



## Migrant Education Regional Application 2020-21

<b>Sub grantee Name:</b> Davis Joint Unified	<b>Total Grant Amount Requested:</b> \$43,962
	<b>School Readiness Grant Amount:</b> \$0

**Type of Program:** (check one)  Centralized  District Reimbursement  Mixed

<b>Local Educational Agency:</b> CDS: 5772678 Davis Joint Unified 526 B St. Davis, CA 95616-3811	<b>Contact:</b> Ricardo Perez Director of English Learner Services rperez@djusd.net	<b>Phone:</b> (530) 757-5300 <b>Fax:</b>
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<b>CERTIFICATION:</b> I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.	
<b>Printed Name of Superintendent or Designee</b> Bruce E. Colby, Chief Business Officer	<b>Telephone Number</b> 530 757 5300 x 122
<b>Superintendent or Designee Signature</b>	<b>Date</b>
<b>Printed Name of Migrant Education Program Director</b> Ricardo Perez	<b>Telephone Number</b> 530-757-5300
<b>Migrant Education Program Director or Designee Signature</b>	<b>Date</b>
<b>Printed Name of Parent Advisory Council Representative</b>	<b>Telephone Number</b>
<b>Parent Advisory Council Representative Signature</b>	<b>Date</b>

# Migrant Education Plan

Davis JUSD MEP 2020-21

July 1, 2020 - June 30, 2021

# Section 1: General Information & Funding Allocations

Short Description:

Subgrantee Type:

Region:

County:

District:

Who is the subgrantee contact?

Name:

Title:

Phone:

Fax:

Email:

	<b>Estimated</b>
Performance Period Allocation (85%):	\$ <input type="text" value="43,962"/>
Carryover:	\$ <input type="text" value="0"/>
Student Leadership:	\$ <input type="text" value="0"/>
School Readiness Amount:	\$ <input type="text" value="0"/>
Family Biliteracy Grant Extension:	\$ <input type="text" value="0"/>
Speech and Debate:	\$ <input type="text" value="0"/>
Regional Parent Conference:	\$ <input type="text" value="0"/>
Other:	\$ <input type="text" value="0"/>
	\$ <input type="text" value="43,962"/>

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## Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
<b>Davis Joint Unified</b>	MOU	\$43,962	42	66	108
		Pre	0	0	0
		K	0	3	3
		1	4	2	6
		2	2	1	3
		3	9	2	11
		4	3	2	5
		5	5	3	8
		6	5	0	5
		7	4	3	7
		8	3	3	6
		9	1	6	7
		10	2	4	6
		11	4	0	4
		12	0	1	1
		Out of School Youth	0	5	5

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
		Ungraded	0	0	0

## Section 5: Regular School Year

## Section 6: Summer/ Intercession

### 1. Migrant Summer Scholar Program

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

(7091)

Due to their migratory nature of our migrant student population, there is a need to provide additional academic opportunities beyond the regular school year. Our migrant students start their academic year in the beginning of April and remain at Davis Joint Unified School District (DJUSD) until the end of October. Our migrant students demonstrate significant academic gaps in language arts and math. To address these gaps the Summer Scholar Program staff deliver targeted and differentiated instruction in reading, math and English language development. Students are grouped in K-1, 2-3 and 4-6 grade level classrooms. Within these clusters intensive interventions are delivered to each students in a small group setting based on level identified from reading and math assessment data. Staff will use intensive intervention programs such as the Soliday System for literacy development, Dreambox and MobyMax for math interventions. Music instruction is also incorporated to increase student engagement and cultural enrichment opportunities. Students in K-2nd students are engaged in various music, movement activities and relationship-building games through song. All 3rd-6th grade students learn to play the violin and music theory. The music program is also crucial component in building cultural awareness and appreciation of music. We have observed a large increase of 3rd-6th graders joining music and band during the regular school-year. In fact more 3rd-6th graders who learn to play violin over the summer are also able to join the Mariachi Puente Youth Group. Migrant Summer Scholar Program staff will provide this intensive six-week summer program at Marguerite Montgomery Elementary.

