

# Migrant Education Plan

Fallbrook Union Elementary School District

July 1, 2020 - June 30, 2021

## Section 1: General Information & Funding Allocations

Short Description:	<input type="text" value="Fallbrook Union Elementary School District"/>	Who is the subgrantee contact?	
Subgrantee Type:	<input type="text" value="District with a DSA"/>	Name:	<input type="text" value="Lea Curcio"/>
Region:	<input type="text" value="9 - San Diego County Office of Education"/>	Title:	<input type="text" value="Director of Curriculum &amp; Instruction"/>
County:	<input type="text" value="San Diego"/>	Phone:	<input type="text" value="(760) 731-5417"/>
District:	<input type="text" value="Fallbrook Union Elementary"/>	Fax:	<input type="text"/>
		Email:	<input type="text" value="lcurcio@fuesd.org"/>

	Estimated
Performance Period Allocation (85%):	<input type="text" value="\$ 376,851"/>
Carryover:	<input type="text" value="\$ 0"/>
Student Leadership:	<input type="text" value="\$ 0"/>
School Readiness Amount:	<input type="text" value="\$ 0"/>
Family Biliteracy Grant Extension:	<input type="text" value="\$ 0"/>
Speech and Debate:	<input type="text" value="\$ 0"/>
Regional Parent Conference:	<input type="text" value="\$ 0"/>
Other:	<input type="text" value="\$ 0"/>
	<input type="text" value="\$ 376,851"/>

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Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Fallbrook Union Elementary	DSA	\$376,851	86	688	774
		Pre	0	0	0
		K	12	76	88
		1	9	60	69
		2	14	62	76
		3	7	63	70
		4	12	51	63
		5	9	58	67
		6	5	50	55
		7	6	61	67
		8	12	68	80
		9	0	0	0
		10	0	0	0
		11	0	0	0
		12	0	0	0
		Out of School Youth	0	0	0
		Ungraded	0	0	0

## Section 4: Program Overview

### Base Program Description

If you are a district, you will provide a detailed description of the general funded strategies, programs, services and curriculum that will be used to address the needs of all students, not only pertaining to migratory students. If you are a Region, you will summarize the base programs for each of your DSAs/MOUs. Provide no more than 35 sentences per DSA/MOU. If your districts offer similar services, you may provide a general summary and name of the districts that are similar, as appropriate.

District has quality adopted materials for ELA, Math, Science, and Social Studies. Our Core programs include social-emotional classroom instruction via school counselors. Our base program is driven by highly effective and innovative teachers. Teaching is a hallmark of the District's instructional program. All teachers are trained in a research-based instructional framework, with specific training to meet the academic needs of English learners. All teachers have participated in professional learning specific to the academic standards they teach. Full-time, site-based instructional coaches (TOSAs) have been instrumental in supporting the instructional shifts, improvements, and job-embedded professional development. The focus of job-embedded coaching is the districts common instructional framework, the implementation of differentiated instruction strategies, EL strategies, and STEM. FUESD continues to partner with the University of California, Irvine Math Project to provide conceptual math expertise for teachers and to develop and implement standards-aligned, engaging math units of study. All K-6 and K-8 schools have Innovation Labs to support STEM education, and students in Grades 3-8 have 1:1 mobile technology (Chromebooks). Close partnerships with local colleges and universities, including Palomar College, California State University, San Marcos and the University of San Diego provide all students with authentic and engaging interactions with college students and faculty, and to collaborate with our staff to support dual language immersion and STEM. CSUSM has an on-site cohort located at Maie Ellis Elementary School.

### Base Professional Development Description

If you are a District, you will provide a detailed description of all General Funded professional development (PD) activities that will be offered during the grant application fiscal year to all staff, not only pertaining to migrant staff. If you are a Region, you will summarize the PD activities for each District. Provide no more than 35 sentences per DSA/MOU.

FUESD provides research-based professional learning to support the effective implementation of standards-based curricula, instruction, and assessment. All teachers will continue to be supported in their effective discernment in applying the District's instructional framework which encompasses: Direct Interactive Instruction (DII), the 5 Es (Engage, Explore, Explain, Elaborate and Evaluate) Model of Instruction and Project Based Learning (PBL). Our district has full-time Teachers on Special Assignment (TOSAs) whose focus is to provide job-embedded coaching and direct teaching in Science, Technology, Engineering and Mathematics (STEM), as well as distance learning strategies. The TOSAs co-plan and co-teach hands-on, conceptual lessons in Mathematics and Science in Innovation Labs at all K-6 and K-8 schools and will support teachers with distance learning instructional strategies. Next Generation Science Standards (NGSS) units will be implemented with STEM TOSA support and with FOSS curricula in Grades K-6. All Science units in Grades K-8 are NGSS aligned and integrate literacy. All teachers are supported in their implementation of new supplemental curriculum, Lingual Learning, to teach English Language Development (ELD). All teachers have attended standards-based training in California State Standards Mathematics and English Language Arts, and use of an online planning tool, LessonEer. In the 20-21 school, FUESD will continue an EL Leadership partnership with SDCOE to support a focus on oracy and academic language/discourse in our classrooms and integrated/designated ELD. The district continues to partner with Discovery Education/STEMformation, to support our efforts to redesign teaching and learning with a systematic, comprehensive approach for creating and implementing personalized and inquiry-based STEM classrooms that integrate literacy and mathematics. Every school site developed site-specific professional growth plans that are aligned with the FUESD Blueprint for Student Success 3.0. Weekly teachers participate in a shortened school day devoted to structured teacher collaboration and planning. All teachers and classified staff have been trained in the District's student and adult leadership initiative, The Leader in Me, based on Stephen Covey's work in developing the "7 Habits of Highly Effective People." Staff members attend training outside of the district facilitated by highly trained and respected professional educators to support the effective implementation of instructional initiatives. During the 2019-20 school year staff attended professional development in the areas of STEM unit integration with literacy and writing, Language Practices and implementation of Oracy, and Strategic Learning Practices for Elevating Achievement, which will continue in 20-21. All teachers are required to attend a minimum of 30 hours of professional development each year and FUESD will include a new focus of distance learning, cultural competency and equity in 20-21.

### Health and Well-being Supports

If you are a District, you will provide a detailed description of all General Funded support services for students that will be offered during the grant application fiscal year. If you are a Region, you will summarize the Health and Well-being Supports for each district. Provide no more than 35 sentences per DSA/MOU.

FUESD has a strong collaboration with the North Inland Community Prevention Program (NICPP) who administers the San Diego County Alcohol and Drug contract for the FUESD area. NICPP and the district collaborate on community needs assessments to pinpoint community concerns, Red Ribbon Week activities, media literacy and advocacy, and youth development. FUESD also collaborates with Fallbrook Healthcare District where they have participated in the planning and implementation of a community-wide health fair. Efforts are also coordinated with the CATCH group

(Community Access to Child Health) and the Fallbrook Family Health Center to strengthen the district's ability to access and reach a large portion of the minority community.

To promote healthy habits, eating and fitness, FUESD has partnered with San Diego County Health and Human Services to provide healthy eating instruction to families and students, and have promoted physical fitness through community events.

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### Private School Collaboration

If you are a District, you will provide a detailed description of how the District consults with private schools for migrant education program needs, where applicable. If you are a Region, you will summarize the private school collaboration for each district. If it is the same across all DSAs/MOUs, just state that all DSAs/MOUs provide the same service and state the service.

FUESD has an ongoing partnerships with participating private schools and annually reaches out to private schools in the area to facilitate collaboration. FUESD assures that it has developed its application through timely and meaningful consultation with local private school via the guidelines provided by California Department of Education and US Department of Education. Annually, the district communicates in writing to local private schools regarding services available to eligible and identified migrant students.

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### Parent Involvement / Family Engagement

The district will provide a detailed description of how general funded programs will work with parents to improve student learning and describe who, how, and when parents will be informed about programs. If you are a Region, provide a summary for each district. Provide no more than 35 sentences per DSA/MOU.

FUESD provides parents with a variety of opportunities to participate and engage in a partnerships with both their school sites and at the district level. Annually, the District Parent and Family Engagement Plan is shared and published. Information and training in English and Spanish regarding a variety of topics are shared via Parent Advisory Council Meetings, workshops, and other district parent meetings, such as ELAC, DELAC, PTSA, SSC, and site Coffee and Conversations. Parent input on topics is elicited at Migrant parent events and PAC meetings in March and September each year. Topics such as, California New State Standards, interpreting student test results, standards-based report cards, the US School System, available programs and interventions, and the importance of participation in school activities including parent conferences are covered. Examples of parent involvement and family engagement are parent university offered by school sites, Family Education Nights, Cyber Citizen/ Instructional Technology Nights, Parent Training Sessions (such as PIQE or Mano a Mano contracted services), English Classes to support parent participation, and Parent Student Learning Together Nights.

FUESD continues to support effective strategies for communicating with parents by ensuring that all school communications are published in English and Spanish (if needed), use of an automated messaging system for calls, emails, and texts, offering staggered times for parent meetings, education and training classes both mornings and evening, and all schools providing newsletters in English and Spanish (if needed), social media communications, and all schools maintain current school website.

The FUESD maintains Governing Board policy and Administrative Regulations regarding parent and family engagement, school to home communications, and parental rights.

Parent Communication Plan: Describe who, how, and when parents will be informed about all programs for migrant students. Describe who, how, and when parents will be informed about all services for migrant parents (e.g., health workshops, school readiness services, and parent and family engagement services).

FUESD Migrant Education Staff supports parent communication of our District Service Agreement and services (Instructional, Parent & Family Engagement, Health, School Readiness) by:

- Sharing outlined programs and services offered at annual needs assessment meetings June-August (individually via the MEPA)
- Sending out a Spanish/English FUESD Service Brochure to all FUESD Migrant Families in September outlining all planned services for the year (mailing by MEPAs)
- Announcing and reviewing all services offered in the DSA at the May - End of Year PAC meeting and the September PAC meeting - kicking off the school year (MEPAs and Migrant Supervisor)
- Individualized phone calls and invites by the MEPAs to support services sign ups, workshops, and family events (MEPAs, ongoing through out the year)
- Invitations and permission slips sent home via the school site staff for student instructional programs (School Site Administration, Staff, and Migrant Education Teachers)
- All School Readiness services are supported and communicated to families via MEPAs and Regional Migrant Preschool Teachers

These regular and on-going communications through out our service year, inform parents of the FUESD Migrant Services Plan. The information given is current and creates an opportunity for reciprocal individualized family

communication.

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### Program Coordination

The district will provide a detailed description of how its MEP will coordinate with other programs including, but not limited to, Title I, Part A; Title II; Title III; Title VI; pre-K programs (e.g., Head Start, Reading First, etc.), Homeless education, etc. (be specific). If you are a Region, provide a detailed description of how you coordinate with other programs at the county level.

