

**CONTRACT NAME: MEMORANDUM OF UNDERSTANDING
BETWEEN MIGRANT EDUCATION – REGION 2 AND DAVIS
JOINT UNIFIED SCHOOL DISTRICT**

BRIEF DESCRIPTION OF CONTRACT: This MOU between Migrant Education Region 2 and DJUSD is for the 2017-2018 Migrant Education After School Program, which will run from July 1, 2017 through June 30, 2018.

The cost of the service is \$57,249 and will be funded by the District budget for Migrant Education.

SECTION I

MIGRANT EDUCATION – REGION 2

1870 Bird Street, Oroville, CA 95965
(530) 532-5749

DISTRICT MEMORANDUM OF UNDERSTANDING

Between

MIGRANT EDUCATION - REGION 2

And

DAVIS JOINT UNIFIED SCHOOL DISTRICT

This agreement is between Davis Joint Unified School District and Region 2, hereinafter referred to as the region and Davis Joint Unified School District herein after referred to as the district.

The period covered by this agreement shall be from July 1, 2017 to June 30, 2018. There are currently 100 migrant students in the district as indicated in the attached District/Demographic Profile.

Based on the needs of its Migrant students, the district agrees to provide supplemental service(s) as identified in SECTION IV.

The following staff for the Region will deliver the following services:

Jose Gomar - Program Coordinator, oversee regional programs for Davis Joint Unified
Stephanie Naves, Counseling Intern, Support MEAP Program
Maria Lourdes-Garcia – Family Support and Health Referrals, Early Childhood Education
Marcela Alamaraz- Identification/Recruitment
Migrant Education Advisor Program Tutors (MEAP)
Mini-Corp Tutors

The following staff for the District will deliver the following services:

Dr. John Bowes, Superintendent
Ricardo Perez – Manager of English Learner Services, directly support and oversee MOU
1 District Administrator
1 Clerical
1 Janitor
1 Instructional Assistant
1 bus driver
1 Multiple Subject Credential Teachers
1 Single Subject Credential Teacher

The Region certifies that the Migrant Education District Parent Advisory Council has participated in the development of the Migrant Education program as described. A minimum of six (6) meetings a year will be convened to comply with statutory requirements and provide identified parent training needs.

The District identifies and addresses the needs of migrant children in coordination with other categorical programs. The District will list the services to Migrant students in the LEA plan and in the Single Plan for Student Achievement.

In witness whereof, the following parties have executed this agreement:

Kim Guzzetti, Region Director



Bruce Colby, Chief Business Operations Officer

Date

Date

Section II

DISTRICT DEMOGRAPHIC PROFILE

District: (Davis Joint Unified School District)														
Number of Migrant Students Enrolled at Each Grade Level in the District.														
	Pre K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PFS	0	8	3	6	3	7	4	5	6	0	2	2	0	52
Migrant	13	4	0	6	1	2	3	3	3	2	4	1	3	48
All*	13	12	3	12	4	9	7	8	9	2	6	3	3	100

*All includes PFS and Migrant students.

Note: If a grade level does not have at least 10 migrant students (to comply with CDE data suppression requirements), combine this with another grade (or grades) to equal no fewer than 10 students.

DISTRICT MIGRANT PARENT ADVISORY COUNCIL

California Department of Education

MIGRANT EDUCATION PROGRAM REGION 2 2017-18

Memorandum of Understanding Academic Service Planning/Evaluation Complete one for each Activity/Program

DJUSD Migrant Kinder- 6th Grade Bridge Program

DISTRICT NAME: Davis Joint Unified School District

PROPOSED PROJECT COST: \$11,919

PROPOSED AREA OF SERVICE:

School Readiness	<input checked="" type="checkbox"/>	English Language Arts	<input checked="" type="checkbox"/>	Mathematics	<input checked="" type="checkbox"/>	High School Graduation	<input type="checkbox"/>	Parent Advisory Council	<input checked="" type="checkbox"/>
OSY	<input type="checkbox"/>	Health	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	I&R	<input type="checkbox"/>		<input type="checkbox"/>

