

# Migrant Education Plan

2025-26 Fallbrook Union Elementary School District

July 1, 2025 - June 30, 2026

## Section 1: General Information & Funding Allocations

Short Description:	2025-26 Fallbrook Union Elementary School District	Who is the subgrantee contact?
Subgrantee Type:	District with a DSA	Name: Lea Curcio
Region:	9 - San Diego County Office of Education	Title: Director of Curriculum & Instruction
County:	San Diego	Phone: (760) 731-5417
District:	Fallbrook Union Elementary	Fax:
		Email: lcurcio@fuesd.org

### Estimated

Performance Period Allocation (85%):	\$ 335,994
Carryover:	\$ 0
Student Leadership:	\$ 0
School Readiness Amount:	\$ 11,452
Family Biliteracy Grant Extension:	\$ 0
Speech and Debate:	\$ 0
Regional Parent Conference:	\$ 0
Other:	\$ 0
Total Amount Allocated:	\$ 347,446

## Section 2: Allocation & Student Profile

District	Type	Allocation	Students			
			PFS	Non-PFS	Total	
Fallbrook Union Elementary	DSA	\$347,446	70	404	474	
			Pre	0	0	0
			K	8	34	42
			1	6	21	27
			2	8	28	36
			3	7	29	36
			4	5	45	50
			5	15	50	65
			6	8	31	39
			7	6	47	53
			8	7	35	42
			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.

#### Fallbrook Union Elementary School District (FUESD) Core Academic Programs

FUESD provides high-quality, standards-based instructional materials across all core subjects:

- English Language Arts (ELA):
  - *Benchmark Advanced* (TK-5) / *Benchmark Adelante* (TK-6, Spanish Dual Language)
  - *StudySync* (6-8, available in Spanish)
- Mathematics:
  - *FUESD IMP Math* (TK-5)
  - *CA Math* (6-8)
- Science:
  - *Macmillan McGraw-Hill* (K-6, English/Spanish)
  - *Fallbrook UESD NGSS Units of Study with Discovery Education* (7-8, English/Spanish)
- Social Studies:
  - *Pearson Scott Foresman* (K-5, English/Spanish)
  - *Teachers' Curriculum Institute* (6-8, English/Spanish)

#### Instructional Approach & Student Support

Our instructional framework prioritizes effective classroom instruction, led by innovative, highly trained teachers. Core programs include:

- ELA (up to 3 hours/day)
- English Language Development (30 min/day min.)
- Math (up to 1.25 hours/day)
- Science, Social Studies & Physical Education (200-400 min/10 days, grade-dependent)
- VAPA (Visual & Performing Arts) integrated where appropriate
- Social-emotional learning through *Character Strong*

FUESD emphasizes equitable access and differentiated instruction for diverse student populations, including English learners, migrant students, and low-income students. Professional development ensures teachers are trained in research-based strategies, supported by full-time instructional coaches (TOSAs).

#### Innovation & Technology

- Innovation Labs at all K-6 and K-8 schools to support STEAM education
- 1:1 Chromebook access for all students
- University partnerships with Palomar College, CSUSM, and University of La Verne for teacher development and student engagement

#### Extended Learning & Interventions

Using LCFF S/C and Title I funding, FUESD offers:

- Targeted small-group interventions during and outside the school day
- Extended Learning Opportunities including afterschool programs, intersessions, and summer programs

These programs reinforce core instruction and help students meet grade-level standards in language arts, English language development, and math.

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### 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 Professional Learning & Instructional Support

FUESD provides research-based professional learning to enhance the implementation of standards-based curricula, instruction, and assessment. Teachers receive ongoing support in applying the District's instructional framework, which includes:

- Effective Classroom Strategies
- EL Strategies
- Math Concept Development
- Proactive Classroom Management

### Instructional Coaching & Teacher Support

Full-time Teachers on Special Assignment (TOSAs) provide job-embedded coaching, co-planning, and co-teaching hands-on lessons to promote differentiation and equity in classrooms. They assist in:

- Selecting effective instructional strategies
- Designing engaging, literacy-integrated lessons
- Supporting technology use for extended learning and real-world connections

### Professional Development Focus

FUESD prioritizes balanced literacy, guided reading, and content integration to align literacy/language development across disciplines. Teachers receive training in:

- California State Standards for Mathematics & ELA
- Supplemental curricula (Lingual Learning, WRITE Institute, IMSE - Orton Gillingham, and digital resources)
- ELD Strategies (language objectives, oracy, and academic discourse)
- Reading engagement & student progress tracking through revitalized Professional Learning Communities (PLCs)

Each school develops site-specific professional learning plans aligned with FUESD student initiatives and leadership development under the Portrait of an 8th Grader framework.

### Collaboration & Continuous Growth

- Weekly structured collaboration time for teachers
- Off-site professional training by expert educators
- Mandatory 10+ hours of annual professional development (focused on math, literacy, cultural competency, and equity in 2025-26)

In 2024-25, professional development emphasized math, guided reading, writing strategies, EL strategies, Character Strong, and classroom management. TOSAs led coaching in conceptual math, literacy, writing, language practices, oracy, and standards-based instructional practices.

FUESD remains committed to high-quality teaching and learning, ensuring all students receive equitable and engaging instruction.

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## 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 Student & Family Support Services

FUESD prioritizes student and family well-being through strong community partnerships and targeted support programs.

### Community Collaboration & Family Support

- Site Social Workers partner with Fallbrook Community Health, Palomar Family Counseling, and other local providers to address family needs.
- Annual 30-day and district-wide needs assessments guide parent education topics and identify emerging community needs.
- NICPP & FUESD collaborate on community needs assessments, focusing on substance awareness, digital literacy, advocacy, and youth development.

### Health & Wellness Initiatives

- Partnerships with Fallbrook Regional Healthcare District, Vista Community Health, and Fallbrook Family Health Center expand healthcare access for minority communities.
- San Diego County Health & Human Services collaboration promotes nutrition and fitness education, with Kitchenistas leading healthy eating instruction.
- The FUESD Wellness Committee meets quarterly to enhance student wellness through shared resources and initiatives.

### Mental Health & Behavioral Support

- Each school has a full-time counselor and a shared social worker to support student well-being.
- Additional district-wide staff includes:
  - School Psychologist
  - Behavior Technician
  - District Behavior Specialist
- Funded by LCFF S/C, ELO, and Title programs, these resources address Tier 2 and Tier 3 intervention needs for students requiring additional support.

FUESD remains committed to building a healthier, more resilient student community through proactive engagement, mental health services, and community-driven wellness programs.

### 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 maintains ongoing partnerships with local private schools, fostering collaboration and access to district services.

- Annual Outreach & Consultation: Each spring, FUESD hosts a consultation meeting to inform private schools about available programs and services.
- Guided by State & Federal Regulations: The district develops its application in alignment with California Department of Education and U.S. Department of Education guidelines.
- Support for Migrant Students: Private schools receive annual written communication regarding services for eligible migrant students.
- Digital Record-Keeping: FUESD retains digital copies of all private school participation documents, including intent to participate, affidavits, student counts, service requests, and program status information.

FUESD remains committed to timely, meaningful collaboration to support private school students and educators.

### 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 fosters strong partnerships between families, schools, and the district through inclusive engagement opportunities.

#### Parent Involvement & Education

- The District Parent and Family Engagement Plan is shared annually.
- Training and Information (English & Spanish) are provided through Parent Advisory Council Meetings, ELAC, DELAC, PTSA, SSC, and Coffee & Conversations.
- Migrant Parent Input is gathered at PAC meetings in March, April, and September to shape future topics.
- Topics include:
  - California State Standards & student assessments
  - Standards-based report cards
  - U.S. school system overview
  - Programs, interventions, and the importance of parental participation

#### Family Engagement Opportunities

- District-wide events:

- Family Education Nights
- Cyber Awareness & Instructional Technology Nights
- Parent Training Sessions (with contracted services such as Counselor Sr. Meza, PIQE)
- Parent-Student Learning Nights (Math & Literacy)
- Partnership with Palomar College: Offers free English & Citizenship classes for parents.

#### Communication Strategies

- All communications are provided in English & Spanish (as needed).
- Schools utilize an automated messaging system (calls, emails, and texts).
- Flexible meeting times accommodate parents' schedules (morning & evening sessions).
- Multichannel outreach: Newsletters, social media updates, and regularly updated school websites.

#### Commitment to Policy & Regulations

FUESD upholds Governing Board policies and Administrative Regulations on Parent & Family Engagement, school-home communication, and parental rights to ensure transparency and accessibility.

FUESD remains dedicated to empowering families and strengthening school-community collaboration for student success.