FUESD Migrant Ed program is overseen by the Director of Curriculum of Instruction and the Supervisor of State and Federal Programs. The Director of Curriculum and Instruction oversees all categorical programs, private school participation, and the district's California State Preschool Program allowing for the coordination of programs and services. The coordination of services ensures that services are layered appropriately to support students with supplemental services.

## Section 5: Regular School Year

### 1. Literacy Enhancement Program

Provide an overview [description](#) of your service/allowable activity.

Literacy Enrichment will be provided before or after school during the school year to support the TK-8 grade migrant students who need additional instruction in the CA ELA/ELD standards.

In addition to the supplemental literacy enrichment. All migrant education students will receive books for use at home to support reading engagement and practice at home.

Students participating in the literacy enrichment will participate in a culminating enrichment experience allowing them to apply the knowledge in a real world setting, such as reading and comparing information from two informational texts found in the brochures, signage, and information booths at a local museum, zoo, or other enrichment experience setting, such as a pop up museum (if social distancing and groups size continues to be limited), on one day between 11/23-11/25 when school is not in session.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

These services will be provided at the following school sites, with flexibility for qualified Migrant Education student from any school site to go to any site that offers a class that meets their needs (academic area of need, transportation, or time): La Paloma Elementary, Fallbrook STEM Academy, Maie Ellis Elementary, Live Oak Elementary, William H. Fraizer, Potter Jr. High School

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

The 2019 CAASPP data shows that 66.5% of migrant students enrolled in the district in grades 3rd-8th did not meet achievement standard in English Language Arts. This highlights a need to provide literacy support in early grades and additional instruction in upper grades to strengthen reading fundamental skills. The Literacy Enhancement Program will target K-8 students.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students will receive intense and purposeful instruction in reading skills that include decoding and reading comprehension during a 30-hour program (1.5 hour a day). This service will be offered at different sites: Fallbrook STEM Academy, Maie Ellis School, La Paloma School, Live Oak School, and Potter Jr. High.

Student/teacher ratio:

The student/teacher ratio will not exceed 20:1.

**Instructional strategies:**

Close reading strategies, along with Nancy Fetzer methodology, will be used to help with reading. In addition, to support EL students, SDAIE and structure language practices will be used as needed to complement a rich print environment.

Student grouping method:

Students will be grouped in small, flexible groups that will allow for both ability grouping and peer support to strategically focus on direct needs of the students in the class.

How instruction will be **differentiated**:

Literacy classes will focus on literacy skills to enhance reading levels, including fluency. Students will participate in teacher-led activities that will support reading comprehension and reading fluency. Teacher will differentiate instruction by working in small groups, providing individual support, and targeting specific areas of weakness with students.

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

Students will use a variety of book genres, online curriculum/apps, vocabulary routines, and direct instruction systematic phonics materials to support decoding practice and strengthen comprehension/vocabulary.

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

## English Language Arts

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



- Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

English Language Development

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

Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

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

Selected Reading Books from Accelerated Reader/ /District Adopted Curriculum. Other district support supplemental researched-based curriculum such as Phonics for Reading and Ready Common Core may be used to support these services.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will participate in 2 hours of staff development that will address the components, expectations, and goals of this program to better support the academic needs of students. This training/staff development day will review Nancy Fetzer strategies, SDAIE, structured language practices strategies, and TPR. The professional development is tentatively scheduled for August or September of 2020.

What dates approximately will the staff development take place?

Date
08/2020

Service/Allowable Activity Evaluation Plan

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

The effectiveness of literacy enrichment will be evaluated based on the increased score on quantitative measures as well as teacher reflection on individual student growth. Feedback from both staff and parents will be considered.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	By the end of the 30 hours of instruction, students will read a minimum of 5 additional words per minute as measured by pre and post assessments or will have made gains using the San Diego Quick/ or BPST.

Local Qualitative Measures and Performance Targets

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0

Grade	PFS	Non-PFS	Total
K	3	15	18
1	9	21	30
2	6	15	21
3	7	26	33
4	5	15	20
5	5	20	25
6	5	21	26
7	5	10	15
8	5	10	15
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	50	153	203

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	103	09/01/2020 - 12/18/2020	20	90	1,800
K - 8	100	01/04/2021 - 04/30/2021	20	90	1,800
K - 8	150	11/23/2020 - 11/25/2020	1	480	480

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
LEP Teacher	Certificated	8	0.03

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Support Assistant Services	Classified	2	0.07
Migrant Ed Program Advocate (MEPA) Paid by Region	Classified	1	0.05

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	8 teachers (4 teachers in each session) to run LEP at 5 different sites X \$42.83 per hour X 30 hours plus 8 hours per teacher for educational experience	\$13,021
1100 Teachers	Professional Development Hourly rate for Literacy strategies and best practice for Migrant Education students. \$42.83 an hour x 2 hours x 8 teachers	\$686
2100 Instructional Aides	7% of MCSAS salary	\$4,158
3000 Employee Benefits	30% Benefits for 8 LEP Teachers	\$3,907

Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	30% Benefits for MCSAS	\$1,557
4300 Materials & Supplies	Materials needed to enhance LEP at 5 different sites; instructional supplies and workbooks to be purchased for students (203 students = \$1,500)	\$1,500
4300 Materials & Supplies	2 consumable books per year for every migrant education student along with a reading practice log for home.	\$1,650
4700 Food	Snacks for students that participate in LEP at 4 different sites (203 students X 30 sessions) will be at no cost to Migrant, as we will layer snack from other categorical school day lunch programs	\$0
4700 Food	Meals for the educational experience trip for up to 203 students @ \$3 (snack, water, and lunch).	\$610
5800 Prof/Cons/Serv & Operating Exp.	Transportation & admission cost for an eight hour culminating event to museum, zoo, park for real world application and career introduction experience for up to 150 students who participated in 25 hours the enrichment classes. Transportation \$1,200 Admissions 2,000	\$3,200
Total:		\$30,289

## 2. Writing Enhancement Program

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

Writing enhancement will be offered to our 2nd-8th grade students to support the bridge to literacy and language.

In addition, to support writing at home every migrant education student K-8th will receive a writing composition book, pencil, and will be encouraged to keep a journal at home to engage students in writing.

Students participating in the writing enrichment will participate in a culminating enrichment experience allowing them to apply the knowledge in a real world setting, such as comparing informational texts found on signage, in brochures or at information booths and writing about information gathered at a local museum, zoo, or other enrichment experience setting, on one day for 8 hours when school is not in session either between 11/23-11/25 or 2/15-2/17.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

These services will be provided at the following school sites, with flexibility for qualified Migrant Education student from any school site to go to any site that offers a class that meets their needs (academic area of need, transportation, or time): La Paloma Elementary, Fallbrook STEM Academy, Maie Ellis Elementary, Live Oak Elementary, William H. Fraizer, Potter Jr. High School

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

The 2018-19 CAASPP data shows that 66.5% of migrant students enrolled in the district in grades 3rd-8th did not meet achievement standard in English Language Arts. This highlights the need to support migrant students in writing (Grades 2nd to 6th). The Writing Enhancement Program would supplement the district's core programs and

will use same writing assessments to measure progress.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Sixty students from 4 different sites (Live Oak, Maie Ellis, Fallbrook Stem Academy, Potter Jr. High School) will be recruited to participate in a 30 hour, one hour a day, twice a week program focusing on writing. Students will improve their writing skills through the implementation of direct instruction to support this area. Students in grades 2nd-8th will focus on writing organization skills, grammar, and writing to different audience.

Student/teacher ratio:

The student/teacher ration will not exceed 20: 1.

**Instructional strategies:**

Teachers will implement strategies from the WRITE Institute, Nancy Fetzer strategies, and other district adopted strategies.

Student grouping method:

Students will participate in whole group instruction, as well as small group instruction and on an individual case as needed.

How instruction will be **differentiated**:

Students will be grouped based on ability and in small groups. Students will receive small group instruction and, when appropriate, individual support.

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

Integrated ELD and a pairing of How the Language Works: Part 2 of ELD Standards will support the writing instruction. As well as, topics and activities that support cultural competency and self pride will be embedded in instruction.

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

### English Language Arts

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

### English Language Development

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

**Student Engagement**

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

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

District adopted curriculum (Treasures)/ Write Institute/Nancy Fetzer

**Service/Allowable Activity Staff Development**

What are the specific staff development activities?

Writing Enhancement Program: Teachers will participate in 2 hours of staff development that will address the components, expectations, and goals of this program to better support the academic needs of students. This training/staff development day is tentatively scheduled for August - September 2020.

What dates approximately will the staff development take place?

Date
09/2020

**Service/Allowable Activity Evaluation Plan**

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

Writing rubrics along with writing samples will be used to evaluate the plan. Migrant students will improved their overall writing organizations in the areas of grammar usage, organization/topic content, and elaboration.

**Local Quantitative Measures and Performance Targets**

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Migrant students' writing skills will increase by a minimum of a 1-point increase using a writing rubric, as demonstrated by pre and post assessments.

**Local Qualitative Measures and Performance Targets**

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	13	5	18
3	7	5	12
4	5	5	10
5	5	10	15

Grade	PFS	Non-PFS	Total
6	5	16	21
7	5	10	15
8	5	10	15
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	45	61	106

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
2 - 8	60	09/01/2020 - 12/18/2020	20	90	1,800
2 - 8	45	01/04/2021 - 04/30/2021	20	90	1,800
2 - 8	75	02/15/2021 - 02/17/2021	1	480	480

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Writing Enhancement Prog. Teacher	Certificated	4	0.03

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

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

Title	Classification	Number of	
		Staff	FTE
MCSAS/MEP	Classified	2	0.07

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	4 WEP Teachers (2 teacher in Fall & 2 teachers in Winter/Spring) X \$42.83 X 30 hours plus 8 hours per teacher for the educational enrichment.	\$6,511
1100 Teachers	2 hours for PD focused on writing and best practices for Migrant Education Students will be provided at the hourly PD rate of \$42.83.	\$343
2100 Instructional Aides	.07 MCSAS/MEPAs will provide direct support to WEP teacher and students, including small group instructional services and ensuring nutrition is provided	\$4,158
3000 Employee Benefits	30% Benefits for WEP Teachers	\$2,057
3000 Employee Benefits	7% of the MCSAS/MEPA benefits	\$1,557
4300 Materials & Supplies	Writing journals for WEP students 105 X \$5, pencils and highlighters \$525 Additional expository text to support writing \$500	\$1,025
4300 Materials & Supplies	Provide a writing journal to each k-8th grade student for home use.	\$1,725
4700 Food	Snacks for students that participate in LEP at 3 different sites (60 students X 30 sessions) will be provided, but at no additional to Migrant Education. Funding will be provided via CNS.	\$0

Object Code	Description & Itemization of costs	Amount
4700 Food	Meal for educational enrichment trip for up to 105 students (snack, water, and lunch) @ \$3.	\$ 315
5800 Prof/Cons/Serv & Operating Exp.	Transportation & admission cost for an eight hour culminating event to museum, zoo, park for real world application and career introduction experience for up to 105 students who participated in 25 hours the enrichment classes either in the Fall or Winter. Transportation \$1,200 Admissions \$1,000	\$2,200
Total:		\$19,891



### 3. Math Enhancement Program

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

Math enrichment classes will be offered before and/or after school, K-8th grade to provide support to K-3 students in need of foundational math skill support, as well as 4-8th graders that are struggling in current math classes. This class will focus on the language demands of mathematics, such as academic vocabulary and how to explain mathematical thinking. ELD will be integrated with a focus on oracy and the use of academic vocabulary to explain and reason mathematics.