Description of Proposed Service	
Name of Service:	Migrant Kinder-6 th grade Bridge Program. Targeted instruction during regular school year in Literacy and Numeracy in order to close the opportunity and achievement gap of our migrant students in order to increase access to grade-level standards and enrichment academic opportunities.
The Need (Include data & how service is supplemental to core program):	<p>The goal of Davis Joint Unified School District (DJUSD) is to close the opportunity and achievement gap for all student subgroups, particularly Migrant students. There is a need to provide additional support to Kinder-6th grade migrant students during the regular school year, especially in DJUSD, where a significant number of students move to the migrant camps and move out of the camps during the same school year causing a significant interruption in their schooling. To achieve this end; we are providing targeted instruction in literacy and numeracy in a language-rich and standards-based, and rigorous learning environment. An additional area of identified need for migrant students is the development of academic language.</p> <p>The Common Core standards and the California Assessments of Student Performance and Progress (CAASPP) call for high expectations for students and increase the urgency of how migrant students will be supported to master this new rigor. Without specific and appropriate academic support to migrant student needs, the Common Core standards, could present barriers of educational access and opportunity. A deep level of support is necessary in order to address the academic gaps presented by migrant students due to inconsistent education directly caused by the migratory nature of their status of moving from one community to another throughout an academic year. It is absolutely necessary to provide explicit instruction in literacy and numeracy during the school year. These interventions will be best addressed with the support of teachers providing instruction on standards where students may demonstrate gaps. Deep learning for all students in the area of literacy and numeracy regardless of background or circumstance is an important goal. We also seek to provide enrichment opportunities for our students to broaden their experiences such as access to the arts and music as well as homework support. Data from CAASPP scores demonstrate that there is a significant proficiency gap in math and English language arts among our migrant students. Therefore, it is critical to start working at an early age with our elementary students in order differentiate instruction to address their specific needs.</p>

Section IV

How (describe the academic focus, the service and the strategies):	Targeted Instruction in Literacy and Numeracy English Language Arts (ELA) /English Language Development (ELD): Through the use of a computer-based assessment (screener) teacher and tutors will be able to identify students' proficiency on standards in English language arts and math. Based on student proficiencies on standards, teachers and tutors will be able to assign lessons (interventions) that help students bridge the identified gaps. The teacher provides a short lesson and the students work on the lesson and both the tutors and the teachers provide support to students. Lessons are differentiated and computer-based. Students will also receive homework support. Enrichment opportunities for students in arts and music as well as experiential fieldtrips will be implemented to broaden their experiences. In order to build student's critical thinking and reading skills, books will be purchased to expand classroom libraries so that students can have a wide-variety of reading materials (non-fiction). The Bridge Coordinator will provide support to the teacher, tutors, and students by providing resources (curriculum, supplies, snacks, organizing student activities) and communication with the school and families in order to make sure that needs are communicated from the school to the home and from the home to the school. Since students will have an extended day, they will need to eat a nutritious snack. Transportation will be provided to students who live in the Davis Migrant Center in order for them to be able to stay beyond the school hours since parents work and are not able to provide transportation. Pre and post assessment will be used in ELA and Math to monitor student growth as well as evaluate program effectiveness. Results will be included in the District and Region Reports completed in collaboration with Migrant Education personnel.
School Year or Summer School Service:	(Check one) <input checked="" type="checkbox"/> Regular School Year <input type="checkbox"/> Summer School
If School Year Service, when:	(Check one) <input type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input type="checkbox"/> Saturday

PART 1: PARTICIPANTS TO BE SERVED:

Grade	# Enrolled	Projected # Participants			Actual # Participants		
		# PFS	# Non-PFS	TOTAL	PFS	Non-PFS	TOTAL
Pre K	13	0	13	13			
K	12	8	4	12			
1	3	3	0	3			
2	12	6	6	12			
3	4	3	1	4			
4	9	7	2	9			
5	7	4	3	7			
6	8	5	3	8			
7	9	6	3	9			
8	9	6	3	9			
9	2	0	2	2			
10	6	2	4	6			
11	3	2	1	3			
12	3	0	3	3			
TOTALS	100	52	48	100			

PART 2: LOCATION, DATES, TIME OF DELIVERY

Minutes per Day	Days per Week	# of Weeks	Total Instructional Hours	Actual Total Instructional Hrs.
120 min	4	16	128	
Start Date	08/23/2017	End Date:		4/31/18
Location of Service	This service will take place at Montgomery Elementary with the largest population of migrant students; migrant students from Cesar Chavez will be bused to Montgomery for Migrant Kinder-6 grade Bridge Program.			

PART 3: RESEARCH BASED CURRICULUM:

Grade Level Cluster	Curriculum	Research Based?
Kindergarten-6 th	Blended Learning -reading, writing and spelling instruction and intervention, Teacher Created Materials, and other district SBE adopted curriculum, technology and on-line supports and assessments (computer-based). Homework support and enrichment activities such as clubs and STEAM activities will also be incorporated.	Yes

PART 4: METHOD OF INSTRUCTION:

<i>Instructional Strategies to be Used</i>
On-line screener will identify student proficiency on grade-level standards. Based on student placement level, teacher will provide direct instruction and computer-based lessons that focuses on addressing student gaps in order to master grade-level standards in language arts and math (Literacy and Numeracy proficiency). The program will offer small group instruction through differentiated and individualized instruction through a blended model lesson delivery. The students will be taught to use a computer-based program and technology as a resource for learning. Pre-and post-tests will be administered at the beginning and end of the program. The post assessments will be a duplication of the pre-assessment in order to measure growth.

