

California Department of Education

# Migrant Education Extended Year Program (MEEYP) Authorization

For Transitional Kindergarten through Grade Six

## Request for Application Instructions

Application Due March 1, 2024

Must be received via electronic submission using the platform described within by 4 p.m. Pacific Standard Time

Administered by the

Multilingual Support Division

Migrant Education Office

California Department of Education

1430 N Street, Suite 2204

Sacramento, CA 95814-5901

Main Phone: 916-319-0851

Email: [meeyp@cde.ca.gov](mailto:meeyp@cde.ca.gov)

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### Introduction

The California Department of Education (CDE) invites school districts and county offices of education to request authorization to provide an extended school year program to migratory pupils who, due to family agricultural migratory movement, enroll in kindergarten (K), including transitional kindergarten (TK), or any of grades one to six, inclusive, on or after March 1 of the school year and depart on or before December 1 of the next school year. A local educational agency (LEA) authorized to provide a Migrant Education Extended Year Program (MEEYP) would authorize average daily attendance (ADA) funding for those pupils if certain requirements are met.

With the concurrence of a child’s parent, a child who has been identified as a “migrant child” may be deemed a migrant child for a period, not in excess of three years, during which the child resides in an area where programs are provided for migrant children. Existing law establishes a public-school financing system that requires state funding for county superintendents of schools, school districts, and charter schools to be calculated pursuant to a local control funding formula, as specified, that includes ADA as a component of that calculation.

The State of California has the highest number of migrant pupils within the United States. According to the State Department of Education, one out of three migrant pupils who live in the United States live in California. As of the 2022–23 school year, there were 74,707 migrant children/youth, approximately 60 percent of whom are English learner students.

In 2020–21, 70 percent of migrant pupils did not meet standards in English language arts (ELA) compared to 43 percent of the general population, and 83 percent of migrant pupils were not meeting standards in mathematics, compared to 55 percent for all pupils, on state assessments. This achievement gap is in part due to lost instructional time. Migrant pupils enroll in school during times that do not coincide with a traditional school year, with a high number of families arriving in the spring and summer and leaving early in the school year. Consequently, this causes migrant pupils to miss critical classroom time, which can contribute negatively to the overall success of the pupil or cause the pupil to drop out of school completely.

Migrant pupils attend various LEAs throughout the state that participate in the federally funded Migrant Education Program (MEP). The MEP includes summer school programs that contain coursework, which build on and are consistent with the curriculum offered during the regular school year. While these services are supportive of migrant pupils, they cannot fully mitigate the loss of instructional time these pupils experience during the traditional school year.

### MEEYP Authorization

Assembly Bill (AB) 1777, Chapter 483, Section 41601.6 of the Statues of 2022 makes available ADA funding for up to two LEAs authorized to provide an extended school year program, as defined, to migratory pupils who, due to family agricultural migratory movement, enroll in kindergarten, including transitional kindergarten, or any of grades one to six, inclusive, on or after March 1 of the school year and depart on or before December 1 of the next school year, and would authorize ADA funding for those pupils if certain requirements are met, as provided.

### MEEYP Description

#### Eligibility Requirements

Applicants for MEEYP authorization may include any of the following eligible entities:

* A school district
* A county office of education

#### Program Requirements

This application covers the period of time between the end of the 2023–24 school year and the beginning of the 2024–25 school year. If more than two LEAs apply, authorization to operate the extended year program will be determined by the CDE, based on the ability of each to provide a high-quality extended school year program, as demonstrated by their respective applications scores. LEAs who receive authority to operate the MEEYP shall meet all of the following conditions:

* Enrollment for the extended school year program is limited to migratory pupils who, due to family agricultural migratory movement, enroll in kindergarten, including transitional kindergarten, or any of grades one to six, inclusive, on or after March 1 of the school year and depart on or before December 1 of the next school year.
* The days of attendance for the extended school year program are the same length of time as the school day for pupils of the same grade level attending summer school in the LEA in which the extended school year program is provided, but not less than the minimum school day for that grade level.
* The extended school year program is comparable in standards, scope, and quality to the school year program offered during the regular school year.
* Instruction for the extended school year program is conducted in-person and is not independent study as specified in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4.
* Federal MEP services are integrated, as applicable, if federal Migrant Education Program funds are received by the LEA.