Students participating in the math enrichment will participate in a culminating enrichment experience allowing them to apply the knowledge in a real world setting, such as using math to understand distance, locations, mathematical comparisons in reading and other applications found in inform provided at the location such as signage, brochures, and informational booths. Understanding information at a local museum, zoo, or other enrichment experience setting, or pop up museum (if social distancing is still in place), on one day in eight hours either between 2/15-2/17 or 3/29-4/1.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

These services will be provided at the following school sites, with flexibility for qualified Migrant Education student from any school site to go to any site that offers a class that meets their needs (academic area of need, transportation, or time): La Paloma Elementary, Fallbrook STEM Academy, Maie Ellis Elementary, Live Oak Elementary, William H. Fraizer, Potter Jr. High School

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

According to CAASPP results, approximately 74% of FUESD migrant students scored at Not Met or Nearly Met in

the math section of the test in 3rd - 8th grade. This highlights the need to support migrant students in math.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

6 classes (156 students) will be recruited to attend a 30-hour math program (1 to 1.5 hours a day) along with an 8 hour educational experience to receive targeted instruction in identified math skills. Students will improve in basic computation and increase their understanding in specific skills to improve in math word problems.

The will focus on appropriate grade level standards and skills, using language to deepen math reasoning and communication.

Student/teacher ratio:

The student/teacher ration will not exceed 26:1.

**Instructional strategies:**

Teachers will use hands-on material and manipulatives to enhance lessons and activities. Students will be grouped strategically to support each other. Teachers will provide additional small group and/or individual support as needed.

Student grouping method:

Students will be grouped in small groups and when needed, instruction will be provided individually.

How instruction will be **differentiated:**

Teacher will evaluate pre-tests to target specific areas of improvement. Students will be provided support via small group instruction, on an individual case, and through collaborative work.

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

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

## Mathematics

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

## English Language Development

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

## Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).

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

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

District adopted curriculum will be used to guide instruction, along with district approved supplemental intervention program materials.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will participate in 2 hours of staff development that will address the components, expectations, and goals of this program to better support the academic needs of students. Teachers will receive training on successful strategies to help improve migrant students' math skills. This training/staff development day is tentatively scheduled for early September 2020.

What dates approximately will the staff development take place?

Date
09/2020

Service/Allowable Activity Evaluation Plan

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

Students will demonstrate improvement in their grade level targeted foundational math concepts (+/- fluency, place value, number operations) and in grades 5th-8th will focus on OA, NS, and EE standards and skills that support these mathematical topics.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Eighty five percent of students that attend a minimum of 80% of the time, and will show a minimum of 10% increase in their teacher created pre and post test.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	3	10	13
1	9	10	19
2	7	10	17
3	7	10	17
4	11	5	16
5	9	10	19
6	5	12	17
7	6	13	19
8	12	7	19
9	0	0	0

Grade	PFS	Non-PFS	Total
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	69	87	156

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	78	09/01/2020 - 12/18/2020	20	90	1,800
K - 8	78	01/04/2021 - 04/30/2021	20	90	1,800
K - 8	94	03/29/2021 - 04/01/2021	1	480	480

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Math Enhancement Program Teacher	Certificated	6	0.03

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Support Assistant Services	Classified	2	0.07

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	6 Math Enhancement Program Teachers (split into 2 cohorts of 3 Fall & Winter/Spring) X \$42.83 X 38 hours	\$9,766
1100 Teachers	Professional development at the hourly rate of \$42.83 for 2 hours each participating MEP.	\$514
2100 Instructional Aides	7% of MCSAS salary	\$4,158
3000 Employee Benefits	30% Benefits for MEP Teachers	\$2,930
3000 Employee Benefits	7% of MCSAS benefits	\$1,557
4300 Materials & Supplies	Supplemental supplies for students participating in Math program	\$800
4700 Food	Snacks for students attending Math Enhancement Program will be provided by a coordinating CNS services.	\$0
4700 Food	Lunch and snack for educational enrichment @ \$3 per student	\$468
5800 Prof/Cons/Serv & Operating Exp.	Transportation & admission cost for an eight hour culminating event to museum, zoo, park for real world application and career introduction experience for up to 94 students who participated in 25 hours the enrichment classes, may either attend in 11/2020 or 3/2021. Transportation \$1,200 Admissions \$1,560	\$2,760
Total:		\$22,953

#### 4. Writing through STEAM

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

Writing through STEAM will be a K-8th grade 30-40 hours educational experiences linking STEAM topics to the direct instruction of the three writing genres - narrative, expository, and opinion/argument. This course of study will be offered in the evenings and will target students who are not able to attend services directly following school dismissal. As well as, as an afterschool enrichment program for Migrant Education Students who are identified as level 1/L2 language proficiency and who are new to US schools within the last two years.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
  - Before School
  - Saturday
  - Other:
- Evenings

Where would the service/allowable activity be provided?

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

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

This is open to all student in the Migrant Education Program district wide, including participating private school students, this will be held centrally at Maie Ellis.

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

85% of FUESD Migrant 3rd-8th grade Students were considered nearly met or not met in the Writing claim of the CAASPP ELA in 18-19. Showing a need to improve students ability to communicate in writing.

On the 18-19 Summative ELPAC, FUESD Migrant Students showed only 9% of students at a level 4 in the written language domain. Showing 83% of our students at the beginning to somewhat/moderate levels in the Writing performance domain K-8th grade.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Writing genre that supports the STEAM Topic, directly addressing the components of Claim, Reasoning, and Evidence model. There will be a focus on sentence structure and word order, communicating clearly and concisely. Building on basic writing skills and focused on how the language works ELD standards. Evening classes and afterschool options will be made available for our students.

Student/teacher ratio:

the teacher to student ratio is 1:15 students

Instructional strategies:

Teachers will be setting up hands-on projects using read aloud, other media, and inquiry/questioning strategies to support writing instruction.

Student grouping method:

Small group

How instruction will be differentiated:

Students will be leveled in like grade level spans, work and projects will be based on individual students skills and rubrics will be shared prior so students can have a voice in the area they might need individuals over the shoulder writing conferences. Oral language opportunities along with language level scaffolds will be used to support varied levels of English Learners.

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

Students' strengths and interests will be used to instill self-worth and value.

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

English Language Arts

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

English Language Development

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

Student Engagement

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

- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

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

Using FUESD NGSS Instructional Segment units and topics integrated with language arts, students will participate in direct instruction tied to a make and take it writing project. Expository texts will be tied to writing genre appropriate for the NGSS Unit Topic.

**Service/Allowable Activity Staff Development**

What are the specific staff development activities?

In September of 2020, professional development will be provided using the Claim, Reasoning, Evidence model provided through CA NGSS, Write Institute materials, and Nancy Fetzer Writing to support students with writing about Science, Technology, Engineering, Art, and Math integrated topics and projects. This training will be an additional 2 hours of writing professional development to prepare migrant employees with appropriate writing instructional strategies and lesson plan development.

What dates approximately will the staff development take place?

Date
09/2020

**Service/Allowable Activity Evaluation Plan**

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

Each session will have a required written product to support the STEAM learning. This product will show evidence of content and topic learning as well as writing skills.

**Local Quantitative Measures and Performance Targets**

Local Quantitative Measure	Local Performance Target

**Local Qualitative Measures and Performance Targets**

Local Qualitative Measure	Local Performance Target
Pre and Post Assessment	Using a teacher created rubric projects and writing will be measured in a pre and post every 3 projects.

**Service/Allowable Activity Migrant Students Served**

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	3	10	13
K	4	10	14
1	3	10	13
2	3	10	13
3	3	14	17
4	3	15	18
5	3	15	18
6	3	15	18
7	3	10	13

Grade	PFS	Non-PFS	Total
8	3	10	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
Total	31	119	150

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	121	09/01/2020 - 05/28/2021	19	120	2,280
3 - 8	29	01/04/2021 - 04/30/2021	20	90	1,800

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	9	0.03

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Support MCSSA	Classified	2	0.10
Instructional Assistant	Classified	2	0.05
State/Federal Supervisor	Classified Management	1	0.09

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	4 Teachers x 6 Evening Events x 2 hours \$42.83 hour to provide STEAM Writing Instruction	\$2,056
1100 Teachers	3 Teachers x 13 Evening Events x 2 hours @ \$42.83 to provide STEAM Writing Instruction	\$3,341
1100 Teachers	2 Teachers x 3 hours weekly x for 10 weeks after school @ \$42.83 hourly rate.	\$2,570
1100 Teachers	9 teachers to receive 3 hours of Professional Development @ \$42.83 an hour in writing and in integrated ELD to support STEAM Writing.	\$1,157
2100 Instructional Aides	Classified assistant to provide instructional support in K-2 grade over 19 evening session. Not to exceed the instructional rate of \$25 an hour.	\$950
2100 Instructional Aides	MEPA/MCSSA/Program Salaries	\$4,158
2200 Support Services Salaries	% of State and Federal Supervisor Salary to provide direct support and instruction to both students/parents at evening events including providing information. This is not coordination of services or supervision.	\$2,529
3000 Employee Benefits	Teacher Employee Benefits is 30%	\$2,738
3000 Employee Benefits	30 % Instructional Assistant/MEPA/MSCSA Benefits	\$1,842
3000 Employee Benefits	30% of State/Federal Supervisors benefits.	\$1,085



Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	STEAM Materials and Supplies for Evening Classes and after school class \$2,200 (\$200 for the after-school)	\$2,500
Total:		\$24,926

## 5. Speech and Debate

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

The speech and debate program will provide twenty 7th and 8th graders and opportunity to integrated their reading, writing, listening, and speaking skills in real-world, career and college readiness experience.

Begin speech will be offered to 3rd-6th grade elementary students focused on ELD standards.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The majority of migrant students (66.5%) in grades 3rd through 8th are performing below standard in English Language Arts as measured by the 2018-19 CAASPP results (Overall).