All lessons of study within the program are culturally relevant and responsive to the needs of our migrant students. The resources created and the literature covered will be reflective and inclusive of students' cultures and experiences. Every spring, staff attend, the California Association for Bilingual Educators (CABE) for professional development on pedagogical approaches and best practices to better target the needs of Migrant and English learners.

Due to Covid-19 social distancing restrictions Summer Migrant Program is going to take place through Distance Learning. The following program components will not take place: robotics, bus transportation contract, bus

attendant position, and educational excursions.

To support students and families further develop math literacy, a family night will take place virtually. This family math night will be in workshop form and it will be focused on applied math for parents; an overview of concepts students learned and how families can support math literacy at home.

If social distancing measures are lifted in the near future, we plan to, at the conclusion of Migrant Scholar Program in July, invite all Migrant students Kinder-6th grade to perform for parents and families at the Davis Migrant Center our culminating Music Performance.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

- SSDP Focus Area: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth

SSDP Focus Area: Parent and Family Engagement

SSDP Focus Area: Student Engagement

Other

Robotics

When will the service/allowable activity be provided?

After School

Before School

Saturday

Other:

Summer

Where would the service/allowable activity be provided?

Home-based

Site/Center-based

District-wide

Region-wide

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

Marguerite Montgomery Elementary (MME) will be the site where the summer Intersession will take place. Most migrant students attend MME and Birch Lane Elementary will send two migrant students.

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

An average of only 18.42% of Migrant students in Davis Joint Unified School District (DJUSD) in grades 3rd-12th scored standards met and exceeded on the California Assessment of Student Performance and Progress

(CAASPP) in English language arts. In comparison 72% of non-migrant students across the district scored standards met and exceeded in ELA; there is a significant gap achievement gap (53.57%). In math, 21.04% of Migrant students scored standards met on CAASPP. The overall achievement gap between migratory and non migratory students is 44.55% in Math. Also, as evidenced on English Language Proficiency Assessments for California (ELPAC), a majority of migrant students are in the beginning and somewhat developed levels of English proficiency. Through the creation of innovative programs that focus on addressing the academic and social /emotional learning needs of migrant students, DJUSD staff will close this opportunity and achievement gap.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

ELA:

- Students in lower grades (K-2) will develop phonemic awareness, rules of language structure, English vocabulary, comprehension skills and writing skills.
- Students in higher grades (3-7) will increase reading comprehension skills and English vocabulary, and learn roots, prefixes, suffixes and syllable types, and writing skills.
- Students will learn close reading strategies and writing skills that help them synthesize and summarize information.
- Students will learn to relate prior knowledge to a text, use evidence, confirm predictions, analyze, and generate and respond to questions.
- Students will learn grammatical structures and ways of putting language together to express ideas and understandings through spoken and written word.

Math:

- Students will learn addition, subtraction, multiplication and division: the four operations that are the foundation of all math problems.
- Students will learn multiple ways to solve math problems and learn to explain and justify their answers.
- Students will learn how to apply math to solve-real world problems

- Students will understand decimal notation for fractions, and compare decimal fractions.

#### Music:

- Students will learn to identify different musical elements such as tone, pitch, chords, rhythm, intervals and melody.
- Students in violin will learn absolute pitch, fingering and modulation; foundational music skills.

#### Student/teacher ratio:

A total of three combination classes clustered kinder-1st, 2nd -3rd, and 4th- 6th will support all migrant students. A music teacher will also support all grade level clusters. Student to teacher ratio on average will be 12 to 1. A total of four teachers will provide direct and group instruction in the clustered classes in the area of English Language arts, Math, Integrated Science and ELD.

#### Instructional strategies:

Instructional strategies will include a focus on modeling precise, expressive and rich academic language through the use of visuals, realia, and structured oral interactions. The goal is to provide all students access to grade level standards gain proficiency on standards (Principle Strategy 1.0). To further support the development of English students will engage with rich literature, and high-level informational text and interactive read-alouds, and authentic writing for a purpose. Teachers will teach students how to access graphic organizers, web diagrams, flow charts and Venn diagrams in order to organize information, clarify concepts, compare and contrast information to make academic content understandable and relevant. During reading block students will read a variety of non-fiction texts that build content learning and help develop reading comprehension. Students will also receive instruction on how to ask and answer questions to demonstrate understanding of a text.