PART 5: EXPECTED OUTCOMES (learning that will occur due to implementation of this program):

Local Quantitative Measures	Targeted Outcome		% Projected Participants to Reach Targeted Outcome		Actual % that reached targeted outcome		Target Met, Not Met, Partially Met?		Why Not/Comments:
	PF S	Other MEP	PF S	Other MEP	PF S	Other MEP	PF S	Other MEP	
District and local assessments/measurements	36	19	80%	80%					
Local Qualitative Measures	Description of Projected Measures						Comments on Results		
Interview and Focus Groups:	Trimester collaboration meetings between Migrant Education Coordinator, Teachers, Site Counselors, and District Coordinator will be held.								

PART 6: PERSONNEL:

Staffing							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other	Name of Other Program Funding Source
	#	FTE	#	FTE			
Credentialed Teacher	1	.3			100%	0%	N/A
Student Tutors			2	.20	100%	0%	N/A
Bridge Coordinator			1	.10	100%	0%	N/A

Professional Development				
Need	Title	Description	Dates	Expected Outcomes
Articulation with teachers and tutors is essential to ensure objectives, assessments, and effective instruction takes place.	Collaboration Meetings	Identify students based on current academic needs	3 meetings within the timeline of September 2017 - June 2018	Identify student academic need and to show growth
Professional Development in blended learning model and program software as well as ELD modalities to ensure all teachers understands the unique needs of EL migrant students.	ELA	Instruction on Curriculum Utilized and ELD Modalities	September 2017 - June 2018	Familiarize teachers with delivery of instruction and ELD modalities utilizing selected State Board Adopted curriculum.
Familiarize Region 2 personnel on ELL trends, implement RTI, how to support struggling ELL students.	California Accountability Conference	TBD by CDE	TBD by CDE	TBD by CDE
Assessment Review	Students' Profiles	Review \ Results and Transcripts	TBD	Teacher will become familiar with students attending and their areas of concentration.

PART 7: PARENT COMMUNICATION:

Describe plans to communicate with parents to support this intervention: orientation, graduation, home visits, daily phone calls for attendance, etc.

During the district Parent Advisory Council meetings, the migrant parents will be informed of the services that will be provided for their students. In addition, the Individual Learning Plan (ILP) is shared with parents annually. Parent Contact Hours are provided for meetings to keep parents informed on student academic progress and need, build home and school connectedness, and improve the overall project. Parents will be better informed on student progress and improvement will be measured via pre and post parent survey and attendance. In addition, parents will participate in various academic conferences, workshops, and college visitations throughout the academic school year. This will assist parent to become an active participating partner in their student's/child's education academic career.

Describe Other Support Services Plans (transportation, etc)

**Kinder-6th Grade Migrant Bridge Program
2017-18 PROPOSED SERVICE
BUDGET DETAIL**

Please follow regional protocol regarding object codes, making sure that they reflect the district's general ledger.

(Check one) ☒ Regular School Year ☐ Summer School

Please identify all costs related to the proposed service. For each line item, use the Standardized Account Code Structure (SACS) object codes. (Insert additional rows as needed.)

Object Code	Description	Amount Service	Amount Admin	Total Projected Amount	Actual Amount
1100	Teachers				
	1 teacher @ \$33.60 per hour for a total of 128 hours	\$4,301		\$4,301	
1200	Pupil Support Services				
1300	Supervisor/Administrators				
	Bridge Coordinator Stipend		\$1,000	\$1,000	
1900	Other Certificated Salaries				
2100	Instructional Aides				
2200	Support Services Salaries				
2300	Supervisor/Administrators				
2400	Clerical, Technical, Office Staff				
2900	Other Classified Salaries				
	2 Student Tutors @\$13.00 per hour for a total of 128 hours	\$3,328		\$3,328	
3000-3900	Employee Benefits				
	Teacher benefits x 17.28%	\$743			
	Coordinator benefits x 24.6%		\$246	\$1,290	
	Tutor benefits x 9.04%	\$301			
4100	Textbooks Curricula Materials				
4200	Books & Reference Materials				
	Reading Library for students	\$500		\$500	
4300	Materials & Supplies				

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	Paper, Pencils and Pens	\$300		\$300	
4400	Non Capitalized Equipment				
4700	Food				
	Nutritious snacks for student participants.	\$200		\$200	
5100	Sub agreements for Services				
5200	Travel & Conferences				
	Professional Development and In-Services for teachers that work with Migrant Students. CDE Accountability Conference in Dec. (\$500) and CAFE conference (\$500)	\$1,000		\$1,000	
5300	Dues & Memberships				
5400	Insurance				
5500	Operations & Housekeeping				
5600	Rentals, Leases, Repairs & Noncap Improvements				
5700	Transfers of Direct Costs				
5800	Prof/Cons/Serv & Operating Expenses, Transportation				
5900	Communications				
TOTAL PROPOSED EXPENSES				\$11,919	
7000	INDIRECT COST			0	
TOTAL COST OF PROPOSED SERVICE				\$11,919	