Areas of need according to CAASPP results and stakeholder input:

In addition, observational data suggests that most students struggle to find their voice in their own lives. Preparation of speeches as well as the required extemporaneous speeches (being given only a few minutes to prepare a speech) helps our students understand and utilize strategies to express their opinions, give credibility to their stances, and refute opposing ideologies in a respectful, yet powerful, way.

Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students will participate in a weekly Speech and Debate Program at PJHS and at Maie Ellis for 30 sessions of approximately 60 minutes each starting October 2020 through March 2021. 1 Certificated teacher (coach) will be leading and delivering the instruction as they guide students through the speech and debate formats. The two sites that include speech/debate teams.

Students will be actively engaged in reading, inquiry, and writing using informational and persuasive texts on a

variety of topical and societal issues. Students' analytical, oral and presentation skills will be developed through the use of the Speech and Debate model. Students will follow a writing and speech rubric to adhere to proper speech and debate guidelines. Speech and Debate rubrics from Migrant Education's Speech and Debate State Tournament manual will be utilized.

For middle school students, participation in the Region IX and Migrant Education State Speech and Debate Tournament will be culminating activities for qualifying students to showcase oratory skills developed and increase public speaking confidence.

Student/teacher ratio:

The student/teacher ration will not exceed 20 to 1 in any grade.

Instructional strategies:

The use of the writing process (pre-writing, rough draft, revise, edit, & final draft) and graphic organizers will be utilized to prepare written texts and speeches that students will deliver in class and tournaments. Students will conduct research under the guidance and instruction of a teacher using credible online sources to support their topics for speech or debate. Various genres (informational, persuasive, opinion, etc ) texts will be utilized for reading and writing by students.

Student will receive direct instruction and guided practice from a certificated teacher at all stages of the writing process as well as in oratory skills, and use of counter arguments to strengthen their speech and/or debate positions. Small group and individualized instruction will also be utilized with the support of tutors and MEPA's for primary language support and lesson re-enforcement.

Student grouping method:

Students will be grouped into debate and speech teams. In addition, smaller instructional groups based on students' needs and language proficiency will be made to focus on specific skills or concepts needing to be reinforced or re-taught.

How instruction will be differentiated:

Differentiated instruction based on student needs, language proficiency levels, and assessments will be provided by teacher in small skills groups. In addition, when needed, primary language support will be provided to reinforce skills as needed. In addition, one-on-one instruction will be provided by the teacher for students needing specific and tailored instruction to build writing and presentation skills or need special attention or re-teaching.

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

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

English Language Arts

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

English Language Development

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

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

A Speech and Debate strategies, resources and rubrics from Migrant Ed's Speech and Debate Manual as well as from local teacher will be utilized. All sessions to be prepared from topics selected for research that allow students to build knowledge, voice, and academic skills, as well as enhance self-esteem and confidence, promote self-discipline and build literacy. The writing process will be taught to students prior to preparation of their speeches.

For elementary speech, we will be using the Speech and Debate unit from Lingual Learning.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will participate in 1 hour of staff development that will address the components, expectations, and goals of this program to better support the academic needs of students. Teachers will receive training on successful strategies to help improve migrant students' oral language and communication skills. This training/staff development day is tentatively scheduled for early September 2020.

Topics to be covered:

- Orientation to standardized regional guidelines, templates and resources, including use of video, to support writing and oratory instruction.
- Use of Speech and Debate graphic organizers to support optimal student learning in the areas of research, writing and development of oratory skills in the Speech and Debate context.
- Overview and use of writing and speech/debate rubrics for student assessments.
- Review Speech and Debate protocols and format to adhere to State Tournament guide lines and requirements.
- Cultural competency: Activities and strategies will be covered to increase teachers and MEP staff's understanding of students' diverse values, beliefs, and behaviors in order to customize instruction to meet the students' social, cultural, and linguistic needs.
- Lingual learning materials will be reviewed.

What dates approximately will the staff development take place?

Date
09/2020

Service/Allowable Activity Evaluation Plan

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

**Language Arts/ English Language Development:** Migrant students will increase literacy and oratory skills as well as build self-awareness of their unique skills and contributions through speech and debate learning activities, performances, and competitions.

**Life Skills:** Migrant students will understand and utilize strategies to express their opinions, give credibility to their arguments, and refute opposing ideologies in a respectful manner through public speaking and debate. This will enhance students' self-confidence and self-worth through the participation in the Speech and Debate program.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	<p>Students ability to debate a topic will be measured using CDE's Speech and Debate rubrics.</p> <p>Pre and post writing as well as speech and debate rubrics will be utilized as per MEP State Tournament Manual to measure student growth for this program. Teacher will administer rubrics and will be responsible for pre and post assessments.</p> <p>Performance Target: By May 15, 2020, 80% of students with a minimum of 80% attendance will increase by 1 level on the writing and/or speech rubric as measured by teacher administered pre/post rubrics.</p>

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	5	5
4	0	8	8
5	0	7	7
6	5	10	15
7	6	4	10
8	12	3	15
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
<b>Total</b>	<b>23</b>	<b>37</b>	<b>60</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8	25	09/28/2020 - 03/19/2021	30	60	1,800
3 - 6	35	10/12/2020 - 03/19/2021	30	60	1,800
7 - 8	25	03/13/2021	1	600	600

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	2	0.02

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Service Assistant Support	Classified	2	0.07

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	Teacher to lead sessions (3 teacher X 30 sessions @ 1 hour X \$42.83)	\$3,855
1100 Teachers	Cost for coaches professional development, planning time, and speech competition time at hourly rate for PD, co-curricular/planning rate of \$42.83 Not to exceed 10 hours.	\$857
2100 Instructional Aides	7% of MCSAS	\$4,158
3000 Employee Benefits	30% Benefits for teacher leading sessions and the coach at the competition	\$1,414
3000 Employee Benefits	7% of MCSAS benefits	\$1,557
4300 Materials & Supplies	Materials to support instruction, student topic research, such as books or journals to record learnings.	\$200
4700 Food	Snacks for students (10 students X 30 sessions are free due to partnership with CNS, snacks and water for competition day at \$2 a student)	\$20
Total:		\$12,061

## 6. Leadership Development

Provide an overview [description](#) of your service/allowable activity.

Our middle school leadership development class will recruit up to 70- 7th and 8th grade migrant education students in the Spring of 2021, for 5- weeks 2- 1.5 hour sessions. Leadership development will focus on student engagement, specifically in the area of self and cultural pride, that address their personal strengths and how to leverage them when making future choices and developing as a communicator and problem solver.

In addition, up to 20 migrant students who participate in the leadership development sessions will be invited to attend a weekend leadership camp where they have an opportunity to apply there learning in a new setting, participate in an outdoor education, leadership experience, that focuses on smart choices and alternatives to drugs, alcohol, and tobacco.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Weekend Camp

Where would the service/allowable activity be provided?

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

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

Potter Jr. High School

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

Students with migratory lives face unique social challenges. Students have to continually evolve and adapt to new settings and peers in a time with constant changes in trends and issues affecting youth. Many students self-report lack of connection to the school culture and need help to learn how to advocate for themselves and build personal strengths to succeed by making positive choices.

Young students need support and guidance to learn how to be in ongoing, mutually beneficial, caring relationships, which strengthen their resiliency to challenges in life.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students will participate in ten leadership development sessions.

**Strengths Finder & Thrively:** 50 middle school students will complete the Strengths Finder talent assessment during the 1st week of sessions. Over the course of the remaining sessions, students will access their Thrively profiles and they will use results from both assessments to understand their unique talents via fun and interactive activities to help them learn what makes them unique. Student learn how their talents help them excel at some things and struggle at others. They will study their unique traits and have support in applying the to future careers and goals.

**Spring Jam - Middle School Leadership Conference:** Spring Jam is a weekend camp retreat geared for middle school students. Spring Jam includes workshops, small group sessions, and fun activities with a focus on prevention of alcohol, tobacco and other drugs. The main goal is to strengthen individual's skills and knowledge of making choices for healthy living. Youth staff attend 16 hours of training to lead camp activities and are monitored by facilitators and coaches. This weekend event happens annually in March.

Student/teacher ratio:

The ratio will be 50:2.

**Instructional strategies:**

Small group activities guided by individual strengths.

Student grouping method:

Students will be grouped based on strengths identified on the pre-assessment. The workshop is designed to work in small groups to generate engagement and active participation.

How instruction will be **differentiated:**

Primary language support will be provided on a need basis. In addition, this service targets individual results and builds on identified strengths.

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

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

## Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.



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

This is a contracted service between SDCOE and FUESD to purchase the curriculum. SDCOE Club Live will support the LEP teacher with lesson design ideas and planning. The curriculum utilize to render this service is Strengths Finders/Thrively.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

This is a contracted service between SDCOE and FUESD to purchase the curriculum and staff that will provide instruction. Staff development will be provided by SDCOE.

What dates approximately will the staff development take place?

Date
09/2020

Service/Allowable Activity Evaluation Plan

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

Students will be able to identify their personal strengths and incorporate those strengths in real-life scenarios, including school and personal goals.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students growth on knowledge regarding their strengths will be reflected on a pre and post assessment.

Local Qualitative Measures and Performance Targets

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	6	34	40
8	12	18	30
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

Grade	PFS	Non-PFS	Total
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
<b>Total</b>	<b>18</b>	<b>52</b>	<b>70</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8	50	01/04/2021 - 03/05/2021	15	60	900
7 - 8	20	03/05/2021 - 03/22/2021	2	720	1,440

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Support Teacher	Certificated	2	0.02

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Service Assistant Support	Classified	1	0.07

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	2 Teachers/Counselor for 15 hours of Leadership Development Class @ \$42.83 hourly instructional rate. Plus 2 Teachers attending Leadership Camp for 24 hours @ \$42.83	\$3,341
2200 Support Services Salaries	MCSAS Salaries	\$4,158
3000 Employee Benefits	30% Benefits for teachers	\$1,002
3000 Employee Benefits	7% of MCSAS benefits	\$1,557
4300 Materials & Supplies	Cost for Online assessment (50 students X \$10)	\$500
4700 Food	Snacks for after school sessions will be provided via cooperation with CNS programs. Snacks for bus trip to camp will be provided at 20 x \$3	\$60
5800 Prof/Cons/Serv & Operating Exp.	Spring Jam JHS Leadership Conference Contract (\$120 X 20 students)	\$2,400
<b>Total:</b>		<b>\$13,018</b>

## 7. 4 C's, Preparing for High School and Beyond

Provide an overview [description](#) of your service/allowable activity.

The 4C's support class will be offered to sixty 7th and 8th graders to help provide them instructional on time management, organization, and the 4 C's = communication, collaboration, creativity, and critical thinking. It will also focus on transition to high school and provide them with skills and information that will support them with setting goals around high school graduation and planning for their future beyond high school. ELD Standards focused on Interacting in Meaningful Ways will be used to support Collaborative, Interpretive, and Productive ELD standards. This 1.5 hour, 12 session after-school course will provide students with an interactive way to learn skills and strategies that support the 4 C's and the transition to high school, while revisiting key strategies that support time management and organization.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

Supporting Students with Social Emotional Learning

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

This will be offered at our middle school, Potter Jr. High School.