## Student grouping method:

Small group instruction and rotations will take place across K-6th grade. Blocks of instruction will be small-group rotations to target reading, writing, phonics and spelling using balanced literacy strategies and concepts drawn from Imagine Learning, SEAL lessons and in the SONDAY reading and writing program. Additionally, Imagine Learning and MobyMax computer-based programs will be utilized in order to allow for small group rotations and differentiation to happen.

## How instruction will be **differentiated**:

Instruction will be differentiated through small group instruction in order to ensure that students receive reading, math and English language development support at their specific and instructional level. Computer-based programs such as Imagine Learning and MobyMax will also be used to support students gain extra practice at their instructional level. Furthermore, these programs will allow students to work on a particular skill and receive feedback and allow the teacher to provide small group instruction.

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

Integrating science and English language development is another instructional area of focus in order to support language development as well as exposure to Next Generation Science Standards (NGSS). Physical science units using the Lawrence Hall of Science's Curriculum will focus on exposure to Sound and Light in grades 2-3rd, Energy in grades 4th-5th and Simple Machines in 6th grade.

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

### English Language Arts

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

## Mathematics

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

## English Language Development

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

## Student Engagement

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

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

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

Other

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

California Common Core State Standards are the foundation of teaching and learning and will be the focus of instruction. These standards will be supported through the use of the following programs to build lessons and supports:

- Benchmark Advance (district adopted)
- Imagine Learning
- Sobrato Early Academic Language (SEAL)
- SONDAY System
- Lawrence Hall of Science's Curriculum
- MobyMax
- Dreambox

### **Service/ Allowable Activity Staff Development**

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

Professional development on SONDAY System reading and writing program in order to effectively use program components and assessments to measure student progress over time.

Professional development in the area of math to support standards-based lessons to improve math achievement of migrant students

Professional Development on English Language Development standards and performance levels on new English

Language Proficiency Assessments for California (ELPAC).

Professional Development on Sobrato Early Academic Language High Leverage Pedagogical Practices

What dates approximately will the staff development take place?

**Date**

06/2021

**Service/ Allowable Activity Evaluation Plan**

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

Students will increase in reading and writing proficiency in order to meet grade level Common Core State Standards in language arts and in math in order to close the achievement gap. Students will move from standards not met to standards met or exceeded on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math.

**Local Quantitative Measures and Performance Targets**

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Pre and Post Assessments for Kinder-2nd grade on the SONDAY SYSTEM to measure Early Literacy/Phonemic Awareness foundational skills.80% of students will make 1 level growth.  80% of the students attending 80% of the Migrant Summer Scholar Program will show an increase of 1-2 levels on Benchmark Advanced Reading assessments as measured by a pre and post assessment.  80% of students using Math Moby Max in grades K-6th will show student data closing learning gaps.

Local Quantitative Measure	Local Performance Target

### Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	7	0	7
1	2	0	2
2	9	1	10
3	3	0	3
4	5	2	7
5	2	1	3
6	3	2	5
7	0	0	0
8	0	0	0
9	0	0	0

Grade	PFS	Non-PFS	Total
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Parent/Guardian	0	0	0
Total	31	6	37

**Service/ Allowable Activity Time**

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K - 6	37	07/01/2020 - 07/23/2020	14	250	3,500
K - 6	37	06/21/2021 - 06/30/2021	7	250	1,750