#### Funding Information

A LEA authorized to provide a MEEYP may receive ADA funding for those migratory pupils who meet the enrollment parameters and who are enrolled in the program, and where the program meets statutory requirements. ADA shall also be available from Period 2 through June 30 for qualifying migratory pupils.

The authorized LEA may supplement the extended school year program with funding appropriated for migrant children summer school programs pursuant to *Education Code* (*EC*) Section 54444.3 to offer additional days or hours of instruction if the requirements for the migrant children summer school program are met.

Authorized LEAs may enter into memoranda of understanding for the purpose of transferring funds generated by the attendance of migratory pupils in multiple school districts to a LEA operating a MEEYP.

##### Funding Summary

Pursuant to *EC* Section 41601.6, a LEA authorized to provide an extended school year program for migratory pupils may generate ADA used in computing apportionments for qualifying migratory pupils.

The mechanism for computing apportionment funding for qualifying migratory pupils is the Principal Apportionment, which includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. More information about the Principal Apportionment is available on the [CDE Principal Apportionment web page](https://www.cde.ca.gov/fg/aa/pa/).

##### ADA Reporting

An LEA authorized to provide an extended school year program for migratory pupils pursuant to *EC* Section 41601.6 will report the following ADA data for qualifying migratory pupils in the Principal Apportionment Data Collection Web Application, available on the [CDE Principal Apportionment Data Collection web page](https://www.cde.ca.gov/fg/sf/pa/):

* ADA generated from July 1 to June 30 of the regular school year, known as “Annual ADA”, for students served by the authorized LEA during the school year.
  + ADA generated during the 2023–24 school year for qualifying migratory pupils is reported with 2023–24 Annual attendance as a prior year correction on or before March 1, 2025 (once it is determined the qualifying students departed the LEA by December 1, 2024).
  + ADA generated during the 2024–25 school year for qualifying migratory pupils is reported with 2024–25 attendance beginning with the First Principal (P-1) Apportionment on January 15, 2025.
  + Regular school year ADA is calculated by dividing the total days of student attendance by the total days in all full school months in the attendance period.
* ADA generated in the extended school year program operated by the authorized LEA.
  + Extended school year program ADA is reported in the school year in which the program ends.
  + For example, if the program ends on or before June 30, 2024, the ADA is reported with 2023–24 Annual attendance as a prior year correction on or before March 1, 2025 (once it is determined the qualifying students departed the LEA by December 1, 2024). If the program ends after June 30, 2024, the ADA is reported in 2024–25 beginning with the P-1 Apportionment on January 15, 2025.
  + Extended school year program ADA is calculated by dividing the total days of student attendance in the program by 175.

##### Timeline for 2023–24 Funding

The ADA reported for qualifying migratory pupils based on the timeframes above will be used in apportionment calculations for 2023–24 and 2024–25, as applicable. The first time the ADA will be included is at the 2024–25 P-1 Apportionment and the 2023–24 Annual Apportionment certifications in February 2025. The apportionment funding is paid in monthly payments according to the statutory Principal Apportionment payment schedule, beginning in February 2025. Details on the payment schedule are available on the [CDE Principal Apportionment Payment Schedule web page](https://www.cde.ca.gov/fg/aa/pa/papayschedule.asp).

### MEEYP Reporting Requirements

Each LEA authorized to operate the MEEYP shall annually report to the department all of the following:

* The characteristics of pupils enrolled in the program.
* Academic and other support services provided through the program.
* Academic and other outcomes for pupils enrolled in the program.
* The financing for the program, including any other local, state, federal, or nongovernmental funding sources used.
* The ADA attributable to those migratory pupils in the school year in which the extended school year program ends.

An LEA participating in the MEEYP must be in good standing in the operation of programs administered by the CDE. If the required report is not provided or program requirements are not completed, the LEA’s funding under this program may be adversely affected.

### MEEYP Application Process and Procedures

#### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| **Applications for Authorization Due to the CDE** | **March 1, 2024, by 4 p.m.** |
| **Announce LEAs authorized to provide MEEYP** | **April 1, 2024** |
| **Annual Reports Due from Authorized LEAs** | **Annually by September 30** |

#### Application Process

The following steps outline the application process:

* 1. Applicants complete all required fields in the [MEEYP Online Application](https://www.cde.ca.gov/sp/me/mt/meeypapps.asp).