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

According to local data provided by Fallbrook High School's Data Quest 5-year cohort Migrant Graduation rate is 88.9%, in 2018-2019, 88 of the 99 Migrant students graduated with a regular high school diploma. To ensure that migrant students graduate at a higher rate, this service was planned with the goal of increasing student engagement at the junior high level and increase understanding on what to expect in high school and provide instruction in critical skills for college and career.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Through an 18 hour, once a week program, students will learn how to navigate middle school and high school transition information to increase student engagement and language skills. The skills and lessons provided will give middle school students the knowledge and language skills needed to excel in high school and beyond. Guided by a teacher and a school counselor, the students will participate in activities strategically planned to engage them on the 4 C's, and future planning.

Student/teacher ratio:

30 students to 1 teacher and 1 counselor.

**Instructional strategies:**

Students will participate in whole group direct instruction lessons around A-G requirements, and small group activities.

Student grouping method:

Students will participate in whole group and small group activities, as well as when appropriate, individual support.

How instruction will be **differentiated**:

Students will each create individualized plans based on their own personal needs. Assignments will be differentiated based on personal strengths and interests. Primary language support may be provided if needed.

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

Middle school students are "caught in the middle", they are in a position to begin planning their futures, but are still young. Social Emotional learning will be supported during this time by providing direct access to a counselor and by using their personal strengths inventory from Thrively.

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

### English Language Development

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

### Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

### Other

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

Lessons and activities will be guided by district curriculum and teacher-created activities/lessons. Lessons to include information on the following topics (but not limited): (1) What extra-curricular activities can I join? (2) Is

joining a school club good for me? (3) Why am I taking the classes I am taking? (4) How do I know I'm college bound? (5) What is reclassification and how do I know I'm an English learner? (6) When and why should I meet with my counselor? (7) Who can I ask for help on time management? (8) Who can help me with note-taking and test-taking skills? (9) What are the 4 C's and how will they have value in my future? (10) What is the key to staying organized? As well as working on a 5 year plan, an understanding of A-G requirements for college entrance and requirements to graduate from high school. AVID lessons, research based, will be used.

### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff supporting this will have attended an AVID summer institute and training in the use of Thrively and A to G requirements. They will have an understanding of how to develop a 4 or 5 year graduation plan. This professional development would have occurred at a previous summer AVID Institute and participated previously in FUESD District Site Thrively training in the 2019-20 school year.

What dates approximately will the staff development take place?

Date
08/2020

### Service/Allowable Activity Evaluation Plan

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

Students will be asked to present and write a 5 year or 4 year graduation plan, beyond the course plan they will also describe their personal strengths and interests for college and career.

### Local Quantitative Measures and Performance Targets

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

Local Qualitative Measure	Local Performance Target
Other	Written complete 4 (8th graders) or 5 (7th graders) year graduation plan along with a presentation describing their individual personal strengths and interests.

### Service/Allowable Activity Migrant Students Served

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	6	22	28
8	12	20	32
9	0	0	0
10	0	0	0

Grade	PFS	Non-PFS	Total
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
<b>Total</b>	<b>18</b>	<b>42</b>	<b>60</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8	30	09/01/2020 - 12/18/2020	12	90	1,080
7 - 8	30	01/04/2021 - 04/30/2021	12	90	1,080

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	0.01
Counselor	Certificated	1	0.01

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

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

Title	Classification	Number of	
		Staff	FTE
MEPA/MCSA	Classified	2	0.07

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 teacher to run sessions (1T x 18 hours x \$42.83) 2 classes for a total of 36 teaching hours.	\$1,542
1200 Pupil Support Services	1 counselor to run sessions (1T x 18 hours x \$42.83) 2 classes for a total of 36 teaching hours.	\$1,542
2100 Instructional Aides	7% of MCSA	\$4,158
3000 Employee Benefits	30% Benefits for teacher and counselor	\$926
3000 Employee Benefits	7% of MCSA Benefits	\$1,557
4300 Materials & Supplies	Supplies for Program and supplemental school supplies (backpacks, consumable supplies, planners) for high school readiness (all exiting 8th graders and 7th grade participants).	\$2,542
<b>Total:</b>		<b>\$12,267</b>

## 8. Parent Involvement - Parenting Classes

Provide an overview [description](#) of your service/allowable activity.

Migrant education parents need to be provided with appropriate resources to support their students. Workshops and classes to support parents with understanding the US School System and how to participate, how to support their students academically (A-G), how to discipline and talk to their students on a variety of topics including, healthy choices and mental health.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

- SSDP Focus Area: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other  
Mental Health 11.0, 9.0 Health & Literacy

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:  
During the day for parents

Where would the service/allowable activity be provided?

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

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

These parenting classes will be offered through a contractor, they will be hosted at MEE or FSA sites, which are centrally located in our town. All parents of any migrant education students will be recruited. We will recruit up to 50 parents for two different offerings.

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

Last year's CAASPP scores shows that 66.5% of FUESD migrant students scored below proficiency in ELA and 73.5% scored below proficiency in math. In order to improve these percentages, it is imperative to obtain parent support. Parents need information and skills to work collaborative with the school to increase students' academic scores. Research shows that the more intensively involved the parents are, the greater the positive impact on academic growth.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Through a series of 8-week workshops, participants will learn about the educational system and how to best support their children's academic achievements. The workshops are planned to be offered to 2 cohorts of 25 parents, one group will meet in the morning and the second group will meet in the evening.

Student/teacher ratio:

PIQE/or Mano-a-Mano designs their 10-week parent workshop to have 25+ students and 2 instructors.

Instructional strategies:

Parents will receive instruction in whole group and in small group as required by activity. Lessons are designed to engage parents in a series of meaningful and relevant activities that produce discussions around topics.

Student grouping method:

Parents will be grouped based on activity and interest. Some lessons (or part of the lessons) will be delivered to the whole group followed by small group discussions.

How instruction will be differentiated:

PIQE, Mano a Mano, and/or another vendor offers in migrant parents' primary language and is made relevant through an abundance of engaging activities. Parents will have multiple opportunities to engage in discussions that are of interest to them.

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

Other strategies include effective verbal communication skills to successfully advocate for students' academic progress.

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

Parent and Family Engagement

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

Other

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

This is a contracted service with PIQE, and potentially another Migrant Parenting Class Vendor, such as Mano-A-Mano.

Service/Allowable Activity Staff Development

What are the specific staff development activities?



This will be a contracted service with outside agency to provide an orientation meeting will be held in early Fall.

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

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

Parents will learn the following:

- How the U.S. school systems works and parent and family opportunities for participation within this system.
- Parent engagement evidence-based strategies
- Understanding student achievement data
- Supporting your child in obtaining a high school diploma
- Effective teacher/parent conferences
- Identify critical school-centered issues impacting education
- Parents will learn how to establish a school leadership team
- Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).
- Positive discipline, how to talk to your children
- Mental health topics
- Health and well being

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Enrolled parents will maintain 80% attendance rate.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	At the end of the parenting classes, parents will complete a survey indicating what was learned and valued.

Service/Allowable Activity Migrant Students Served

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

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

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

Grade	PFS	Non-PFS	Total
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	60	60
Total	0	60	60

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Parent/Guardian	30	09/14/2020 - 12/18/2020	10	120	1,200
Parent/Guardian	25	01/04/2021 - 04/30/2021	10	120	1,200

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
MCSAS	Classified	2	0.07
Custodial	Classified	1	0.25
State/Federal Supervisor	Classified	1	0.09

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	7% of MCSAS salary	\$4,158
2200 Support Services Salaries	Custodial Costs, due to need for additional hired support (evening hours), custodial hourly rate is flat rate of \$32 an hour, however, the cost is not to exceed \$1,000 due to district commitment to program.	\$1,000
2200 Support Services Salaries	9% of State and Federal Supervisor salary to provide direct support to parents, at time teaching and supporting the contractors. The Supervisor is on site and not solely coordinating the service.	\$1,234
3000 Employee Benefits	7% of MCSAS benefits which is 30% of salary	\$1,557
3000 Employee Benefits	State and Federal Supervisor Benefits 9%	\$528
4300 Materials & Supplies	Instructional supplies for students of participating parents - flash cards, booklets/brochures, or journals, planners, items recommended by contractor for parent to use to instruct with at home.	\$1,000
4700 Food	Snacks for parents, \$400 each cohort	\$800
5800 Prof/Cons/Serv & Operating Exp.	Contract for Mano A Mano /or PIQE and instructional staff	\$10,000
Total:		\$20,277

## 9. Parent Involvement - Workshops

Provide an overview [description](#) of your service/allowable activity.

Migrant education parents need to be given resources to support students and their own understanding of education in the digital age. All migrant parents and 3rd to 8th migrant students will be invited to attend a workshop focused on cyber safety/security, digital citizenship, health/fitness (healthy habits, mental health), and how to support content at home. The goal is to help parents understand how to monitor and support their students with devices provided by the school district, as well as monitor safety. This will also support parents in building their own capacity with today's technology and standards, while being able to support social emotional learning.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

The district will host this student/family workshop at a central location in town (MEE), all migrant parents and 3rd through 8th grade students will be recruited to participate.

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

Due to an increase of migrant students with district provided technology (1:1 chromebooks), parents are in need of understanding how to utilize the digital tools and resources provided. Cyber security and monitoring is need to ensure parents understand how to access information, their students device/accounts, and digital citizenship. It is also critical that parents and students alike have the understanding of how to remain safe in a digitally connected society with the increase in internet access and social media uses.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Parents will learn how to actively monitor their students one to one school device, access the free community resources for internet, navigate district digital communications, and support their student in protecting themselves when online. They will also have an opportunity to learn about digital citizenship and district expectations for internet use. Parent workshops will include topics of their choice covering areas of health/fitness, social emotional learning, and how to support content at home.

Student/teacher ratio:

All migrant parents and students will be invited. 3rd-8th grade migrant students will be asked to attend the training with their parent. While child care will be provided for Pre-TK. Parent instructors will be provided based on expertise. Teachers will provide GL appropriate digital citizenship lessons to the K-2nd grade students tied to STEAM Writing.

Instructional strategies:

Instructors will use a whole class presentation setting and incorporate relevant activities to engage participants. In addition, teachers will engage participants in discussions to allow for active participation.

Student grouping method:

Parents will be grouped into small groups and individual support will be provided as needed. Further, parents will have an opportunity to learn alongside their age-appropriate student, and primary aged students will be provided a separate setting to avoid distraction.

How instruction will be differentiated:

Workshops will be provided in Spanish/English to better communicate information to parents and students. In addition, when appropriate, parents will be provided with information dealing with personal situation.