MIGRANT EDUCATION PROGRAM REGION 2 2017–18

Memorandum of Understanding Academic Service Planning/Evaluation Complete one for each Activity/Program

DJUSD Migrant 7th -12th Jump Start Literacy and Numeracy Program

DISTRICT NAME: Davis Joint Unified School District

PROPOSED PROJECT COST: \$4,418

PROPOSED AREA OF SERVICE:

School Readiness	<input checked="" type="checkbox"/>	English Language Arts	<input checked="" type="checkbox"/>	Mathematics	<input checked="" type="checkbox"/>	High School Graduation	<input checked="" type="checkbox"/>	Parent Advisory Council	<input checked="" type="checkbox"/>
OSY	<input type="checkbox"/>	Health	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	I&R	<input type="checkbox"/>		<input type="checkbox"/>

Description of Proposed Service	
Name of Service:	7 th -12 th Grade Jump Start Summer Literacy Program in order to build academic language and close the opportunity and achievement gap of our migrant students. The goal is to support students access the grade-level standards and enrichment academic opportunities. Migrant Speech and Debate program will also be offered to our 7-12 grade students.
The Need (Include data & how service is supplemental to core program):	The goal of Davis Joint Unified School District (DJUSD) is to close the opportunity and achievement gap for all student subgroups, particularly Migrant students. There is a need to provide additional support to 7 th -12 th grade students in order to better support their transition to Jr. High and Senior High School, especially in DJUSD, where a significant number of students move to the migrant camps and move out of the camps during the same school year causing a significant interruption in their schooling. The Common Core standards and the California Assessments of Student Performance and Progress (CAASPP) call for high expectations for students and also increase the urgency of how migrant students will be supported to master this new rigor. Without specific and appropriate academic support to migrant student needs, the Common Core standards, could present barriers of educational access and opportunity. A deep level of support is necessary in order to address the academic gaps presented by migrant students due to inconsistent education directly caused by the migratory nature of their status of moving from one community to another throughout an academic year. These interventions will be best addressed with the support of teachers providing instruction on standards where students may demonstrate gaps. Deep learning for all students in the area of literacy and numeracy regardless of background or circumstance is an important. Data from CAASPP scores demonstrate that there is a significant proficiency gap in ELA and math among our migrant students. Therefore, it is absolutely critical to support our 7 th -12 th grade students in order differentiate instruction to address their specific and identified needs. There is also a need to target the language development of our students, particularly academic language.
How (describe the academic focus, the service and the strategies):	Targeted Instruction in Literacy and Numeracy English Language Arts (ELA) /English Language Development (ELD): To achieve this end; we are providing targeted instruction in literacy and numeracy in a language-rich and standards-based, and rigorous learning environment. An additional area of identified need for migrant students is the development of academic language. Through integrated and designated approaches to teaching English Language Development (ELD) we will provide a rich language foundation to support their development of knowledge through a full academic curriculum. Through the use of a

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	<p>computer-based assessment (screener) teachers will be able to identify students' proficiency on standards and tailor a pathway of learning. The goal is to provide small group instruction as well as a blended model lesson of delivery to incorporate the use of technology. The service will provide blended learning that incorporates explicit teacher instruction and differentiated support through a computer-based course pathway. Direct instruction that focuses on academic vocabulary development and standards based instruction that develops literacy and numeracy by providing a multi-tiered approach that focuses on progress monitoring and targeted intervention. The program will have small group instruction as well as individual support through a blended learning model in lesson delivery. Access to technology and increased computer skills will address the digital gap migrant students may face.</p> <p>Enrichment opportunities for our students to broaden their experiences is another goal. Building academic language and communication skills through speech and debate coaching is essential. Our students will participate in a Speech and Debate club throughout the year and the speech and debate Coach will prepare them to participate in the annual Migrant State Speech and Debate Tournament.</p> <p>Pre and post assessment will be used in ELA and Math to monitor student growth as well as evaluate program effectiveness. Results will be included in the District and Region Reports completed in collaboration with Migrant Education personnel.</p>
School Year or Summer School Service:	(Check one) Regular School Year <input checked="" type="checkbox"/> Summer School
If School Year Service, when:	(Check one) <input type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input type="checkbox"/> Saturday

PART 1: PARTICIPANTS TO BE SERVED:

Grade	# Enrolled	Projected # Participants			Actual # Participants		
		# PFS	# Non-PFS	TOTAL	PFS	Non-PFS	TOTAL
7	9	6	3	9			
8	9	6	3	9			
9	2	0	2	2			
10	6	2	4	6			
11	3	2	1	3			
12	3	0	3	3			
TOTALS	32	16	16	32			

PART 2: LOCATION, DATES, TIME OF DELIVERY

Minutes per Day	Days per Week	# of Weeks	Total Instructional Hours	Actual Total Instructional Hrs.
180 min	5	2	30 hours	
Start Date	07/31/2017	End Date:		08/11/17
Location of Service	These services will take place at Harper Jr. High with the largest population of migrant students; migrant students will need to be transported to and from the Migrant Camp for program and end of program awards recognition.			