**Service/ Allowable Activity Staffing Plan**

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	3	3.00

Title	Classification	Number of	
		Staff	FTE
Music Teacher	Certificated	1	0.80

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

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

Title	Classification	Number of	
		Staff	FTE

**Service/ Allowable Activity Budget Detail**

Object Code	Description & Itemization of costs	Amount
1100 Teachers	TEACHERS JUNE 2021 (7 days of summer school x 6 hours per day = 42 Hours) + (5 hours PD Training) = 47 hours x \$45 per hour= \$2115 per teacher. \$2115 x 3 teachers= \$6345;	\$6,345
1100 Teachers	CURRICULUM DEVELOPMENT & TEACHER PREP: for Teachers and Assessment Teacher 4 Teachers x 9 Hours total= 36 hours @ \$45.00 = \$1,620.00;	\$1,620
1100 Teachers	MUSIC TEACHER JULY 2020 (14 days of summer school x 5 hours per day= 70 hours) + (5 hours PD Training) = 75 Hours x \$45 per hour = \$3375	\$3,375
1100 Teachers	MUSIC TEACHER JUNE 2021 (7 days of summer school x 5 hours per day= 35 hours) + (5 hours PD Training) = 40 Hours x \$45 per hour = \$1800	\$1,800
1100 Teachers	TEACHERS JULY 2020 (14 days of summer school x 6 hours per day = 84 Hours) + (5 hours PD Training) = 89 hours x \$45 per hour= \$4005 per teacher. \$4005.00 x 3 teachers= \$12015	\$12,015
1100 Teachers	Assessment TEACHER JUNE 2021 (7 days of summer school x 5 hours per	\$0

Object Code	Description & Itemization of costs	Amount
	day= 35 hours) + (5 hours PD Training) = 40 Hours x \$45 per hour = \$1800- Not funded due to low migrant numbers. If student numbers increase in 2020-21, Region may reconsider approval in 2021-22.	
1100 Teachers	ASSESSMENT TEACHER JULY 2020 (14 days of summer school x 5 hours per day= 70 hours) + (5 hours PD Training) = 75 Hours x \$45 per hour = \$3375 Not funded due to low migrant numbers. If student numbers increase in 2020-21, Region may reconsider approval in 2021-22.	\$0
2900 Other Classified Salaries	June 2021 Bus Attendant 7 days x 5.5 Hours = 38.50 hours x \$16.24 = \$625.24 *** Pending due to COVID-19***	\$0
2900 Other Classified Salaries	July 2020- Bus Attendant: 14 days x 5.5 Hours = 77 hours x \$16.24 = \$1250.48 *** Pending due to COVID-19***	\$0
3000 Employee Benefits	JUNE 2021 TEACHERS \$6,345 @ 19.60% = \$1,244; MUSIC TEACHER \$1,800 @ 19.60% = \$353; CURRICULUM DEVELOPMENT \$1,620 x 19.60% = \$318	\$1,915
3000 Employee Benefits	JULY 2020 TEACHERS \$12,015 @ 19.60% = \$2,355; MUSIC TEACHER \$3375 @ 19.60% = \$662	\$3,017
4100 Textbooks Curricula Materials	Imagine Learning-contract for additional functions for migrant summer program	\$4,203
4300 Materials & Supplies	3 Classroom teacher \$500 each= \$1,500 Assessment Teacher \$0 Music Teacher \$300 Bus Attendant \$0	\$1,800
5100 Subagreements for Services	FAMILY MATH NIGHT- Matematica Aplicada para Padres (applied math for parents)	\$200
5800 Prof/Cons/Serv & Operating Exp.	JULY 2020 Bus Transportation (July 1-23); 14 Days x \$650 = \$9100.00 *** Pending due to COVID-19***	\$0
5800 Prof/Cons/Serv & Operating Exp.	JULY 2020- Educational Excursions to California Academy of Sciences in San Francisco (Date TBD) at \$1400. Total cost for transportation= \$1400 *** Pending due to COVID-19***	\$0

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	JUNE 2021 Bus Transportation (June 21-30); 07 days x \$675 = \$4725	\$4,725
5800 Prof/Cons/Serv & Operating Exp.	JUNE 2021 Educational Excursions to Sacramento Railroad Museum (Date TBD) \$675.00	\$675
<b>Total:</b>		\$41,690

## Section 7: School Readiness Regular School Year

## Section 8: School Readiness Summer/ Intersession

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

## Section 10: Identification and Recruitment

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

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

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

### **I & R Program Overview**

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

Identification and Recruitment services are provided by the Region.

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### **I & R Quality Control Plan**

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

Title	File Name	Last Update
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**District Staff Roles in the I&R Quality Control Process**

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

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

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**Local Community**

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

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**Migration Pattern Adjustment**

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

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**Regional I&R Coordination**

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

do you ensure that recruitment efforts are robust without being duplicative?