Applicants must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system, will be considered incomplete, and will not be reviewed.

* 1. Applicants must address the prompts within each section of the narrative description. Refer to the evaluation rubric in appendix A for guidance on how the application will be scored.
  2. Applicants must select the “Save Responses” button on the first page of the online application if they do not intend to complete the application in one session. Having selected the Save Responses button, a page will appear that asks for an email address. The applicant will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that the applicant copy the URL on the application page and save it, in case they do not receive a confirmation email. This address will allow the applicant to return to the application and complete it at a later date. Upon completion of the application, it is recommended that applicants print a copy of their application responses before submitting the application.
  3. **Applications must be received through the electronic submission protocol by March 1, 2024.**
     1. Applicants will receive a confirmation email after submitting. If the applicant wishes to change any of the information in the submission to the CDE, the applicant must resubmit the entire application prior to the submission deadline of 4:00 p.m. March 1, 2024.
     2. If an application is resubmitted, only one submission will be accepted. Only the last application submitted will be reviewed.
     3. The CDE is not able to modify the application information once submitted.
     4. Incomplete or late applications will not be considered.

#### Application Review

Timely and complete applications will be reviewed by the CDE and evaluated using the MEEYP Evaluation Rubric (appendix A).

Each application will receive a single score. Reviewers will be instructed to assign points in each section of the narrative and budget as the criteria are met through the descriptions provided in the MEEYP Evaluation Rubric (appendix A).

#### Authorization Notification

The two applicants granted authorization to operate an extended year program will receive an Authorization Notification. For authorization to become operative, these LEAs must sign and return the Authorization Notification to the CDE.

### MEEYP Application

A complete application is submitted electronically through the MEEYP Online Application, a link to which is available on the [CDE Request for Applications: Migrant Education Extended Year Program web page](https://www.cde.ca.gov/sp/me/mt/meeypapps.asp). See Section 5: MEEYP Application Processfor instructions.

#### Applicant Information and Data

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Director Name** | List the name of the person who will serve as the Project Director of the MEEYP authorization. This person will be the main point of contact with the CDE. |
| **Project Director Title** | Provide the title of the Project Director. |
| **Project Director’s Office** | Provide the name of the Project Director’s office. |
| **Type of Entity Applying** | Select “District” or “County Office of Education” |
| **Name of Entity Applying** | Provide the name of the applying entity. |
| **County-District-School (CDS) Code** | Provide the CDS code of the applying entity. |
| **Street Address** (Ex: 1430 N Street) | Provide the street address of the applying entity. |
| **City** | Provide the city where the applying entity is located. |
| **State** (Ex: CA) | Provide the state where the applying entity is located. |
| **Zip Code** (5-digit: 00000) | Provide the zip code where the applying entity is located. |
| **Project Director Telephone Number** (000-000-0000) | Provide the Project Director’s telephone number. This number will be used to contact the Project Director, if necessary. |
| **Project Director Extension** | Provide the Project Director’s telephone extension number, if necessary. |
| **Project Director Email Address** | Provide the Project Director’s email address. Most communication will be through email, so please ensure the email address is correctly inputted. |
| **Target School(s)** | Provide the name(s) of the target schools. |
| **Student Demographic Data** | Provide demographic data for potential participating students at each school site, in each grade level. Use the Demographic Data Table Template on the [MEEYP web page](https://www.cde.ca.gov/sp/me/mt/meeypapps.asp). |

#### Application Narrative

Provide a narrative that clearly and concisely describes the applicant’s plan to establish a new MEEYP.

Address the prompts for the sections below within the narrative. The evaluation rubric in appendix A describes how the responses will be evaluated. Each question must be answered within a 500-character maximum narrative.

##### The Context

* Describe why the applicant is applying for the MEEYP.
* Describe the applicant's location, local demographics, and anticipated number of K–6 participants. Describe movement patterns, including historical averages of arrivals on or after March 1st. Please address migrant housing facilities and their dates of operation, as applicable.
* Describe the available resources (funding, staff support for MEEYP, family and community support for MEEYP, the current number of bilingual teachers by grade level that are authorized to teach in a MEEYP, etc.).
* Describe related programs in and beyond the school (i.e., preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed MEEYP. Please address the federally funded MEP, as applicable.