PART 3: RESEARCH BASED CURRICULUM:

Grade Level Cluster	Curriculum	Research Based?
7 th -12 th Grade	Blended Learning -reading, writing and spelling instruction and intervention, Teacher Created Materials, and other district state adopted curriculum, technology and on-line supports and assessments (computer-based).	Yes

PART 4: METHOD OF INSTRUCTION:

<i>Instructional Strategies to be Used</i>
On-line screener will identify student proficiency on grade-level standards. Based on student placement level, teacher will provide direct instruction and computer-based lessons that focuses on addressing student gaps in order to master grade-level standards in language arts and math (Literacy and Numeracy Proficiency). The program will offer small group instruction through differentiated and individualized instruction through a blended model lesson delivery. The students will be taught to use computer-based programs and technology as a resource for learning. Pre-and post-tests will be administered at the beginning and end of the program. The post assessments will be a duplication of the pre-assessment in order to measure growth.

PART 5: EXPECTED OUTCOMES (learning that will occur due to implementation of this program):

Local Quantitative Measures	Targeted Outcome		% Projected Participants to Reach Targeted Outcome		Actual % that reached targeted outcome		Target Met, Not Met, Partially Met?		Why Not/Comments:
	PFS	Other MEP	PFS	Other MEP	PFS	Other MEP	PFS	Other MEP	
District and local assessments/ measurements	16	32	80%	80%					
Local Qualitative Measures	Description of Projected Measures					Comments on Results			
Interview and Focus Groups:	Trimester collaboration meetings between Migrant Education Coordinator, Teachers, Site Counselors, and District Coordinator will be held.								

PART 6: PERSONNEL:

Staffing							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other	Name of Other Program Funding Source
	#	FTE	#	FTE			
Credentialed Teacher	1	.02			100 %	0%	N/A
Program Coordinator			1	.10	10%	90%	Supplemental

Professional Development				
Need	Title	Description	Dates	Expected Outcomes
Articulation with key players is essential to ensure objectives, assessments, and effective instruction takes place.	Collaboration Meetings	Identify students based on current academic needs	2 meeting within the timeline of July 2017	Identify student academic need and to show growth
Professional Development in blended learning model	ELA	Instruction on Curriculum	July 2017	Familiarize teachers with delivery of instruction and

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and program software as well as ELD modalities to ensure all teachers understands the unique needs of EL migrant students.		Utilized and ELD Modalities		ELD modalities utilizing selected State Board Adopted curriculum.
Assessment Review	Students' Profiles	Review \ Results and Transcripts	TBD	Teacher will become familiar with students attending and their areas of concentration.

PART 7: PARENT COMMUNICATION:

Describe plans to communicate with parents to support this intervention: orientation, graduation, home visits, daily phone calls for attendance, etc.

During the district Parent Advisory Council meetings, the migrant parents will be informed of the services that will be provided for their students. In addition, the Individual Learning Plan (ILP) is shared with parents annually. Parent Contact Hours are provided for meetings to keep parents informed on student academic progress and need, build home and school connectedness, and improve the overall project. Parents will be better informed on student progress and improvement will be measured via pre and post parent survey and attendance. In addition, parents will participate in various academic conferences, workshops, and college visitations throughout the academic school year. This will assist parent to become an active participating partner in their student's/child's education academic career.

Describe Other Support Services Plans (transportation, etc)

**Migrant Education
2017-18 PROPOSED SERVICE
BUDGET DETAIL**

Please follow regional protocol regarding object codes, making sure that they reflect the district's general ledger.

(Check one) ☒ Regular School Year ☐ Summer School

Please identify all costs related to the proposed service. For each line item, use the Standardized Account Code Structure (SACS) object codes. *(Insert additional rows as needed.)*

Object Code	Description	Amount Service	Amount Admin	Total Projected Amount	Actual Amount
1100	Teachers				
	1 teachers @ \$33.60 per hour for a total of 30 hours	\$1,008		\$3,008	
	Speech and Debate Coach Stipend	\$2,000			
1200	Pupil Support Services				
1300	Supervisor/Administrators				
1900	Other Certificated Salaries				
2100	Instructional Aides				
2200	Support Services Salaries				
2300	Supervisor/Administrators				
2400	Clerical, Technical, Office Staff				
2900	Other Classified Salaries				
3000-3900	Employee Benefits				
	Teacher benefits x 17.28%	\$174		\$520	
	Coach benefits x 17.28%	\$346			
4100	Textbooks Curricula Materials				
	Curriculum, Technology, Software	\$500		\$500	
4200	Books & Reference Materials				
	Student Reading Library	\$190		\$190	
4300	Materials & Supplies				

Section IV

	Pens, Pencils, and Supplies	\$100		\$100	
4400	Non Capitalized Equipment				
4700	Food				
	Nutritious snacks for participants	\$100		\$100	
5100	Sub agreements for Services				
5200	Travel & Conferences				
5300	Dues & Memberships				
5400	Insurance				
5500	Operations & Housekeeping				
5600	Rentals, Leases, Repairs & Noncap Improvements				
5700	Transfers of Direct Costs				
5800	Prof/Cons/Serv & Operating Expenses				
5900	Communications				
TOTAL PROPOSED EXPENSES				\$4,418	
7000	INDIRECT COST			0	
TOTAL COST OF PROPOSED SERVICE				\$4,418	

MIGRANT EDUCATION PROGRAM REGION 2 2017-18

Memorandum of Understanding Academic Service Planning/Evaluation Complete one for each Activity/Program

DJUSD Migrant Summer Scholar Program K-6th

DISTRICT NAME: Davis Joint Unified School District

PROPOSED PROJECT COST: \$40,912

PROPOSED AREA OF SERVICE:

School Readiness	<input checked="" type="checkbox"/>	English Language Arts	<input checked="" type="checkbox"/>	Mathematics	<input checked="" type="checkbox"/>	High School Graduation	<input checked="" type="checkbox"/>	Parent Advisory Council	<input checked="" type="checkbox"/>
OSY	<input type="checkbox"/>	Health	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	I&R	<input type="checkbox"/>		<input type="checkbox"/>

Description of Proposed Service	
Name of Service:	Summer Scholar Program for Kinder-6 th grade students. Targeted Instruction during Summer in literacy and numeracy in order to close the opportunity and achievement gap of our migrant students as well as reverse summer slide.
The Need (Include data & how service is supplemental to core program):	<p>The goal of Davis Joint Unified School District (DJUSD) is to close the opportunity and achievement gap for all student subgroups, particularly Migrant students. There is a need to provide additional support to K-6 migrant students during the summer, especially in DJUSD, where a significant number of students move to the migrant camps and move out of the camps during the same school year causing a significant interruption in their schooling. To achieve this end; we are providing targeted instruction in literacy and numeracy in a language-rich and standards-based, and rigorous learning environment. An additional area of identified need for migrant students is the development of academic language. Through integrated and designated approaches to teaching English Language Development (ELD) we will provide a rich language foundation to support their development of knowledge through a full academic curriculum. Deep learning for all students in the area of literacy and numeracy regardless of background or circumstance is an important moral imperative for educators in Davis.</p> <p>The Common Core standards and the California Assessments of Student Performance and Progress (CAASPP) call for high expectations for students and also increase the urgency of how migrant students will be supported to master this new rigor. Without specific and appropriate academic support to migrant student needs, the Common Core standards, could present barriers of educational access and opportunity. A deep level of support is necessary in order to address the academic gaps presented by migrant students due to inconsistent education directly caused by the migratory nature of their status of moving from one community to another throughout an academic year. It is absolutely necessary to provide explicit instruction in literacy and numeracy during the summer. These interventions will be best addressed with the support of teachers providing instruction on standards where students may demonstrate gaps and tutors providing additional support. Through the use of a computer-based assessment (screener) teachers will be able to identify students' proficiency on standards and tailor a pathway of learning using differentiated computer-based lessons to meet their specific needs. The goal is to provide small group instruction as well as a blended model lesson of delivery to incorporate the use of technology as to also address the digital opportunity gap migrant students may face.</p>