### 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
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### I & R Staff

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application.)

Title	Number of		Description
	Staff	FTE	

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## Section 11: Parent Advisory Council

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

District does not require a PAC. Summer program only.

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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.

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

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

Topics for PAC and Staff Development Activities

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

## PAC Members

Include a list of PAC member's names.

District/ School	First Name	Last Name	Eligible Migrant Parent?
Davis Joint Unified School District	Veronica	Sanchez	Yes
Davis Joint Unified School District	Eloisa	Lara	Yes
Davis Joint Unified School District	Esther	Chavez	Yes

## PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
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# Section 13: Administration

## Indirect Cost Charges

Approved Indirect Rate  %

Place a checkmark next to services rendered by indirect cost charges

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

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

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## 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

### 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.

#### Summer/ Intersession

Object Code	Description & Itemization of costs	Amount
<b>Subtotal for 1100-6999</b>		\$0
7000 Indirect Cost	Indirect costs - 5.45%	\$2,272
<b>Total:</b>		<b>\$2,272</b>

## Section 14: Legal Assurances & Certifications

### Migrant Education Program Inventory list

Title	File Name	Last Update
<a href="#">Inventory List</a>	Device_Inventory_4.30.20.pdf	04/30/2020 4:56 PM

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

Title	File Name	Last Update
<a href="#">Bus Attendant Job Duty Statements</a>	Bus_Attendant__(1).pdf	04/27/2020 2:59 PM
<a href="#">Classroom Teacher Job Duty Statements</a>	classroom_teacher_(1).pdf	04/27/2020 3:00 PM
<a href="#">Music Teacher Job Duty Statements</a>	Music_teacher.pdf	04/27/2020 3:00 PM

### Organizational Chart of Migrant Education

Title	File Name	Last Update
<a href="#">Organizational Chart</a>	MIGRANT_ED.pdf	05/01/2020 8:16 AM

### Summer Waivers

#### [Migrant Education Program Summer Waiver Request Form](#)

Title	File Name	Last Update
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### Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

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

[Download Legal Assurance form](#)

## Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

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# Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
<b>1000-1999 Certificated Personnel Salaries</b>				
1100	Teachers	\$25,155	\$0	\$25,155
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
<b>Subtotal 1000-1999</b>		\$25,155	\$0	\$25,155
<b>2000-2999 Classified Salaries</b>				
2100	Instructional Aides	\$0	\$0	\$0
2200	Support Services Salaries	\$0	\$0	\$0
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$0	\$0	\$0
<b>Subtotal 2000-2999</b>		\$0	\$0	\$0
<b>3000-3999 Benefits</b>				
3000	Employee Benefits	\$4,932	\$0	\$4,932
3100	Other Benefits	\$0	\$0	\$0

<b>Object Code</b>	<b>Description</b>	<b>Amount Service &amp; Activity</b>	<b>Amount Admin</b>	<b>Total</b>
3200	Other Classified Benefits	\$0	\$0	\$0
3300	Other Benefits	\$0	\$0	\$0
3400	Other Benefits	\$0	\$0	\$0
3500	Other Benefits	\$0	\$0	\$0
3600	Other Benefits	\$0	\$0	\$0
3700	Other Benefits	\$0	\$0	\$0
3800	Other Benefits	\$0	\$0	\$0
3900	Other Benefits	\$0	\$0	\$0
<b>Subtotal 3000-3999</b>		\$4,932	\$0	\$4,932
<b>4000-4999 Books and Supplies</b>				
4100	Textbooks Curricula Materials	\$4,203	\$0	\$4,203
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$1,800	\$0	\$1,800
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
<b>Subtotal 4000-4999</b>		\$6,003	\$0	\$6,003
<b>5000-5999 Services and Other Operating Expenditures</b>				
5100	Subagreements for Services	\$200	\$0	\$200

<b>Object Code</b>	<b>Description</b>	<b>Amount Service &amp; Activity</b>	<b>Amount Admin</b>	<b>Total</b>
5200	Travel & Conferences	\$0	\$0	\$0
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0	\$0
5800	Prof/Cons/Serv & Operating Exp.	\$5,400	\$0	\$5,400
5900	Communications	\$0	\$0	\$0
<b>Subtotal 5000-5999</b>		<b>\$5,600</b>	<b>\$0</b>	<b>\$5,600</b>
<b>6000-6999 Capital Outlay</b>				
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0