##### Goals and Expected Outcomes

* Describe the theory of action for establishing a MEEYP that integrates the English Learner (EL) Roadmap Policy Principles and the cycle of continuous improvement, including the research that supports the theory of action and the program design.
* Describe the program implementation goals and measurable student outcomes (quantitative) in detail for the overall project of the extended year program, including details about how the program implementation and measurable student outcomes advance the applicant's attainment of the MEEYP goals.

##### MEEYP Implementation Plan

* Describe the implementation plan, including the actions to be taken to reach the MEEYP goals and the expected student outcomes. Include a timeline of activities, and the additional resources that are needed to establish the MEEYP.
* Describe support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement.
* Describe how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes.
* Describe how and what implementation data will be collected and analyzed to determine the program goals are met and the students are successful, including processes or tools for assessment in ELA and mathematics.
* Describe how cultural pride is addressed in the implementation plan. Identify the skills to be taught (i.e., respect, acceptance, empathy, knowledge of cultures, etc.) and how they will be implemented within the MEEYP and school wide.

##### Professional Learning

* Describe the professional learning that will be required for teachers and administrators to participate in this program, including the amount and/or intensity. Please ensure to include professional learning related to culturally responsive teaching.
* Describe the amount and/or intensity of the professional learning for participants, and the application and implementation of the professional learning.

##### Project Leadership/Staff

* Describe the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project (supporting documents may be included in the attachment upload).

#### Electronic Signature

| **Application Field** | **Instructions** |
| --- | --- |
| Signature by Authorized Agent | The organization’s authorized agent should type their name and title in the field which will serve as a signature that certifies authority to sign an agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete and agree to the submission of this application. As **(insert title)** of the **(insert name of agency)**, I declare support of the application for MEEYP authorization and commit my organization to completing all of the tasks and activities that are described in this application. |

## Appendix A: MEEYP Evaluation Rubric

**Definition of Terms:**

* **Thoroughly:** Including every part or detail
* **Convincingly:** Bringing to belief, consent, or a course of action
* **Adequately:** Of a quality that is good or acceptable and easily understood, but without convincing detail
* **Partial:** Incomplete details or elements essential to program components; leaves the reader with questions
* **Minimally**: With the least amount of detail

### The Context

| Outstanding (16–13 points) | Strong (12–9 points) | Partial (8–5 points) | Minimal (4–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes why the applicant is applying for the MEEYP Authorization. | Adequately describes why the applicant is applying for the MEEYP Authorization. | Partially describes why the applicant is applying for the MEEYP Authorization. | Minimally describes why the applicant is applying for the MEEYP Authorization. |
| Thoroughly and convincingly describes the applicant’s location and local demographics. | Adequately describes the applicant’s location and local demographics. | Partially describes the applicant’s location and local demographics. | Minimally describes the applicant’s location and local demographics. |
| Thoroughly and convincingly describes the available resources (funding, staff support for MEEYP, family and community support for MEEYP, the current number of bilingual teachers by grade level that are authorized to teach in a MEEYP, etc.). | Adequately describes the available resources (funding, staff support for MEEYP, family and community support for MEEYP, the current number of bilingual teachers by grade level that are authorized to teach in a MEEYP, etc.). | Partially describes the available resources (funding, staff support for MEEYP, family and community support for MEEYP, the current number of bilingual teachers by grade level that are authorized to teach in a MEEYP, etc.). | Minimally describes the available resources (funding, staff support for MEEYP, family and community support for MEEYP, the current number of bilingual teachers by grade level that are authorized to teach in a MEEYP, etc.). |
| Thoroughly and convincingly describes related programs in and beyond the school (i.e., preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed MEEYP. | Adequately describes related programs in and beyond the school (i.e., preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed MEEYP. | Partially describes related programs in and beyond the school (i.e., preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed MEEYP. | Minimally describes related programs in and beyond the school (i.e., preschool with primary language instruction/home language support, expanded learning opportunities, etc.) and how these are articulated with the proposed MEEYP. |