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	Data from CAASPP scores demonstrate that there is a significant proficiency gap in ELA and math among our migrant students. After school and summer school math instruction that is differentiated to address the specific needs of migrant students is an area of focus. This can be best achieved through blended learning model that incorporates explicit teacher instruction and differentiated support through a computer-based course pathway. Exposure to college and career pathways is an important aspect of schooling which helps bring relevance to learning and connections to the real-world life and applications. Migrant students and families will receive exposure to these pathways through college and university visits as well as through exploration of different professions through experiential fieldtrips and learning. The goal is also to support students set short-term goals and long-term goals that help them plan and identify their pathway to college and career readiness.
How (describe the academic focus, the service and the strategies):	<p>Targeted Instruction in Literacy and Numeracy English Language Arts (ELA)/English Language Development (ELD):</p> <p>Through the use of a computer-based assessment the teacher and tutors will be able to identify students' proficiency on standards in English language arts and math. Based on student proficiencies on standards, teachers and tutors will be able to assign lessons (interventions) that help students bridge the identified gaps. The teacher provides a short lesson and the students work on the lesson and both the tutors and the teachers provide support to students. The technology software that supports this blended learning approach is Edgenuity. Lessons are differentiated and computer-based. Enrichment opportunities for students in arts and music as well as experiential fieldtrips will be implemented to broaden their experiences. In order to build student's critical thinking and reading skills, books will be purchased to expand classroom libraries so that students can have a wide-variety of reading materials (non-fiction). The Bridge Coordinator will provide support to the teacher, tutors, and students by providing resources (curriculum, supplies, snacks, organizing student activities) and communication with the school and families in order to make sure that needs are communicated from the school to the home and from the home to the school.</p> <p>Pre and post assessment will be used in ELA and Math to monitor student growth as well as evaluate program effectiveness. Results will be included in the District and Region Reports completed in collaboration with Migrant Education personnel.</p>
School Year or Summer School Service:	(Check one) Regular School Year <input checked="" type="checkbox"/> Summer School
If School Year Service, when:	(Check one) <input type="checkbox"/> Before School After School <input type="checkbox"/> Saturday

PART 1: PARTICIPANTS TO BE SERVED:

Grade	# Enrolled	Projected # Participants			Actual # Participants		
		# PFS	# Non-PFS	TOTAL	PFS	Non-PFS	TOTAL
Pre K	13	0	13	13			
K	12	8	4	12			
1	3	3	0	3			
2	12	6	6	12			
3	4	3	1	4			
4	9	7	2	9			
5	7	4	3	7			
6	8	5	3	8			
TOTALS	68	36	32	68			

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PART 2: LOCATION, DATES, TIME OF DELIVERY

Minutes per Day	Days per Week	# of Weeks	Total Instructional Hours	Actual Total Instructional Hrs.
240	5	5	100	
Start Date	June 19, 2017	End Date	July 27, 2017	
Location of Service	Montgomery Elementary			

PART 3: RESEARCH BASED CURRICULUM:

Grade Level Cluster	Curriculum	Research Based?
K-6	Blended Learning (Edgenuity), Sonday System-reading, writing and spelling instruction and intervention, Teacher Created Materials, and other district SBE adopted curriculum, technology and on-line supports and assessments (computer-based).	Yes

PART 4: METHOD OF INSTRUCTION:

<i>Instructional Strategies to be Used</i>
On-line screener will identify student proficiency on grade-level standards. Based on student placement level, teacher will provide direct instruction and computer-based lessons that focuses on addressing student gaps in order to master grade-level standards in language arts and math (Literacy and Numeracy Proficiency). The program will offer small group instruction through differentiated and individualized instruction through a blended model lesson delivery. The students will be taught to use computer-based programs and technology as a resource for learning. Pre-and post-tests will be administered at the beginning and end of the program. The post assessments will be a duplication of the pre-assessment in order to measure growth. During the summer months, students will receive access to STEAM (Science, Technology, Engineering, the Arts, and Mathematics) experiences.

PART 5: EXPECTED OUTCOMES (learning that will occur due to implementation of this program):

Local Quantitative Measures	Targeted Outcome		% Projected Participants to Reach Targeted Outcome		Actual % that reached targeted outcome		Target Met, Not Met, Partially Met?		Why Not/Comments:
	PFS	Other MEP	PFS	Other MEP	PFS	Other MEP	PF S	Other MEP	
Pre and Post Assessments	36	55	80%	80%					
District and local assessments/measurements	36	55	80%	80%					
Local Qualitative Measures	Description of Projected Measures						Comments on Results		
Interview and Focus Groups:	Trimester collaboration meetings between Migrant Education Coordinator, Teachers, Site Counselors, and District Coordinator will be held.								
Surveys:	Students attending the Migrant Education Summer Scholar Program will receive pre and post surveys.								
Observations:	Migrant Education and the Districts will observe an increase in overall CELDT scores and growth in scores using assessments. Migrant Education and the District will observe an increase in meeting standards on the SBAC assessment for migrant students.								

Section IV

PART 6: PERSONNEL:

Staffing							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other	Name of Other Program Funding Source
	#	FTE	#	FTE			
Credentialed Teacher	4	.50			100 %	0%	N/A
Program Coordinator			2	.20	100%	0%	N/A

Professional Development				
Need	Title	Description	Dates	Expected Outcomes
Articulation with key players is essential to ensure objectives, assessments, and effective instruction takes place.	Collaboration Meetings	Identify students based on current academic needs	2 meeting within the timeline of July 2017	Identify student academic need and to show growth
Professional Development in blended learning model and program software as well as ELD modalities to ensure all teachers understands the unique needs of EL migrant students.	ELA	Instruction on Curriculum Utilized and ELD Modalities	July 2017	Familiarize teachers with delivery of instruction and ELD modalities utilizing selected State Board Adopted curriculum.
Assessment Review	Students' Profiles	Review \ Results and Transcripts	TBD	Teacher will become familiar with students attending and their areas of concentration.

PART 7: PARENT COMMUNICATION:

Describe plans to communicate with parents to support this intervention: orientation, graduation, home visits, daily phone calls for attendance, etc.

During the district Parent Advisory Council meetings, the migrant parents will be informed of the services that will be provided for their students. In addition, the Individual Learning Plan (ILP) is shared with parents annually. Parent Contact Hours are provided for meetings to keep parents informed on student academic progress and need, build home and school connectedness, and improve the overall project. Parents will be better informed on student progress and improvement will be measured via pre and post parent survey and attendance. In addition, parents will participate in various academic conferences, workshops, and college visitations throughout the academic school year. This will assist parent to become an active participating partner in their student's/child's education academic career.

Describe Other Support Services Plans (transportation, etc)

**Migrant Education
2016-17 PROPOSED SERVICE
BUDGET DETAIL**

Please follow regional protocol regarding object codes, making sure that they reflect the district's general ledger.

(Check one Regular School Year ☒ Summer School)

Please identify all costs related to the proposed service. For each line item, use the Standardized Account Code Structure (SACS) object codes. *(Insert additional rows as needed.)*

Object Code	Description	Amount Service	Amount Admin	Total Projected Amount	Actual Amount
1100	Teachers				
	4 teachers @ \$33.60/hour for 512 combined hours	\$17,203		\$17,203	
1200	Pupil Support Services				
1300	Supervisor/Administrators				
	1 Bridge Coordinator Stipend		\$500	\$500	
1900	Other Certificated Salaries				
	1 teacher to assess 68 students Pre-Post on Sunday Reading Program 50.50 hours at \$33.60	\$1,697		\$1,697	
2100	Instructional Aides				
2200	Support Services Salaries				
2300	Supervisor/Administrators				
2400	Clerical, Technical, Office Staff				
2900	Other Classified Salaries				
	1 Student Tutor @\$13.00 per hour for a total of 30 hours	\$390		\$390	
3000-3900	Employee Benefits				
	Teacher benefits x 17.28%	\$3,266			
	Coordinator benefits x 24.6%		\$123	\$3,424	
	Tutor benefits x 9.04%	\$35			
4100	Textbooks Curricula Materials				
	Curriculum, Technology, Software. Edgenuity license access to assessment and standards	\$1,725		\$1,725	

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	based lessons for under 100 students.				
4200	Books & Reference Materials				
4300	Materials & Supplies				
	Pens, Pencils \$8.80 per student X 68 students	\$598		\$598	
4400	Non Capitalized Equipment				
4700	Food				
5100	Sub-agreements for Services				
5200	Travel & Conferences				
5300	Dues & Memberships				
5400	Insurance				
5500	Operations & Housekeeping				
5600	Rentals, Leases, Repairs & Noncap Improvements				
5700	Transfers of Direct Costs				
5800	Prof/Cons/Serv & Operating Expenses (Transportation)				
	June Bus Transportation (10 days at \$575.00)	\$5,750		\$15,375	
	July Bus Transportation (15 days at \$575 a day)	\$8,625			
	Professional Consulting services to support our teachers teaching migrant students	\$1,000			
5900	Communications				
TOTAL PROPOSED EXPENSES				\$40,912	
7000	INDIRECT COST			0	
TOTAL COST OF PROPOSED SERVICE				\$40,912	

GRAND TOTAL FOR <u>REGULAR</u> AND <u>SUMMER</u>	\$57,249	
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When project ends, complete the blue-shaded areas to evaluate the objective:

1. The outputs – did we implement the program as planned?
2. The outcomes - what did students gain from the program's outputs?

Complete and submit the final document 2 weeks after project end-date.

SECTION V

ASSURANCES

The assurances must be signed by both Region and District Administrators.

General Assurances 2017-18

General assurances and certifications required for grants supported by state or federal funds in 2017-18

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))

15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Smarter Balanced Assessment Consortium program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of **EC** Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (**EC** §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the **California Government Code** and the Drug-Free Workplace Act of 1988, and implemented at 34 **Code of Federal Regulations (CFR)** Part 84, Subpart F, for grantees, as defined at 34 **CFR** Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the **California Government Code** and the Drug-Free Workplace Act of 1988, and implemented at 34 **CFR** Part 84, Subpart F, for grantees, as defined at 34 **CFR** Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: _____

Name of Program: _____

Printed Name and Title of Authorized Representative: _____

Signature: _____ Date: _____