<b>Object Code</b>	<b>Description</b>	<b>Amount Service &amp; Activity</b>	<b>Amount Admin</b>	<b>Total</b>
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
<b>Subtotal 6000-6999</b>		\$0	\$0	\$0
<b>SUB-TOTAL</b>		\$41,690	\$0	\$41,690
<b>7000-7999 Indirect Cost</b>				
7000	Indirect Cost	\$0	\$2,272	\$2,272
7300	Indirect on District Subagreements	\$0	\$0	\$0
<b>Subtotal 7000-7999</b>		\$0	\$2,272	\$2,272
<b>TOTAL</b>		\$41,690	\$2,272	\$43,962

**Section 14: Legal Assurances & Certifications**

Inventory List

Inventory List



**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

John A. Bowes, Ed. D.  
Superintendent

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526 B Street ♦ Davis, CA 95616 ♦ (530) 757-5300 ♦ FAX: (530) 757-5323 ♦ [www.djUSD.net](http://www.djUSD.net)

Thursday, April 30, 2020

To whom it may concern:

This letter is to inform you that Davis Joint Unified School District will not purchase data devices that are used to access, store, and/or process student personally identifiable information in the amount of \$500 or more.

Yours truly,

**Ricardo Perez, Director**  
*English Learner, Immersion,  
& World Language Programs*  
(530) 757-5300 ext. 190



# **Section 14: Legal Assurances & Certifications**

Job Duty Statements

Bus Attendant Job Duty Statements

DAVIS JOINT UNIFIED SCHOOL DISTRICT  
BUS ATTENDANT

DEFINITION

Under direction, to supervise students on the bus en route to school or from school.

DUTIES AND RESPONSIBILITIES

1. Uses bus attendance sheets as a means of reporting pupils on board the bus that has been prescribed or approved and reports to administration, as directed.
2. Assumes responsibility for the care and safety of pupils on the bus, and reports to administration discipline issues of pupils
3. Enforces all bus rules and regulations governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the bus as they may affect the health of the pupils and shall report promptly to administration any accident or illness.
5. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
6. Endeavors to grow professionally through knowing pupils, parents, and community.
7. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.
8. Attends regularly meetings called or authorized by the administration or superintendent.

MINIMUM QUALIFICATIONS

1. Knowledge of: Bus rules and regulations and how to build positive rapport with students
2. Experience: Practice supervising students and follow through on reinforcing rules and regulations
3. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from previous supervisors or other professionals who have observed the personal characteristics, and supervision performance of the bus attendant.



# **Section 14: Legal Assurances & Certifications**

Job Duty Statements

Classroom Teacher Job Duty Statements

DAVIS JOINT UNIFIED SCHOOL DISTRICT  
CLASSROOM TEACHER

DEFINITION

Under direction, to plan, carry out and evaluate instructional activities, as appropriate, for students in a subject, group of subjects, or grade.

DUTIES AND RESPONSIBILITIES

1. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
2. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
3. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
5. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
6. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
7. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
8. Endeavors to grow professionally through knowing pupils, parents, and community.
9. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
10. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.
11. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.

12. Keeps the principal informed concerning matters affecting school policies and the educational program.
13. Attends regularly meetings called or authorized by the principal or superintendent.
14. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.

#### MINIMUM QUALIFICATIONS

1. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
2. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
3. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

## **Section 14: Legal Assurances & Certifications**

Job Duty Statements

Music Teacher Job Duty Statements

DAVIS JOINT UNIFIED SCHOOL DISTRICT  
MUSIC TEACHER

DEFINITION

Under direction, to plan, carry out and evaluate instructional activities, as appropriate, for students in a subject, group of subjects, or grade.

DUTIES AND RESPONSIBILITIES

1. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
2. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
3. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
5. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
6. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
7. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
8. Endeavors to grow professionally through knowing pupils, parents, and community.
9. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
10. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.
11. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.