### Goals and Expected Outcomes

| Outstanding (16–13 Points) | Strong (12–9 Points) | Partial (8–5 Points) | Minimal (4–0 Points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the theory of action for establishing a MEEYP that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement, including the research that supports the theory of action and the program design. | Adequately describes the theory of action for establishing a MEEYP that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement, including the research that supports the theory of action and the program design. | Partially describes the theory of action for establishing a MEEYP that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement, including the research that supports the theory of action and the program design. | Minimally describes the theory of action for establishing a MEEYP that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement, including the research that supports the theory of action and the program design. |
| Thoroughly and convincingly describes the program implementation goals and measurable student outcomes (quantitative) in detail for the overall project of the extended year program, including details about how the program implementation and measurable student outcomes advance the applicant's attainment of the MEEYP goals. | Adequately describes the program implementation goals and measurable student outcomes (quantitative) in detail for the overall project of the extended year program, including details about how the program implementation and measurable student outcomes advance the applicant's attainment of the MEEYP goals. | Partially describes the program implementation goals and measurable student outcomes (quantitative) in detail for the overall project of the extended year program, including details about how the program implementation and measurable student outcomes advance the applicant's attainment of the MEEYP goals. | Minimally describes the program implementation goals and measurable student outcomes (quantitative) in detail for the overall project of the extended year program, including details about how the program implementation and measurable student outcomes advance the applicant's attainment of the MEEYP goals. |

### MEEYP Implementation Plan

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the implementation plan, including the actions to be taken to reach the MEEYP goals and the expected student outcomes.  Provides a thorough and convincing timeline of activities and the additional resources that are needed to establish the MEEYP. | Adequately describes the implementation plan, including the actions to be taken to reach the MEEYP goals and the expected student outcomes.  Provides an adequate timeline of activities and the additional resources that are needed to establish the MEEYP. | Partially describes the implementation plan, including the actions to be taken to reach the MEEYP program goals and the expected student outcomes.  Provides a partial timeline of activities and the additional resources that are needed to establish the MEEYP. | Minimally describes the implementation plan, including the actions to be taken to reach the MEEYP program goals and the expected student outcomes.  Provides a minimal timeline of activities and the additional resources that are needed to establish the MEEYP. |
| Thoroughly and convincingly describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement. | Adequately describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement. | Partially describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement. | Minimally describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement. |
| Thoroughly and convincingly describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes. | Adequately describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes. | Partially describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes. | Minimally describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes. |
| Thoroughly and convincingly describes how and what implementation data will be collected and analyzed to determine the program goals are met and the students are successful, including processes or tools for assessment in ELA and mathematics. | Adequately describes how and what implementation data will be collected and analyzed to determine the program goals are met and the students are successful, including processes or tools for assessment in ELA and mathematics. | Partially describes how and what implementation data will be collected and analyzed to determine the program goals are met and the students are successful, including processes or tools for assessment in ELA and mathematics. | Minimally describes how and what implementation data will be collected and analyzed to determine the program goals are met and the students are successful, including processes or tools for assessment in ELA and mathematics. |
| Thoroughly and convincingly describes how cultural pride is addressed in the implementation plan and identifies the skills to be taught (i.e. respect, acceptance, empathy, knowledge of cultures, etc.) and how they will be implemented within the MEEYP and school wide. | Adequately describes how cultural pride is addressed in the implementation plan and identifies the skills to be taught (i.e. respect, acceptance, empathy, knowledge of cultures, etc.) and how they will be implemented within the MEEYP and school wide. | Partially describes how cultural pride is addressed in the implementation plan and identifies the skills to be taught (i.e. respect, acceptance, empathy, knowledge of cultures, etc.) and how they will be implemented within the MEEYP and school wide. | Minimally describes how cultural pride is addressed in the implementation plan and identifies the skills to be taught (i.e. respect, acceptance, empathy, knowledge of cultures, etc.) and how they will be implemented within the MEEYP and school wide. |

### Professional Learning

| Outstanding (4 points) | Strong (3 points) | Partial (2 points) | Minimal (1 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the professional learning that will be required for teachers and administrators to participate in the program, including the amount and/or intensity and the professional learning related to culturally responsive teaching. | Adequately describes the professional learning that will be required for teachers and administrators to participate in the program, including the amount and/or intensity and the professional learning related to culturally responsive teaching. | Partially describes the professional learning that will be required for teachers and administrators to participate in the program, including the amount and/or intensity and the professional learning related to culturally responsive teaching. | Minimally describes the professional learning that will be required for teachers and administrators to participate in the program, including the amount and/or intensity and the professional learning related to culturally responsive teaching. |

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### Project Leadership/Staff

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. | Adequately describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. | Partially describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. | Minimally describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. |

## 

## Appendix B: Assembly Bill 1777, Chapter 483, Section 41601.6 of the Statutes of 2022

**EDUCATION CODE**

**TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001]** *(Title 2 enacted by Stats. 1976, Ch. 1010.)*

**DIVISION 3. LOCAL ADMINISTRATION [35000 - 45500]** *(Division 3 enacted by Stats. 1976, Ch. 1010.)*

**PART 24. SCHOOL FINANCE [41000 - 43052]** *(Part 24 enacted by Stats. 1976, Ch. 1010.)*

**CHAPTER 4. State School Fund—Computation of Allowance [41600 - 41608]** *(Chapter 4 enacted by Stats. 1976, Ch. 1010.)*

**ARTICLE 1. General Provisions [41600 - 41608]***(Article 1 enacted by Stats. 1976, Ch. 1010.)*

###### **Section 41601.6.**

(a) For purposes of this section, the following definitions apply:

(1) “Extended school year” means the period of time between the end of one school year and the beginning of the next school year.

(2) “Local educational agency” means a school district or county office of education.

(3) “Migratory pupil” has the same meaning as “currently migratory child” as defined in subdivision (a) of Section 54441.

(4) “School year” means that portion of the school year during which the regular school year is maintained, which must include not less than the number of days required to entitle the school district or county office of education to apportionments of state funds.

(b) (1) Commencing on January 1, 2024, to mitigate lost instruction time due to family movement related to migratory agricultural employment, up to two local educational agencies may request authorization from the department to provide an extended school year program to migratory pupils who, due to that family movement, enroll in kindergarten, including transitional kindergarten, or any of grades one to six, inclusive, on or after March 1 of the school year and depart on or before December 1 of the next school year.

(2) If more than two local educational agencies request authorization pursuant to paragraph (1), the department shall establish a process to determine the two local educational agencies that will be authorized based on the ability of each local educational agency to provide a high-quality extended school year program consistent with this section.

(c) (1) Subject to paragraph (2), a local educational agency authorized to provide an extended school year program pursuant to paragraph (1) of subdivision (b) may receive ADA funding as specified in Section 46300 for those migratory pupils who meet the enrollment parameters described in paragraph (1) of subdivision (b) who are enrolled in the program. ADA shall also be available from P-2 through June 30 for qualifying migratory pupils. The local educational agency shall report to the department the ADA attributable to those migratory pupils in the school year in which the extended school year program ends.

(2) To receive funding pursuant to paragraph (1), the local educational agency shall meet all of the following conditions:

(A) Enrollment for the extended school year program is limited to migratory pupils who meet the enrollment parameters described in paragraph (1) of subdivision (b).

(B) The days of attendance for the extended school year program are the same length of time as the school day for pupils of the same grade level attending summer school in the local educational agency in which the extended school year program is provided, but not less than the minimum school day for that grade level.

(C) The extended school year program is comparable in standards, scope, and quality to the school year program offered during the regular school year.

(D) Instruction for the extended school year program is conducted in-person and is not independent study as specified in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4.

(3) In addition to the funding described in paragraph (1), the local educational agency may supplement the extended school year program with funding appropriated for migrant children summer school programs pursuant to Section 54444.3 to offer additional days or hours of instruction, if the requirements for the migrant children summer school program are met.

(d) Local educational agencies may enter into memoranda of understanding for the purpose of transferring funds generated by the attendance of migratory pupils in multiple school districts to a local educational agency operating a program described in paragraph (1) of subdivision (b).

(e) A local educational agency operating a program described in paragraph (1) of subdivision (b) shall annually report to the department, in a form and manner specified by the department, all of the following:

(1) The characteristics of pupils enrolled in the program.

(2) Academic and other support services provided through the program.

(3) Academic and other outcomes for pupils enrolled in the program.

(4) The financing for the program, including any other local, state, federal, or nongovernmental funding sources used.

(Added by Stats. 2022, Ch. 483, Sec. 2. (AB 1777) Effective January 1, 2023.)