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

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

Parent and Family Engagement

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

Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

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

Contracted instructor and a teacher will develop their workshops information using district and state information.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

As a contractor and a district specialist will provide these two workshop events, no professional development will be needed. Rather consultation will occur with contractor prior to ensure the district needs are met.

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

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

Parents and students will learn how to be positive digital citizens and access district digital information and programs.

Local Quantitative Measures and Performance Targets

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

Local Qualitative Measure	Local Performance Target
Other	<p>FUESD will use both a demonstration of skills and qualitative feedback card on their learning experience.</p> <ul style="list-style-type: none"> <li>Parents/students will demonstrate they can navigate the district website or log onto a student digital learning program</li> <li>A feedback card will be filled out by both parent and student regarding the tips and strategies they plan to implement at home on the topic of cyber safety/security.</li> </ul>

Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	9	6	15
6	5	5	10
7	6	4	10
8	12	8	20
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

Grade	PFS	Non-PFS	Total
Out of School Youth	0	0	0
Parent/Guardian	0	60	60
<b>Total</b>	<b>32</b>	<b>83</b>	<b>115</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
5 - Parent/Guardian	55	10/01/2020 - 12/18/2020	1	120	120
5 - Parent/Guardian	55	01/11/2021 - 03/26/2021	2	120	240

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teachers	Certificated	2	0.01

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

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

Title	Classification	Number of	
		Staff	FTE
State/Federal Supervisor	Classified Management	1	0.09
Migrant Community Service Assistant Support	Classified	1	0.02
Custodial	Classified	1	0.01

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	2 Teacher to provide for parent/upper grade content instruction 3 x's annually @ the hourly rate of \$42.83.	\$514
2100 Instructional Aides	7% MCSAS	\$4,158
2100 Instructional Aides	9% of State/Federal Supervisor salary to provide direct support and instructional services for parent workshops to both students and parents.	\$2,529
2200 Support Services Salaries	As these are evening events, additional set-up and custodial costs are incurred hourly rate for the custodian is \$32, 4 hours of custodian.	\$384
3000 Employee Benefits	Benefit for teachers 30% of salary	\$155
3000 Employee Benefits	7% of MCSAS benefits	\$1,557
3000 Employee Benefits	9% of Supervisor benefits	\$1,084
4300 Materials & Supplies	Materials for workshops, make and take project supplies for students to use with parents at home focused on topics of instruction. Flash cards, sentence strips, etc.	\$1,490
4700 Food	Snacks and water for nutrition	\$400
5800 Prof/Cons/Serv & Operating Exp.	Contract with Cyber Non profit for Parent/Student workshop	\$1,000
<b>Total:</b>		<b>\$13,271</b>

## 10. Case Management

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

MEPA/MCSSA provide student monitoring services. They support recruitment for all migrant education services, encourage and engage families/students to attend, and check in regularly with our migrant clients. They support the coordination of services by doing individual needs assessments on each student and listening to parents to help support and respond to needs. They provide direct support to certificated staff providing instructional assistance as needed, monitor student progress & attendance and manage the migrant case loads.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

- SSDP Focus Area: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement
- SSDP Focus Area: Student Engagement
- Other  
11.0/11.1 Mental Health and Mental Health Referrals

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:  
Ongoing

Where would the service/allowable activity be provided?

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

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

All FUESD sites with eligible Migrant Students. These services will be provided at the following school sites, with flexibility for qualified Migrant Education student from any school site to go to any site that offers a class that meets their needs (academic area of need, transportation, or time): La Paloma Elementary, Fallbrook STEM Academy, Maie Ellis Elementary, Live Oak Elementary, William H. Fraizer, Potter Jr. High School, FUESD Migrant Education Office

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

Migrant students face many issues that can impact their academic learning. Academically, 66% FUESD migrant students enrolled in 3rd-8th grade are performing at Nearly Met or below in English Language Arts and 76% scored below proficiency in math. MEP provides a case manager (Migrant Community Support Assistant Services - MCSAS) to maintain a working and ongoing relationship with students, parents, and schools. The MCSAS conducts monitors student progress and supports with the coordination of supplemental services for the student, including services designed to improve attendance and achievement, referral to district, social and medical services, access to

technology, and transportation assistance, etc.

Furthermore, due to language barriers and/or limited educational attainment, many migrant students' parents are unable to provide post-secondary advice. In addition, high numbers of our students still do not have access to technology and thus, no access to information. MCSAS bridge this gap by providing access to resources and guiding students towards a path leading to high school graduation. In 7th and 8th grade, migrant students receive more intense case management, to assist in completing a 4-year plan to follow in high school.

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will participate in all available and targeted grade level activities/programs aimed to enhance their education and eliminate any barriers that impede full participation in school. Furthermore, families and students will learn how to navigate the educational system via discussions during home visits and scheduled parent meetings/trainings.

MCSAS will work in collaboration with district/school staff and Region 9 MEPA's. The MCSAS will focus on developing the students' academic and career goals; and will refer to social workers/interns students with any mental health issues that rise among students and/or families. Migrant staff will conduct home visits with social workers as appropriate and follow-up meetings with students providing additional support services as needed.

Key Skills to Be Learned:

K-5th: The importance of asking questions and talking with your teacher. Advocate for self.

2nd-8th: How to manage your time and advocate for self and needs.

6th-8th: The ultimate goal is for students to take control of their own academic journey by developing their skill set in the following areas: 1) How to read transcripts, 2) number of units required for graduation, 3) advantages of AP & A-G courses and 4) Identifying red flags in their own mental health as well as where to access resources.

PK-8th: Provide instruction on the US Schooling System, how to access resources within FUESD, including the students specific school site resources, and an introduction to schooling materials.

Student/teacher ratio:

Although this part does not apply, the MCSAS in conjunction with regional staff, will work with a caseload of approximately 651 students and their families.

Instructional strategies:

The following instructional strategies will be utilized by staff to address academic needs and maximize migrant student learning and understanding in a more purposeful way in the area of the 4-year plans and career planning:

- Group instruction, one-on-one and peer teaching
- Multi-media presentations through digital technology will be incorporated into small learning communities

Student grouping method:

Small group and one-on-one coaching and mentoring by the MCSAS. Conferences with school administrators, teachers and parents, along with academic home visits will be utilized.

7th-8th Grade: Small group setting

K-6th Grades: Small group setting (when appropriate), whole group presentation

How instruction will be differentiated:

Per SSDP, Case Management services will primarily be directed towards 8th grade students and prioritized based on transcript, report card, counselor and school staff recommendation. Based on student need, services will be individualized

Based on student need as identified in completed 4-year plans and/or IEP's, instruction will be differentiated and interventions will be implemented to ensure students develop a clear understanding of their current academic status



and how to proceed to reach their academic goals.

Primary language support will be provided as appropriate using SDAIE Strategies\*, one-on-one instruction; peer to peer and learning in small group communities.

\* Specially designed academic instruction in English (SDAIE) is a teaching approach intended for teaching various academic content using the English language to students who are still learning English.

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

Additional strategies to be utilized for Middle School Case Management:

- Small group, one-on-one coaching, mentoring and home visits by MCSAS
- Meetings with school counselors, teachers and parents will be utilized
- Mediation and Restorative Justice strategies
- Motivational Interviewing

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

Other

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

Case Management Training Materials; Ready to Learn Curriculum; Guidance from Program Coordinator/Director of Curriculum and Instruction

Region IX will implement the following research-based career assessments which will serve as a guiding instrument to determine student learning goals, activities and appropriate teaching practices in accordance with services to be provided in Tier I, II and III (based on grade level):

.Career Assessments- CDE's *About California Career Center (CalCC)* <https://www.calcareercenter.org/>

.*California Career Resource Network (CalCRN)* <https://www.californiacareers.info/>

.A-G Requirements for UC Admissions <https://www.ucop.edu/agguide/a-g-requirements/>

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Need	Title	Description	Dates	Expected Outcomes
Knowledge of the processes of Case Management	Case Management/Social Work	Training of the Case Management Processes and Procedures	September, 2020 to March, 2021	MCSAS will be able to identify and follow through with the identified concerns in their student caseload

What dates approximately will the staff development take place?

Date

09/2020

Service/Allowable Activity Evaluation Plan

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

Expected outcomes include the following:

- improved attendance rates
- improved parent engagement
- improved grades
- increase in GPA (junior high school students only)
- increased in student participation in after school and summer programs
- increased student knowledge on 4 Year Plans and high school graduation requirements

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Survey	Parent survey will be given at the beginning and end of the academic year to measure success of MCSAS.

Local Qualitative Measures and Performance Targets

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	36	36
3-5yrs	0	103	103
K	12	76	88
1	9	60	69
2	14	62	76
3	7	63	70
4	12	51	63
5	9	58	67
6	5	50	55
7	6	61	67
8	12	68	80
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
<b>Total</b>	<b>86</b>	<b>688</b>	<b>774</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
0-2yrs - 2	372	09/01/2020 - 05/28/2021	2	60	120
3 - 8	402	09/01/2020 - 05/28/2021	4	60	240

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
Migrant Community Support Assistance Services	Classified	2	0.25
State/Federal Supervisor	Classified Management	1	0.30

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	25% of MCSAS (MEPA) salary	\$14,847
2900 Other Classified Salaries	30% of a 40% MCSAS Supervisor	\$11,306
3000 Employee Benefits	25% of MCSAS benefits	\$5,558
3000 Employee Benefits	30% of a 40% MCSAS Supervisor's Benefits	\$4,846
4300 Materials & Supplies	Case management supplies for home visits and student materials. Books, math supplies, writing journals.	\$2,000
5800 Prof/Cons/Serv & Operating Exp.	Mileage for MCSAS to conduct home visits and school visits as needed.	\$2,000
Total:		\$40,557

## Section 6: Summer/Intersession

### 1. Fallbrook Summer School Program

Provide an overview [description](#) of your service/allowable activity.

Summer Home Instruction Support Evening also be provided in the evening for all Migrant Education Students/Parents. This event is intended to support students/families that will not be available to attend the summer intersession. Many families move for work in the summer and are not able to participate in an intensive summer session. The focus of this event is to provide students and their parents with materials and home instruction activities they can do to support math and language arts over the summer, while they are away.

Summer Intersession is provided with the intent of providing supplemental instruction in ELA, Math, and ELD with integrated science and art. This provides support to students during the summer, focusing on skill areas of need through integrated hands on activities. In addition, this supports students with skill regression and provides an engaging environment that meets their daily nutritional needs.

Summer Home Instruction Support at Library/Migrant Office w/ MEPA/MSCSA/Program Supervisor will provide one session a week to review skills and provide check ins to students who were not able to participate in intersession both Migrant Education Students/Parents may attend class sessions and/activities. These classes/activities are intended to support students/families that will not be available to attend the summer intersession. Many families move for work in the summer and are not able to participate in an intensive summer session. The focus of these sessions are to provide students and their parents with materials and home instruction activities they can do to support language development, math and language arts over the summer, while they are away.

Summer Welcome Back to School event will be hosted in August to support students that are newly eligible migrant education students or returning students who were not able to attend the summer intersession. This event will provide instructional activities and materials to support math and language arts at home, as well as introduce families to the 2020-2021 school year. The target recruitment for this event will be new migrant families to FUESD and students who were not able to attend intersession.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

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

Which service areas does this activity address?

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

When will the service/allowable activity be provided?

- After School
- Before School
- Saturday
- Other:

Where would the service/allowable activity be provided?

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

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

All migrant students will be given an opportunity to attend one or more migrant summer program. The host site for summer intersession will be designated base on a central location to town and scheduled district maintenance. Both 2 hour evening Migrant Summer Events focused on ELA/Math will be hosted at our MEE cafeteria. 4 Summer Learning sessions will be provided by contractors/ Migrant Staff at centrally located community central locations such as Maie Ellis, the Fallbrook Public Library, and/or a local park.

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

Based on the most recent data provided by the CAASPP and local district benchmarks, 66.5% of migrant students in grades 3rd-8th did not meet achievement standard in English Language Arts, while 74% did not meet in Mathematics.

### Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The summer curriculum will include a focus on reading/math across subject areas to increase content vocabulary and subject knowledge. In an effort to maximize on limited time, students will receive individual/small group support throughout the day to strengthen their reading, math and writing skills through science and art integrated projects.

For the evening 2 hour summer events, key skills will be literacy-reading comprehension, writing, and basic math skill. Kick off event will focus on how to maintain skills in the above areas over the summer. The Back to School Event will focus on School Readiness Skills and how to focus on key learning objectives for the upcoming year.

Class sessions offered in July will focus on grade level foundational skills in math, language, and reading to support skill maintenance for students who did not attend summer school intersession.

Student/teacher ratio:

The classrooms are designed to service no more than 20 students with a teacher and a district paraprofessional and/or Mini Corps student.

Evening summer events will be set up for station rotations with no maximum #.

July class session will vary in number based on the # of students who were not able to attend intersession.

Instructional strategies:

Delivery strategies will incorporate the use of Total Physical Response (TPR), Specially Designed Academic Instruction in English (SDAIE) to further enhance the learning experience. In addition, the use of science and technology will be incorporated to augment classroom instruction.

Student grouping method:

Students will be strategically grouped and receive most of the instruction in a small group format. Further, students will be supported on an individual basis when appropriate.

How instruction will be differentiated:

Instruction will be differentiated by grouping students into small groups based on abilities. In addition, pre assessments data will be used to group students based on ability levels that will guide instruction and teacher support. Teacher will guide reading instruction by implementing diverse materials. Students with limited English skills will be supported in their primary language.

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

Nancy Fetzer reading and writing strategies will be incorporated during instruction. Along with UCI math concept strategies and games to support the integration of math across the content.

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

#### English Language Arts

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

#### Mathematics

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

#### English Language Development

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

#### Parent and Family Engagement

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

#### Student Engagement

- Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- Strategy 13.2 - Provide professional development to staff on cultural competency.

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

The curriculum used for the summer program will be Seeds of Science and Roots of Reading Literacy and Science for Diverse Students; Math Their Way (Kinder); Nimble with Numbers (1st-7th grade).

#### Service/Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will participate in 8 hours of planning/training day to review the curriculum, purpose of migrant

education/cultural competency, and expected outcomes of the summer program. In addition, during this training, teachers will be exposed via activities to unique migrant students' needs.

What dates approximately will the staff development take place?

Date
06/2020

Service/Allowable Activity Evaluation Plan

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

Increase migratory students' reading and math proficiency.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Seventy-five percent of students who participate a minimum of 80% of the program will see an increase in growth as measured by pre and post assessments for both ELA and Math.

Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	3	37	40
1	10	30	40
2	6	34	40
3	7	36	43
4	12	28	40
5	11	35	46
6	5	40	45
7	6	26	32
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Parent/Guardian	0	0	0
<b>Total</b>	<b>60</b>	<b>266</b>	<b>326</b>

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	305	06/07/2021 - 06/30/2021	18	285	5,130

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	135	05/31/2021	1	120	120
K - 8	135	07/06/2020 - 08/07/2020	1	120	120
K - 8	120	08/10/2020 - 08/13/2020	4	60	240

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	17	0.07

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

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

Title	Classification	Number of	
		Staff	FTE
Instructional Assistants	Classified	2	2.00
Migrant Community Support Assistant Services	Classified	1	0.15
State/Federal Supervisor	Classified Management	1	0.09
Migrant Summer Clerk	Classified	1	0.14
Custodian	Classified	1	0.14

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	17 Temp Teachers for 19 days @ daily rate of \$237	\$76,551
2100 Instructional Aides	2 Temp MCSSA to support academic instruction 2 MCSSAs X 5.5 hours X 19 days X \$21	\$4,389
2100 Instructional Aides	5% of MCSAS salary	\$2,257
2200 Support Services Salaries	custodial for extra custodian needed while students are on campus for 18 days. NTE \$32 an hour.	\$4,608
2200 Support Services Salaries	% State/Federal Supervisor salary to provide direct support to parents and students at evening summer events and in summer school classrooms.	\$3,826
2900 Other Classified Salaries	Evaluations of classified summer program support by the State/Federal program supervisor - % of salary.	\$1,350
3000 Employee Benefits	1 Teachers (\$22,966); 2 Support Staff (\$1,316); summer teacher event nights (\$400), 30 % of salary	\$24,682
3000 Employee Benefits	5% of MCSAS benefits, which is 30% of salary, \$714 and 30% of custodial salary to benefits.	\$2,097
3000 Employee Benefits	% of state/federal supervisor benefits	\$1,640
4300 Materials & Supplies	Supplies needed for students and program (all consumable school supplies... paper, pencil, glue, highlighters paper, workbooks, etc.)	\$5,000
5800 Prof/Cons/Serv & Operating Exp.	Contract Mobil Museum for STEAM Experience for 4 pop up museums on site @ 1,200 a day.	\$4,800
Total:		\$131,200







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

### 1. Health Case Management

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

Families and students receive support services through home visits to conduct the 30 days needs or annual needs assessment interviews where identified needs were either referred to a community agency or served directly by the MEP staff. In addition, migrant families were highly motivated to utilize services provided by their districts. For example, many districts have contracts with community agencies for social services and MEP staff refer families to district's run programs. Services identified as in high needs are behavioral health, access to dental, medical and vision services and other needed programs. Staff has been trained on social determinants of health and are using strategies to address families needs through case management.

Health education and mental health will be topics covered in our parent workshops and sub topics in PAC meetings. One night will be dedicated to a Family Health Night. In addition, STEAM classes will cover healthy habits and eating as a part of science topic instruction. Dental and vision screenings will also be incorporated into our service offerings.

See regional plan for more detailed information.

When is this service/allowable activity offered?

Regular Year - Year-Round

What type of service/allowable activity is this?

Support Service

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

Which service areas does this activity address?

Health

When will the service/allowable activity be provided?

After School

Saturday

Before School

Other:

Daytime home visits

Where would the service/allowable activity be provided?

Home-based

District-wide

Site/Center-based

Region-wide

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

Home, all FUESD school sites: LAP, FSA, MEE, PJHS, LOE, WHF, MCC, and/or FUESD Migrant Education Office.

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

Migrant families often lack access medical, dental, and behavioral (mental) health care.

Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students will have a comprehensive Needs Assessment (NA) completed within 30 days of verified eligibility (and annually while eligible for services) with a plan of action to access needed services within 30 days following the initial Needs Assessment. These needs assessments and parent input sessions will drive the service offerings and workshop topics in the area of health.

Workshops and presentations will be provided and/or communicated to parents to increase knowledge of services in the community, such as Fallbrook Community Health Center offerings, San Diego County Health and Human Services, Palomar Family Counseling, and we will cover our district community resource brochure that is provided annually.

Student/teacher ratio:

1:1 Families have home appointment with Program Advocates.  
60:1 Parent and Family Workshops with outside service provider, program advocates, and school counselors.

Instructional strategies:

Family home appointments will be scheduled to complete the 30 Day Needs Assessment for each student.  
As needed, sessions on healthy topics will be provided in small and large group presentations to review health information and community resources. Information will be presented using the family's primary language to ensure comprehension of the information provided.

Student grouping method:

1:1 during Family home appointments. Small and large group information and presentations will be held for various health topics, including parent workshop topics.

How instruction will be differentiated:

Group presentations will use primary language to provide information. Additional contracts will be completed to provide follow-up information and contacts as per the needs of the participants.

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

NA

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

Education, Health, Nutrition, and Social Services

- Principle Strategy 11.0 - Offer health education workshops, with a focus on mental health, which provides students and parents with the knowledge, attitudes and skills to make healthy choices (Family Health Nights).
- Strategy 11.1 - Provide health services and referrals to migratory students who need mental health services.
- Strategy 11.2 - Provide professional development opportunities on physical education, health education, nutritional services, mental health and social services for all certificated and classified staff.

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

The learning goals and activities will be matched to the health presentations and with support for the service/allowable activity intended. Research based curriculum will be determined based on needs with assessments to monitor evidence of learning.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

The region will provide staff with professional development on physical education, health education, nutritional services, mental health

and social services for all certificated and classified staff.

- 1- Youth Mental Health First Aide (certificated training)
- 2- Supporting students with anxiety
- 3- Suicide prevention (OPR)

The district will provide access to training around district Trauma Informed Practices Training for both classified and certificated staff working in the program. The Districts Suicide Protocols and Option Based Responses.

What dates approximately will the staff development take place?

Date
09/2020
11/2020
01/2021

#### Service/Allowable Activity Evaluation Plan

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

Families will increase their knowledge to advocate for their health and welfare with student absences declining 2-3 days annually.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Interview	Analysis of the student data from the Needs Assessments will reveal the students who require referrals for Acute/Chronic health conditions. Those students will receive referrals, if needed, with a 30 day follow-up to ensure family is accessing health care needed.

#### Local Qualitative Measures and Performance Targets

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

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	36	36
3-5yrs	0	103	103
K	12	76	88
1	9	60	69
2	14	62	76
3	7	63	70
4	12	51	63
5	9	58	67
6	5	50	55
7	6	61	67
8	12	68	80
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0

Grade	PFS	Non-PFS	Total
Parent/Guardian	0	0	0
Total	86	688	774

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	774	08/17/2020 - 05/31/2021	2	60	120

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE
MCSA	Classified	1	0.05
State/Federal Supervisor	Classified Management	1	0.09

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1200 Pupil Support Services	School Counselor to support and facilitate parent generated mental health and social emotional learning at 2 PAC or Family Workshops 4 hours of instruction @ 42.83 an hour.	\$ 172
2200 Support Services Salaries	5% MCSSA to specifically focus on health, nutrition, and social services	\$1,078
2200 Support Services Salaries	Included with salary under case management MCSA to complete 30 day needs assessments and annual assessments.	\$0
2200 Support Services Salaries	% of State/Federal Supervisor salary to provide direct support with health case management to students and parents.	\$2,529
3000 Employee Benefits	5% of MCSCA benefits 30% of salary	\$323
3000 Employee Benefits	9% of state/federal supervisors benefits equal 30% of salary portion	\$1,084
3000 Employee Benefits	30% of counselor salary for benefits	\$52
5200 Travel & Conferences	Mileage for home visits to complete the 30 Day and Annual Needs Assessments. 2 MCSAS x 100 miles x 12 months x .55 =	\$1,320
Total:		\$6,558

## Section 10: Identification and Recruitment

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

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

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

### I & R Program Overview

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

I&R provided by Region 9.

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### I & R Quality Control Plan

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

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

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

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

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### Local Community

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

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### Migration Pattern Adjustment

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

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### Regional I & R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

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### Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time

equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
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**I & R Staff**

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

Title	Number of		Description
	Staff	FTE	



## Section 11: Parent Advisory Council

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

Migrant Education staff send out meeting flyers and make follow-up phone calls to eligible parents in the Migrant Education Program. Bylaws of PAC requires that all PAC representative be currently eligible through the Certificate of Eligibility (COE). Only current migrant parents attend the meeting in which the election for new PAC representatives are selected after responsibilities and duties are presented. Parent representatives will be elected by the membership in the Fall of 2020.

The two elected parent reps meet to pre-schedule next year's meetings, and they meet two weeks prior to every PAC to review/create the agenda for the upcoming meeting. Parents participate in the evaluation of data, district information, and are part of the decision-making. Furthermore, parent reps provide valuable input in the planning of services and present the plan to migrant parents during a PAC meeting.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

Members of the PAC participate in the development and evaluation of program activities for all schools, PAC members participate annually in the evaluation and planning of the service agreement and program priorities. Parents are surveyed regarding their interests and program needs regarding educational and health issues. Parents discuss and prioritize topics for the following school year. Migrant student achievement data is presented to parents as well as ELPAC data. This data is analyzed to develop priorities for services.

Annually, disaggregated achievement data from the district and DataQuest is presented to the parents and analyzed in order to develop district service agreement priorities and services.

At the initial PAC meeting, representatives and parents were provided with the duties and responsibilities of the elected positions of the PAC. Furthermore, during this meeting, parents were provided with next year's services and agreed to proceed with including the detailed services presented into next year's DSA. Typically, this is done in our May 2020 PAC meeting, however with COVID-19 and Stay Home orders this will need to be apart of our Fall Agenda.

In the March of 2019 meeting, input from our parents was gather to inform the development of our DSA, in April the FUESD RPAC reviewed the 20-21 DSA and approved by PAC parent reps.

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

Understanding of A-G Requirements/college and career readiness	El Camino a la Universidad	Workshop designed to help parents understand college entrance requirements - lead by school counselor	September, 2020	Parents will understand what are the requirements to help their student in Higher education
Available Services	Resource Brochure - community options	Provide training to parents for expectations of PAC, SSC, ELAC & PTA - advocacy		Parents will understand how they may engage and become involved in parent committees
Understanding the process for Reclassification of English Learners	Reclassification de Alumnos Aprendices de Ingles	Workshop to help parents understand the process for Reclassification of English Learners	November, 2020	Parents will understand the process of reclassification & how to assist their student
Language Instruction In the Home		How to Promote Language in the Home		
Understanding the CA Dashboard	Que calificacion tiene to escuela?	Detailed presentation regarding the CA Dashboard and school/district scorecard	December, 2020	Parents will understand school data and what it means for their student, as well as the CA Accountability System
Leadership Skills/Mental Health		School Counselor to support	January, 2021	Develop Leadership skills so parents can participate more at their school level
Healthy Habits		Workshop designed to address healthy mind & body	March, 2021	

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

- Provide training to newly elected PAC members and review for sitting members to prepare them to execute their mandated roles and responsibilities. (August 2020)
- Review of relevant state code and regulations. (Intro August 2020, and as needed during school year 2020-21)
- PAC members will understand be able to identify and explain ESSA Title I-Part C Regulations, analyze key components of the DSA application and Regional Budgets, and execute their responsibilities as outlined in code and regulations. (Intro August 2020, and as needed during school year 2020-21)
- In Sept. 2020 PAC will have a parent input meeting to gather topics of interest, then PAC Council will create an annual calendar including the additional topics generated at Sept. Meeting.

Topics for PAC and Staff Development Activities

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

PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
Fallbrook Stem Academy	Mayra	Meija	Yes
Maie Ellis	Rafael	Aguilar	Yes
La Paloma	Ofelia	Tovar	Yes
Live Oak	Elva	Sebastian	Yes
Potter Jr. High	Ruth	Munoz	Yes
William H. Fraizer	Imelda	Anguiano	Yes
Fallbrook Union Elementary SD	Maria	Ester Ramos	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Migrant Community Support Assitant Services	Classified	0.07
State/Federal Supervisor	Classified Management	0.10

## Section 13: Administration

### Indirect Cost Charges

Approved Indirect Rate  %

Place a checkmark next to services rendered by indirect cost charges

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

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

### Administration Staffing Plan

#### Personnel Needed to Administer ALL Services Described in the Application

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

Title	Type(s)	Classification	Number of	
			Staff	FTE
MCSAS Supervisor	RSY, Summer, PAC	Classified Management	1	0.40

### Administration Budget Detail

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

#### Regular School Year

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Migrant Community Service Assistant Support Supervisor will be funded 40% of the time to support and supervise the FUESD Migrant Ed program under the supervision of the Director for Curriculum, Instruction and Categorical Programs.	\$11,850
3000 Employee Benefits	MCSAS Supervisor Benefits	\$5,079
5200 Travel & Conferences	Reimbursable mileage to drive to Regional trainings and after school and evening programs.	\$1,710
	Subtotal for 1100-6999	\$18,639
7000 Indirect Cost	Indirect Cost	\$6,400
	Total:	\$25,039

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	Administration and Supervision of Summer Intersession 2% of MCSAS Supervisor	\$1,917

Object Code	Description & Itemization of costs	Amount
3000 Employee Benefits	2% of MCSAS Supervisors Benefites	\$ 777
Subtotal for 1100-6999		\$2,694
Total:		\$2,694

Identification & Recruitment

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	2% of MCSAS Salary to conduct monthly meetings to ensure follow up on recruitment and service offerings for newly eligible students.	\$ 712
3000 Employee Benefits	2% of MCSAS Supervisors benefits	\$ 213
Subtotal for 1100-6999		\$ 925
Total:		\$ 925

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2300 Supervisor/Administrators	2% of MCSAS Supervisors salary ensuring all set up and securing facilities for all meetings. Supervising employee attendance.	\$ 712
3000 Employee Benefits	2% of MCSAS Supervisor	\$ 213
Subtotal for 1100-6999		\$ 925
Total:		\$ 925

## Section 14: Legal Assurances & Certifications

### Migrant Education Program Inventory list

Title	File Name	Last Update
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Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
State and Federal Supervisor	IV_1_StateAndFederalProgSupervisor_0_(1).pdf	04/15/2020 5: 45 PM
Teacher	TEACHER_-_GRADES_K-6.pdf	04/15/2020 5: 46 PM
Counselor	SCHOOL_COUNSELOR_(1).pdf	04/15/2020 5: 46 PM
Custodian	Custodian_(1).pdf	04/15/2020 5: 46 PM
Bilingual Clerk	School_Clerk_Bil..pdf	04/15/2020 5: 46 PM
Migrant Community Support Assistant	Migrant_Community_Suppt._Serv._Asst._JD_(1).pdf	04/15/2020 5: 47 PM
Classroom Assistant	Classroom_Assistant.pdf	04/15/2020 5: 47 PM

### Organizational Chart of Migrant Education

Title	File Name	Last Update
FUESD Organizational Chart	Organizational_Charts_19-20.pdf	04/16/2020 1: 53 PM

### Summer Waivers

Title	File Name	Last Update
FUESD Summer Waiver	2021_summer_school_waive_001.pdf	04/15/2020 5: 53 PM
FUESD Summer Waiver 19-20	Summer_Waiver_Request_Form_-_Fallbrook_Signed.pdf	04/15/2020 5: 54 PM

### Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

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

[Download Legal Assurance form](#)

### Cover Page

The cover page is created when the plan is approved.

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

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

[Download current cover page.](#)

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## Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
<b>1000-1999 Certificated Personnel Salaries</b>				
1100	Teachers	\$126,625	\$0	\$126,625
1200	Pupil Support Services	\$1,714	\$0	\$1,714
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
Subtotal 1000-1999		\$128,339	\$0	\$128,339
<b>2000-2999 Classified Salaries</b>				
2100	Instructional Aides	\$43,389	\$0	\$43,389
2200	Support Services Salaries	\$21,346	\$0	\$21,346
2300	Supervisor/Administrators	\$0	\$15,191	\$15,191
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$27,503	\$0	\$27,503
Subtotal 2000-2999		\$92,238	\$15,191	\$107,429
<b>3000-3999 Benefits</b>				
3000	Employee Benefits	\$72,406	\$6,282	\$78,688
3100	Other Benefits	\$0	\$0	\$0
3200	Other Classified Benefits	\$0	\$0	\$0
3300	Other Benefits	\$0	\$0	\$0
3400	Other Benefits	\$0	\$0	\$0
3500	Other Benefits	\$0	\$0	\$0
3600	Other Benefits	\$0	\$0	\$0
3700	Other Benefits	\$0	\$0	\$0
3800	Other Benefits	\$0	\$0	\$0
3900	Other Benefits	\$0	\$0	\$0
Subtotal 3000-3999		\$72,406	\$6,282	\$78,688
<b>4000-4999 Books and Supplies</b>				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$21,932	\$0	\$21,932
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$2,673	\$0	\$2,673
Subtotal 4000-4999		\$24,605	\$0	\$24,605
<b>5000-5999 Services and Other Operating Expenditures</b>				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$1,320	\$1,710	\$3,030
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0	\$0
5800	Prof/Cons/Serv & Operating Exp.	\$28,360	\$0	\$28,360

Object Code	Description	Amount Service & Activity	Amount Admin	Total
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$29,680	\$1,710	\$31,390
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
Subtotal 6000-6999		\$0	\$0	\$0
SUB-TOTAL		\$347,268	\$23,183	\$370,451
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$6,400	\$6,400
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$6,400	\$6,400
TOTAL		\$347,268	\$29,583	\$376,851