12. Keeps the principal informed concerning matters affecting school policies and the educational program.
13. Attends regularly meetings called or authorized by the principal or superintendent.
14. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.

#### MINIMUM QUALIFICATIONS

1. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
2. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
3. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

## **Section 14: Legal Assurances & Certifications**

Organizational Chart

Organizational Chart

## MIGRANT ED. SUMMER SCHOLAR PROGRAM

### Organizational Chart

<b>Title</b>	<b>Name</b>	<b>Contact Info</b>
<b>Director of English Learner, Immersion &amp; World Language Programs</b>	Ricardo Perez	(530) 908-1381
<b>Summer School Principal</b>	TBD	
<b>Teachers</b>	Rocio Almanza	(530) 759-2100
	Jeff Nelson	(530) 759-2100
	Maria Cecilia Ortega	(530) 759-2100
<b>Music Teacher</b>	Xochitl Tafoya	(530) 759-2100

Last updated January 2020

## 2020–21 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 as described below:

- General Assurances form:  
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>  
(no signature required)
- Drug Free Workplace form:  
<https://www.cde.ca.gov/fg/fo/fm/drug.asp> (signature required)
- Lobbying Certification form:  
<https://www.cde.ca.gov/fg/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form:  
<https://www.cde.ca.gov/fg/fo/fm/sfilll.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 Improving Basic Programs Operated by LEAs, 20 USC 6311 may receive those services through MEP funds that remain after the agency addresses the identified needs described in 4, above.
6. A school that receives MEP funds shall continue to address the identified needs described in 4, above, notwithstanding its participation in schoolwide programs under 20 USC 6314. (20 USC 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 (PACs), 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 6318, and
  - c. Programs and projects are carried out in a format and language understandable to the parents. (20 USC 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. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the LEA notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility form.
  - f. The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 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 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 Improving Basic Programs Operated by LEAs, 20 USC 6311 et seq. (20 USC 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 6394[c][7]).
11. It will assist the State Education 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. (California *Education Code (EC)* Section 54444.1 [d]). Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 Code of Federal Regulations (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 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 6394[e])

### **Schoolwide Programs**

14. Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the Elementary and Secondary Education Act, 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 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 (SPAC), 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 local educational agencies 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 Section 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 ESSA. (2 CFR 200.87). Operating agencies should note the changes to those requirements enacted through the Every Student Succeeds Act (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 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 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's 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. 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 MEP funds. A 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 U.S.C. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 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 U.S.C. Section 6321[c][3])
33. The LEA's failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education 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 (DSAs) in accordance with state and federal laws and administrative directives from the U.S. Department of Education (USDOE) 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 migratory children and their families.
- d. Training for the parents and members of district, regional, and school PACs.
- e. Professional development services for migrant education staff at the school and district levels.
- f. Direct services to migratory children and their families pursuant to DSAs. (EC 54444.4[c])

### **Sub Grantee**

- 3. It is agreed that “Operating agency” means a LEA operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State’s MEP or projects (A regional office is a LEA to which the SEA makes a sub grant 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 DSAs. The operating agency’s review process will be in accordance with SEA procedures to identify and address the unique needs of migratory children and their families. (EC sections 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 migratory children as established in state and federal laws, (EC sections 54444 and 54444.1), and the MEP State Service Delivery Plan.

### **Summer School Services**

- 7. Operating agencies agree to conduct summer school programs for eligible migratory 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 migratory 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 migratory 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 migratory 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 migratory 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:
  - a. The membership of each regional parent advisory council shall be comprised of members who are knowledgeable of the needs of migratory children.
  - b. Membership shall be elected by the parents of migratory children currently enrolled in the operating agencies programs.
  - c. The composition of the council shall be determined by the migratory parents at a general meeting to which all parents of migratory 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 migratory parents.
  - f. All community candidates shall be nominated by the migratory 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 migratory children. (EC 54444.1[d] and 54444.2)
  - j. All requirements be met for the State Parent Advisory Council (Title 5 of the California *Code of Regulations* (5 CCR) sections 12030–12040).

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 migratory 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 USDOE 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:

Region/District:

Printed Name of Authorized Representative:

Signature:

Date: