 200.338)

26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 *CFR* 200.333–337, and 200.344)

27. Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in regional applications and district service agreements approved by the CDE.

28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the CDE.

Comparability

29. The LEAs may receive funds under Title I Comparability, 20 *USC* 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. An LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the CDE a written assurance that it has established and implemented:

   a. An LEA-wide salary schedule

   b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and

   c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 *USC.* 6321[c])

30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 *USC.* 6321[c][4])

32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those requirements. (20 *USC.* Section 6321[c][3])

33. The LEAs Failure to comply with the requirements may result in the loss of Title I funds and/or MEP funds.

Migrant State Assurances

Operation of Regional Offices

1. The regional offices of the MEP agree to render services and/or reimburse school districts for services approved in district service agreements in accordance with state and federal laws and administrative directives from the U.S. Department of Education and the CDE (*EC* 54444 and 54444.1)

2. Each regional office is responsible for, but not limited to, the provision of the following services:

   a. Funding to districts operating under service agreements.

   b. Technical assistance to districts operating under service agreements.

   c. Interagency coordination to improve services available to eligible migrant children and their families.

   d. Training for the parents and members of district, regional, and school parent advisory councils.

   e. Professional development services for migrant education staff at the school and district levels.

   f. Direct services to migrant children and their families pursuant to district service agreements. (*EC* 54444.4[c])

Subgrantee

3. It is agreed that "Operating agency" means an LEA operating under a subgrant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects. (a regional office is an LEA to which the SEA makes a subgrant under this part) (*EC* 54441[e] and 20 *USC* 6399[1])

4. The operating agency will review and recommend, in coordination with the SEA, the approval of the District Service Agreements. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of migrant children and their families. (*EC* 54444 [a] and 54444.1[a][d][e])

5. The SEA will review and recommend approval of the operating agency Regional (Direct Funded) Application. The operating agency's review process will be in accordance with SEA procedures. (*EC* 54444.1[a][d][e])

Service Priorities

6. LEAs agree to establish service priorities for migrant children as established in state and federal laws, the U.S. Department of Education, and the CDE (*Education Code* [*EC*] 54444 and 54444.1)

Summer School Services

7. Operating agencies agree to conduct summer school programs for eligible migrant students according to the provisions contained in this chapter. (*EC* 54444.3[a])

Articulation and Coordination

8. Operating agencies agree to operate programs and services for migrant children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs. (*EC* 54443.1[c][10])

9. Operating agencies will solicit and make provisions for the active participation of the parents and guardians of eligible migrant students, including but not limited to, review and comment on the annual program application by the members of the appropriate advisory councils. (*EC* 54444.2)

Staff Development and Support

10. Operating agencies agree to provide adequate professional support to staff serving migrant children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership. (*EC* 54444.4[b][3])

11. Operating agencies agree to develop and submit to the CDE, professional development plans which address the needs of staff that serve migrant children and their families. (*EC* 54444.1[e])

Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate PACs in accordance with federal and state laws and regulations, such that (*EC* 54444.2):

    a. The membership of each regional PAC shall be comprised of members who are knowledgeable of the needs of migrant children.

    b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.

    c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled in the program shall be invited.

    d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.

    e. All parent candidates for the council shall be nominated by migrant parents.

f. All community candidates shall be nominated by the migrant parents.

g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.

h. Each PAC shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.

i. At least two-thirds of the members of each PAC shall be the parents of migrant children. (*EC* 54444.1[d] and 54444.2)

j. PACS shall nominate and elect representatives to the statewide PAC per California Code of Regulations § 12034. (5 *CCR* §12034)

13. All other responsibilities required under other state and federal laws and regulations. (*EC* 54444.1 and 54444.4), 20 *USC* 6394[c][3])

Direct Funded Districts

14. A biennial vote (every other year) by the PAC of a directly funded district, to approve the participation of that district in the directly funded program, including the approval of a majority of the members who are the parents of migrant children. (*EC* 54444.1[c])

15. Operating agencies agree to provide each member of an appropriate advisory council, upon request, with a copy of all applicable state and federal laws, regulations, guidelines, audit reports, monitoring reports, and evaluation reports. (*EC* 54444.2[a][3])

16. Operating agencies agree to offer training programs to members of appropriate advisory councils to enable them to carry out their responsibilities. Training programs shall be developed in consultation with the members and include as appropriate, materials and sessions in a language understandable to each member. (*EC* 54444.2[a][4] and 54444.4[c][4])

17. Operating agencies agree to provide information regarding the MEP to parents and guardians of migrant children. (*EC* 5444.4 [b][2])

Evaluation Reports

18. Operating agencies agree to submit evaluation reports, including information on pupil progress, overall program effectiveness, and quality control as required by state and federal laws and U.S. Department of Education directives. (*EC* 54443.1[g])

Fiscal Procedures

19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the CDE. (*EC* 54444.1[A][5])

Name of Applicant: Antelope Valley Migrant Education Program Consortium (AVMEPC)
Region/District: Region 10/Westside Union School District
Printed Name of Authorized Representative: Regina Rossall
Signature: _____ Date: _____

Migrant Education Plan

Antelope Valley Migrant Education Program Consortium (AVMEPC)

July 1, 2017 - June 30, 2018

Section 1: General Information

Short Description:

Antelope Valley Migrant Education Program Consortium (AVMEPC)

Subgrantee Type: Consortium with a DSA

Region: 10 – Los Angeles County Office of Education

County: Los Angeles

District: Antelope Valley Union High

Student Leadership: $ 0

Speech and Debate: $ 0

Carryover/Other: $ 0

School Readiness Amt: $ 23,595

Total Amt Allocated: $ 524,779

Who is the subgrantee contact?

Name: Imelda Trinklein

Title: Director

Phone: (661) 948 - 7655 ext: 112

Fax: (661) 902 - 6738

Email: ltrinklein@avhsd.org

Section 2: Allocation & Student Profile

District				Type	Allocation	Students		
						PFS	Non-PFS	Total
Antelope Valley Union High				MOU	$176,496	1	192	193
P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 0	Total: 0	
K	PFS: 0	Non-PFS: 0	Total: 0	8	PFS: 0	Non-PFS: 0	Total: 0	
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 51	Total: 51	
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 53	Total: 53	
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 1	Non-PFS: 48	Total: 49	
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 38	Total: 38	
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0	
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 2	Total: 2	
				Total	PFS: 1	Non-PFS: 192	Total: 193	

District				Type	Allocation	PFS	Non-PFS	Total
Acton-Agua Dulce Unified				MOU	$1,741	0	5	5
P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 0	Total: 0	
K	PFS: 0	Non-PFS: 0	Total: 0	8	PFS: 0	Non-PFS: 0	Total: 0	
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 1	Total: 1	
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 2	Total: 2	
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 0	Non-PFS: 1	Total: 1	
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 0	Total: 0	
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 1	Total: 1	
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0	
				Total	PFS: 0	Non-PFS: 5	Total: 5	

District				Type	Allocation	PFS	Non-PFS	Total
Eastside Union Elementary				MOU	$30,814	0	57	57
P	PFS: 0	Non-PFS: 4	Total: 4	7	PFS: 0	Non-PFS: 5	Total: 5	
K	PFS: 0	Non-PFS: 3	Total: 3	8	PFS: 0	Non-PFS: 4	Total: 4	
1	PFS: 0	Non-PFS: 5	Total: 5	9	PFS: 0	Non-PFS: 1	Total: 1	
2	PFS: 0	Non-PFS: 9	Total: 9	10	PFS: 0	Non-PFS: 0	Total: 0	
3	PFS: 0	Non-PFS: 9	Total: 9	11	PFS: 0	Non-PFS: 0	Total: 0	
4	PFS: 0	Non-PFS: 3	Total: 3	12	PFS: 0	Non-PFS: 0	Total: 0	
5	PFS: 0	Non-PFS: 6	Total: 6	OSY	PFS: 0	Non-PFS: 0	Total: 0	
6	PFS: 0	Non-PFS: 8	Total: 8	Ungraded	PFS: 0	Non-PFS: 0	Total: 0	
				Total	PFS: 0	Non-PFS: 57	Total: 57	

District				Type	Allocation	PFS	Non-PFS	Total
Keppel Union Elementary				MOU	$26,505	0	41	41

3

District						Type	Allocation	Students		
								PFS	Non-PFS	Total
P	PFS: 0	Non-PFS: 1	Total: 1	7	PFS: 0	Non-PFS: 6	Total: 6
K	PFS: 0	Non-PFS: 1	Total: 1	8	PFS: 0	Non-PFS: 5	Total: 5
1	PFS: 0	Non-PFS: 6	Total: 6	9	PFS: 0	Non-PFS: 0	Total: 0
2	PFS: 0	Non-PFS: 7	Total: 7	10	PFS: 0	Non-PFS: 0	Total: 0
3	PFS: 0	Non-PFS: 3	Total: 3	11	PFS: 0	Non-PFS: 0	Total: 0
4	PFS: 0	Non-PFS: 1	Total: 1	12	PFS: 0	Non-PFS: 0	Total: 0
5	PFS: 0	Non-PFS: 4	Total: 4	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 7	Total: 7	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 0	Non-PFS: 41	Total: 41

Lancaster Elementary — MOU — $81,682 — 4 — 141 — 145

District						Type			
P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 15	Total: 15
K	PFS: 0	Non-PFS: 7	Total: 7	8	PFS: 0	Non-PFS: 16	Total: 16
1	PFS: 0	Non-PFS: 6	Total: 6	9	PFS: 0	Non-PFS: 7	Total: 7
2	PFS: 1	Non-PFS: 16	Total: 17	10	PFS: 0	Non-PFS: 4	Total: 4
3	PFS: 2	Non-PFS: 15	Total: 17	11	PFS: 0	Non-PFS: 0	Total: 0
4	PFS: 0	Non-PFS: 19	Total: 19	12	PFS: 0	Non-PFS: 0	Total: 0
5	PFS: 1	Non-PFS: 18	Total: 19	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 18	Total: 18	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 4	Non-PFS: 141	Total: 145

Palmdale Elementary — MOU — $159,147 — 8 — 267 — 275

District						Type			
P	PFS: 0	Non-PFS: 8	Total: 8	7	PFS: 1	Non-PFS: 37	Total: 38
K	PFS: 1	Non-PFS: 12	Total: 13	8	PFS: 0	Non-PFS: 22	Total: 22
1	PFS: 1	Non-PFS: 18	Total: 19	9	PFS: 0	Non-PFS: 10	Total: 10
2	PFS: 1	Non-PFS: 19	Total: 20	10	PFS: 0	Non-PFS: 10	Total: 10
3	PFS: 1	Non-PFS: 19	Total: 20	11	PFS: 0	Non-PFS: 7	Total: 7
4	PFS: 1	Non-PFS: 29	Total: 30	12	PFS: 0	Non-PFS: 10	Total: 10
5	PFS: 1	Non-PFS: 31	Total: 32	OSY	PFS: 0	Non-PFS: 2	Total: 2
6	PFS: 1	Non-PFS: 31	Total: 32	Ungraded	PFS: 0	Non-PFS: 2	Total: 2
				Total	PFS: 8	Non-PFS: 267	Total: 275

Westside Union Elementary — MOU — $9,554 — 0 — 20 — 20

4

District					Type	Allocation	Students		
							PFS	**Non-PFS**	**Total**
P	PFS: 0	Non-PFS: 0	Total: 0		7	PFS: 0	Non-PFS: 2	Total: 2	
K	PFS: 0	Non-PFS: 1	Total: 1		8	PFS: 0	Non-PFS: 4	Total: 4	
1	PFS: 0	Non-PFS: 1	Total: 1		9	PFS: 0	Non-PFS: 1	Total: 1	
2	PFS: 0	Non-PFS: 0	Total: 0		10	PFS: 0	Non-PFS: 0	Total: 0	
3	PFS: 0	Non-PFS: 1	Total: 1		11	PFS: 0	Non-PFS: 0	Total: 0	
4	PFS: 0	Non-PFS: 2	Total: 2		12	PFS: 0	Non-PFS: 0	Total: 0	
5	PFS: 0	Non-PFS: 3	Total: 3		OSY	PFS: 0	Non-PFS: 0	Total: 0	
6	PFS: 0	Non-PFS: 5	Total: 5		Ungraded	PFS: 0	Non-PFS: 0	Total: 0	
					Total	PFS: 0	Non-PFS: 20	Total: 20	

Wilsona Elementary					MOU	$38,840	0	44	44
P	PFS: 0	Non-PFS: 2	Total: 2		7	PFS: 0	Non-PFS: 2	Total: 2	
K	PFS: 0	Non-PFS: 3	Total: 3		8	PFS: 0	Non-PFS: 4	Total: 4	
1	PFS: 0	Non-PFS: 6	Total: 6		9	PFS: 0	Non-PFS: 0	Total: 0	
2	PFS: 0	Non-PFS: 6	Total: 6		10	PFS: 0	Non-PFS: 0	Total: 0	
3	PFS: 0	Non-PFS: 4	Total: 4		11	PFS: 0	Non-PFS: 0	Total: 0	
4	PFS: 0	Non-PFS: 3	Total: 3		12	PFS: 0	Non-PFS: 0	Total: 0	
5	PFS: 0	Non-PFS: 8	Total: 8		OSY	PFS: 0	Non-PFS: 0	Total: 0	
6	PFS: 0	Non-PFS: 6	Total: 6		Ungraded	PFS: 0	Non-PFS: 0	Total: 0	
					Total	PFS: 0	Non-PFS: 44	Total: 44	

Hughes-Elizabeth Lakes Union Elementary					MOU	$0	0	0	0
P	PFS: 0	Non-PFS: 0	Total: 0		7	PFS: 0	Non-PFS: 0	Total: 0	
K	PFS: 0	Non-PFS: 0	Total: 0		8	PFS: 0	Non-PFS: 0	Total: 0	
1	PFS: 0	Non-PFS: 0	Total: 0		9	PFS: 0	Non-PFS: 0	Total: 0	
2	PFS: 0	Non-PFS: 0	Total: 0		10	PFS: 0	Non-PFS: 0	Total: 0	
3	PFS: 0	Non-PFS: 0	Total: 0		11	PFS: 0	Non-PFS: 0	Total: 0	
4	PFS: 0	Non-PFS: 0	Total: 0		12	PFS: 0	Non-PFS: 0	Total: 0	
5	PFS: 0	Non-PFS: 0	Total: 0		OSY	PFS: 0	Non-PFS: 0	Total: 0	
6	PFS: 0	Non-PFS: 0	Total: 0		Ungraded	PFS: 0	Non-PFS: 0	Total: 0	
					Total	PFS: 0	Non-PFS: 0	Total: 0	

			Total:	$524,779	13	767	780

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?

Acton Agua Dulce Unified School District:

The District monitors the placement of English Learners in classes and clusters, work towards assigning teachers with appropriate authorizations, visit classrooms to monitor ELD and SDAIE lesson implementation, and ensure implementation of district plans to meet language and academic needs of English Leaners.

Antelope Valley Union High School District:

Ensure that students are academically proficient and prepared for college and career ready.

- Provide 21st century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

- Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

- Communicate effectively with all stake holders and continue to build relationships in the community that help to provide our students with innovative educational opportunities.

Highlights of the plan are:

- Increase AP participation and passage rates
- Increase Career Technical Education offerings
- Increase technology access and student and staff proficiency
- Develop early college awareness and goal setting
- Increase parent and community outreach and involvement
- Increased focus on early CELDT testing and proper placement
- Aggressive goals for moving students towards English proficiency
- Aggressive measures to increase attendance and reduce student discipline
- Improve student achievement on standardized tests and literacy for all students
- Supplemental services for targeted students

The district has the following programs: Structured English Immersion (SEI), the English Language Mainstream (ELM) and the English Language Development (ELD) classes. Teachers have been trained on Marzano strategies. About 90% of the teachers in the district have an English Learners authorization.

Eastside Union School District:

Eastside Union School District has adopted Houghton *Mifflin Harcourt California Journeys* and *California Collections*, both Program 2 instructional materials for English Language Arts which supports integrated and designated ELD as well as general reading interventions. We use Imagine Learning software for early literacy in the primary grades, and for remediation in the upper elementary grades. We have also adopted *Houghton Mifflin Harcourt Math Expressions* for common core math strategies. Our Elementary schools engage in regular PLC discussions in grade level teams to provide RTI support to all students. We remain committed to the AVID program (Advancement Via Individual Determination) across grade levels from Kindergarten through grade 8. Google Classroom and Google Apps for Education are widely used in upper elementary grades to integrate technology. In addition, our middle school implements READ 180 for literacy intervention as well as Project Lead the Way to support STEM instruction in science.

Hughes-Elizabeth Lakes Union Elementary School District:

At present we do not have any migrant students. For EL students, the teachers utilize EL strategies in instruction and a bilingual Instructional Assistant assists the teachers so students are able to meet their academic goals and stay at grade level standards.

Keppel Union School District:

Each site has a designated 45 minutes or one period of English Language Development. The district has identified specific SDAIE strategies that are used throughout core instruction with a focus on academic student talk. Student talk is supported by established parameters, roles for each student to address listening and speaking standards, specific opportunities built into the core lesson design, and sentence frames leveled for students as a scaffolded support. The district offers bi-lingual aide support for learners at each school. Interventions are made accessible for students that need additional time and support in English Language Arts and Mathematics, including system 44/Read 180 and English 3D beginning at grade 4.

Lancaster School District:

Lancaster school district offers English language development strategies integrated throughout all students' learning day to include specific strategies for both English language learners, as well as Standard English language learners. In order to meet the unique needs of ELL students we utilize English language mainstream classrooms that provide for teachers whom are trained to utilize both SDAIE, and GLAD strategies for students acquiring the English language, as well as those working on reading skills. Structured English Immersion classes are provided for students whom are in need of more intensive work in terms of English Language Development. Students are provided with Personalized Learning Time (PLT) to meet their unique needs, and is seen to be time that is supplemental to the core instructional program that provides students in GATE, ELD, and those students considered at risk, with the intensive intervention and enrichment needed to be successful, and to

6

increase their academic skills without falling behind the general population. Both Systems 44 and Read 180 interventions (tech based interventions) are provided for at all sites. Students are prompted and supported with student talk time within guided and structured parameters that is planned by the instructional leader within the classroom. Students in grades K-2 are provided with "iRead" in order to provide a preventative measure, and is used in 3rd grade as an intervention.

Palmdale School District:

Teachers utilize sheltered instruction to deliver academic content instruction. Students are regularly assessed using common formative assessments. When data demonstrates that a student is struggling with specific content, the student is assigned to a tier II flexible clinic group to receive extra time and support. Students who need a higher level of support may be assigned to a tier III intervention based on their specific need. These include Imagine Learning English, SIPPS, Rave-O, and Language! These interventions are part of our District's coordination of categorical programs including Title I, Title III, and LCAP/LCFF.

Westside Union School District:

Reading/Language Arts = TK Houghton Mifflin Splash (2012), K-5 Houghton Mifflin Harcourt, Journeys CA (2017), 6-8 McGraw-Hill Education, Study Sync CA (2017)

Mathematics = TK Houghton Mifflin Harcourt, Expressions (2016), K-5 My Math, McGraw Hill (2015), 6-8 Go Math, Houghton Mifflin Harcourt (2015)

Science = K-6 Pearson Scott Foresman, Scott Foresman California Science (2007), 7-8 Glencoe McGraw-Hill, Glencoe Focus on Series (2007)

History-Social Science = K-5 Harcourt School Publishers: Reflections, California Series (2006), 6-8 McDougal Littell California Middle School Social Studies Series (2006)

Wilsona School District:

English Language Development instruction is provided to English Learners at dedicated time periods for all grade levels K-8. In addition, K-4 students have intervention supports for phonics and reading and comprehension development. Students Grades 5-8, who are struggling readers, regardless of their designation as EL, migrant, or neither, are enrolled in an English Language Arts Intervention program to address their needs. The few EL students in grades 5-8 who are at the beginning level of English fluency also participate in the Rosetta stone program. Bilingual instructional assistants work with small groups to provide literacy support to all EL students K-8 in need of additional support.

K-5 English Learners, including migrant students who are EL, receive ELD services using the EL component of the National Geographic Reach for Reading ELA program. All students, including EL's and migrant students have access to SIPPS, Guided Reading and Reach for Reading Intervention. EL students have access to Successful Reader by Renaissance which concentrates on reading and writing. They also have instruction with Santillana for building vocabulary, speaking and listening. EL's, including eligible migrant students; in Grades 6-8 who are two years below grade level receive services through the Language Live Program. Struggling readers, including EL's and Migrants, in K-4 are using Imagine Learning while in Grades 5-8 are enrolled in the READ 180 program. SDAIE strategies are used with all students whether EL, migrant or EO. The DOK (Depth of Knowledge) strategy is a district priority for all teachers to use. A list of questions geared towards EL's to support DOK is provided to all teachers for daily use as part of their Checking for Understanding after each lesson.

Base Professional Development Description

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

Acton Agua Dulce Unified School District:

The District is currently piloting new ELA curriculum. Activities include ELD standards training, create ELD standards based lessons, and establish benchmarks for ELD classes.

Antelope Valley Union High School District:

Goal#2 in the LEAP states: The districts professional development activities to help meet the needs of English Learners and migrant students:

- Training on the ELD standards
- Training on Designated and Integrated ELD
- Training on ELD/ELA framework
- Training on data analysis and program evaluation
- Training on strategies to support the ELs and provide appropriate differentiation in SEI and ELM classes
- Content specific training with a focus on support ELs
- Monthly training for English Learner Program Site Advisors (ELPSA)
- Release time for teachers to observe successful SDAIE strategies by other teachers
- Technical assistance from district staff for teachers and school site program staff to evaluate and strengthen their program based on their needs assessment
- Attendance to qualify Title III-LEP focused conferences (CABE, Title I, etc)
- Participation in regional or valley wide EL network
- BTSA/Pre-Intern/Intern Support

- Training to support Primary language programs, if implemented
- Individual sites also offer professional development based on their unique needs. These are described in the school plan.

Eastside Union School District:

We have invested in highly qualified and effective consultants in English Arts and Math, who provide professional learning for our entire staff in common core math strategies and ELA/ELD literacy skills. Two Curriculum Specialists joined the Educational Services team this year and provide timely and effective assistance and training to our teaching staff. Professional development activities also include teacher training in the use of CAASPP resources, Google, B.E.A.L. (Building Educator Assessment Literacy), English Learner ELD, and Next Generation Science Standards.

Hughes-Elizabeth Lakes Union Elementary School District:

Staff receives professional development based on meeting the instructional needs of EL students in their classrooms through Common Core training and mini in-services at staff meetings such as instructional techniques, technology assistance and behavior management.

Keppel Union School District:

The district provides training to teachers and aides each year to address data-driven needs as identified in the district's Title III plan. Professional development has been a focus on the updated ELD standards, language objectives, strategies, and addressing the new ELA/ELD framework. With common core, teachers are beginning to integrate the new ELD standards into the core subjects and planning for designated ELD time with the new standards. Teachers also participated in training on integrated EL strategies. Teachers also participate in ELD lesson study at select grade levels.

Lancaster School District:

Lancaster school district provides training to teachers in the implementation of the common core state standards, writing, integration of arts (TEAL), AVID, and ELD standards. Teachers are offered the opportunity to increase their instructional skills via the implementation of training in Google Apps for Education, and in the Next Generation Science Standards. Finally in order to increase language skills in students, teachers are provided training in GLAD and SDAIE strategies.

Palmdale School District:

Palmdale School District provides ongoing and sustained professional development on meeting the learning needs of a diverse student population through the systematic implementation of Professional Learning Communities at each of our school sites. Each of our schools has developed and implemented a 100-day plan on implementing professional learning communities to meet needs of all of their students. Teachers meet regularly in grade level PLCs to evaluate data and plan next steps. In addition, the District provides quarterly opportunities for teachers to collaborate in district level PLCs centered on lesson design and delivery specifically to meet the needs of Migrant Ed students and English Learners. In this structure teachers engage in collaborative lesson planning, teach those lessons in their classrooms and return to the PLC to discuss lesson effectiveness based on student learning outcomes. These opportunities, during 2017-2018 will focus on designing content area instruction incorporating integrated ELD.

Westside Union School District:

Professional learning opportunities address Westside's areas of instructional focus: critical reading and writing, conceptual understanding of mathematical practices, and the effective integration of technology into daily teaching and learning.

- All elementary teachers receive ongoing support for implementation of the Westside Writing program.All have received professional training in the following genres: Narrative, Informative, and Opinion/Argument.All middle school language arts teachers have participated in a 24 hour California State University Expository Reading and Writing Course. Ongoing, differentiated support will be provided in these areas, as well as in the use of the newly adopted language arts programs during the 2017-2018 school year.

- Additionally, staff members receive ongoing support in the use of the new math curriculum and Number Talks, an instructional strategy designed to encourage students to reason, make sense, construct strategies built upon numerical relationships, and to verbally justify the use of specific mathematical practices.

- The district recently began implementation of Data Teams in order to provide a structure for teachers to specifically identify areas of student need in math and to collaboratively decide the best instructional approach in response to those needs.This work is supported by The Leadership and Learning Center and will be expanded during the 2017-2018 school year.It will be complemented by Building Educator Assessment Literacy (BEAL) in Mathematics training.

- All classrooms are equipped with an interactive whiteboard, ceiling mounted data projector, a HD document camera, built in audio speakers, and a voice amplification system for teachers.Additionally, over 4,500 student devices have been purchased and deployed over the past three years to support the various digital platforms for core curriculum as well as student intervention. To support this infusion of classroom technology, Google Classroom has been launched district wide.The influx of technology and digital tools has created a significant need for differentiated technology related professional development. A cadre of teacher "Tech Gurus" provide both 'in class' and after school professional technology-related professional learning opportunities.

- During the 2017-2018 school year much of the district's professional learning will be provided by a cadre of teacher instruction leaders for English Language Arts, Math, Science, Technology, AVID, and English Language Development.These teacher leaders will conduct grade level professional development sessions at the site and district levels as well as facilitate instructional walks at school sites. They will work with their teacher colleagues to gather data, solicit teacher feedback, and analyze student work in order measure levels of implementation and identify areas of instructional need.

- Teachers meet regularly as grade levels at the elementary schools and departments at the middle school to review student work and discuss best practices regarding differentiation of instruction.

- The District's English Learner Leadership Team (ELLT) consisting of teachers and administrators from each school site will continue to provide ongoing professional learning support in the areas of English Language development and support for English Learners. Topics covered by ELLT members at their respective sites include:characteristics of the English Learner; barriers impacting the academic and social emotional growth of English Learners; goals/priorities of

the ELD/ELA framework; and ways to incorporate designated and integrated ELD instruction into day-to-day instruction.

Wilsona School District:

Due to the WSD high concentration of EL students, professional development always includes a focus on the EL and migrant needs. Upcoming professional development will be focusing on the ELD framework and standards, Common Core ELA and Math with an EL focus and technology standards to provide access to information and technology.

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?

Acton Agua Dulce Unified School District:

Health resources are available to all students through the Health Offices at each site and through the guidance offices at the alternative sites. It includes health contact information for medical care, immunizations, dental care, pregnancy and prenatal care, and mental health care. Health services are provided to every student with a reported injury or illness. Emergency medical services are contacted as needed.

Antelope Valley Union High School District:

The district addresses the health and social well-being for all students:

- Guidance Counselor
- Social Worker
- MFT Trainees
- School Based Mental Health Services (limited spaces)

Child & Family Guidance Center

Children's Bureau Regional Office

Masada Homes

Penny Lane AV

- Psychologist, if appropriate
- Community Agencies

Eastside Union School District:

We have a full-time counselor at the middle school, and all four elementary schools have .5 of a counselor. Partnerships are in place to provide students healthy activities before, during and after school. The Child Nutrition Department acquires grants to fund additional healthy snacks for our students.

Hughes-Elizabeth Lakes Union Elementary School District:

We have counseling services available to students who need help to work on a plan for successful academic and social needs at school. The counselor works on helping them understand what strategies they need to use to be successful.

Keppel Union School District:

There has been a district-wide rollout and implementation of Positive Behavior and Intervention Support (PBIS) that is addressing base needs of students at the Tier 1 level of support for students. Additional levels of support have been addressed through the district's Support Services office and our community mental health partnerships.

Lancaster School District:

Lancaster School District has focused its efforts on a district wide rollout of Positive Behavior Intervention Support systems. Whereas all schools are at least at base Tier 1 implementation, there are many schools that have achieved Tier 2 status. We have integrated a social emotional learning program in Second Step and have counselors on all middle schools. Additional measures of support have been addressed through the district's Support Services office and our community mental health partnerships.

Palmdale School District:

General health and welfare needs of students are taken into account upon enrollment in the District when parents complete a health appraisal form. Students with significant health issues are referred to appropriate care services through one of the district nurses. When needed, individual health plans are completed and assistance is provided in completing necessary paper work to enroll in health care options for which the family may be eligible. Through our LCAP plan the District has also hired Social Emotional Learning specialists for each of our middle schools to support students who have social/emotional learning needs beyond the scope and skills of the classroom teacher.

Westside Union School District:

- Health clerks or Licensed Vocational Nurses (LVN) are assigned to each of our sites. The health clerks and LVN;'s are supervised by four district nurses.

- Nine counselors provide support for students and parents.Site administrators, school nurses, and counselors work closely with the community agencies which might provide support for the students and/or the families. School Based Mental Health Support is also available at each site for eligible students.

- BoysTown has been implemented district wide.All teachers and administrators and a significant percentage of classified student support staff have received training in BoysTown's Well-Managed Schools.The program is designed to support positive school climate and culture by teaching students the problem-solving and other essential social

skills to react positively to problem situations.

Wilsona School District:

Educational support services include: ELD and remedial classes at each grade level; bilingual instructional assistant support, up-coming summer school focused on EL students. Other support services include the "Save the Children" program, a free program for families of children ages birth to three, including expectant families. This program includes home visits, child pay groups and storybook hours, parent and child educational groups in the community. In addition, the district houses a Head Start pre-school program and a Gateway program for preschoolers with language deficits.

Private School Collaboration

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

Acton Agua Dulce Unified School District:

No private schools in district.

Antelope Valley Union High School District:

The title I district coordinator meets with potential private school administrators to discuss availability of services. In addition, language is included in our letter identifying available programs to eligible students.

Eastside Union School District:

Not applicable at this time.

Hughes-Elizabeth Lakes Union Elementary School District:

At present we do no have any migrant students.

Keppel Union School District:

At this time there are no private schools within the district boundaries.

Lancaster School District:

At this time there are no private schools participating within the district boundaries.

Palmdale School District:

The title I district coordinator meets with potential private school administrators to discuss availability of services. In addition, language is included in our letter identifying available programs to eligible students.

Westside Union School District:

Currently, Westside has no private schools in its attendance area that accept federal   funding.

Wilsona School District:

There are no private schools in this district. Private schools outside this district who serve our residents are not interested in participating in our district programs.

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.

Acton Agua Dulce Unified School District:

DELAC and ELAC groups meet regularly to learn about District programs. School Site Committees and AD Hoc Committees are also available to assist parents in helping their children improve academically. Representatives serve on District LCAP Committee.

Antelope Valley Union High School District:

Sites will conduct parent outreach/informational workshops and sites will host evening/weekend events to showcase programs and specialized programs unique to their sites. DELAC and ELAC groups meet regularly to learn about District programs. English classes for parents funded by CBET monies help support English Learners. School Site Committees and AD Hoc Committees are also available to assist parents in helping their children improve academically. The District offers CABE Conferences state and local for parents to attend.

Eastside Union School District:

Regular meetings held throughout the school year include:

African American Advisory Committee

Back to School Nights

EPAC- Eastside Parent Advisory Committee

DELAC- District English Learner Advisory Council

DAC- District Advisory Council

Parent Teacher Conferences

Project 2 Inspire- parent training through CABE (California Association for Bilingual Education)

School specific activities such as:

        PTA

        ELAC

Fall Festivals

Jazz Night

Family Reading Nights

AVID Parent Nights

Career Day/College Night

Hughes-Elizabeth Lakes Union Elementary School District:

We are members of the SAVE Foundation and provide training to parents to become trainer of trainers for other parents to learn parenting skills. This training has occurred for two years and is brought back to teacher other parents skills. We also have parent information nights to help them understand the new common core curriculum and technology that goes along with it in the new testing model

Keppel Union School District:

Parent involvement begins at the site level and is centered through the English Learner Advisory Committee (ELAC). Parents are trained on the academic programs and walk sites to observe implementation and offer advice on how we can improve our programs for English learner and migrant students. The district is part of the Antelope Valley's Project 2 Inspire grant which trains parents at each site to become trainers of trainers around key school issues. Each site also reaches out to parents for education nights around new common core and core subjects and the district offers a family academy to provide training and make parents aware of various district and community services available for support. The parent involvement policy has been updated to reflect input from parents on improving district and site programs and outreach.

Lancaster School District:

Parent education in Lancaster has increased greatly in the 2016-17 school year. Parents are provided opportunities to learn to read with their students via the Lancaster Family Literacy Project, as well as the Latino Family Literacy Project. They are provided training via the various parent universities at the sites, as well as a parent university training that has been offered district wide from Tyrone Howard, Prof. from UCLA's CRESST School of Education. We currently have various family nights district wide, as well as provide for a District English Language Advisory Council (DELAC), English Language Advisory Council (ELAC) at all sites, an African American Advisory Council (AAAC), and ESL classes

Palmdale School District:

Parents have multiple opportunities for involvement in the District at every level. Each of our schools have an active English Learner Advisory Council and School Site Council. Each of the schools have elected DELAC representatives who participate in monthly DELAC meetings. Several of the parents who regularly attend DELAC meetings are part of the migrant education program. The District has gone beyond meeting the requirements and has developed numerous other parent involvement and education opportunities. The District has a Superintendent's Advisory Council with representatives from each school PTA as well as DELAC. The District has developed parent academies on a variety of school and district topics to assist parents in understanding and navigating our often complex education system. These academies are given in both English and Spanish and parents are recognized for their participation and completion. We are developing our parents' leadership capacity through Project 2 Inspire and Parent Partners. Several parents from each school site have become certified trainers and are leading/teaching other parents at their schools.

Westside Union School District:

- Parents are encouraged to become involved in their students' educational experiences in a variety of ways, both formal and informal.There are a variety of advisory councils at both the site and district levels including School Site Council, English Learner Advisory Committees (ELAC), District English Language Learner Advisory Committee (DELAC), and the Superintendent's Advisory Council.Training is provided annually for those interested in serving on one of these advisory committees.

- Parents who serve on ELAC receive training and support in the following areas:

  - Programs for English learners.

  - Effective strategies for parent involvement at the school.

  - Strategies for assisting children with school assignments.

  - Understanding the state standards.

  - Parent leadership training; the parent role in the local school plan and the EL Master Plan.

  - Educational system of the United States.

  - Parenting skills.

- Each of our sites has an active PTA, PTO, or PTSA which provides a wide range of opportunities for parent involvement including family AVID, math, science and reading nights.

- All of our elementary sites participate in the Latino Family Literacy Project, which provides Latino parents with the skills needed to build a regular family reading routine.

- Bilingual paraprofessionals at each school site serve as liaisons for parents of our migrant and EL students.They attempt to meet with all parents of English Learners who are new to Westside at the beginning of the school year to introduce them to site administrators and office staff and to familiarize them with district programs designed to provide assistance to them and their students.They also assist during bi-annual parent-teacher conferences.

Wilsona School District:

Parent members of ELAC and DELAC are called personally to remind them of each up-coming meeting. Frequent phone messages are sent from the school and district offices, both in English and Spanish, to update parents about programs, events, services, etc. All notices sent home are in English and Spanish. Front offices of both school sites and the district office are staffed with at least one Spanish speaker.

The District has a bilingual parent outreach clerk who goes to site meetings to provide support to parents, calls parents and provides them support with their concerns, and assists parents with paperwork and community resources. Parents of English Learners have also participated in the Latino Family Literacy Program. The Latino Family Literacy Program works with parents, in both English and Spanish, to help them establish family reading routines. Several English Learner parents have attended Project to Inspire.

Section 5: Identification and Recruitment

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

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

I&R Program Overview

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

The Regional I&R Team meets with 22 districts I&R Team Members once a month to provide I&R trainings and discuss any issues or concern regarding recruitment in their perspective area or community. We also use this time to share best recruitment practices and collaborate on different techniques or strategies, which will facilitate their efforts in recruitment. The Regions monthly I&R trainings, Quality Control plan and its processes and requirements are administered by the regional office.

The regional office is also responsible for monitoring the progress of each of the recruiters, so we developed a R.A.P.S. form (Recruiter Annual Progress Summary) The R.A.P.S. form includes the following items that the regional office collects data on; I&R Team Member Training Attendance, Quality Control Review, Shadowing Session outcomes, Pre-Post Assessments, 2 Community Based Recruitment forms submitted annually, 2 School Based Recruitment forms submitted annually, number of times logged on to MSIN, and attendance to the State I&R training.

The Regional I&R Team also communicate with district I&R Team Members weekly via email, as recruiter are responsible for emailing regional office any eCOE's recruited that week. If they have not recruited they are still responsible for informing us that they do not have any files to submit to the regional office.

AVMEPC:

The Antelope Valley Migrant Education Program Consortium has one Program Coordinator that supervises an Identification and recruitment team which consists of:

One full time funded recruiter hired by the Lancaster School District. She is a 12 month, 8 hour employee.

One .5 half time funded recruiter hired by the Palmdale School District. She is a 12 month 8 hour employee. She reports to AVMEPC for work every other Monday, every Tuesday and Thursday of the week.

One .5 half time funded clerk hired by the Antelope Valley Union High School District. Clerk is a 12 month, 8 hour employee.

The two recruiters are responsible for the identification and recruitment of all migrant students. They conduct home visits, phone interviews, attend community and school events to promote the program within the nine participating school districts in the AV consortium. Recruiters visit local orchards, fields, and packing houses in order to establish relationships with growers and contractors, returning during peak harvest seasons which occur during summer month (June through September) to decimate program material and recruit all eligible workers. Recruiters are also responsible for maintaining migrant student data in their respective school district's student data base system. Recruiters are responsible for completing all student data reports generated from the regional office by the assigned deadline. Every recruiter is required to attend a monthly meeting at the regional office to receive training and support on the most current MEP information guide lines, rules, and procedures pertaining to I&R. Recruiters work together with the regional I &R office staff and the consortium program coordinator to ensure all quality control procedures are being followed when processing a COE. Recruiters are in communication with local community agencies and make themselves available to provide additional resources to any migrant family who requests additional service not provided through MEP. The recruiters use the student end of eligibility lists to ensure that all migrant students who are near or have reached end of eligibility have been contacted and provided the opportunity to reenroll in the migrant program if they meet all of the requalifying criteria. The MEP clerk is responsible for maintaining the migrant student data base and generating the monthly end of eligibility list that is provided to recruiters for identification and recruitment. The clerk is responsible for maintaining student attendance and participation in all MEP activities and services such as Saturday school, field trips, summer school, any and all additional services provided. The clerk reviews the COE at its final stage once approved through the regional office by verifying accuracy of student information prior to imputing into the consortium data base.

I&R Quality Control Plan

Provide a copy of the Region's I&R Quality Control Plan as a separate document to the application*The Region's Plan may be modeled after the State's Quality Control Plan; however, the State's Plan ma*

substituted in lieu of the Region€™s Pla

Title	File Name	Last Update
Quality Control 17-18	Quality_Control_Plan_17-18.pdf 04/17/2017 3:05 PM

District Staff in I&R Process

What are the roles of your I&R staff members within the region€™s or district€™s quality control proce

Region 10

The Regional Office at this time has one Regional Recruiter and works with 20 district I&R staff who are hired by their perspective district office. All district I&R staff are subject to follow the Regional Quality Control Plan. Each of the participating districts have developed a district level of the Quality Control Plan. The Regional I&R coordinator and the Regional Recruiter who is also a SEA review work with any newly hired district I&R staff. The new recruiters must meet the following trainings and activities set by the regional office.

- Four days of (4-6) hour one-on-one or small group intensive I&R training with Regional Recruiter

- Complete a minimum of 8 shadowing sessions with a certified recruiter

- After being certified to recruit by the regional office the new recruiter will be issued a pen tablet

All eCOE submitted by the newly certified recruiter will be put through the quality control process for a period of 3 months to insure accuracy.

AVMEPC

The Antelope Valley Migrant Education Program Consortium (AVMEPC) I & R team collaborates with the Region's quality control during the mandatory monthly I & R meetings established by the Region. The Region determines the qualification requirements that the districts are to follow to have uniformity within the Region. The AVMEPC add additional district quality control process procedures that are necessary for our Consortium needs. See the attached Quality control procedures in the previous questions for more detailed information.

Describe how you will utilize your I&R staff to identify and recruit eligible migrant students.

School Based Recruitment:

MEP questionnaire is included in district enrollment packet.

Work with the Welcome/Student Enrollment Center for new incoming students to the district.

Keep open communication with school secretary for program updates

MEP presentations to District and School staff

Work with MEP parents to obtain referrals.

Allow flex time to attend evenings/weekends school events (Back to School Night, Open House)

MEP presentations to DELAC-ELAC (District English Learner Advisory Committee) and ESL classes

Make phone calls using LEP student list

Out of School Youth:

Presentations at: Adult School, ESL classes & ROP classes.

Check construction sites, day labor locations (Home Depot/Lowe's), Farmers Markets & Health Fairs

Work with High School Councilors to identify drop-outs

Pre-school:

Presentations at "Mommy & Me" classes

Presentations at Child Development Centers

Attend the Kinder Round-up.

Collaboration with pre-schools and Headstart program.

Visit WIC centers

Pre-k and OSY:

Make calls and home visits.

Identify and canvas neighborhoods where migrant families live.

Community Based Recruitment:

Each District develops a brochure showcasing districts services.

Send information packets and posters to community agencies who serve potential MEP families to be posted.

Post flyers at local Boys & Girls clubs, community centers, local parks, local markets, laundry mats, chamber of commerce meetings, clinics, pharmacies, churches, soccer games, swap-meets and etc.,

Administrators attend community meetings and make information presentations.

Participate in community activities.

Ask parents to let others know about the MEP.

Collaboration with Parks & Recreations and local community centers.

Meet with County Department of Agriculture for location of fields and migrant camps

Visit agriculture employers

Visit fields and orchards to hand out information during peak seasons

Pre-school and Out of School Youth:

Set-up booths in areas where families meet –churches, parks, swap-meets, soccer games, etc.

Work at community agencies – Libraries, Community Centers, WIC Office, etc.

Media Ads – Penny Saver, local newspaper, newsletter, radio and local cable channels

Local Community

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

The Antelope Valley Migrant Education Program Consortium covers a geographical area from the Angeles National Forest in the south, to the Kern county line in the north, and from the Ventura/Kern county lines in the west, to the San Bernardino county line in the east. The majority of the families reside in the following cities of the Antelope Valley: Palmdale, Lancaster, Lake Los Angeles, Littlerock, and Quartz Hill. Year round employment opportunities range from any and all agricultural related activities such as, cultivating, planting, packing, and the maintaining of the following produce: onion, carrot, potato, peach, nectarine, apple, cherry, pistachio, and almond. The Antelope Valley has one dairy farm and various sod fields. Our major employers are Calandri-Sonrise Farms, Grimmway, Scattaglia Farms, Esparza Enterprises, Giba Farms, and Gene Wheeler.

Seasonal outline of Agricultural activities:

December through February: field preparation of soil, equipment repairs, irrigation, pruning.

March and April: planting and irrigation, pesticide spraying, weeding.

May through October: harvesting and packing, weeding.

November-field cleanup.

During the peak period we have an influx of families migrating into the area from other bordering counties to work locally. In addition to the incoming migrant pattern, many of our families migrate out to bordering counties and states for additional work in agriculture.

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.

One of the non-traditional approaches that we use in this area is the radio talk show. We are on the radio two times per month for one hour and share information about our program on an on-going basis. Another strategy is that we are active members of community committees and projects that inform others of our existence and available services. We collaborate with the following community agencies: Antelope Valley Partners for Health, Grace Resource Center, Yes 2 Kids, Lake Los Angeles Parade & Festival Committee, Antelope Valley Sexually Transmitted Disease Task Force, St. Stephens Lutheran Church, Youth Support Association, and Department of Public Health.

Greater Valley Immigration and Education Services, AV Transit Company, County of Los Angeles Mental Health Department, Regional Occupational Program.

Regional I&R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships?

The Regional Office I&R staff receives eCOE's from our district on a daily bases and the regional staff reviews and communicates with district I&R staff if there are any issues or concerns regarding the eCOE. The eCOE's are received by the regional office and then we have 4 I&R staff members review the eCOE's before it gets to the SEA reviewer who performs through review and calls the MEP district recruiter and the potential families. If there are no concerns with eCOE, it is signed by one of the 2 SEA reviewers and then one out of every 5 eCOE's are put through the next phase, which is the Regional Quality Control process. Once eCOE's are reviewed and approved by the regional office they are sent to WestEd and the original COE is sent to the district recruiter to notify the families that they are eligible to receive MEP services.

The AVMEPC staff (program coordinator, recruiters, and bilingual secretary 1) attend monthly I&R meetings at Regional office. Recruiter Annual program summary are conducted by the Regional Director. Every Friday the recruiters are to turn in their COEs to the regional office. AVMEPC staff communicate any I&R questions/concerns/clarification to the regional migrant recruiter.

The 3 I&R staff will participate in recruiting at homes, schools, district office, and Saturday school. Information about the program is obtained ranging from information heard on the radio, at school, to word-of-mouth. The recruitment of student/families, actual completion of the Certificate of Eligibility (COE), takes place in their home, school, district office, or Saturday school.

The AV Migrant Ed Program Consortium I&R recruiters conduct community and school based-recruitment as a strategy to identify and recruit students in a proper and timely manner. Some of the activities include: (community-based) city health fairs, grocery stores, swap meet, church activities, park & recreation events, social service venues, (school-based) school district conference(s), parent leadership conferences, supplemental services fair, parent advisory council meetings (e.g., DELAC, ELAC, PAC), parent/teacher conferences, open house, and school personnel meeting(s).

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	3	2.0	These 3 individuals are responsible for the identification and recruitment of all eligible students in the 9 participating school districts. These monies are primarily so they can focus on recruiting students upon arrival to this area (residency date).

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
	FTE	Staff	
I&R Supervisor	0.14	1	The program coordinator reviews the COEs and batch sheets for accuracy, completeness, complete the STAMP (quality control form) and oversees the variety of activities done by the recruiters. program coordinator attends the regularly scheduled I&R meetings to stay updated with the changes in recruiting practices.

I&R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	AVHSD - Recruitment supplies/materials needed for recruitment services $50/month X 12 months = $600	$600
5200 Travel & Conferences	LSD - Recruiter mileage reimbursement for conference, training mtgs, recruitment, home visits etc (12 months x $350 avg/month = $4,200)	$4,200
5200 Travel & Conferences	PSD - Recruiter mileage reimbursement for conference, training mtgs, recruitment, home visits etc (12 months x $300 avg/month = $3,600)	$3,600
5900 Communications	AVHSD - Postage to support recruitment activities	$200
5900 Communications	LSD - ($70 per month for cell phone + $30 for mobile hotspot X 12 months = $1,200) to cover the new mobile hotspot required for Recruiter to transition to the new MSIN 6.0 software system CDE has recommended and approved	$1,200

Object Code	Description & Itemization of costs	Amount
5900 Communications	PSD - $42 per month X 12 months = $504) to cover the cost of the new mobile hotspot required for Recruiter to transition to the new MSIN 6.0 software system CDE has recommended and approved.	$504
	Total:	$10,304

Section 6: 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.

The AVMEPC will continue to meet with parents a minimum of 6 times as required by law. Ongoing communication has resulted in parents actively participating and their enthusiasm is evident amongst the parent representatives, and those who have not assumed a leadership position. Parent evaluations will continue to be made available to determine areas in need of improvement and to celebrate accomplishments and successes. Recruitment for PAC members takes place by sending out a prerecorded telephone message, mailings and in person announcements. A candidacy form is submitted by every eligible parent in the MEP. Being that we are a consortium parents from "X" district nominate and elect parents representatives for "X" district. Whereas, parents from "Y" district nominate and elect parents representatives for "Y" district. Once parent representatives have been elected they nominate and elect the PAC President, vice president, secretary, treasurer and any other positions they deem needed. PAC bylaws are reviewed and revised as needed. The protocol followed at the PAC meeting mirrors that of the AVUHSD Board of Trustees meetings.

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.

Parent Advisory Council Representatives meet with the administrator and discuss program needs on a monthly basis or upon request. The District PAC representatives meet at least 6 times a year with all parents that participate in our Parent Advisory Council. PAC members have been very active in reviewing needs assessment and planning. The PAC members are involved with the DSA and receive training regarding their roles and responsibilities. Active involvement is further described in PAC meeting minutes. The Program Coordinator administers a Needs Assessment survey at the end of each session to migrant parents, students and teachers as to the needs and program activities/services that they are recommending for the Migrant Education Program.

In addition the Program Coordinator schedules six PAC meetings to provide detailed and extensive information as to data review and analysis to identify needs based on local and state assessments. These informational meetings assist PAC members in identifying, establishing and making recommendations as to programs and services for the District Service Agreement for the following year. Parents are very actively engaged in being a part of the development process as we discussed program and services, budget (whether they are revisions or amendments to the approved budget), goals and objectives for the program, staffing needs and re-assignment of staff, when deemed necessary.

Identify any training that will be provided to the PAC to support quality implementation of the program.

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

Training of PAC Members: Identify any training that will be provided to the PAC to support quality implementation of the program.

Need	Title	Description	Dates	Expected Outcomes
Facilitating and conducting an effective PAC meeting	Effective PAC meeting	Learn how to conduct effective PAC meetings (Discuss Robert's Rules of Order, Brown Act, Motions, Approval and Public Comments)	Ongoing	PAC Officers will plan and facilitate effective PAC meetings. PAC committee members and parents will also attend the same training.
Roles & Responsibilities	Understanding Roles and Responsibilities of PAC Members	PAC meetings will be planned, they will set the agenda, minutes, revise By-laws, etc.	Ongoing	PAC Officers will have an understanding as to their roles and responsibilities as PAC Officers. Developing capacity, leadership skills, exposure to services available, and provide updated information.
Budget	Fiscal In-Service (budgetary items)	Learn about budget revisions and amendments. The document criteria of requesting changes to	Ongoing	Developing capacity, leadership skills, exposure to services available, and provide updated information

		the budget, per CDE.		

What are the specific PAC and staff development activities planned to meet the need? Include dates, vendors or providers, if applicable?

PAC training needs is based on DSA goals and requirements in addition to ensuring that all representatives are aware and follow protocol for how PAC meetings are to be conducted.

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

☐ Instructional strategies for use with parent groups

☑ Leadership workshops

☐ Other

PAC Members

Include a list of PAC member's name

District/School	Member Name	Eligible Migrant Parent?
Palmdale School District	Martha Sonanes	Yes
Antelope Valley Union High School District	Norma De La Cruz	Yes
Lancaster School District	Margarita Gonzalez	Yes
Palmdale School District	Zonia Sanchez	Yes
Antelope Valley Union High School District	Blanca Soria	Yes
Eastside School District	Isidra De Leon	Yes
Acton Agua Dulce Unified School District	Laura Chavez	Yes
Antelope Valley Union High School District	Alma Aguilar	Yes
Antelope Valley Union High School District	Beatriz Saucedo	Yes
Eastside School District	Inocente Sanchez	Yes
Hughes Elizabeth Lakes Union Elementary School District	Maria Palacios	Yes
Keppel Union School District	Ana Martinez	Yes
Lancaster School District	Dora Deras	Yes
Palmdale School District	Miriam Palencia	Yes
Westside Union School District	Maria Torres	Yes
Wilsona School District	Wendy Trujillo	Yes
Wilsona School District	Siomara Torres	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Number of Staff (FTE)
Program Coordinator	Certificated Management	0.15
Bilingual Secretary	Classified	0.05

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
4300 Materials & Supplies	AVHSD - Supplies/snacks/refreshments - 6 meetings x $50 = $300	$300
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas to provide transportation to the AVMEPC RPAC 1members to attend the monthly regional RPAC meetings â€" ((1 mtgs X 180 miles roundtrip X .53/mile = $1,049.40)	$1,050
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas to provide transportation to the Parent Leadership Retreat for parent participants to attend ((156 miles/roundtrip X .53 per/mile X 1 van = $82.68) + (1 staff X $34 X 2 days(drop/pick up) X 6 hrs = $408)= $490.68	$491
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas to provide transportation to the Annual State Parent Conference for parent participants to attend ((180 miles/roundtrip X .53 per/mile X 1 van = $95.40) + (1 staff X $34 X 2 days(drop/pick up) X 6 hrs = $408) = $503.40	$504
5600 Rentals, Leases, Repairs & Noncap Imp	AVHSD -Copies (Xerox - $481/month x 12 = $5,772 X 50% of MEP = $2,886 X 20% PAC use = $577.20)	$578
	Total:	$2,923

Section 8: Administration: Staffing Plan

Indirect Cost Charges

Place a checkmark next to services rendered by indirect cost charges

☑ Accounting and budgeting   ☑ Communications

☑ Payroll preparation   ☑ Technology support

☑ Personnel management   ☐ Other: (List Below)

☑ Purchasing

☑ Data Processing

☑ Warehousing

☑ Facilities

☑ Maintenance

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

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

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

Title	Type(s)	Classification	Number of	
			Staff	FTE
Program Coordinator	RSY, SR-RSY, I&R, PAC	Certificated Management	1	0.45
Custodian	RSY, SS	Classified	1	0.11
Bilingual Secretary 1	I&R, PAC	Classified	1	0.55

Administration Budget Detail

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

Regular School Year

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	AVHSD - Program Coordinator- Administrator to see plan, implement, evaluate components of the DSA 2017-2018 (50% of the $53,815 (.45 FTE of total salary $119,587) = $26,907.50) Salary does not include a possible salary raise for 17-18 school year.	$26,908
2200 Support Services Salaries	PSD - Custodial Services (1 person X $35/hr X 20 days X 7 hrs = $4,900)	$4,900
2400 Clerical, Technical and Office Staff	AVHSD - Saturday School Program support staff (1 classified X $22/hr X 20 days X 6.5 hrs.= $2,860)	$2,860
3000 Employee Benefits	AVHSD - Admin Benefits & Health Package ($18,095 X 50% = $9,047.50)	$9,048
3000 Employee Benefits	PSD - Benefits to be paid for (1) custodial employee	$751
3000 Employee Benefits	AVHSD - Benefits to be paid for (1) classified employees	$439

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	AVHSD - Materials and supplies ($88.40/box x 5 boxes of paper =$442) (office supplies $75/month x 12 = $900)= $1,342	$1,342
5200 Travel & Conferences	AVHSD - Regional MIC meetings mileage/travel reimbursement (1 person X .53/mileage X 180 miles roundtrip X 12 months = $1,144.80)	$1,145
5200 Travel & Conferences	AVHSD - Conferences/training/meetings (PDLT,MESR, and other mtgs/trngs based on consortium needs Mileage reimbursement to said mtgs (1 person X .53/mile X 180/miles roundtrip X 4 mtgs = $381.60)	$382
5600 Rentals, Leases, Repairs & Noncap Imp	AVHSD - Copiers (Canon -$55/month X 10 months = $550) + (Xerox - $2,886/per year X 40% = $1,154.40) = $1,704.40	$1,704
7000 Indirect Cost	AVHSD - Indirect Cost Rate @ 4.54% of $524,779 = $21.705)	$21,705
	Total:	**$71,184**

School Readiness Regular School Year

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	AVHSD - Program Coordinator- Administrator to see plan, implement, evaluate components of the DSA 2017-2018 (5% of the $53,815 (.45 FTE of total salary $119,587) = $2,690.75) Salary does not include a possible salary increase for 17-18 school year.	$2,691
3000 Employee Benefits	AVHSD - Admin Benefits & Health Package ($18,095 X 5% = $904.75)	$905
	Total:	**$3,596**

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	AVHSD - Program Coordinator- Administrator to see plan, implement, evaluate components of the DSA 2017-2018 (30% of the $53,815 (.45 FTE of total salary $119,587) = $16,144.50)salary does not include a possible salary raise for 17-18 school year.	$16,145
2400 Clerical, Technical and Office Staff	AVHSD - Bilingual Secretary 1 (90% of the $22,000 (.55FTE) = $19,800)	$19,800
2400 Clerical, Technical and Office Staff	PSD - Community Liaison/Recruiter 50% of the position (12 months X 8 hrs, yearly salary = $21,500)	$21,500
2900 Other Classified Salaries	LSD - Recruiter 1 FTE (12 months, 8 hrs., yearly salary = $46,000)	$46,000
3000 Employee Benefits	AVHSD - Admin Benefits & Health Package ($18,095 FTE X 30% = $5,428.50)	$5,429
3000 Employee Benefits	AVHSD - Secretary Benefits & Health package ($10,126 X 90% = $9,113.40)	$9,114
3000 Employee Benefits	LSD - Recruiter benefits and health package = $27,000	$27,000
3000 Employee Benefits	PSD - Recruiter benefits & health package at 50% = 16,000	$16,000
5200 Travel & Conferences	AVHSD - Regional I&R meetings mileage/travel reimbursement mileage (1 person X .53/mile X 180 miles roundtrip X 9 mtgs = $858.60)	$859
5200 Travel & Conferences	LSD - Regional I&R meetings mileage/travel reimbursement mileage (1 person X .53/mile X 180 miles roundtrip X 12 months = $1,144.80)	$1,145
5200 Travel & Conferences	PSD - Regional I&R meetings mileage/travel reimbursement mileage (1 person X .53/mile X 180 miles roundtrip X 12 months = $1,144.80)	$1,145
	Total:	**$164,137**

Summer School

Object Code	Description & Itemization of costs	Amount
2200 Support Services Salaries	PSD - Custodial Services (sub for Monday-Friday days)(1 person X $12/hr X 20 days (July 2017 (20) X 7 hrs = $1,680) + (Summer Session June 2018 (10) days for which additional monies will be	$1,680

Object Code	Description & Itemization of costs	Amount
	needed to complete a 30 day summer session)	
2400 Clerical, Technical and Office Staff	AVHSD - Summer Program Support Staff (1 classified X $22/hr X 20 days (July 2017 (20) X 6.5 hrs. = $2,860) + (Summer Session June 2018 (10) days for which additional monies will be needed to complete a 30 day summer session)	$2,860
3000 Employee Benefits	AVHSD - Benefits to be paid for (1) classified employees	$658
3000 Employee Benefits	PSD - Benefits to be paid for (1) classified employee custodial sub	$390
	Total:	$5,588

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
1900 Other Certificated Salaries	AVHSD - Program Coordinator- Administrator to see plan, implement, evaluate components of the DSA 2017-2018 (15% of the $53,815 (.45 FTE of total salary $119,587) = $8,072.25)salary does not include a possible salary raise for 17-18 school year	$8,072
2400 Clerical, Technical and Office Staff	AVHSD - Secretary (10% of the $22,000 (.55FTE) = $2,200)	$2,200
3000 Employee Benefits	AVHSD - Admin Benefits & Health Package ($18,095 X 15% = $2,714.25)	$2,714
3000 Employee Benefits	AVHSD - Secretary Benefits & Health package ($10,126 X 10% = $1,012.60)	$1,013
	Total:	$13,999

Section 9: Services and Allowable Activities

Name	SSDP	When Offered	Type
AVMEPC - ELA/MATH	ELA, Math	Regular Year	Instructional

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness   ☐ High School Graduation

☑ English Language Arts   ☐ Health

☑ Mathematics   ☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School   ☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based   ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

K-8 ELA: Based on CAASPP data analysis, informal teacher developed assessments, and observations, of students in grades K-8, it has been determined that students need assistance with Reading Comprehension, Informational Text and Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students.

K-8 MATH: Based on CAASPP data analysis, informal teacher assessments, observations, and testimonials in grades K-8, it has been determined that students need assistance in basic skills, problem solving, computations, algebraic equations. The AVMEPC supplemental services will focus on the math common core areas of: K grade – operations & algebraic thinking, 1st grade – operations & algebraic thinking and number and operations, 2nd grade – number and operations in base ten, 3rd grade – operations and algebraic thinking, 4th grade – numbers and operations/fractions, 5th grade – operations and algebraic thinking, 6th grade – number sense & geometry, 7th grade – expressions and equations, and 8th grade – expressions and equations.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Computer Internet Safety & Coding Program (Taken Charge Game): the skills necessary for online research and other online requirements. CAASPP now requires students to be able to utilize computer technology as part of the assessment. Additional relevant and engaging technological activities will support students in becoming digitally proficient so that the exam measures academic achievement and not lack of digital literacy.   The program provides students with a fundamental understanding of how computers operate, teaches them how to interact with a computer, and prepares them to be responsible digital citizens. Students learn to: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. The nine local school districts in the consortium provide very limited access to technology as part of the regular curriculum; often an average of 30-45 minutes every other week of computer lab time in the elementary districts, and as teachers schedule time in the computer lab for specific projects at the high school level. In order to compensate for poverty and other factors which have a negative impact on the education of our migrant students the AVMEPC has planned for additional supplemental access to technology to be an integral part of the migrant education curriculum. It is important to provide this supplemental program to the migrant students as we transition to a computer-based assessment system.   Additionally the high school district has a digital design and engineering academy for those students interested in pursuing this field.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Learning experiences in the arts contribute to the development of academic skills, including the areas of reading, language development and mathematics. Certain forms of art instruction enhance and complement basic reading skills, language development and writing skills. For example, dance has been employed to develop reading readiness, in very young children, and the study of music has provided a context for teaching language skills. (National Assembly of State Arts Agencies, 2006)

Describe the plan for this service/allowable activity

AVMEPC Saturday school program will provide supplemental instruction to support the implementation of the CCSS and 21st century learning skills in ELA for all migrant students who scored below proficiency on the CAASPP exam in grades K-8. The highly qualified teachers will focus on literacy with a specific focus on reading for informational text. With the implementation of the Common Core State Standards there is a heavy emphasis on text-dependent analyzation and evidence-based responses. As a result, there is a need for more exposure to more complex informational text and instruction on writing text-dependent questions. Additional support in ELA is offered to students (grades 2nd-12th) by providing them with 30 minutes of exposure to digital literacy and technology skills to support the California Common Core State standards during the designated computer laptop time. Computer Internet Safety and Coding Program: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. Students (grades 1st-12th) also receive art and dance instruction from a high qualified teacher. Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamentals skill encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills, and expression are among the thought process associated with study of the arts. (National Assembly of State Arts Agencies, 2006). The Saturday school program is a 5 hours daily for 20 Saturdays (2 sessions, 10 days each) throughout the academic school year.

AVMEPC Saturday school program will provide supplemental instruction to support the implementation of CCSS and 21st century learning skills in Mathematics for all migrant students who scored below proficiency on the CAASPP exam in grades K-8. The highly qualified teachers will focus on operations and algebraic thinking in grades K-5 and expressions and equations in grades 6-8. Teachers will use determine the specific strategies that will be implemented in their specific grade depending on the students needs. Additional support in ELA is offered to students (grades 2nd-12th) by providing them with 30 minutes of exposure to digital literacy and technology skills to support the California Common Core State standards in mathematics during the designated computer laptop time. Computer Internet Safety and Coding Program: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. Students (grades 1st-12th) also receive art and dance instruction from a high qualified teacher. Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamentals skill encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills, and expression are among the thought process associated with study of the arts. (National Assembly of State Arts Agencies, 2006). The Saturday school program is a 5 hours daily for 20 Saturdays (2 sessions, 10 days each) throughout the academic school year.

What are the objectives for this service/allowable activity?

ELA: By April 30, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands.

ELA: By April 30, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

MATH: By April 30, 2018, the participating K-8 students with a pre and post assessment will demonstrate 1-2 point growth in the Mathematics academic focus strands.

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

K-8 : ELA/MATH: The strategy is to have all teachers per grade level (with an appropriate teaching credential from CCTC). The teachers will implement Depth of Knowledge Level 1-3 strategies and Marzano's strategies (Level 1 – Recall/Reproduction (Understanding), Level 2 – Skill/Concept (Evaluating) & Level 3 – Strategic Thinking (Applying)). Teachers will implement research based instructional strategies such as: cooperative learning, reinforcing, graphic organizers, identifying similarities and differences, scaffolding instruction, inquiry based teaching, and developing high expectations for each student.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Software Based Intervention: ELA/MATH/Computer Internet Safety and Coding Program: The strategy is to have the classroom teacher provide extended support in the ELA/Math skilled development. Students will be able to access this online curriculum (MobyMax) through the migrant ed computer lab as well as online resources including Khan Academy, Shmoop, and the computer internet safety & coding program (Taken Charge Game). Students will utilize the Migrant Program laptop lab where they will be provided a username/password and will work on improving their reading comprehension skills, basic math skills, and become more computer literate in order to learn effectively and live productively in an increasingly global and digital society.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Students will have 30-50 minutes of arts-based instruction in dance, music, drama, and/or visual art. Current focus: Dance Education: 1. Students will explore the origins of dance and trace its history to present day. 2. Students will recite, identify and write appropriate dance terminology to communicate ideas in movement and choreography. 3. Students will perform choreographic pieces based on ballet, modern and jazz technique.

What method of instruction will be used in this instructional service?

Teacher student instruction :Guided instruction, Whole, small Group instruction, Cooperative learning Groups, Independent learning while in a classroom setting, Teachers work collaboratively to enhance student learning.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Students learning occurs in a one on one (with teacher direction as needed) learning environment while access the software programs during the set computer laptop scheduled time.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Theory (group lecture), History (group lecture), group

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

K-8: ELA: Locally developed teacher materials aligned to Common Core State Standards that address the student needs determined by the Region and the district.

K-8: MATH: Locally developed teacher materials aligned to Common Core State Standards that address the student needs determined by the district.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

ELA/MATH: MobyMax (K-8 curriculum aligned to the CCSS, researched based pedagody that incorporates multiple cognitive techniques) curriculum teaches students to be better problem solvers, critical thinkers, and creative geniuses with thousands of cognitive skill manipulative. Khan Academy and Shmoop programs will be used as additional supplemental tools for students who need additional tutorials, to expand and explore areas of interest and to view videos related to lessons being taught in class. Computer Internet Safety and Coding Program: Taken Charge Game

Grades 1st-12th - VAPA - Art/Dance Instruction to support ELA/Math program:

Dance curriculum is created and designed according to the National Core Arts Standards for Dance Education by qualified dance instructor.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational text and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date
08/2017
01/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students.

Service/Allowable Activity Evaluation Plan

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

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands determined locally or by region.

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

MATH: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate 1-2 point growth in the Mathematics academic focus strands (as indicated).

Indicator	Performance Target
Pre and Post Assessment	ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands (as indicated). ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric. MATH: By July 31, 2018, the participating K-8 students with a pre and post assessment

Indicator	Performance Target
	will demonstrate 1-2 point growth in the Mathematics academic focus strands (as indicated).

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.

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 1	Non-PFS: 10	Total: 11
K	PFS: 1	Non-PFS: 9	Total: 10	8	PFS: 0	Non-PFS: 10	Total: 10
1	PFS: 1	Non-PFS: 14	Total: 15	9	PFS: 0	Non-PFS: 8	Total: 8
2	PFS: 2	Non-PFS: 13	Total: 15	10	PFS: 0	Non-PFS: 5	Total: 5
3	PFS: 3	Non-PFS: 12	Total: 15	11	PFS: 1	Non-PFS: 5	Total: 6
4	PFS: 1	Non-PFS: 14	Total: 15	12	PFS: 0	Non-PFS: 5	Total: 5
5	PFS: 2	Non-PFS: 13	Total: 15	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 1	Non-PFS: 19	Total: 20	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 13	Non-PFS: 137	Total: 150

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	150	09/02/2017 - 04/28/2018	20	300	6,000

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	11	1.02

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	LSD - (3)Teachers to address needs of students in attendance-instruction/planning + professional development training/collaboration (2 teachers X $35/hr x 20 days x 5 hrs. = $7,000)+(1 teacher X $35/hr X 20 days X 6.5 hrs = $4,550) + PD (3 teachers x $35/hr. x 2 days x 5 hrs = $1,050)= $12,600	$12,600
1100 Teachers	PSD - (8) Teachers to address needs of students in attendance, instruction/planning + professional development training/collaboration (8 teachers X $38/hr x 20 days x 5 hrs. = $30,400) + PD (8 teachers x $38/hr. x 2 days x 5 hrs = $3,040)= $33,440	$33,440
3000 Employee Benefits	LSD - Benefits to be paid for (3) certificated employees at 17% of $12,600 = $2,142	$2,142
3000 Employee Benefits	PSD - Benefits to be paid for (8) certificated employees at 17% of $33,440 = $5,684.80	$5,685

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	AVHSD - Instructional materials/supplies to support student learning (150 students x $7.19/student = $1,078.5)	$1,078
4300 Materials & Supplies	AVHSD - Taken Charge yearly licensing to provide access to 150 students ($3,594)	$3,594
4300 Materials & Supplies	LSD -Instructional materials/supplies to support student learning (100 students x $7/student = $700) + Teacher classroom materials (3 teachers x $100/teacher = $300)=$1,000	$1,000
4300 Materials & Supplies	LSD - Instructional materials/supplies to support student learning (150 students x $6.66/student = $999)	$1,000
4700 Food	LSD- Food $2.00/day x 150 students x 4 days (pizza(1) & McDonalds(2) days)= $1,200	$1,200
5200 Travel & Conferences	PSD - Reimbursement for mileage for teachers to attend Regional training meetings: PDLT/MESR (8 mtgs X 1 teacher X .53/mile X 180 miles roundtrip = $763.20)	$764
5600 Rentals, Leases, Repairs & Noncap Imp	AVHSD - Copiers (Canon -$55/month X 10 months = $550) + (Xerox - $2,886/per year X 40% = $1,154.40 - 50% of total cost) = $1,704.40	$1,705
5800 Prof/Cons/Serv & Operating Exp.	AVHSD - Transportation for students/parents to attend Saturday school program sessions ($1,500/day (4 buses) x 20 days = $30,000)	$30,000
5900 Communications	AVHSD - Postage to support instruction/planning 2 sessions during regular school year (2 sessions X $150 per session)	$300
	Total:	$94,508

Name	SSDP	When Offered	Type
AVMEPC - Reading & Writing Support for High School Graduation	ELA, HSG	Regular Year	Instructional

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness　　　　　　　　　　☑ High School Graduation

☑ English Language Arts　　　　　　　　☐ Health

☐ Mathematics　　　　　　　　　　　　☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School　　　　　　　　　　　　☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based　　　　　　　　　　　　☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

Based on CAASPP data analysis, informal teacher developed assessments, and observations, of students in grades 9-12, it has been determined that students need assistance with Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students.

Describe the plan for this service/allowable activity

Students will work on narrative, expository, and persuasive compositions.

What are the objectives for this service/allowable activity?

By April 30, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

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

30

Certificated teacher will work with students to address writing strategies.

What method of instruction will be used in this instructional service?

Whole Group, Cooperative Groups, Independent while in a classroom setting, Teachers will work collaboratively to enhance student learning.

Adelante Mujer Latina (AML) Conference,

Location: Pasadena City College

Number of students: 30 female students in grades 7th -12th,

Number of staff: 1 chaperone teacher

Estimated cost: $20 per student plus 1 bus at $1,000

Purpose of trip: The purpose of the Adelante Mujer Latina (AML) Conference is to provide young women with tools for personal and professional growth, challenge them to raise their expectations, promote leadership and encourage them to pursue post-high school education, so that they may achieve their goals and have a positive impact on their lives and the lives of others. AML purposely selects minority professionals who can relate their own personal experiences about overcoming social and economic barriers. These career professionals interact with students to convey valuable knowledge and college and career readiness to inspire and support student achievement and performance.

Adelante Young Men (AYM) Conference,

Location: Pasadena City College

Number of students: 30 male students in grades 7th -12th,

Number of staff: 1 chaperone teacher

Estimated cost: $20 per student plus 1 bus at $1,000

Purpose of trip: The purpose of the Adelante Young Men (AYM) Conference is to provide young women with tools for personal and professional growth, challenge them to raise their expectations, promote leadership and encourage them to pursue post-high school education, so that they may achieve their goals and have a positive impact on their lives and the lives of others. AYM purposely selects minority professionals who can relate their own personal experiences about overcoming social and economic barriers. These career professionals interact with students to convey valuable knowledge and college and career readiness to inspire and support student achievement and performance.

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

High interest Literature books, articles, magazines to enhance writing skills and teacher created curriculum aligned to the CCSS.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional development focus on increasing ELA instruction utilizing informational text and using performance tasks

in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK); Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date
09/2017
01/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying

What are the expected outcomes from the staff development?

By April 30, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

Service/Allowable Activity Evaluation Plan

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

By April 30, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

Indicator	Performance Target
Pre and Post Assessment	By April 30, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

Service/Allowable Activity Migrant Students Served

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

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 0	Total: 0
K	PFS: 0	Non-PFS: 0	Total: 0	8	PFS: 0	Non-PFS: 0	Total: 0
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 8	Total: 8
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 8	Total: 8
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 1	Non-PFS: 8	Total: 9
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 5	Total: 5
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 1	Non-PFS: 29	Total: 30

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	30	09/02/2017 - 04/28/2018	20	120	2,400

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	2	0.11

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - (2) Teachers to address the needs of students in attendance - instruction/planning + professional development training/collaboration (2 teachers X $38/hr x 20 days x 3 hrs = $4,560) + PD (2 teachers x $38/hr x 2 days x 5 hrs = $760)	$5,320
1100 Teachers	AVHSD - (1) Chaperone for 2 Trips - (1 chaperone X $38/hr X 8 hrs X 2 trips = $608) Adelante Mujer Latina Conference & Adelante Young Men Conference: 30 students per conference	$608
3000 Employee Benefits	AVHSD - Benefits to be paid for (2) certificated employees at 17% of $5,320 = $904.40	$905
3000 Employee Benefits	AVHSD - AVHSD - Benefits to be paid for (1) chaperone for student conference at 17% of $608 = $103.36	$104
4700 Food	LSD - Food 30 students X $2.00 X 20 days = $1,200	$1,200
5200 Travel & Conferences	AVHSD - Reimbursement for mileage for teachers to attend Regional training meetings: PDLT/MESR Mileage (8 mtgs X 1 teacher X .53/mile X 180 miles (roundtrip))= $763.20)	$764
5200 Travel & Conferences	AVHSD - Adelante Mujer Latina Conference (Pasadena City €ollege) expose studentâ€™s to professional/career role mode (e.g. engineers, doctors, lawyers etc) ($20/per student X 30 people)	$600
5200 Travel & Conferences	AVHSD - Adelante Young Menâ€™s Conference (Pasadena Ci! €ollege) expose studentâ€™s to professional/career role mode (e.g. engineers, doctors, lawyers etc) ($20/per student X 30 people)	$600

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	AVHSD - 2 buses x $1,000/bus (2 trips, 1 bus per trip, $1,000 per trip: Adelante Mujer Latina conference & Adelante Young Men Conference)	$2,000

Total: $12,101

Name	SSDP	When Offered	Type
AVMEPC - Credit Retrieval (Cyber High Program) for High School Graduation	HSG	Regular Year	Instructional

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness   ☑ High School Graduation

☐ English Language Arts   ☐ Health

☐ Mathematics   ☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School   ☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based   ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards.

What local data (quantitative/qualitative) did you use to identify the need?

Based on CAASPP, CELDT data analysis, local data assessments, informal teacher developed assessments, and observations, of students in grades 9-12, it has been determined that students need assistance with Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students to acquire the necessary basic skills needed to accrue the credits for high school graduation.

Describe the plan for this service/allowable activity

The student's academic transcript will be reviewed to determine the class (es) that need to be taken in order to continue making progress towards a high school diploma.

What are the objectives for this service/allowable activity?

By April 30, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program

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

The strategy for next year's fiscal year is to have a teacher per grade level (with an appropriate teaching credential from CCTC). The teachers will implement Depth of Knowledge Level 1-3 strategies and Marzano's strategies (Level 1 – Recall/Reproduction (Understanding), Level 2 – Skill/Concept (Evaluating) & Level 3 – Strategic Thinking (Applying)) and they will be provided with supplemental instructional materials to captivate student interest, motivate student learning, and increase comprehensible input.

What method of instruction will be used in this instructional service?

One-on-One, Cooperative groups, Independent

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

Cyber High Program

Is this a strategy in SSDP?　　Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date
08/2017
01/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students.

Service/Allowable Activity Evaluation Plan

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

By April 30, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program.

Indicator	Performance Target
Other	By April 30, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program.

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.

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 0	Total: 0
K	PFS: 0	Non-PFS: 0	Total: 0	8	PFS: 0	Non-PFS: 0	Total: 0
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 8	Total: 8
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 8	Total: 8
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 1	Non-PFS: 8	Total: 9
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 5	Total: 5
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 1	Non-PFS: 29	Total: 30

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	30	09/02/2017 - 04/28/2018	20	120	2,400

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	2	0.07

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - (2) Teachers to address the needs of students in attendance - instruction/planning (2 teachers X $38/hr x 20 days x 2 hrs = $3,040	$3,040
3000 Employee Benefits	AVHSD - Benefits to be paid for (2) certificated employees at 17% of $3,040 = $516.80	$517
	Total:	$3,557

Name	SSDP	When Offered	Type
AVMEPC - School Readiness - 3-5 year olds	SR	Regular Year	Instructional

Which State Service Delivery Plan areas does this activity address?

☑ School Readiness   ☐ High School Graduation

☐ English Language Arts   ☐ Health

☐ Mathematics   ☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School   ☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based   ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

Based on informal assessments, observations, and testimonials it has been determined that students need assistance in **English** (e.g., English uppercase letter recognition, English Language Development).

Based on informal assessments, observations, and testimonials it has been determined that students need assistance with **Mathematics.**

Describe the plan for this service/allowable activity

Academic Focus:

- Language and Literacy: Alphabetic and Word/Print Recognition
- English Language Development: (Letter Awareness) Children demonstrate progress in their knowledge of the alphabet in English
- Language and Literacy: Vocabulary- age-appropriate

English Language Development:

- Listening- listen with understanding

- Speaking: (Vocabulary production)-nonverbal and verbal strategies to communicate

- Language and Literacy: Writing- demonstrate emergent writing skills

- English Language Development: (writing their name) Children use writing to communicate their ideas

  Mathematics:

- (Number Sense)- Children expand their understanding of numbers and quantities in their everyday environment.
- Recognize and know the name of some written numerals
- Recite numbers in order with increasing accuracy
- (Geometry)- Children identify and use a variety of shapes in their everyday environment.

What are the objectives for this service/allowable activity?

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **identifying** any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **gaining** two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English.

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **writing** a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **reciting** numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and **naming** any three (3/4 yrs) or ten (4/5 yrs) written numerals, and **identifying** simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

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

(3/4yrs) The strategy for next year's fiscal year is to have one certificated (multiple subjects credentialed) teacher instructing students. The teacher will teach the 3 year/4 year old (not starting kindergarten in the fall) students and will be provided with instructional materials (e.g., manipulative) to enhance student comprehension/learning.

(4/5 yrs) The strategy for next year's fiscal year is to have one certificated (multiple subjects credential) teachers instructing students. The teacher will teach the four (entering kindergarten in the fall) and five year old students and will be provided with instructional materials (e.g., manipulative) to enhance student comprehension/learning.

What method of instruction will be used in this instructional service?

Whole Group, Centers, Hands-on activities, Phonemic awareness, building vocabulary skills, read a louds.

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

Reading and Math jumbo workbook (Scholastic, 2005), Little Kids Trace (Teacher's Friend Publications/Scholastic), Houghton Mifflin Pre-K, locally developed curriculum.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction.

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date
06/2017

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying.

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students

Service/Allowable Activity Evaluation Plan

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

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **identifying** any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **gaining** two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English.

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **writing** a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **reciting** numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and **naming** any three (3/4 yrs) or

ten (4/5 yrs) written numerals, and **identifying** simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

Indicator	Performance Target
Pre and Post Assessment	By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by identifying any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS). By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by gaining two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English. By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by writing a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs). By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by reciting numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and naming any three (3/4 yrs) or ten (4/5 yrs) written numerals, and identifying simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

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.

P	PFS: 0	Non-PFS: 10	Total: 10	7	PFS: 0	Non-PFS: 0	Total: 0
K	PFS: 1	Non-PFS: 26	Total: 27	8	PFS: 0	Non-PFS: 0	Total: 0
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 0	Total: 0
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 0	Total: 0
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 0	Non-PFS: 0	Total: 0
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 0	Total: 0
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 1	Non-PFS: 36	Total: 37

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - K	37	09/02/2017 - 04/28/2018	20	300	6,000

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	2	0.19

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	PSD - (2) Teacher to address the needs of students in attendance - instruction/planning + professional development training/collaboration (1 teacher X $38/hr X 20 days x 5 hrs = $3,800) + (1 teacher X $38/hr X 20 days X 4.32 hrs = $3,283.20) + PD(1 teacher X $38/hr X 2 days X 5 hrs = $380) if additional site is available in rural community additional services will be provided.	$7,469
1100 Teachers	PSD - (1) School Readiness Parent Trainer/Classroom Coach/Parent Counseling (1 person X $38/hr X 20 days X 2 hr = $1,520)	$1,520
3000 Employee Benefits	PSD - Benefits to be paid to (1) certificated employee at 18% of $4,180 = $752.40	$753
3000 Employee Benefits	PSD - Benefits to be paid to (1) certificated employee at 18% of $1,520 = $273.60	$274
4300 Materials & Supplies	AVHSD - Instructional materials/supplies (pencils, crayons, markers, construction paper, paper etc) for students to be used to support their learning (42 students x $20/student = $840), instructional materials/supplies for teacher to guide instruction (1 teacher x $250 = $250)= $1,090	$1,090
5600 Rentals, Leases, Repairs & Noncap Imp	AVHSD - (Xerox - $2,886/per year(50% of total cost) X 10% = $288.60 -)	$289
5900 Communications	AVHSD - Postage to support instruction/planning for 2 sessions during regular school year (4 mailings X $200 per session = $800)	$800
	Total:	$12,195

Name	SSDP	When Offered	Type
AVMEPC - Monitoring Out of School Youth	OSY	Regular Year - Year-Round	Support Service

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness ☐ High School Graduation

☐ English Language Arts ☐ Health

☐ Mathematics ☐ Parent Involvement/ Family Engagement

☑ Out of School Youth

When will the service/allowable activity be provided?

☐ After School ☑ Other:

☐ Before School As needed throughout the year

☐ Saturday

Where would the service/allowable activity be provided?

☑ Home-based ☐ Site/Center-based

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

According to WestEd, the Antelope Valley Migrant Education Program Consortium currently has three students that are identified as Out of School Youth. These students need support for academic and career education. The personal connection between the individual OSY and the AVMEPC is extremely valuable in the successful completion of the high school graduation/equivalency program.

Earning wages to contribute to family is their priority. Their employment supplements their families income. OSY students lack access to quality health care and mental health support. Acquiring their GED is not perceived as an immediate need.

What local data (quantitative/qualitative) did you use to identify the need?

OSY students need constant motivation, guidance, and support with achieving short and long term goals.

Describe the plan for this service/allowable activity

Students will receive information regarding the diploma, GED, and/or information pertaining to their expressed need.

What are the objectives for this service/allowable activity?

By April 30, 2018, 75% of the identified OSY will have a completed INA, MLAP as indicated by the measurable outcomes.

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

Students will be contacted twice a month to determine their progress or simply to maintain communication with them. Referrals to the local agencies (e.g., cyber high, clinics, adult school, AV Learning for Life, AV Academy, community college, Planned Parenthood, Department of Public Health).

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Update OSY staff on program services and resources available for the OSY students within the local community to assist and support OSY students toward attaining their GED or high school equivalency certificate.

What are the specific staff development activities?

Familiarize OSY staff with GED Exam requirements, Adult School Programs admissions, and availability of any local programs that provide support to OSY students, depending on the student needs.

What dates approximately will the staff development take place?

Date
07/2017
10/2017
01/2018
04/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Program updates and dialogue on new requirements and procedures will assist or motivate the OSY students to attain their GED or high school equivalency certification.

What are the expected outcomes from the staff development?

Acquire the knowledge necessary to provide the accurate information within the local community for the OSY students.

Service/Allowable Activity Evaluation Plan

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

By April 30, 2018, 75% of the identified OSY will have a completed INA, MLAP as indicated by the measurable outcomes.

Indicator	Performance Target
Interview	By april 30, 2018, 75 percent of the identified OSY students will have a completed INA, MLAP, as indicated by the measurable outcomes.

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.

	PFS	Non-PFS	Total		PFS	Non-PFS	Total
P	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	OSY	0	3	3
6	0	0	0	Ungraded	0	0	0
				Total	0	3	3

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
OSY	3	07/01/2017 - 06/30/2018	4	45	180

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Recruiters	Classified	2	1.50

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	AVHSD - Supplies/Materials/GED/diploma support $100/student x 3 students)= $300	$300
5800 Prof/Cons/Serv & Operating Exp.	AVHSD - OSY Annual Retreat - 3 (3 students/1 chaperone) x $400 = $1,600	$1,600
	Total:	$1,900

Name	SSDP	When Offered	Type
AVMEPC - Parent Workshops	PI/FE	Regular Year - Year-Round	Support Service

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness ☐ High School Graduation

☐ English Language Arts ☐ Health

☐ Mathematics ☑ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School ☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based ☑ Site/Center-based

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

Based on surveys and conversations with parents, they expressed a need to build their knowledge and capacity on how to support their children for the challenges and rigor of the instructional shifts of the CCSS in ELA (reading, writing and math) and to effectively communicate with teachers and or staff at school site. Free workshops will be provide through volunteers and local community agencies.

What local data (quantitative/qualitative) did you use to identify the need?

Based on surveys and conversations with parents, they expressed a need to build their knowledge and capacity on how to support their children for the challenges and rigor of the instructional shifts of the CCSS in ELA (reading, writing and math) and to effectively communicate with teachers and or staff at school site. Free workshops will be provide through volunteers and local community agencies.

Describe the plan for this service/allowable activity

Parenting classes including topics such as: CCSS (English, Mathematics), CAASPP testing, Health, High School Graduation, Higher Education, School Readiness, Computer skills, Technology20, Cyber safety awareness, parental involvement in schools, how to advocate for special needs students etc.

What are the objectives for this service/allowable activity?

Parents will receive training/workshops to have a deeper understanding of the instructional shifts of the CCSS in ELA & Math. Also, they will be provided in-service trainings/workshops throughout the regular year on various topics to ensure that they can support their children at home and to be able to communicate effectively with their child's teacher and school site staff.

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

Workshop presenters include, but not limited to: Region 10 Parent Mentors, Community Agencies (e.g., Department of Public Health), PAC representatives sharing information gathered while attending conferences, etc. Parent Training is

offered during the Summer and Regular Program.

Is this a strategy in SSDP?　　Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

NOTE: Parent education trainers are are volunteers from the local community who are selected based on their areas of expertise.

What are the specific staff development activities?

NOTE: Parent education trainers are selected based on their areas of expertise.

The following training topics will be presented throughout the year:

Understanding common core shifts in the instructional program .

Accessing the schools online system to monitor student attendance, grades, and on going communication with school staff.
Supporting Family Health and Nutrition

Techniques for motivating students school academic success

What dates approximately will the staff development take place?

Date
06/2017
07/2017
09/2017
10/2017
11/2017
02/2018
03/2018
04/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide parent trainings and workshops throughout the school year. Provide parent trainings and workshops throughout the school year.

What are the expected outcomes from the staff development?

Build parent's capacity and knowledge in the CCSS to ensure that they have the tools and strategies to support their children. Empower MEP parents to advocate for their children's education by checking grades/progress in school.

Service/Allowable Activity Evaluation Plan

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

Parents will receive training/workshops to have a deeper understanding of the instructional shifts of the CCSS in ELA & Math. Also, they will be provided in-service trainings/workshops throughout the regular year on various topics to ensure that they can support their children at home and to be able to communicate effectively with their child's teacher and school site staff.

Indicator	Performance Target
Survey	Parents will receive training/workshops to have a deeper understanding of the instructional shifts of the CCSS in ELA & Math. Also, they will be provided in-service trainings/workshops throughout the regular year on various topics to ensure that they can support their children at home and to be able to communicate effectively with their child's teacher and school site staff.

Service/Allowable Activity Migrant Students Served

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

Level	PFS	Non-PFS	Total	Level	PFS	Non-PFS	Total
P	0	0	0	7	1	1	2
K	1	1	2	8	0	2	2
1	1	1	2	9	0	2	2
2	2	1	3	10	0	2	2
3	3	0	3	11	1	2	3
4	1	1	2	12	0	2	2
5	2	1	3	OSY	0	0	0
6	1	1	2	Ungraded	0	0	0
				Total	13	17	30

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - OSY	30	07/01/2017 - 07/31/2017	20	240	4,800
P - OSY	30	09/01/2017 - 04/30/2018	20	240	4,800
P - OSY	30	06/01/2018 - 06/30/2018	10	240	2,400

Service/Allowable Activity Staffing Plan

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

49

Title	Classification	Staff	FTE
Teacher-Parent Workshops (PSD)	Certificated	1	0.19
Teacher- Parent Computer Literacy (AVHSD)	Certificated	1	0.19
Child Care	Classified	2	2.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - Saturday School Session (1) Computer Skills classes teacher to providing training for parents, consortium will try to get a local community member or regional staff member to teach the workshop for free. If additional funding is allocated it would be a cost of: (1 teacher X $38/hr X 20 days X 4 hrs = $3,040)- Saturday school session	$0
1100 Teachers	AVHSD - Summer School Session (1) Computer Skills classes teacher to providing training for parents, consortium will try to get a local community member or regional staff member to teach the workshop for free. If additional funding is allocated it would be a cost of: (1 teacher X $38/hr X 20 days X 4 hrs = $3,040) + (Summer Session June 2018 (10) days for which additional monies will be needed to complete a 30 day summer session)	$0
1100 Teachers	PSD - (1) School Readiness Parent Trainer/Classroom Coach/Parent Counseling (1 person X $38/hr X 20 days X 1 hr = $760) Saturday school session	$760
1100 Teachers	PSD - (1) School Readiness Parent Trainer/Classroom Coach/Parent Counseling (1 person X $38/hr X 20 days X 1 hr = $760) + (Summer Session June 2018 (10) days for which additional monies will be needed to complete a 30 day summer session)	$760
2900 Other Classified Salaries	PSD - (2) Child Care to Support parent participation (2 people x $10.50/hr x 20 days X 5 hrs = $2,100) Saturday School session	$2,100
2900 Other Classified Salaries	PSD - (2) Child Care to Support parent participation (2 people x $10.50/hr x 20 days (July 2017(20) X 5 hrs = $2,100) + (Summer Session June 2018 (10) days for which additional monies will be needed to complete a 30 day summer session)	$2,100
3000 Employee Benefits	AVHSD - consortium will try to get a local community member or regional staff member to teach the workshop for free. If additional funding is allocated benefits would cost: Benefits to be paid for (1) certificated employees at 18% of $3,040 = $547.20 - Saturday school session and summer session	$0
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employees at 17% of $760 = $129.20 Saturday school session	$130
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employee at 17% of $760 = $129.20 summer session	$130
3000 Employee Benefits	PSD - Benefits to be paid for (2) classified employees at 17% of $2,100 = $357 Saturday school session	$357
3000 Employee Benefits	PSD - Benefits to be paid for (2) classified employees at 17% of $2,100 = $357 Summer school session	$357
	Total:	$6,694

Name	SSDP	When Offered	Type
AVMEPC - Counseling/Dental/Vision/Health Referrals	Health	Regular Year - Year-Round	Support Service

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness   ☐ High School Graduation

☐ English Language Arts   ☑ Health

☐ Mathematics   ☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School   ☐ Other:

☐ Before School

☑ Saturday

Where would the service/allowable activity be provided?

☐ Home-based   ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

School personnel have informed MEP staff of migrant eligible students who are in the foster care system. These children have the need for emotional/mental health support, health care and academic counseling. Parents of these children are also in need of information and resources to support their children.

Migrant students in foster care are at a higher risk of failing in school. They are commonly behind on high school course credits and unfamiliar with the graduation requirements.

What local data (quantitative/qualitative) did you use to identify the need?

School staff regularly communicate with the migrant education program about the special needs of migrant eligible students. Teachers also refer migrant students who need support. In addition, the MEP advisor meets with students and or parents who are in need of assistance. An informal assessment is conducted to determine the specific areas of support. These approaches help identify student and parent needs.

Describe the plan for this service/allowable activity

Teachers will refer students to the administrator or counselor when they notice any behavior changes, discipline concerns, difficulty seeing the board, or any health concerns that may keep the student from focusing on the work being taught. The admin or counselor will then determine the next steps to be taken to provided the needed service for the student.

Students in need of glasses, mental, or dental treatment may be absent from school or perform poorly thereby impacting their academic performance. The counselor will be available to provide guidance and support to the students/parents that may need the emotional/mental to do better in school.

What are the objectives for this service/allowable activity?

Migrant students with identified unmet health needs that interfere with learning will be assessed for treatment or referral as determined by referral documentation.

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

Families of students in need will be referred to district, community and county resources for support.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Not applicable

What are the specific staff development activities?

Not applicable

What dates approximately will the staff development take place?

Date

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

What are the expected outcomes from the staff development?

Migrant students with identified unmet health needs that interfere with learning will be assessed for treatment or referral as determined by referral documentation.

Service/Allowable Activity Evaluation Plan

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

Migrant students who are in need of counseling, dental, health and or vision will be referred for services with the goal of improving their health thus helping them to better engage in the learning environment.

Indicator	Performance Target

Indicator	Performance Target
Interview	The MEP Advisor will review referrals to ensure student needs have been addressed and interview students as a follow up for successful integration in the learning environment.

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.

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 1	Non-PFS: 29	Total: 30
K	PFS: 1	Non-PFS: 0	Total: 1	8	PFS: 0	Non-PFS: 28	Total: 28
1	PFS: 1	Non-PFS: 0	Total: 1	9	PFS: 0	Non-PFS: 28	Total: 28
2	PFS: 2	Non-PFS: 0	Total: 2	10	PFS: 0	Non-PFS: 28	Total: 28
3	PFS: 3	Non-PFS: 0	Total: 3	11	PFS: 1	Non-PFS: 27	Total: 28
4	PFS: 1	Non-PFS: 0	Total: 1	12	PFS: 0	Non-PFS: 28	Total: 28
5	PFS: 2	Non-PFS: 0	Total: 2	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 1	Non-PFS: 29	Total: 30	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 13	Non-PFS: 197	Total: 210

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	120	07/01/2017 - 06/30/2018	10	240	2,400
P - 8	90	07/01/2017 - 06/30/2018	20	120	2,400
9 - 12	120	07/05/2017 - 07/31/2017	15	240	3,600
P - 8	90	07/05/2017 - 07/31/2017	20	120	2,400
P - 8	90	06/18/2018 - 06/29/2018	10	240	2,400

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Counselor	Certificated	1	1.00
Teacher/Advisor	Certificated	1	1.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - High school graduation: Counselor (1) certificated employee to provide instruction/planning (1 person X $38/hr X 10 days X 4 hrs. = $1,520) Saturday School Session	$1,520
1100 Teachers	AVHSD - High school graduation: Counselor (1) certificated employee to provide instruction/planning (1 person X $38/hr X 15)days (July) X 4 hrs. = $2,280) â€" Summer Session(July	$2,280

Object Code	Description & Itemization of costs	Amount
1100 Teachers	PSD - Teacher with Therapy certification to provide support services as needed to students/parents (1 person X $38/hr x 20 days X 2 hrs = $1,520) Saturday school session	$1,520
1100 Teachers	PSD - Teacher with Therapy certification to provide support services as needed to students/parents (1 person X $38/hr X (July 2017 (20days)) X 2 hrs = $1,520)	$1,520
1100 Teachers	PSD - Teacher with therapy certification to provide support services as needed to students/parents (Summer Session June 2018 (10) days for which additional monies will be needed to complete a 30 day summer session)	$0
3000 Employee Benefits	AVHSD - Benefits to be paid to (1) certificated employee (counselor) at 18% of $1,520 = $273.60 Saturday school session	$274
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employee(therapist) at 18% of $1,520 = $273.60 Saturday School Session	$274
3000 Employee Benefits	AVHSD - Benefits to be paid for (1) certificated employee(counselor) at 18% of $2,280 = $410.40 Summer Session	$411
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employee (therapist) at 18% of $1,520 = $273.60 Summer Session	$274
	Total:	$8,073

Name	SSDP	When Offered	Type
AVMEPC - ELA/Math Block	ELA, Math	Summer	Instructional

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness

☑ English Language Arts

☑ Mathematics

☐ Out of School Youth

☐ High School Graduation

☐ Health

☐ Parent Involvement/ Family Engagement

When will the service/allowable activity be provided?

☐ After School

☐ Before School

☐ Saturday

☑ Other:

Monday-Friday

Where would the service/allowable activity be provided?

☐ Home-based

☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

ELA: Based on CAASPP, CELDT data analysis, informal teacher developed assessments, and observations, of students in grades K-8, it has been determined that students need assistance with Reading Comprehension, Informational Text and Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students.

MATH: Based on CAASPP, CELDT data analysis, informal teacher assessments, observations, and testimonials in grades K-8, it has been determined that students need assistance in basic skills, problem solving, computations, algebraic equations. The AVMEPC supplemental services will focus on the math common core areas of: K grade – operations & algebraic thinking, 1st grade – operations & algebraic thinking and number and operations, 2nd grade – number and operations in base ten, 3rd grade – operations and algebraic thinking, 4th grade – numbers and operations/fractions, 5th grade – operations and algebraic thinking, 6th grade – number sense & geometry, 7th grade – expressions and equations, and 8th grade – expressions and equations.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Computer Internet Safety & Coding Program (Taken Charge Game): the skills necessary for online research and other online requirements. CAASPP now requires students to be able to utilize computer technology as part of the assessment. Additional relevant and engaging technological activities will support students in becoming digitally proficient so that the exam measures academic achievement and not lack of digital literacy. The program provides students with a fundamental understanding of how computers operate, teaches them how to interact with a computer, and prepares them to be responsible digital citizens. Students learn to: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. The nine local school districts in the consortium provide very limited access to technology as part of the regular curriculum; often an average of 30-45 minutes every other week of computer lab time in the elementary districts, and as teachers schedule time in the computer lab for specific projects at the high school level. In order to compensate for poverty and other factors which have a negative impact on the education of our migrant students the AVMEPC has planned for additional supplemental access to technology to be an integral part of the migrant education curriculum. It is important to provide this supplemental program to the migrant students as we transition to a computer-based assessment system. Additionally the high school district has a digital design and engineering academy for those students interested in pursuing this field.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Learning experiences in the arts contribute to the development of academic skills, including the areas of reading, language

development and mathematics. Certain forms of art instruction enhance and complement basic reading skills, language development and writing skills. For example, dance has been employed to develop reading readiness, in very young children, and the study of music has provided a context for teaching language skills. (National Assembly of State Arts Agencies, 2006)

Describe the plan for this service/allowable activity

AVMEPC Saturday school program will provide supplemental instruction to support the implementation of the CCSS and 21st century learning skills in ELA for all migrant students who scored below proficiency on the CAASPP exam in grades K-8. The highly qualified teachers will focus on literacy with a specific focus on reading for informational text. With the implementation of the Common Core State Standards there is a heavy emphasis on text-dependent analyzation and evidence-based responses. As a result, there is a need for more exposure to more complex informational text and instruction on writing text-dependent questions. Additional support in ELA is offered to students (grades 2nd-12th) by providing them with 30 minutes of exposure to digital literacy and technology skills to support the California Common Core State standards during the designated computer laptop time. Computer Internet Safety and Coding Program: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. Students (grades 1st-12th) also receive art and dance instruction from a high qualified teacher. Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamentals skill encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills, and expression are among the thought process associated with study of the arts. (National Assembly of State Arts Agencies, 2006). The Saturday school program is a 5 hours daily for 20 Saturdays (2 sessions, 10 days each) throughout the academic school year.

AVMEPC Saturday school program will provide supplemental instruction to support the implementation of CCSS and 21st century learning skills in Mathematics for all migrant students who scored below proficiency on the CAASPP exam in grades K-8. The highly qualified teachers will focus on operations and algebraic thinking in grades K-5 and expressions and equations in grades 6-8. Teachers will use determine the specific strategies that will be implemented in their specific grade depending on the students needs. Additional support in ELA is offered to students (grades 2nd-12th) by providing them with 30 minutes of exposure to digital literacy and technology skills to support the California Common Core State standards in mathematics during the designated computer laptop time. Computer Internet Safety and Coding Program: build a computer; configure a secure network; recognize, report and counteract cyberbullying; protect their online identity; and discover Boolean Search Logic. Students (grades 1st-12th) also receive art and dance instruction from a high qualified teacher. Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamentals skill encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills, and expression are among the thought process associated with study of the arts. (National Assembly of State Arts Agencies, 2006). The Saturday school program is a 5 hours daily for 20 Saturdays (2 sessions, 10 days each) throughout the academic school year.

What are the objectives for this service/allowable activity?

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands.

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

MATH: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate 1-2 point growth in the Mathematics academic focus strands (as indicated).

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

K-8 : ELA/MATH: The strategy is to have all teachers per grade level (with an appropriate teaching credential from CCTC). The teachers will implement Depth of Knowledge Level 1-3 strategies and Marzano's strategies (Level 1 – Recall/Reproduction (Understanding), Level 2 – Skill/Concept (Evaluating) & Level 3 – Strategic Thinking (Applying)). Teachers will implement research based instructional strategies such as: cooperative learning, reinforcing, graphic organizers, identifying similarities and differences, scaffolding instruction, inquiry based teaching, and developing high expectations for each student.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Software Based Intervention: ELA/MATH/Computer Internet Safety and Coding Program: The strategy is to have the classroom teacher provide extended support in the ELA/Math skilled development. Students will be able to access this online

curriculum (MobyMax) through the migrant ed computer lab as well as online resources including Khan Academy, Shmoop, and the computer internet safety & coding program (Taken Charge Game). Students will utilize the Migrant Program laptop lab where they will be provided a username/password and will work on improving their reading comprehension skills, basic math skills, and become more computer literate in order to learn effectively and live productively in an increasingly global and digital society.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Students will have 30-50 minutes of arts-based instruction in dance, music, drama, and/or visual art. Current focus: Dance Education: 1. Students will explore the origins of dance and trace its history to present day. 2. Students will recite, identify and write appropriate dance terminology to communicate ideas in movement and choreography. 3. Students will perform choreographic pieces based on ballet, modern and jazz technique.

What method of instruction will be used in this instructional service?

Teacher student instruction :Guided instruction, Whole, small Group instruction, Cooperative learning Groups, Independent learning while in a classroom setting, Teachers work collaboratively to enhance student learning.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

Students learning occurs in a one on one (with teacher direction as needed) learning environment while access the software programs during the set computer laptop scheduled time.

Grades 1st-12th - V A P A - Art/Dance Instruction to support ELA/Math program:

Theory (group lecture), History (group lecture), group

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

K-8: ELA: Locally developed teacher materials aligned to Common Core State Standards that address the student needs determined by the Region and the district.

K-8: MATH: Locally developed teacher materials aligned to Common Core State Standards that address the student needs determined by the district.

Grades 2nd - 12th: Software ELA/Math Program Intervention;

ELA/MATH: MobyMax (K-8 curriculum aligned to the CCSS, researched based pedagody that incorporates multiple cognitive techniques) curriculum teaches students to be better problem solvers, critical thinkers, and creative geniuses with thousands of cognitive skill manipulative. Khan Academy and Shmoop programs will be used as additional supplemental tools for students who need additional tutorials, to expand and explore areas of interest and to view videos related to lessons being taught in class. Computer Internet Safety and Coding Program: Taken Charge Game

Grades 1st-12th - VAPA - Art/Dance Instruction to support ELA/Math program:

Dance curriculum is created and designed according to the National Core Arts Standards for Dance Education by qualified dance instructor.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date

06/2018

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying.

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students.

Service/Allowable Activity Evaluation Plan

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

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands (as indicated).

ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

MATH: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate 1-2 point growth in the Mathematics academic focus strands (as indicated).

Indicator	Performance Target
Pre and Post Assessment	ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a 1-2 point growth in reading comprehension in the English Language Arts academic focus strands (as indicated). ELA: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric. MATH: By July 31, 2018, the participating K-8 students with a pre and post assessment will demonstrate 1-2 point growth in the Mathematics academic focus strands (as indicated).

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.

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 1	Non-PFS: 10	Total: 11
K	PFS: 1	Non-PFS: 9	Total: 10	8	PFS: 0	Non-PFS: 10	Total: 10
1	PFS: 1	Non-PFS: 14	Total: 15	9	PFS: 0	Non-PFS: 8	Total: 8
2	PFS: 2	Non-PFS: 13	Total: 15	10	PFS: 0	Non-PFS: 5	Total: 5
3	PFS: 3	Non-PFS: 12	Total: 15	11	PFS: 1	Non-PFS: 5	Total: 6
4	PFS: 1	Non-PFS: 14	Total: 15	12	PFS: 0	Non-PFS: 5	Total: 5
5	PFS: 2	Non-PFS: 13	Total: 15	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 1	Non-PFS: 19	Total: 20	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 13	Non-PFS: 137	Total: 150

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 12	150	07/05/2017 - 07/25/2017	15	300	4,500
K - 12	150	06/11/2018 - 06/29/2018	15	300	4,500

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teachers	Certificated	11	11.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	LSD - (3)Teachers to address needs of students in attendance-instruction/planning + professional development (2 teachers X $35/hr x 15 days (July 2017(15) x 5 hrs. = $5,250) + (1 teacher X $35/hr X 15 days (July 2017(15) X 6.5 hrs = $3,412.50) + PD (3 teachers X $35/hr X 2 days X 5 hrs = $1,050)= $9,712.50	$9,712
1100 Teachers	LSD - (3)Teachers to address needs of students in attendance-instruction/planning + professional development (2 teachers X $35/hr x 5 days (June 2018(5) x 5 hrs. = $1,750) + (1 teacher X $35/hr X 5 days (June 2018(5) X 6.5 hrs = $1,137.50) = $2,887,50 (Summer Session June 2018 (10) days for which additional monies will be needed from the 17-18 budget to complete a 30 day summer session) + (June 2018 (10)days which will go on the 18-19 budget)	$2,888
1100 Teachers	PSD - (8) Teachers to address needs of students in attendance and instruction/planning = professional development (8 teachers X $38/hr X 15 days (July 2017(15) X 5 hrs = $22,800) + PD (8 teachers X $38/hr X 2 days X 5 hrs = $3,040) = $25,840	$25,840
1100 Teachers	PSD - (8) Teachers to address needs of students in attendance and instruction/planning = professional development (8 teachers X $38/hr X 5 days (June 2018(5) X 5 hrs = $7,600) (Summer Session June 2018 (10) days for which additional monies will be needed from the 17-18 budget to complete a 30 day summer session) + (July 2018 (20)days which will go on the 18-19 budget)	$7,600

Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	LSD - Benefits to be paid for (3) certificated employees at 17% of $12,600 = $2,142	$2,142
3000 Employee Benefits	PSD - Benefits to be paid for (8) certificated employees at 17% of $33,400 = $5,678	$5,678
4300 Materials & Supplies	AVHSD - Instructional materials/supplies to support student learning (150 students x $11.66/student = $1,749)	$1,750
4300 Materials & Supplies	LSD - Instructional materials/supplies to support student learning (150 students x $14/student = $2,100)	$2,100
4700 Food	LSD - Food $2.13/day x 150 students x 5 days (pizza (2) days & McDonalds (2) days) = $1,597.50	$1,600
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas/personal to provide transportation to the CAL POLY o(June 2018)â€" Applied Mathematics trip for student participants t attend ((196 miles/roundtrip X .53 per/mile X 2 vans = $207.76) + (2 drivers X $23/hr X 6 hrs X 2 days(dropoff/pickup) = $552) = $759.76	$760
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas/personal to provide transportation to the Youth Summit (June 2018), Azusa Pacific - trip for student participants to attend ((192 miles/roundtrip X .53 per/mile X 1 bus = $101.76) + (1 driver X $45/hr X 2 days(drop off/pick up) X 8 hrs = $720) = $821.76 BUS	$822
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas/personal to provide transportation to the PATHS s(June 2018) â€" Cal State Long Beach trip for student participant to attend (194 miles/roundtrip X .53 per/mile X 2 vans = $205.64) + (2 drivers X $23/hr X 6 hrs X 2 days(dropoff/pickup) = $552) = $757.64	$758
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas/personal to provide transportation to the PACE (July 42017)â€" Riverside trip for student participants to attend ((17 miles/roundtrip X .53 per/mile X 2 vans = $184.44) + (2 drivers X $23/hr X 6 hrs X 2 days(dropoff/pickup) = $552) = $736.44	$737
5200 Travel & Conferences	AVHSD - REGIONAL ACTIVITY: Travel expenditures for mileage/gas/personal to provide transportation to the Outdoor Ed t(July 2017)â€" Los Angeles national forest trip for studer participants to attend ((112 miles/roundtrip X .53 per/mile X 2 vans = $118.72) + (2 drivers X $23/hr X 6 hrs X 2 days(dropoff/pickup) = $552) = $670.72	$671
5600 Rentals, Leases, Repairs & Noncap Imp	AVHSD - Copiers (Canon - $55/month X 2 months = $110) + (Xerox - $2886/per year X 30% = $865.80) = $975.80	$976
5800 Prof/Cons/Serv & Operating Exp.	AVHSD - Transportation for students/parents to attend summer school program session ($1,500/day(4buses) X 20 days= $30,000	$30,000
	Total:	$94,034

Name	SSDP	When Offered	Type
AVMEPC - Reading & Writing Support for High Graduation	ELA, HSG	Summer	Instructional

Which State Service Delivery Plan areas does this activity address?

☐ School Readiness   ☑ High School Graduation

☑ English Language Arts   ☐ Health

☐ Mathematics   ☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School   ☑ Other:

☐ Before School   Monday-Friday

☐ Saturday

Where would the service/allowable activity be provided?

☐ Home-based   ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

Based on CAASPP, CELDT data analysis, informal teacher developed assessments, and observations, of students in grades 9-12, it has been determined that students need assistance with Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students.

Describe the plan for this service/allowable activity

Students will work on narrative, expository, persuasive compositions and read a variety of informational text materials.

What are the objectives for this service/allowable activity?

By July 31, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

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

Certificated teacher will work with students to address writing strategies.

What method of instruction will be used in this instructional service?

Whole Group, Cooperative Groups, Independent while in a classroom setting, Teachers will work collaboratively to enhance student learning.

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

High interest Literature books, articles, magazines to enhance writing skills and teacher created curriculum aligned to the CCSS.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date
06/2017

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying.

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students

Service/Allowable Activity Evaluation Plan

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

By July 31, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

Indicator	Performance Target
Pre and Post Assessment	By July 31, 2018, the participating 9-12 students with a pre and post assessment will demonstrate a minimum level of 2 on the 4 point writing rubric.

Service/Allowable Activity Migrant Students Served

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

P	PFS: 0	Non-PFS: 0	Total: 0	7	PFS: 0	Non-PFS: 0	Total: 0
K	PFS: 0	Non-PFS: 0	Total: 0	8	PFS: 0	Non-PFS: 0	Total: 0
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 8	Total: 8
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 8	Total: 8
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 1	Non-PFS: 8	Total: 9
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 5	Total: 5
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 1	Non-PFS: 29	Total: 30

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	30	07/05/2017 - 07/25/2017	15	120	1,800
9 - 12	30	06/11/2018 - 06/29/2018	15	120	1,800

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	2	2.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD = (2) Teachers to address the needs of students in attendance - instruction/planning + professional development (2 teachers X $38/hr x 15 days (July 2017(15) x 3 hrs = $3,420)+	$4,180

Object Code	Description & Itemization of costs	Amount
	PD (2 teachers X $38/hr X 2 days X 5 hrs = $760) = $4,180	
1100 Teachers	AVHSD - (2) Teachers to address the needs of students in attendance - instruction/planning + professional development (2 teachers X $38/hr x 5 days (June 18 2018(5) x 3 hrs = $1,140) (Summer Session June 2018 (10) days for which additional monies will be needed from the 17-18 budget to complete a 30 day summer session) + (July 2018 (20)days which will go on the 18-19 budget)	$1,140
3000 Employee Benefits	AVHSD - Benefits to be paid for (2) certificated employees at 17% of $5,320 = $904.40	$905
4700 Food	LSD - Food for 120 students at $2.00 X 10 Days = $2,400	$2,400
	Total:	$8,625

Name	SSDP	When Offered	Type
AVMEPC - Credit Retrieval (Cyber High Program) for High School Graduation	HSG	Summer	Instructional

Which State Service Delivery Plan areas does this activity address?

- ☐ School Readiness
- ☐ English Language Arts
- ☐ Mathematics
- ☐ Out of School Youth
- ☑ High School Graduation
- ☐ Health
- ☐ Parent Involvement/ Family Engagement

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☑ Other:
  Monday-Friday

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

Based on CAASPP, CELDT data analysis, local data assessments, informal teacher developed assessments, and observations, of students in grades 9-12, it has been determined that students need assistance with Writing. The AVMEPC supplemental services will focus on the ELA common core areas of reading for informational text, speaking and listening, language and writing standards to develop the reading comprehension, informational text and writing skills needed by the migrant students to acquire the necessary basic skills needed to accrue the credits for high school graduation.

Describe the plan for this service/allowable activity

The student's academic transcript will be reviewed to determine the class (es) that need to be taken in order to continue making progress towards a high school diploma.

What are the objectives for this service/allowable activity?

By July 31, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program.

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

The strategy for next year's fiscal year is to have a teacher per grade level (with an appropriate teaching credential from

CCTC). The teachers will implement Depth of Knowledge Level 1-3 strategies and Marzano's strategies (Level 1 – Recall/Reproduction (Understanding), Level 2 – Skill/Concept (Evaluating) & Level 3 – Strategic Thinking (Applying)) and they will be provided with supplemental instructional materials to captivate student interest, motivate student learning, and increase comprehensible input.

What method of instruction will be used in this instructional service?

One-on-One, Cooperative groups, Independent

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

Cyber High Program

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction.

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date

06/2017

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying.

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students.

Service/Allowable Activity Evaluation Plan

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

By July 31, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program.

Indicator	Performance Target
Other	By July 31, 2018, the participating 9-12 students will have earned at least two credits one month after being enrolled in the cyber high program.

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.

Level	PFS	Non-PFS	Total	Level	PFS	Non-PFS	Total
P	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	0	8	8
2	0	0	0	10	0	8	8
3	0	0	0	11	1	8	9
4	0	0	0	12	0	5	5
5	0	0	0	OSY	0	0	0
6	0	0	0	Ungraded	0	0	0
				Total	1	29	30

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
9 - 12	30	07/01/2017 - 07/31/2017	20	120	2,400
9 - 12	30	06/18/2018 - 06/29/2018	10	120	1,200

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	2	2.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - (2) Teachers to address the needs of students in attendance - instruction/planning (2 teachers X $38/hr x 20 days (July 2017(20) x 2 hrs = $3,040)	$3,040

Object Code	Description & Itemization of costs	Amount
1100 Teachers	AVHSD - (Summer Session June 2018 (10) days for which additional monies will be needed from the 17-18 budget to complete a 30 day summer session) + (July 2018 (20)days which will go on the 18-19 budget)	$0
3000 Employee Benefits	AVHSD - Benefits to be paid for (2) certificated employees at 17% of $3,040 = $516.80	$517
	Total:	$3,557

Name	SSDP	When Offered	Type
AVMEPC - School Readiness - 3-5 year olds	SR	Summer	Instructional

Which State Service Delivery Plan areas does this activity address?

☑ School Readiness

☐ High School Graduation

☐ English Language Arts

☐ Health

☐ Mathematics

☐ Parent Involvement/ Family Engagement

☐ Out of School Youth

When will the service/allowable activity be provided?

☐ After School

☑ Other:

☐ Before School

Monday-Friday

☐ Saturday

Where would the service/allowable activity be provided?

☐ Home-based

☑ Site/Center-based

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

ELA = An average of 24% (9 Districts within the Consortium) of the Migrant students in grades 2-12 are scoring at standard in the CAASPP English Language Arts Assessment which leaves 76% of the migrant students in the AVMEPC not meeting the English language arts standards.

MATH = an average of 19% (9 districts within the Consortium) of the migrant students in grades 2-12 are scoring at standard in the CAASPP Mathematics Assessment, which leaves 81% of the migrant students in the AVMEPC not meeting the math standards

What local data (quantitative/qualitative) did you use to identify the need?

Based on informal assessments, observations, and testimonials it has been determined that students need assistance in **English** (e.g., English uppercase letter recognition, English Language Development).

Based on informal assessments, observations, and testimonials it has been determined that students need assistance with **Mathematics.**

Describe the plan for this service/allowable activity

Academic Focus:

- Language and Literacy: Alphabetic and Word/Print Recognition
- English Language Development: (Letter Awareness) Children demonstrate progress in their knowledge of the alphabet in English
- Language and Literacy: Vocabulary- age-appropriate

English Language Development:

- Listening- listen with understanding

- Speaking: (Vocabulary production)-nonverbal and verbal strategies to communicate

- Language and Literacy: Writing- demonstrate emergent writing skills

- English Language Development: (writing their name) Children use writing to communicate their ideas

  Mathematics:

- (Number Sense)- Children expand their understanding of numbers and quantities in their everyday environment.
- Recognize and know the name of some written numerals
- Recite numbers in order with increasing accuracy
- (Geometry)- Children identify and use a variety of shapes in their everyday environment.

What are the objectives for this service/allowable activity?

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **identifying** any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **gaining** two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English.

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **writing** a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs).

By April 30, 2018, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **reciting** numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and **naming** any three (3/4 yrs) or ten (4/5 yrs) written numerals, and **identifying** simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

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

(3/4yrs) The strategy for next year's fiscal year is to have one certificated (multiple subjects credentialed) teacher instructing students. The teacher will teach the 3 year/4 year old (not starting kindergarten in the fall) students and will be provided with instructional materials (e.g., manipulative) to enhance student comprehension/learning.

(4/5 yrs) The strategy for next year's fiscal year is to have one certificated (multiple subjects credential) teachers instructing students. The teacher will teach the four (entering kindergarten in the fall) and five year old students and will be provided with instructional materials (e.g., manipulative) to enhance student comprehension/learning.

What method of instruction will be used in this instructional service?

Whole Group, Centers, Hands-on activities, Phonemic awareness, building vocabulary skills, read a louds.

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

70

Reading and Math jumbo workbook (Scholastic, 2005), Little Kids Trace (Teacher's Friend Publications/Scholastic), Houghton Mifflin Pre-K, locally developed curriculum.

Is this a strategy in SSDP?   Yes

Service/Allowable Activity Staff Development

What is the need for staff development based on local data?

Effective instructional strategies to meet the Common Core Instruction

What are the specific staff development activities?

Local and regional staff development focus on increasing ELA instruction utilizing informational test and using performance tasks in ELA/Math as well as using the strategies from Marzano and Depth of Knowledge (DOK): Understanding, Evaluating and Applying.

What dates approximately will the staff development take place?

Date

06/2017

What **projected** vendors (if any) will you be hiring to provide the professional development?

Vendor

How will these staff development activities meet the need?

Provide strategies for the integration of Common Core Instruction with emphasis on Marzano's and Depth of Knowledge (DOK) strategies: Understanding, Evaluating & Applying.

What are the expected outcomes from the staff development?

Teachers will have the increased knowledge to apply Marzano's strategies and Depth of Knowledge (DOK) strategies to provide effective classroom instruction and to support a conducive learning environment for all students.

Service/Allowable Activity Evaluation Plan

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

By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **identifying** any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS).

By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **gaining** two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English.

By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **writing** a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs).

By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by **reciting** numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and **naming** any three (3/4 yrs) or ten

(4/5 yrs) written numerals, and **identifying** simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

Indicator	Performance Target
Pre and Post Assessment	By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by identifying any four (3/4 yrs) to ten (4/5 yrs) English uppercase letter sounds on the Phonological Awareness Literacy Screening (PALS). By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by gaining two (3/4 yrs) to four (4/5 yrs) standard scores on the Peabody Picture Vocabulary Test (PPVT) in English. By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by writing a mark that represents the first letter of their name (3/4 yrs)(local assessment) or writing their first name correctly (4/5 yrs). By July 31, 2017, of the participating students with a pre and post assessment will demonstrate Kindergarten readiness by reciting numbers in order to five (3/4 yrs) or 20 (4/5 yrs) with accuracy, recognizing and naming any three (3/4 yrs) or ten (4/5 yrs) written numerals, and identifying simple two-dimensional shapes (i.e., circle and square, triangle and rectangle) (local assessment).

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.

P	PFS: 0	Non-PFS: 15	Total: 15	7	PFS: 0	Non-PFS: 0	Total: 0
K	PFS: 1	Non-PFS: 4	Total: 5	8	PFS: 0	Non-PFS: 0	Total: 0
1	PFS: 0	Non-PFS: 0	Total: 0	9	PFS: 0	Non-PFS: 0	Total: 0
2	PFS: 0	Non-PFS: 0	Total: 0	10	PFS: 0	Non-PFS: 0	Total: 0
3	PFS: 0	Non-PFS: 0	Total: 0	11	PFS: 0	Non-PFS: 0	Total: 0
4	PFS: 0	Non-PFS: 0	Total: 0	12	PFS: 0	Non-PFS: 0	Total: 0
5	PFS: 0	Non-PFS: 0	Total: 0	OSY	PFS: 0	Non-PFS: 0	Total: 0
6	PFS: 0	Non-PFS: 0	Total: 0	Ungraded	PFS: 0	Non-PFS: 0	Total: 0
				Total	PFS: 1	Non-PFS: 19	Total: 20

Service/Allowable Activity Time

What is the schedule of the activity? You may enter a separate schedule for each grade level range (e.g., K-3 schedule, 4-6 schedule, etc.

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
P - K	20	07/01/2017 - 07/31/2017	20	300	6,000
P - K	20	06/18/2018 - 06/29/2018	10	300	3,000

Service/Allowable Activity Staffing Plan

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

Title	Classification	Staff	FTE
Teacher	Certificated	1	1.00
Teacher - parent trainer	Certificated	1	1.00

Service/Allowable Activity Budget Detail

What is the specific budget for this activity? (Each activity must have its own budget)

Object Code	Description & Itemization of costs	Amount
1100 Teachers	PSD - (1) Teacher to address the needs of students in attendance - instruction/planning + professional development training/collaboration (1 teacher X $38/hr X 20 days (July 2017(20) X 5 hrs = $3,800) + PD (1 teacher X $38/hr X 2 days X 5 hrs = $380)= $4,180	$4,180
1100 Teachers	AVHSD - (Summer Session June 2018 (10) days for which additional monies will be needed from the 17-18 budget to complete a 30 day summer session) + (July 2018 (20)days which will go on the 18-19 budget)	$0
1100 Teachers	PSD - (1) School Readiness Parent Trainer/Classroom Coach/Parent Counseling (1 person X $38/hr X 20 days X 2 hr = $1,520)	$1,520
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employee at 18% of $4,180 = $752.40	$753
3000 Employee Benefits	PSD - Benefits to be paid for (1) certificated employee at 18% of $1,520 = $273.60	$274
4300 Materials & Supplies	AVHSD - Instructional materials/supplies (pencils, crayons, markers, construction paper, paper etc) for students to be used to support their learning (42 students x $11.35/student = $477), instructional materials/supplies for teacher to guide instruction (1 teacher x $200 = $200)= $677	$677
5900 Communications	AVHSD - Postage to support instruction/planning for the summer session (2 mailings X $200 per session = $400)	$400
	Total:	$7,804

Section 10: Legal Assurances & Certifications

1. 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.

2. Upload signed Legal Assurances

Title	File Name	Last Update
Memo MOU & Legal Assurances	AVMEPC_Memo_-_MOU_and_Legal_Assurances_May2017.pdf	05/26/2017 2:58 PM

3. Budget Signature and Certification

Title	File Name	Last Update

4. Migrant Education Program Inventory list

Title	File Name	Last Update
AVMEPC Equipment Inventory	AVMEPC_Equipment_Inventory_17-18.pdf	05/30/2017 8:18 AM

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

Title	File Name	Last Update
Program Coordinator	Program_Coordinator.pdf	05/26/2017 12:09 PM
LSD Recruiter Job Description	JobDescrip-NormaValdez_09-05-14.pdf	05/26/2017 12:19 PM
PSD Recruiter Job Description	JobDescrip-LizbetDunning.pdf	05/26/2017 12:15 PM
AVUHSD Bilingual Secretary	Bilingual_Secretary_I.pdf	05/26/2017 12:19 PM
Certificated Application	Certificated_Application_for_MEP_2017-2018.pdf	05/26/2017 12:24 PM
Classified Application	Classified_Application_for_MEP_2017-2018.pdf	05/26/2017 12:08 PM

6. Migrant Data Device Inventory

Title	File Name	Last Update
Data Device Inventory	Data_Device_Inventory_17-18.pdf	05/26/2017 2:32 PM

7. Organizational Chart of Migrant Education

Title	File Name	Last Update
Organizational Chart	AVMEPC_Organizational_Chart.pdf	05/26/2017 2:15 PM

8. Summer Waivers

Title	File Name	Last Update

Summary Worksheet

Object	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$132,457		$132,457
1200	Pupil Support Services	$0		$0
1300	Supervisor/Administrators		$0	$0
1900	Other Certificated Salaries	$0	$53,816	$53,816
	Subtotal 1000-1999	$132,457	$53,816	$186,273
2000-2999 Classified Salaries				
2100	Instructional Aides	$0		$0
2200	Support Services Salaries	$0	$6,580	$6,580
2300	Supervisor/Administrators		$0	$0
2400	Clerical, Technical and Office Staff		$49,220	$49,220
2900	Other Classified Salaries	$4,200	$46,000	$50,200
	Subtotal 2000-2999	$4,200	$101,800	$106,000
3000-3999 Benefits				
3000	Employee Benefits	$22,856	$73,461	$96,317
	Subtotal 3000-3999	$22,856	$73,461	$96,317
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	$0		$0
4200	Books & Reference Materials	$0	$0	$0
4300	Materials & Supplies	$13,489	$1,342	$14,831
4400	Noncapitalized Equipment	$0	$0	$0
4700	Food	$6,400		$6,400
	Subtotal 4000-4999	$19,889	$1,342	$21,231
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	$0	$0	$0
5200	Travel & Conferences	$16,321	$4,676	$20,997
5300	Dues & Memberships	$0	$0	$0
5400	Insurance	$0	$0	$0
5500	Operations & Housekeeping Services	$0	$0	$0
5600	Rentals, Leases, Repairs & Noncap Imp	$3,548	$1,704	$5,252
5700	Transfers of Direct Costs	$0	$0	$0
5800	Prof/Cons/Serv & Operating Exp.	$63,600	$0	$63,600
5900	Communications	$3,404	$0	$3,404
	Subtotal 5000-5999	$86,873	$6,380	$93,253
6000-6999	*Capital Outlay*			
6000	Capital Outlay	$0		$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$266,275	$236,799	$503,074
7000	**INDIRECT COST**		$21,705	$21,705
7300	**INDIRECT ON DISTRICT SUBAGREEMENTS**		$0	$0
	TOTAL	$266,275	$258,504	$524,779

Admin Subtotal for Identification & Recruitment	$164,137
Admin Subtotal for PAC	$13,999
Admin Subtotal for Health	$0

Regular School Year Worksheet

Object	Description	Amount-Service	Amount-Admin	Total Regular School Year
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$56,528		$56,528
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries		$26,908	$26,908
	Subtotal 1000-1999	$56,528	$26,908	$83,436
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries		$4,900	$4,900
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff		$2,860	$2,860
2900	Other Classified Salaries	$4,200		$4,200
	Subtotal 2000-2999	$4,200	$7,760	$11,960
3000-3999 Benefits				
3000	Employee Benefits	$10,327	$10,238	$20,565
	Subtotal 3000-3999	$10,327	$10,238	$20,565
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$6,972	$1,342	$8,314
4400	Noncapitalized Equipment			$0
4700	Food	$2,400		$2,400
	Subtotal 4000-4999	$9,372	$1,342	$10,714
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences	$2,728	$1,527	$4,255
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp	$1,705	$1,704	$3,409
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.	$33,600		$33,600
5900	Communications	$300		$300
	Subtotal 5000-5999	$38,333	$3,231	$41,564
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$118,760	$49,479	$168,239
7000	**INDIRECT COST**		$21,705	$21,705
7300	**INDIRECT ON DISTRICT SUBAGREEMENTS**			$0
	TOTAL	$118,760	$71,184	$189,944

Summer School Worksheet
June 2017 Only

Object	Description	Amount-Service	Amount-Admin	Total Summer School
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$54,400		$54,400
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries			$0
	Subtotal 1000-1999	$54,400	$0	$54,400
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries		$1,680	$1,680
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff		$2,860	$2,860
2900	Other Classified Salaries			$0
	Subtotal 2000-2999	$0	$4,540	$4,540
3000-3999 Benefits				
3000	Employee Benefits	$9,242	$1,048	$10,290
	Subtotal 3000-3999	$9,242	$1,048	$10,290
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$3,850		$3,850
4400	Noncapitalized Equipment			$0
4700	Food	$4,000		$4,000
	Subtotal 4000-4999	$7,850	$0	$7,850
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences	$3,748		$3,748
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp	$976		$976
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.	$30,000		$30,000
5900	Communications			$0
	Subtotal 5000-5999	$34,724	$0	$34,724
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$106,216	$5,588	$111,804
7000	**INDIRECT COST**			$0
	TOTAL	$106,216	$5,588	$111,804

School Readiness Regular School Year Worksheet

Object	Description	Amount-Service	Amount-Admin	Total SR Regular School Year
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$8,989		$8,989
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries		$2,691	$2,691
	Subtotal 1000-1999	$8,989	$2,691	$11,680
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries			$0
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff			$0
2900	Other Classified Salaries			$0
	Subtotal 2000-2999	$0	$0	$0
3000-3999 Benefits				
3000	Employee Benefits	$1,027	$905	$1,932
	Subtotal 3000-3999	$1,027	$905	$1,932
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$1,090		$1,090
4400	Noncapitalized Equipment			$0
4700	Food			$0
	Subtotal 4000-4999	$1,090	$0	$1,090
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences			$0
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp	$289		$289
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.			$0
5900	Communications	$800		$800
	Subtotal 5000-5999	$1,089	$0	$1,089
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$12,195	$3,596	$15,791
7000	**INDIRECT COST**			$0
	TOTAL	$12,195	$3,596	$15,791

School Readiness Summer School Worksheet

Object	Description	Amount-Service	Amount-Admin	Total School Readiness Summer School
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$5,700		$5,700
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries			$0
	Subtotal 1000-1999	$5,700	$0	$5,700
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries			$0
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff			$0
2900	Other Classified Salaries			$0
	Subtotal 2000-2999	$0	$0	$0
3000-3999 Benefits				
3000	Employee Benefits	$1,027		$1,027
	Subtotal 3000-3999	$1,027	$0	$1,027
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$677		$677
4400	Noncapitalized Equipment			$0
4700	Food			$0
	Subtotal 4000-4999	$677	$0	$677
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences			$0
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp			$0
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.			$0
5900	Communications	$400		$400
	Subtotal 5000-5999	$400	$0	$400
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$7,804	$0	$7,804
7000	INDIRECT COST			$0
	TOTAL	$7,804	$0	$7,804

Identification & Recruitment Worksheet

Object	Description	Amount-Service	Amount-Admin	Total Identification & Recruitment
1000-1999 Certificated Personnel Salaries				
1100	Teachers			$0
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries		$16,145	$16,145
	Subtotal 1000-1999	$0	$16,145	$16,145
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries			$0
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff		$41,300	$41,300
2900	Other Classified Salaries		$46,000	$46,000
	Subtotal 2000-2999	$0	$87,300	$87,300
3000-3999 Benefits				
3000	Employee Benefits		$57,543	$57,543
	Subtotal 3000-3999	$0	$57,543	$57,543
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$600		$600
4400	Noncapitalized Equipment			$0
4700	Food			$0
	Subtotal 4000-4999	$600	$0	$600
5000-5999 Services and Other Operating Expenditure				
5100	Subagreements for Services			$0
5200	Travel & Conferences	$7,800	$3,149	$10,949
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp			$0
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.			$0
5900	Communications	$1,904		$1,904
	Subtotal 5000-5999	$9,704	$3,149	$12,853
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$10,304	$164,137	$174,441
7000	**INDIRECT COST**			$0
	TOTAL	$10,304	$164,137	$174,441

Parent Advisory Council Worksheet

Object	Description	Amount-Service	Amount-Admin	Total PAC
1000-1999 Certificated Personnel Salaries				
1100	Teachers			$0
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries		$8,072	$8,072
	Subtotal 1000-1999	$0	$8,072	$8,072
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries			$0
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff		$2,200	$2,200
2900	Other Classified Salaries			$0
	Subtotal 2000-2999	$0	$2,200	$2,200
3000-3999 Benefits				
3000	Employee Benefits		$3,727	$3,727
	Subtotal 3000-3999	$0	$3,727	$3,727
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies	$300		$300
4400	Noncapitalized Equipment			$0
4700	Food			$0
	Subtotal 4000-4999	$300	$0	$300
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences	$2,045		$2,045
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp	$578		$578
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.			$0
5900	Communications			$0
	Subtotal 5000-5999	$2,623	$0	$2,623
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$2,923	$13,999	$16,922
7000	**INDIRECT COST**			$0
	TOTAL	$2,923	$13,999	$16,922

Other Education, Health, Nutrition, and Social Services Worksheet

Object	Description	Amount-Service	Amount-Admin	Total PAC
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$6,840		$6,840
1200	Pupil Support Services			$0
1300	Supervisor/Administrators			$0
1900	Other Certificated Salaries			$0
	Subtotal 1000-1999	$6,840	$0	$6,840
2000-2999 Classified Salaries				
2100	Instructional Aides			$0
2200	Support Services Salaries			$0
2300	Supervisor/Administrators			$0
2400	Clerical, Technical and Office Staff			$0
2900	Other Classified Salaries			$0
	Subtotal 2000-2999	$0	$0	$0
3000-3999 Benefits				
3000	Employee Benefits	$1,233		$1,233
	Subtotal 3000-3999	$1,233	$0	$1,233
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			$0
4200	Books & Reference Materials			$0
4300	Materials & Supplies			$0
4400	Noncapitalized Equipment			$0
4700	Food			$0
	Subtotal 4000-4999	$0	$0	$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			$0
5200	Travel & Conferences			$0
5300	Dues & Memberships			$0
5400	Insurance			$0
5500	Operations & Housekeeping Services			$0
5600	Rentals, Leases, Repairs & Noncap Imp			$0
5700	Transfers of Direct Costs			$0
5800	Prof/Cons/Serv & Operating Exp.			$0
5900	Communications			$0
	Subtotal 5000-5999	$0	$0	$0
6000-6999	**Capital Outlay**			
6000	Capital Outlay			$0
	Subtotal 6000-6999	$0		$0
	SUB-TOTAL	$8,073	$0	$8,073
7000	**INDIRECT COST**			$0
	TOTAL	$8,073	$0	$8,073