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 ensures clear, ongoing communication with migrant families regarding available services in instruction, parent engagement, health, and school readiness through multiple means.

#### Key Communication Strategies:

- Annual Needs Assessment Meetings (Sept-Oct): Programs and services are reviewed with families.
- Bilingual Service Brochure (Sept): Sent via USPS and digitally to all migrant families, outlining planned services for the year.
- PAC Meetings (Aug-Sept & April): Services in the District Service Agreement (DSA) are introduced and reviewed.
- Personalized Outreach: Migrant Education Program Assistants (MEPAs) make individual phone calls and invitations for service sign-ups, workshops, and family events.
- Student Program Invitations: School site staff and MEPAs distribute invitations and permission slips for instructional programs.
- School Readiness Support: MEPAs and Regional Migrant Preschool Teachers directly communicate services to families.

Through consistent, bilingual, and personalized outreach, FUESD ensures migrant families remain informed, engaged, and supported throughout the school year.

#### 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.

The Senior Director of Educational Services oversees the FUESD Migrant Education Program, ensuring effective coordination across state and federal categorical programs, private school participation, Expanded Learning Opportunities (ELO)/FUESD After School Program, and the California State Preschool Program (CSPP/Title I funded).

#### Layered Service Model for Student Support

FUESD strategically layers services to provide comprehensive student support:

1. Base/Core Services – Provided to all students.
2. LCFF S/C Funds – Enhancements aligned with the Local Control and Accountability Plan (LCAP).
3. Title Funding (I, II, III, IV) – Adds targeted instructional support, professional development, and supplemental materials.
4. Expanded Learning Opportunities (ELO) – Additional extended learning support.
5. Migrant Education Services – Supplemental to site and district programs, ensuring migrant students receive additional support as needed.

This coordinated approach maximizes resources, ensuring layered, effective support for all students, particularly those with additional needs.

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## Section 5: Regular School Year

### 1. Literacy/Language 1.0

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

This 30 hour ELA/ELD targeted supplemental instructional program will be offered to TK-8th grade migrant students who have been referred based on classroom performance, parent request, or to students who are on the MSIN MPO report, scored below standard on the CAASPP, Level 1 & low 2 on ELPAC, are LTELs, scored below standard on Star Reading/Early Literacy, and/or ELA report card grades. We will also be targeting LTELs. These sessions will be offered throughout the school year at various locations and grade levels to meet the identified needs of our Migrant Students.

Students will receive explicit instruction writing personal narrative, opinion, argumentative, or summary genres with the support of integrated ELD and appropriate EL strategies. Students will be provided with support through the use of integrated ELD. For integrated ELD, we will have language objectives that include the ELD standard that pairs with the ELA standard /or the productive standards that match the language form addressed. In addition, EL strategies specifically the use of graphic organizers, meta-cognition, reviewing the rubrics to understand writing expectations, collaborative discussion, speaking & listening activities coupled with reading/writing activities, with the use of primary language support, as needed. Students will receive intense and purposeful instruction in reading skills that include decoding and reading comprehension. Expository reading texts will be used to provide the instructional service. Students will participate in understanding the different genres through reading expository texts, various writing activities and use of rubrics. Explicit language instruction focused on tier two vocabulary, sentence structure, and language forms related to the genre will be targeted by teachers. Our program will have a cultural component that provides exposure to diverse literature with an emphasis on self and cultural pride.

Literacy/Language 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, a credential teacher will be assigned to support direct instruction for students and small groups of students who need make up lessons due to attendance. All migrant education students will receive books for use at home to support reading engagement and practice at home.

Students participating in the literacy/language will participate in at least one 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. This experience will be up to eight hours depending on session participation: Session 1 & 2 (Fall/Winter), or Session 3 & 4 (Winter/Spring). The 8 hour session will be applied to their class time for attending with certificated teachers upon completion of the daily course work. Each session has capacity limits.

In addition, Migrant education students will be participating in the FUESD intersession ELO/Migrant camps, Nov. 2025, Feb. 2026, Mar. 2026, and will participate in ELA support a minimum of 2 hours a day included in the 9 hour a day wrap around camp.

Instruction may be delivered remotely if this is the instructional environment that best supports the needs of our students/families, however, in person instruction will be prioritized.

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?

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

		Written Language Performance									
Performance Level		K	1	2	3	4	5	6	7	8	All
Level 4 											
Percentage of students by grade for level	10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%	
Level 3 											
Percentage of students by grade for level	13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%	
Level 2 											
Percentage of students by grade for level	55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%	
Level 1 											
Percentage of students by grade for level	20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%	

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.

Reading										
Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed 										
Percentage of students by grade for level	6.90%	6.25%	0.00%	0.00%	3.03%	5.26%	0.00%	0.00%	23.08%	5.17%
Somewhat/Moderately 										
 Percentage of students by grade for level	72.41%	50.00%	50.00%	47.83%	54.55%	52.63%	61.11%	52.38%	26.92%	52.16%
Beginning to Develop 										
Percentage of students by grade for level	20.69%	43.75%	50.00%	52.17%	42.42%	42.11%	38.89%	47.62%	50.00%	42.67%

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Students will be able to read the expository text and be able to answer questions pertaining to the readings. Students will be able to write a specific genre of writing with a systematic structure for clarity and purpose. Students will participate in lessons with an embedded focus on cultural and self pride. Specifically, the students will be introduced, at their respective developmental stages, the notions of equity and value for cultural wealth.

Students will receive intense and purposeful instruction in reading skills that include decoding and reading comprehension during a 30-hour program (minium of 1 hour a day). This service will be offered at different sites (depending on teacher availability and student site selection for service): Fallbrook STEM Academy, Male Ellis School, La Paloma School, Live Oak School, William H. Fraizer, and Potter Jr. High.

We will also provide 2 additional hours ELA push in services provided by credential extra hour teachers and supported by our MSCSSA focused on our SSDP for Migrant Students attending the FUESD After School ELO Fall, Migrant February Camp, and FUESD After School ELO Spring Camp.

Student/teacher ratio:

15:1

**Instructional strategies:**

Teachers will provide students direct and guided reading and writing instruction with the support of support staff to provide one-on-one and group instruction based on students' need as well as provide primary language support for writing and oral language development. Teachers guide students in the use of the writing process (pre-writing, rough draft, revise, edit, and final draft). Explicit language instruction focused on tier two vocabulary, sentence structure, and language forms related to the genre will be targeted by teachers for integrated ELD. SDAIE strategies like graphic organizers and sentence frames will be used to provide the necessary scaffolding to maximize student learning and understanding in the area of writing. Teachers will explicitly teach students on the use of each rubric, expectations, and give students various examples. Students will constantly monitor growth based on ongoing writing pieces/multimedia presentations.

Close reading strategies, along with Nancy Fetzer reading and writing methodology, will also be used to help with reading and writing.

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.

Students will work individually in cooperatively based research groups on specific shared topics. In addition, small skill group

instruction will be provided by the teacher and tutor to strengthen needed skills according to formative assessments and/or teacher observation.

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 connected to writing. Teacher will differentiate instruction by working in small groups, providing individual support, and targeting specific areas of weakness with students.

Differentiated instruction based on student needs language proficiency levels and assessments will be provided by teachers and Migrant Community Support Assistants in small groups. Support staff will provide primarily language support and reinforce skills as needed under the supervision of the teacher.

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. Writing foundational skills will be reinforced (sentence structure, paragraph writing, and communicating reasoning through writing).

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?

The following researched based ELA/ELD materials beyond the core curriculum will be used:

District Adopted ELA/ELD Curriculum: Intervention/Extension Small Group Lessons from Benchmark Advanced (K-5), Holt (7-8). Other district support supplemental researched-based curriculum such as Freckle, Sonday, English 3D, Benchmark Phonics Intervention, Discovery Education, and ELD Links may be used to support these services.

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
FUESD Writing Training	09/2025	60	Refresh from 6 hour 24-25 SY training to support	1.2a

Name of Training	Dates	Minutes	Description	Strategy Being Met
Refresher			expository writing.	
Cultural Linguistic Strategies	09/2025	30	Culturally linguistic strategies to use in ELA: writing and literacy to support instruction.	13.2

#### Service/Allowable Activity Evaluation Plan

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

The expected outcome will be to increase students' reading and writing proficiency. The effectiveness of these ELA classes will be measured 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	Seventy-five percent of students who participate a minimum of 80% of the program will see an increased writing rubric score on the Write Genre Rubric, or growth in instructional reading level on a reading record as measured by pre and post assessments for ELA, sight words/BPST in K-1st.

#### 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	5	10	15
1	5	10	15
2	7	10	17
3	6	10	16
4	4	15	19
5	14	15	29
6	14	15	29
7	5	15	20
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	65	110	175

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	40	09/08/2025 - 10/03/2025	10	90	900
K - 8	40	10/20/2025 - 11/21/2025	10	90	900

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	80	11/11/2025	1	240	240
K - 8	50	11/24/2025 - 11/26/2025	3	240	720
K - 8	35	01/12/2026 - 02/12/2026	10	90	900
K - 8	35	03/09/2026 - 04/23/2026	10	90	900
K - 8	50	03/30/2026 - 04/02/2026	4	240	960

#### 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	8	0.03
Teacher	Certificated	1	0.20

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	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	8 Teachers 12 hours per session, shared across 4 session, each teacher @ 61 an hour, ELO will provide the hourly rate pay for the educational experience.	\$5,856
1100 Teachers	45 hours of planning/teaching/supervision & Support of MCSSA instruction for this ELA service across the RSY (30 weeks) @ \$61 an hour.	\$2,745
2100 Instructional Aides	1/10th of 1 Migrant CSSA RSY Salary	\$4,315
3000 Employee Benefits	1/10th of Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	Teacher benefits at approximately 24% of hourly rate (\$1,405). Plus benefits for 45 hour teacher (\$659)	\$2,064
4300 Materials & Supplies	Materials and supplies to support classes, such as consumable books, journals, etc. 8 teachers will each be offered \$200 for class supplies to provide students in their sessions, and an additional \$1,000 will be used to buy games and materials to support expository genres.	\$2,600
5800 Prof/Cons/Serv & Operating Exp.	Transportation for Education Experience - a portion of mileage and hourly rate for bus.	\$550
Total:		\$20,557

## 2. Math 2.0

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

This Math/ELD targeted supplemental instructional program will be offered to TK-8th grade migrant students who are referred based on the MSIN MPO list, classroom performance, parent request, and/or who scored below standard on the CAASPP or Star 360 Math.

This class will focus on the language demands of mathematics, such as academic vocabulary and how to explain mathematical thinking. A focus on listening for understanding, and problem solving will be highlighted. For integrated ELD, we will have language objectives that include the ELD standards that focus on the productive standards matching the language needed to express math thinking. ELD will be integrated with a focus on oral language, and sentence patterns to support written problem solving responses in math. Students who need additional lessons to support 30 hours of instruction will be provided make up lessons provided by the certificated intervention teacher.

Extensive student materials and learning supplies will be provided to students that include but are not limited to manipulatives, building blocks, number lines, geometry shapes, place value mats, and manipulatives.

Students participating in the math enrichment will participate in one 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 depending on session participation: Session 1 (Fall), or Session 2 (Winter/Spring). The 8 hour session will be applied to their class time for attending with certificated teachers upon completion of the daily course work. Each session has capacity limits.

Migrant Education students will also be offered the opportunity to participate in November Fall Camp, February Migrant Camp and March Spring Camps, all ELO supported intersessions, receiving up to 10 additional days of services that includes 20 hours of math instruction by certificated teachers with support from our MCSSAs.

One Math Literacy Family Night will be offered as a part of our Parent Workshops, targeting PFS, at risk, and migratory students scoring below standards focused on math CCSS and learning at home strategies to use at home.

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




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 May be offered virtually.




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

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics. Overall, we saw a trend of need in our upper grades:



**CONCEPTS AND PROCEDURES:** How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	12.1 %	19.2 %	6.67 %	5.88 %	4.26 %	6.67 %	9.02 %
<b>CONCEPTS and PROCEDURES</b>							
Near Standard 							
Percentage of students by grade for level	51.5 %	36.8 %	38.3 %	44.1 %	36.2 %	42.2 %	40.60 %
Below Standard 							
Percentage of students by grade for level	36.4 %	44.7 %	55.0 %	50.0 %	59.6 %	51.1 %	50.38 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS:** How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	10.6 %	8.33 %	8.82 %	2.13 %	6.67 %	7.52 %
<b>PROBLEM SOLVING and MODELING and DATA ANALYSIS</b>							
Near Standard 							
Percentage of students by grade for level	57.6 %	42.5 %	53.3 %	50.0 %	44.7 %	40.0 %	47.74 %
Below Standard 							
Percentage of students by grade for level	33.3 %	46.8 %	38.3 %	41.2 %	53.2 %	53.3 %	44.74 %

**COMMUNICATING REASONING:** How well can students think logically and express their thoughts in order to solve a problem?









Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	6.38 %	5.00 %	5.88 %	8.51 %	0.00 %	5.64 %
<b>COMMUNICATING REASONING</b>							
Near Standard 							
Percentage of students by grade for level	69.7 %	53.2 %	55.0 %	52.9 %	57.6 %	66.7 %	58.7 %



Below Standard 

Percentage of students by grade 21.2 % 40.4 % 40.0 % 41.2 % 34.0 % 33.3 %  
for level

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

		Listening									
Domain Performance Level		K	1	2	3	4	5	6	7	8	All
Well Developed 											
Percentage of students by grade for level		13.79%	56.25%	17.86%	21.74%	36.36%	26.32%	22.22%	14.29%	26.92%	25.43%
 Somewhat/Moderately 											
Percentage of students by grade for level		72.41%	37.50%	60.71%	73.91%	51.52%	60.53%	66.67%	61.90%	57.69%	60.78%
Beginning to Develop 											
Percentage of students by grade for level		13.79%	6.25%	21.43%	4.35%	12.12%	13.16%	11.11%	23.81%	15.38%	13.79%
		Speaking									
Domain Performance Level		K	1	2	3	4	5	6	7	8	All
Well Developed 											
Percentage of students by grade for level		20.69%	43.75%	21.43%	39.13%	54.55%	52.63%	61.11%	57.14%	61.54%	45.26%
 Somewhat/Moderately 											
Percentage of students by grade for level		44.83%	56.25%	64.29%	43.48%	24.24%	26.32%	33.33%	28.57%	11.54%	35.78%
Beginning to Develop 											
Percentage of students by grade for level		34.48%	0.00%	14.29%	17.39%	21.21%	21.05%	5.56%	14.29%	26.92%	18.97%

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Our Math program with the emphasis on strengthening Mathematical concepts through the use of the Math Framework "Big Ideas". Teacher created materials that align with California State Standards will be utilized. Students will improve in basic computation and increase their understanding in specific skills to improve in math word problems.

Students will be able to communicate about concepts and how they arrived at solutions. The Integrated ELD standards will focuses on the productive standard that matches the language needed to express math thinking, including sentence structures that support written math responses.

Students will be able to communicate, think critically, collaborate, and create using mathematical concepts inclusive of: The Number System, Measurement and Data, Algebraic Thinking, Ratios and Proportions, Geometry, and Statistics and Probability

Student/teacher ratio:

20:1

**Instructional strategies:**

Teachers will provide students direct and guided math instructions with the support of support staff to provide one-on-one and group instruction based on students' need as well as provide primary language support for writing and oral language development. ELD will be integrated with a focus on oral language, and sentence patterns to support written responses in math. SDAIE strategies like graphic organizers and sentence frames will be used to provide the necessary scaffolding to maximize student learning and understanding in mathematics. Students will be able to communicate about concepts and how they arrived at solutions (problem-solving and data modeling). Problem solving instruction: explicit instruction in the steps to solving a mathematical or data analysis including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers.

Students will participate in think-alouds using explicit explanations of the steps of problem-solving through teacher modeling meta cognitive thought.

Incorporating student discourse and data talks through questioning and allowing student agency will allow for the strengthening of student voice and mathematical growth mindset through the use of low- floor, high-ceiling math tasks.

Teachers will use hands-on material and manipulatives to enhance lessons and activities. Students will be grouped strategically to support each other.

#### Student grouping method:

Students will work individually in cooperatively based research groups on specific shared topics. In addition, small skill group instruction will be provided by the teacher and tutor to strengthen needed skills according to formative assessments and/or teacher observation.

#### 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.

Differentiated instruction based on student needs language proficiency levels and assessments will be provided by teachers and Migrant Community Service Assistants in small groups. Support staff will provide primarily language support and reinforce skills as needed under the supervision of the teacher.

#### 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 (Irvine Math Project and CA Math) will be used to guide instruction, along with district approved supplemental intervention program materials (YouCubed).

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Big Ideas Strands Training	09/2025	60	Small Group Intervention materials, YouCubed and Mathematical Mindsets.	2.0

#### Service/Allowable Activity Evaluation Plan

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

Migrant students math proficiency will be increased. 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	Seventy-five percent of students who participate a minimum of 80% of the program will see MARs Task Score growth as measured by pre and post assessments for Math with the grade level appropriate "Big Ideas MARs" Task 2nd through 8th grade, or growth on math fluency with place value assessment in Kindergarten/1st.

#### 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	5	20	25
1	5	10	15
2	7	10	17
3	6	15	21
4	4	25	29
5	14	30	44
6	14	20	34
7	5	20	25
8	5	20	25
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	65	170	235

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	40	09/08/2025 - 10/03/2025	10	90	900
K - 8	40	10/20/2025 - 11/21/2025	10	90	900
1 - 8	50	11/24/2025 - 11/26/2025	3	120	360
K - 8	40	01/12/2026 - 02/12/2026	10	90	900
K - 8	75	02/17/2026 - 02/19/2026	3	120	360
K - 8	40	03/09/2026 - 04/23/2026	10	90	900
K - 8	50	03/30/2026 - 04/02/2026	4	120	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
Teacher	Certificated	12	0.03
Teacher	Certificated	1	0.20

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	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	12 Teachers, across 4 sessions, 12 hours each teacher @ \$61 an hour, plus ELO will support hourly rate for educational experience (teachers will tie lessons from their sessions to the ed experience, they also attend the trip to connect learning).	\$8,784
1100 Teachers	45 hours of planning/teaching/supervision & Support of MCSSA instruction for this ELA service across the RSY (30 weeks) @ \$61 an hour.	\$2,745
2100 Instructional Aides	1/10th of one Migrant CSSA RSY Salary	\$4,315
3000 Employee Benefits	1/10th of one Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	Teacher benefits at approximately 24% of hourly rate (\$2,108). Plus benefits for 45 hour teacher (\$659)	\$2,767
4300 Materials & Supplies	Math manipulatives and materials to support hands on math instruction. Materials and supplies to support classes, such as consumable books, journals, etc. 12 teachers will each be offered \$200 for class supplies to provide students in their sessions, and an additional \$2,000 will be used to buy games and materials to support expository genres.	\$4,400
5800 Prof/Cons/Serv & Operating Exp.	Transportation for Education Experience - a portion of mileage and hourly rate for bus.	\$550
Total:		\$25,988

### 3. Writing through content 1.0 & 1.2

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

This 15 hours of service provides ELA/ELD targeted intervention program will be offered to TK-8th grade migrant students who have been referred based on the MSIN MPO report, classroom performance, parent request, or to students who scored below standard on the CAASPP, Level 1 & low 2 on ELPAC, are LTELs, scored below standard on Star Reading/Early Literacy, and/or ELA report card grades. These sessions will be offered throughout the school year at a centralized location and grade levels to meet the identified needs of our Migrant Students.

Students will receive explicit instruction with informative, argumentative, and/or summary genres with the support of integrated ELD strategies. For integrated ELD, we will have language objectives that include the ELD standard that pairs with the ELA standard /or the productive standards that match the language form addressed. In addition, EL strategies specifically the use of graphic organizers, meta-cognition, reviewing the rubrics to understand writing expectations, collaborative discussion, speaking & listening activities coupled with reading/writing activities, with the use of primary language support, as needed. Students will receive intense and purposeful instruction in reading skills that include reading comprehension. Expository reading texts will be used to provide the instructional service. Explicit language instruction focused on tier two vocabulary, sentence structure, and language forms related to the genre will be targeted by teachers. Our writing program will have a cultural component that provides exposure to diverse literature with an emphasis on self and cultural pride.

Writing through Content will link current event/ real world topics to the direct instruction of the two writing genres - informational (summary, sequence, expository) and opinion/argument. In addition we will offer, as an after school 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.

Students participating in the Writing through Content will participate in at least one 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 De Luz School House, on one day in eight hours depending on session participation: Session 1 (Fall/Winter), and/or Session 2 (Winter/Spring). The 8 hour session will be applied to their class time for attending with certificated teachers upon completion of the daily course work. Each session has capacity limits.

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?




Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

		Written Language Performance									
Performance Level		K	1	2	3	4	5	6	7	8	All
Level 4											
Percentage of students by grade for level		10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%
Level 3											
Percentage of students by grade for level		13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%
Level 2											
Percentage of students by grade for level		55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%
Level 1											
Percentage of students by grade for level		20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%

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.

		Writing									
Domain Performance Level		K	1	2	3	4	5	6	7	8	All
Well Developed											
Percentage of students by grade for level		20.69%	6.25%	3.57%	21.74%	24.24%	13.16%	33.33%	14.29%	7.69%	15.95%
Somewhat/Moderately											
Percentage of students by grade for level		44.83%	81.25%	67.86%	56.52%	63.64%	71.05%	61.11%	71.43%	80.77%	65.95%
Beginning to Develop											
Percentage of students by grade for level		34.48%	12.50%	28.57%	21.74%	12.12%	15.79%	5.56%	14.29%	11.54%	18.10%

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will be able to read the expository text and be able to answer questions pertaining to the readings. Students will be able to write a specific genre of writing with a systematic structure for clarity and purpose. Students will participate in lessons with an embedded focus on cultural and self pride. Specifically, the students will be introduced, at their respective developmental stages, the notions of equity and value for cultural wealth. Topics in lesson(s) will incorporate:

- Utilizing the current event topics and/or autobiographies tied to career future readiness
- Use of texts that highlight cultural alignment to that of students
- Acknowledging and making explicit the structural barriers and challenges students face
- Provide a positive image of students' culture and leverage their knowledge for understanding traditions

Writing genre will directly address the components of Claim, Reasoning, and Evidence model. Reading comprehension skills will be targeting to support identifying main topic and details (RI2) using expository text to support the writing focus. 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 after school options will be made available for our students.

Student/teacher ratio:

20:1

Instructional strategies:

Teachers will provide students direct and guided reading and writing instruction with the support of support staff to provide one-on-one and group instruction based on students' need as well as provide primary language support for writing and oral language development. Teachers guide students in the use of the writing process (pre-writing, rough draft, revise, edit, and final draft). Explicit language instruction focused on tier two vocabulary, sentence structure, and language forms related to the genre will be targeted by teachers for integrated ELD. SDAIE strategies like graphic organizers and sentence frames will be used to provide the necessary scaffolding to maximize student learning and understanding in the area of writing. Teachers will explicitly teach students on the use of each rubric, expectations, and give students various examples. Students will constantly monitor growth based on ongoing writing pieces/multimedia presentations.

Student grouping method:

Students will work individually in cooperatively based research groups on specific shared topics. In addition, small skill group instruction will be provided by the teacher and tutor to strengthen needed skills according to formative assessments and/or teacher observation.

Students may also be groups in peer partners with multi-age groups to support peer tutoring facilitated by a credentialed teacher.

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. Students will also work in peer tutoring groups allowing for multi-age groups.

Differentiated instruction based on student needs language proficiency levels and assessments will be provided by teachers and Migrant Community Support Assistants in small groups. Support staff will provide primarily language support and reinforce skills as needed under the supervision of the teacher. 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 that need special attention and additional support.

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 WRITE, Step Up to Writing and Benchmark Advanced readers, other supplemental programs (Weekly Readers, Freckle, Discovery Education, etc), science, real world connections, and/or the VAPA standards 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 expository writing genre appropriate for the Current Event Topic focused on animals and science.

## Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
FUESD Writing Refresher	10/2025	90	There will be a FUESD writing refresher training as a follow up to the 6 hour series offered in the 23-24 School year.	1.2, 3.0

## 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 content learning through the current event/topic or topic of the autobiography. 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
Pre and Post Assessment	Using the teacher created expository summary grade level rubric (1 to 4), students will improve their independent expository summary writing skills by the end of the session by at least one rubric level. WRITE Genre Rubric.

## 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	5	5	10
1	5	5	10
2	7	10	17
3	6	15	21
4	4	15	19
5	14	10	24
6	14	10	24
7	5	10	15
8	5	5	10
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	65	85	150

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	75	09/01/2025 - 12/19/2025	3	120	360
K - 8	75	01/05/2026 - 05/22/2026	3	120	360

#### 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	3	0.03
Intervention Tech	Classified	1	0.18
Teacher	Certificated	1	0.10

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	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	3 teacher (K-2, 3-5, 6-8) to up to support 36 hours of writing/ELA instruction @ \$61 an hour.	\$2,196
1100 Teachers	12 hours of planning/teaching/supervision & Support of MCSSA instruction for this Writing service across the RSY (6 weeks) @ \$61 an hour.	\$732

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	1/10th of one Migrant CSSA RSY Salary	\$4,316
2100 Instructional Aides	1 intervention tech for 12 hours of instruction to support PK, and Kinder @ \$25 an hour.	\$300
3000 Employee Benefits	1/10th of one Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	Teacher benefits for 3 teachers @ approx. 24%, plus 12 hour teacher (\$703) & Instructional assistant benefits (\$72)	\$775
4300 Materials & Supplies	Materials and supplies to support classes, such as consumable books, journals, etc. 6 theme night will each be offered \$500 for class supplies to provide students in their sessions, and an additional hands on supplies for projects of \$664.	\$3,664
5800 Prof/Cons/Serv & Operating Exp.	Transportation for Educational Experience - this is included under the ELA/Literacy and Math services.	\$0
Total:		\$14,410

## 4. Academic Intervention TK-8

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

This Academic Intervention TK-8 has been designed to support students in smaller groups, both in person at the Migrant Office or after school during ELO, to reach their 30 hour MPO service goal. Based on student groupings and need some students will receive all 30 hours within this year via this course, if after school classes are not accessible. This service will be provided by an hourly rate teacher and our MCSSA/MEPAs, under the supervision of After School Program Certificated Teacher or Hourly Rate Certificated Teacher, to support students with instruction in ELA/Writing /or Math. This, outside of the school day, option also allows for access to a counselor, if needed, to support students with their academic progress. Service will be based on identified need and is open to all FUESD Migrant students. This service will be available 30 weeks a year.

When the identified area is ELA: Students will be able to read the expository text and be able to answer questions pertaining to the reading. Students will be able to write a specific genre of writing with a systematic structure for clarity and purpose. Students will participate in lessons with an embedded focus on cultural pride. Topics in lesson(s) will incorporate: Utilizing the concept of home traditions. \* Use of texts that highlight cultural alignment to that of students \* Provide a positive image of students' culture and leverage their knowledge for understanding traditions

When the identified area is Math: Students will be able to communicate about concepts and how they arrived at solutions. Students will be able to communicate, think critically, collaborate, and create using mathematical concepts inclusive of: The Number System, Algebraic Thinking, and Ratios and Proportions.

Being able to provide academic supports to students based solely on their needs will provide students with strategies to ensure growth in their core classes that will lead to academic success. Specific skills and strategies will be taught ongoing and reinforced to be used during core classes. Integrated ELD will be utilized to ensure students make meaning with respect to their language levels. Students in need of academic guidance will have an opportunity to connect with the assigned school counselor as referred by the after school teacher and Migrant Community Service Support Assistants.

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:




This service will be centralized at the district office and will be provided at our in town school sites operating the FUESD After School Program to the Migrant Student: their school site, District Migrant Office.

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




On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

### Math Data:




CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	12.1 %	19.2 %	6.67 %	5.88 %	4.26 %	6.67 %	9.02 %
CONCEPTS and PROCEDURES							
Near Standard 							
Percentage of students by grade for level	51.5 %	36.8 %	38.3 %	44.1 %	36.2 %	42.2 %	40.60 %
Below Standard 							
Percentage of students by grade for level	36.4 %	44.7 %	55.0 %	50.0 %	59.6 %	51.1 %	50.38 %









PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	10.6 %	8.33 %	8.82 %	2.13 %	6.67 %	7.52 %
PROBLEM SOLVING and MODELING and							
Near Standard 							
Percentage of students by grade for level	57.6 %	42.5 %	53.3 %	50.0 %	44.7 %	40.0 %	47.74 %
DATA ANALYSIS							
Below Standard 							
Percentage of students by grade for level	33.3 %	46.8 %	38.3 %	41.2 %	53.2 %	53.3 %	44.74 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	6.38 %	5.00 %	5.88 %	8.51 %	0.00 %	5.64 %
COMMUNICATING REASONING							
Near Standard 							
Percentage of students by grade for level	69.7 %	53.2 %	55.0 %	52.9 %	57.6 %	66.7 %	58.7 %
Below Standard 							
Percentage of students by grade for level	21.2 %	40.4 %	40.0 %	41.2 %	34.0 %	33.3 %	

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

Written Language Performance											
Performance Level	K	1	2	3	4	5	6	7	8	All	
Level 4 											
Percentage of students by grade for level	10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%	
Level 3 											
Percentage of students by grade for level	13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%	
Level 2 											
Percentage of students by grade for level	55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%	
Level 1 											
Percentage of students by grade for level	20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%	
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.											
Reading											
Domain Performance Level	K	1	2	3	4	5	6	7	8	All	
Well Developed 											
Percentage of students by grade for level	6.90%	6.25%	0.00%	0.00%	3.03%	5.26%	0.00%	0.00%	23.08%	5.17%	
 Somewhat/Moderately 											
Percentage of students by grade for level	72.41%	50.00%	50.00%	47.83%	54.55%	52.63%	61.11%	52.38%	26.92%	52.16%	
Beginning to Develop 											
Percentage of students by grade for level	20.69%	43.75%	50.00%	52.17%	42.42%	42.11%	38.89%	47.62%	50.00%	42.67%	

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

When the identified area is ELA: Students will be able to read the expository text and be able to answer questions pertaining to the reading. Students will be able to write a specific genre of writing with a systematic structure for clarity and purpose. Students will participate in lessons with an embedded focus on cultural pride. Specifically, the students will be introduced, at their respective developmental stages, the notions of equity and value for cultural wealth. Topics in lesson(s) will incorporate: Utilizing the concept of home traditions. \* Use of texts that highlight cultural alignment to that of students \* Acknowledging and making explicit the structural barriers and challenges students face \* Provide a positive image of students' culture and leverage their knowledge for understanding traditions

When the identified area is Math: Students will be able to communicate about concepts and how they arrived at solutions. Students will be able to communicate, think critically, collaborate, and create using mathematical concepts inclusive of: The Number System, Algebraic Thinking, and Ratios and Proportions.

Student/teacher ratio:

5:1

**Instructional strategies:**

Listening, reading, writing, and speaking strategies will be reinforced with an emphasis on academic language. Close Reading

Teacher will provide students direct and guided reading and writing instruction with the support of support staff to provide one-on-one and group instruction based on students' need.

Teacher will provide students direct and guided math instructions with the support of support staff to provide one-on-one and group instruction based on students' need as well as provide primary language support for writing and oral language development. Skills, and Basic Mathematical skills and strategies will be reinforced to ensure concrete grasp of higher concepts. ELD will be integrated with a focus on oral language, and sentence patterns to support written responses in math.

Explicit language instruction focused on tier two vocabulary, sentence structure, and language forms related to the skills targeted by teacher for integrated ELD.

#### Student grouping method:

Students will work individually in cooperatively based research groups on specific shared topics. In addition, small skill group instruction will be provided by the intervention teacher and Migrant Community Service Assistant tutor to strengthen needed skills according to formative assessments and/or teacher observation.

#### How instruction will be differentiated:

Differentiated instruction based on student needs language proficiency levels and assessments will be provided by teachers and tutors in small groups along with support staff who will provide primarily language support and reinforce skills as needed under the supervision of teacher. 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 that need special attention and additional support.

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

Organizational Skills

#### 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.

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

Teacher created resources will be implemented to support and supplements concepts and core needed to make meaning of topics. Curriculum used:

Benchmark Intervention/Advanced/ or StudySync Blasts

Mathematical Mindsets

IMP Small Group Math Units

Lingual Learning for ELD

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
IMP Math Training	08/2025	60	Small Group Intervention Materials,same training for math MPO.	2.0
Write Institute - Step Up To Writing	09/2025	60	Write- Step Up to Writing to support expository writing	1.2a
Online Learning Supports	09/2025	30	Revisiting the digital curriculum that can support personalized learning	1

#### Service/Allowable Activity Evaluation Plan

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

Students that attend at least 5 sessions will improve in 20% of missing ELA /or math assignments that they received support for, along with improved local assessment scores in both ELA and Math.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Grade Level Equivalent/scale score growth will be measured using Star Reading and Star Math, depending on the student group content area (ELA /or Math). The expected growth outcome is 5 points on the scale score or .3 of GLE.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Students will complete a survey regarding the benefits of this program.

#### Service/Allowable Activity Migrant Students Served

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

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

Grade	PFS	Non-PFS	Total
0-2yrs	0	0	0
3-5yrs	0	0	0
K	5	10	15
1	5	10	15
2	7	15	22
3	6	15	21
4	4	20	24
5	14	20	34
6	14	20	34
7	5	20	25
8	5	15	20

Grade	PFS	Non-PFS	Total
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	65	145	210

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	210	09/08/2025 - 05/22/2026	30	45	1,350

#### 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	0.20
Migrant Community Support Assistant	Classified	1	0.08
Counselor/Social Worker	Certificated	1	0.00

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

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 Hourly rate teacher for up to 60 hours for 2 hours a week at \$61 an hour.	\$3,660
1200 Pupil Support Services	Counselor cost is part of other health services or if service provided by the student's school counselor is considered in-kind/layer service.	\$0
2100 Instructional Aides	1/10th of one Migrant CSSA RSY Salary	\$4,315
3000 Employee Benefits	1/10th of one Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	Benefits at 24% for 60 hours of hourly rate teaching in the RSY.	\$878
4300 Materials & Supplies	Consumable books, workbooks, and materials to support at home ELA/math instruction.	\$0
Total:		\$11,280



5. Speech and Debate

Provide an overview description of your service/allowable activity.

The speech and debate program will provide an opportunity to integrate reading, writing, listening, and speaking skills in the real-world, gain career and college readiness experiences while focusing on appropriate ELD/ELA standards.

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. This class will target critical thinking skills, public speaking skills, academic vocabulary, self-pride, and grounding arguments in sources.

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

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.

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:

Potter Jr. High, MEE, FSA, LOE, LAP, WHF May offer virtual for students who are not able to attend in person.

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

Oral Language Performance on 2024 Summative ELPAC											
Performance Level	K	1	2	3	4	5	6	7	8	All	
Level 4	20.69%	62.50%	25.00%	26.09%	42.42%	36.84%	38.89%	33.33%	38.46%	34.91%	

Percentage of students by grade  
for level

Level 3 


Percentage of students by grade for level 13.79% 25.00% 28.57% 34.78% 30.30% 42.11% 44.44% 42.86% 30.77% 32.33%

Level 2 



Percentage of students by grade for level 41.38% 12.50% 28.57% 26.09% 12.12% 7.89% 11.11% 0.00% 7.69% 16.81%

Level 1 


Percentage of students by grade for level 24.14% 0.00% 17.86% 13.04% 15.15% 13.16% 5.56% 23.81% 23.08% 15.95%

	Listening									
Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed 										


Percentage of students by grade for level 13.79% 56.25% 17.86% 21.74% 36.36% 26.32% 22.22% 14.29% 26.92% 25.43%

 Somewhat/Moderately 



Percentage of students by grade for level 72.41% 37.50% 60.71% 73.91% 51.52% 60.53% 66.67% 61.90% 57.69% 60.78%

Beginning to Develop 

Percentage of students by grade for level 13.79% 6.25% 21.43% 4.35% 12.12% 13.16% 11.11% 23.81% 15.38% 13.79%

	Speaking									
Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed 										

Percentage of students by grade for level 20.69% 43.75% 21.43% 39.13% 54.55% 52.63% 61.11% 57.14% 61.54% 45.26%

 Somewhat/Moderately 

Percentage of students by grade for level 44.83% 56.25% 64.29% 43.48% 24.24% 26.32% 33.33% 28.57% 11.54% 35.78%

Beginning to Develop 

Percentage of students by grade for level 34.48% 0.00% 14.29% 17.39% 21.21% 21.05% 5.56% 14.29% 26.92% 18.97%

## Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Citing text evidence: RI 1, Integration of Knowledge and Ideas RI 7,  
Productive language ELD standards  
Constructing an opinion/argument W1, W4, & W8  
Speaking and Listening: SL3

Student/teacher ratio:

The student/teacher ratio will not exceed 15 to 1

#### 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.

Students 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 MEPAs 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.

##### 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?

Speech and Debate strategies, resources and rubrics will be pulled from the Migrant Education Speech and Debate Manual. Teachers of this service will also use supplemental resources to support instruction. 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.

Ca Migrant Education Speech & Debate Student & Coach Handbook

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Speech/Debate Preparation	09/2025	30	Teachers taking on this program will be introduced to the various type of speech and debate prompts. They will be introduced to the rubrics and rules of the Speech and Debate tournament.	3.0
Introduction to ELPAC Task align to Opinion	09/2025	30	To familiarize the teacher with ELPAC Opinion Task to align teaching tasks to create student experiences that can be applied.	3.1

#### 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
Survey	Students will participate in a survey focused on rating their confident with public speaking and assessing their understanding of the purpose of speech and debate. They will show growth in those two areas on the survey.
Pre and Post Assessment	Students will be rated on a 1 to 4 rubric argument rubric for an oral presentation, and will grow one rubric point by the end of the service.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

#### 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	1	9	10

Grade	PFS	Non-PFS	Total
5	4	6	10
6	5	5	10
7	3	7	10
8	5	5	10
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	18	37	55

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3 - 8	40	01/12/2026 - 02/12/2026	10	75	750
3 - 6	15	10/20/2025 - 11/21/2025	35	75	2,625

#### 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	0.07

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
Migrant CSSA	Classified	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	22 hours of certificated teaching hourly @ \$61 an hour (MS session & Competition day, \$1,342). 36 hours of certificated teaching hourly for elementary speech/ELD (\$2,196) @ \$61.	\$3,538
2200 Support Services Salaries	1/10th of RSY Migrant CSSA salary	\$4,314
3000 Employee Benefits	Certificated teacher benefits at 24% of hourly rate.	\$849
3000 Employee Benefits	1/10th of RSY Migrant CSSA benefits	\$2,427
4300 Materials & Supplies	Speech & Debate Competition attire for team participants. \$60 per student for 5 team members.	\$300
Total:		\$11,428

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

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

The Leadership 4'C's support class will be offered to thirty 7th and 8th graders to help provide them instruction 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. The 4 C's weave seamlessly with leadership concepts that will be covered engaging students in regular use of oral language, embracing self and cultural pride, that address their personal strengths and how to leverage them when making future choices and developing as a communicator and a problem solver.

ELD Standards focused on Interacting in Meaningful Ways will be used to support Collaborative, Interpretive, and Productive ELD standards. This 1.5 hour, 10 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.

In addition, up to 30 migrant students who participate in the Leadership 4 C's Class will be invited to attend a weekend leadership camp where they have an opportunity to apply their learning in a new setting, participate in outdoor education, leadership experience, that focuses on life choices. This is an additional 2 day camp.

Materials include but not limited to white boards, markers, rulers, colored pencils, supplemental support aligned with specific class needs.

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. Leadership camp is at an SDCOE location to be determined.

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

PJHS Panorama data indicated these areas of % of favorable responses, along with national rankings and each area had negative change since 2025:

Classroom Effort 69-75%

Grit 48 %

Growth Mindset 42-47 %

Students with migratory lives face unique social challenges. Student 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 to help to learn how to advocate for themselves and build personal strengths to succeed by making positive choices. Students in this middle school age group need support and guidance to learn how to be in mutually beneficial, caring relationships which strengthen their resiliency.

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

Through an 1.5 hour class for up to 10 hours, 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, to build leadership and language skills along with future planning.

Student/teacher ratio:

15 students to 1 teacher and 1 counselor/social worker.

**Instructional strategies:**

Students will participate in whole group direct instruction lessons, using "talk moves" 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 developmentally young. Social Emotional learning will be supported during this time by providing direct access to a counselor and by using their personal strengths inventory.

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.

Leadership will focus on Leader In Me: Focus on a Strengths inventory and social emotional topics on caring relationships and resiliency.

## Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Character Strong	10/2025	30	Refresher to navigate strengths and the tools within Character Strong.	13

## 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



Grade	PFS	Non-PFS	Total
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	9	10	19
8	6	15	21
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	15	25	40

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
7 - 8	40	01/12/2026 - 02/12/2026	10	90	900
6 - 8	30	03/07/2026 - 03/08/2026	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
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

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 teachers, 12 - 1.5 hour sessions @ \$61 an hour; 2 teacher, 2 days of camp 24 hours @ \$61 an hour	\$3,660
2200 Support Services Salaries	1/10th of one Migrant CSSA RSY salary	\$4,315
3000 Employee Benefits	teacher benefits at approximately 24%	\$878
3000 Employee Benefits	1/10th of one Migrant CSSA RSY benefits	\$2,427
5800 Prof/Cons/Serv & Operating Exp.	Leadership camp cost for up to 30 students @ \$120 each for weekend(\$3,600).	\$3,600
Total:		\$14,880

## 7. Parent Involvement - Parenting Classes

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

This comprehensive program provides migrant parents with essential resources to effectively support their children's educational success. In-person workshops focus on developing practical skills in:

- Social-emotional development strategies for home implementation
- Setting clear expectations while minimizing conflict
- Recognizing signs of mental health needs in children
- Increasing meaningful school engagement
- Establishing consistent accountability for behavior
- Identifying warning signs of substance use and gang involvement
- Understanding developmental stages and appropriate parenting responses
- Addressing mental health challenges within the family

Participants will also gain valuable knowledge about navigating the U.S. education system, including:

- School structure and family participation opportunities
- Effective parent engagement techniques
- Interpreting student achievement data

These interactive workshops will be conducted in person with supplemental materials provided to reinforce learning and address specific community needs.

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:

Programs will be offered centrally, district wide hosted at MEE or FSA sites, which are centrally located in our town.

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

Our 2025 Panorama Survey share the following, the range represents grade spans of 3rd to 5th and 6th to 8th:

58-60% of our students are struggling with "Challenging Feelings"

69-71% of our student are struggling with "Classroom Effort/Motivation"

Our 2024 California Health Kids 5ht and 7th grade data showed:

62% of our 7th grade students felt they had a "Caring Adult"

53% of our 7th grade students felt they had a "Caring Adult"

This along with our 2024 Academic Data, we can see our students need adult support:

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

During our February 2025 parent DSA input session, parents provided topics of interested based on their needs.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

- Family Education Support - Effective strategies for creating learning environments at home and reinforcing classroom concepts
- Education Terminology - Familiarity with educational jargon, IEPs, accommodations, academic programs, and assessment methods
- School Engagement - Techniques for productive parent-teacher conferences, volunteering opportunities, and advocating for your child
- Accountability Frameworks - Age-appropriate discipline approaches, setting boundaries, and consistency in consequences
- Risk Behavior Recognition - Identifying warning signs of substance use, gang involvement, and other concerning behaviors
- Child Development Expertise - Understanding cognitive, emotional, and social milestones from early childhood through adolescence
- Developmental Support - Tailoring parenting approaches to match children's changing needs across different ages and stages
- Resource Connection - Knowledge of community services, educational supports, and intervention programs for families

Student/teacher ratio:

20:1 to one instructor

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:

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 research based, licensed vendors such as:

Dr. Villareal Mano a Mano

Mr. Meza, School Social Worker/Counselor (Strengthening of Social and Family Values within Community and School)

Developing Student Ownership at home (academic discussions at home)

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
"Supporting Student Ownership A Home"	09/2025	60	Reviewing the training manual as a refresher for our team, that was trained in 2023.	12.1

#### Service/Allowable Activity Evaluation Plan

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

Parents will attend regularly, participate in the discussions, and complete any work or assignments given during the workshops. They will understand the topics covered, ask questions, and attend regularly. At the end of a series, parents will participate in a feedback survey to evaluate the effectiveness of the program.

Parents will be expected to leave our sessions having learned:

How to support learning in the home,

How to support your students at home with expectation,

Learning education vocabulary,

How to engage meaningfully in your child's education and at their schools,

How to hold your students accountable for actions and behaviors,

Gang/drug/alcohol awareness - what are the signs,

How to understand mental health?

#### 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
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
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	60	09/08/2025 - 04/24/2026	5	120	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

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
MCSSA	Classified	1	0.08

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	1/10th of 1 Migrant CSSA RSY Salary, this will include delivery of the "Student Ownership Workshop".	\$4,315
2200 Support Services Salaries	Child care (playground supervisor or intervention tech) staff may be needed for parents to be able to participate in learning sessions. 10 - 2 hour sessions are estimated @ \$25 an hours.	\$500
3000 Employee Benefits	1/10th of 1 Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	24% classified benefits to support child care needs.	\$120
5800 Prof/Cons/Serv & Operating Exp.	Contract daily rate for vendors listed is approximately \$700 a day for up to 5 service days.	\$3,500
Total:		\$10,862

## 8. Parent Involvement - Workshops/Conferences

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. All migrant parents and TK to 8th migrant students will be invited to attend a workshop focused on digital citizenship and digital literacy, health/fitness (healthy habits, mental health), and how to support content at home focused in language, language arts, math. The goal is to help parents understand how to talk with their students about the internet, social media, etc., as well as monitor safety, while educating our Migrant students about how to be a good digital citizens. This will support parents in building their own capacity with today's technology and standards, while being able to support social emotional learning. Parents have also requested workshops on how to support their students at home with language development, mathematics, and writing - which will be done via family learning nights.

Parent representatives from our District will be supported to attend the Migrant Parent Regional Conference. This will allow parent representative to attend workshops to support their participation with Migrant Education, PAC meetings and their students. Following PAC meetings topics covering understanding the US Schooling System, Student Data and How to Read Student Data Reports, and Understanding Educational Vocabulary will be presented.

Parent workshops may be offered in-person. Additional materials and supplies may be needed to support the learning and collective needs of the workshops.

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:

At a centralized location in the evening

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 TK through 8th grade students will be recruited to participate. PJHS, FSA, LAP, LOE, MEE, WHF

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 digital literacy and citizenship. It is 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.

In our input sessions parents also shared they would like classes focused on financial literacy (math) and cooking as it relates to health and nutrition.

Parents have also expressed a need in being able to support their students at home with language, math, and writing content. They want to be able to understand how to use the tools provided to support the completion of work.

## 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.

Parent representatives from PAC will also be supported in participating in the regional/state Migrant parent conferences, so that they may share learnings at workshops and PAC meetings.

Student/teacher ratio:

All migrant parents and students will be invited to the family workshop events. 3rd-8th grade migrant students will be asked to attend the training with their parent for the technology workshops. TK-8th grade will attend with parents the language, math, and writing nights as they will be "Family Nights". Depending on the event child care will be provided. 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.

10:1 would be our grouping/center goal.

PAC meeting workshops will be parents only and are typically 50 parents: 2 presenters

**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. Workshops may incorporate small group rotations with hands on activities that can be replicated in the home.

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).

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

FUESD teachers and staff will develop their workshops information using district and state information. All selected delivery models will be research based and will be supported by materials used within the FUESD school district.

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
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#### Service/Allowable Activity Evaluation Plan

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

Presenters will use the KWL chart to dive into learning, connect with parents on the topic, and then record what was learned at the end of the session. Our parents will leave this workshops with:

- strategies to support reading, writing, and math at home,
- how to support students at home with digital literacy, safety, and citizenship
- how to support students at home with understanding how to self-regulate, support with health/nutrition, and access mental health resources.

#### 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 via the "L" column based on their learning experience.</p> <ul style="list-style-type: none"> <li>• Parents/students who attend will demonstrate the content activities shared.</li> <li>• A feedback of what was "learned" will be filled out on the KWL Chart by parents</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	3	19	22
1	3	25	28
2	4	26	30
3	5	21	26
4	0	31	31
5	5	23	28
6	4	28	32
7	4	25	29

Grade	PFS	Non-PFS	Total
8	4	15	19
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	50	50
Total	32	263	295

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
Parent/Guardian	25	09/24/2024	1	90	90
Parent/Guardian	25	11/05/2024	1	90	90
Parent/Guardian	25	01/21/2025	1	90	90
3-5yrs - Parent/Guardian	95	10/01/2024	1	120	120
3-5yrs - Parent/Guardian	65	12/10/2024	1	120	120
3-5yrs - Parent/Guardian	65	04/08/2025	1	120	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
Teachers	Certificated	3	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
Migrant Community Service Assistant Support	Classified	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	3 Teachers for up to 6 hours of family engagement instruction @ \$61 an hour. Two additional teachers will be hired for each event (if needed), however, this is a layer service and funded from other categorical funds.	\$1,098
2100 Instructional Aides	1/10th of 1 Migrant CSSA RSY Salary	\$4,315
3000 Employee Benefits	1/10th of 1 Migrant CSSA RSY benefits	\$2,427
3000 Employee Benefits	Teacher benefits at 24% for 18 hours of instruction	\$263
4300 Materials & Supplies	Materials for make it and take it workshops to support math night and other ELA topic nights. A budget of \$400 for 3 events to purchase make it and take it supplies. If the budget requires more this is a layered service and funded from other categorical funds.	\$1,200
5800 Prof/Cons/Serv & Operating Exp.	Contract with Cyber Non profit for Parent/Student workshop - provides an English and Spanish workshop focused on Cyber Awareness and digital citizenship, supports families with understanding how to use digital communication to gather school information. This is a layer service and funded from other categorical funds	\$0
Total:		\$9,303

## 9. Case Management

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

MEPA/MCSSA provide student monitoring services. They encourage and engage families/students to attend services, and check in regularly with our migrant clients. They support the coordination of services by evaluating 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.

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.

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

MEPA/MCSSA will work with School Counselors and the District Social Worker to provide support migrant families with social emotional strategies, mental health support, and coordination of services and resources offered in the community that provide mental health, medical services, food/housing, counseling, and other related supports to families that address the whole child.

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  
Strategy 11 Mental Health Services

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: La Paloma Elementary, Fallbrook STEM Academy, Maie Ellis Elementary, Live Oak Elementary, William H. Fraizer, Potter Jr. High School, FUESD Migrant Education Office, De Luz School House




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

Migrant students face many issues that can impact their academic learning.




On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

Math Data:

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	12.1 %	19.2 %	6.67 %	5.88 %	4.26 %	6.67 %	9.02 %
Near Standard 							
Percentage of students by grade for level	51.5 %	36.8 %	38.3 %	44.1 %	36.2 %	42.2 %	40.60 %
Below Standard 							
Percentage of students by grade for level	36.4 %	44.7 %	55.0 %	50.0 %	59.6 %	51.1 %	50.38 %




PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	10.6 %	8.33 %	8.82 %	2.13 %	6.67 %	7.52 %
Near Standard 							
Percentage of students by grade for level	57.6 %	42.5 %	53.3 %	50.0 %	44.7 %	40.0 %	47.74 %
Below Standard 							
Percentage of students by grade for level	33.3 %	46.8 %	38.3 %	41.2 %	53.2 %	53.3 %	44.74 %

PROBLEM SOLVING and MODELING and

DATA ANALYSIS

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard 							
Percentage of students by grade for level	9.09 %	6.38 %	5.00 %	5.88 %	8.51 %	0.00 %	5.64 %
Near Standard 							
Percentage of students by grade for level	69.7 %	53.2 %	55.0 %	52.9 %	57.6 %	66.7 %	58.7 %
Below Standard 							
Percentage of students by grade for level	21.2 %	40.4 %	40.0 %	41.2 %	34.0 %	33.3 %	





COMMUNICATING REASONING

Percentage of students by grade  
for level

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

Performance Level	Written Language Performance									
	K	1	2	3	4	5	6	7	8	All
Level 4 										
Percentage of students by grade for level	10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%
Level 3 										
Percentage of students by grade for level	13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%
Level 2 										
Percentage of students by grade for level	55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%
Level 1 										
Percentage of students by grade for level	20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%

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.

Domain Performance Level	Reading									
	K	1	2	3	4	5	6	7	8	All
Well Developed 										
Percentage of students by grade for level	6.90%	6.25%	0.00%	0.00%	3.03%	5.26%	0.00%	0.00%	23.08%	5.17%
 Somewhat/Moderately 										
Percentage of students by grade for level	72.41%	50.00%	50.00%	47.83%	54.55%	52.63%	61.11%	52.38%	26.92%	52.16%
Beginning to Develop 										
Percentage of students by grade for level	20.69%	43.75%	50.00%	52.17%	42.42%	42.11%	38.89%	47.62%	50.00%	42.67%

Our 2025 Panorama Survey share the following, the range represents grade spans of 3rd to 5th and 6th to 8th:

58-60% of our students are struggling with "Challenging Feelings"

69-71% of our student are struggling with "Classroom Effort/Motivation"

Our 2024 California Health Kids 5ht and 7th grade data showed:

62% of our 7th grade students felt they had a "Caring Adult"

53% of our 7th grade students felt they had a "Caring Adult"

This along with our 2024 Academic Data, we can see our students need adult support:

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

During our February 2025 parent DSA input session, parents provided topics of interested based on their needs.

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.

MCSSA will work in collaboration with district/school staff and Region 9 MEPA's. The MCSSA will focus on developing the students' academic and career goals; and will refer to social workers/counselors students with any mental health issues that rise among students and/or families. Migrant staff will conduct home visits, one on one appointments (in-person/remotely) with needed team members 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.

TK-8th: Provide instruction under the supervision of the full time certificated teacher focused on small group ELA, writing, and math.

Student/teacher ratio:

The MCSAS in conjunction with regional staff, will work with a caseload of approximately 568 students and their families.

When working in small groups they will be at 4-6:1 ratio.

When supporting parent engagement and workshops they will assist in keeping ratios to 20:1.

**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.

- Group instruction, guided instructional
- 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 MCSSA. Conferences with school administrators, teachers and parents, along with academic appointments will be utilized.

7th-8th Grade: Small group setting

TK-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?

#### 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.

#### 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; Curriculum provide by the Counselor/Social Worker

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

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
FUESD Case Management	09/2024	60	Training with MCSSA to review the strategies and goals.	12, 13.1

#### 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
- increased attendance to after school program

#### 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
Survey	Parent survey will be given at the beginning and end of the academic year to measure their feedback around the following topics: access to the MCSAS - 1) availability, 2) comfort with interactions, and 3) an open ended section for needed improvements.

#### 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	8	34	42
1	6	21	27
2	6	28	34
3	7	37	44
4	0	49	49
5	6	33	39
6	14	37	51
7	9	37	46
8	6	50	56
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	62	326	388

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	388	09/02/2025 - 05/29/2026	32	30	960

#### 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
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Staff	FTE
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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	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	1/10th of 1 Migrant CSSA RSY Salary	\$4,315
3000 Employee Benefits	1/10th of one Migrant CSSA RSY benefits	\$2,427
4300 Materials & Supplies	Case management supplies for home visits and student materials. consumable books, math supplies, writing journals.	\$1,000
5200 Travel & Conferences	Mileage reimbursement for home visits for Migrant Team. Mileage is under other service, service.	\$0
Total:		\$7,742

## Section 6: Summer/Intersession

### 1. Fallbrook Summer School Program

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

Summer School is provided with the intent of providing supplemental instruction in ELA, Math, and ELD with integrated social science, Science, and fine art. This provides support to students during the summer, focusing on skill areas of need through integrated hands on activities and project based learning. In addition, this supports students with skill regression and provides an engaging environment that meets their daily nutritional needs. This session will include access to social emotional learning, and cultural experience that support confidence building and self pride. This comprehensive program runs 18 days for 4 hours 15 minutes a day. In person with a virtual option, if needed (for those with unique circumstances), that academically mirrors the in person day. During the Summer session, we will offer hands on learning experiences provided by specialists as a 45 minute to an hour pull out or push in tied to the summer theme and weekly writing. Summer program teachers attend the experience, supporting small group instruction, Science, Technology, Engineering, Art, Math/Music (STEAM), or an instructional topic (writing like a journalist, math real world problem solving), and a writing assignment will be developed to summarize/support the experience.

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:

Monday-Friday 8:00-12:15pm

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 the 18 day migrant summer program. The host site for summer intersession will be designated base on a central location to town and scheduled district maintenance. Schools: FSA, MEE, LAP, LOE, WHF, PJHS, and participating private school students.

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

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

Performance Level	Written Language Performance									
	K	1	2	3	4	5	6	7	8	All
Level 4 										
Percentage of students by grade for level	10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%
Level 3 										
Percentage of students by grade for level	13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%
Level 2 										
Percentage of students by grade for level	55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%
Level 1 										
Percentage of students by grade for level	20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%

## 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 history/social science, science, and the fine arts integrated projects. Theme will focus on cultural, innovation, and pride by highlighting through a theme. This program will also incorporate on site educational integrated enrichment experiences as culminating activities embedded throughout the program to support the ELA/Math focused instruction.

Student/teacher ratio:

The classrooms are designed to service no more than 30 students with two teacher and a district paraprofessional and/or Mini Corps student for intensive push in small group up to an hour a day. (15:1 all day w/ 10:1 for an hour a day)

**Instructional strategies:**

Delivery strategies will incorporate "Talk Moves"/oracy, research based EL strategies such as BeGLAD, and Step Up to Writing strategies focusing on using Specially Designed Academic Instruction in English (SDAIE) to further enhance the learning experience. Project based learning strategies will be incorporated to help connect literacy and language across the content to allow for trans- disciplinary instruction. For integrated ELD, we will have language objectives that include the ELD standard that pairs with the ELA standard /or the productive standards that matches the language form addressed. Mathematics instruction will be focused on the "Big Ideas" to stimulate deep learning by sparking student curiosity through lessons that encourage inquiry and problem solving.

Student grouping method:

Students will be strategically grouped (ability by level - ELA, Math, and/or Language or mixed to support one another) and

receive most of the instruction in a small group format. Ability grouping will be encouraged only when guided practice is being provided by the teacher or classroom support provider. In addition, pre assessments data will be used to create flexible group students that will guide instruction and teacher support. Further, students will be supported on an individual basis when appropriate. We encourage groups of 4, for students in needed of intensive support, as the research shows this is an equivalent to one on one instruction.

How instruction will be **differentiated**:

Instruction will be differentiated by grouping students into small groups based that are both heterogeneous and based on abilities. Teacher will guide reading instruction by implementing diverse, leveled materials. Students with limited English skills will be supported in their primary language, as needed, as well as scaffolds that are targeted to support all 4 language proficiency levels (1, 2, 3 & 4/RFEP).

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

FUESD believes in PBL (project based learning) and a personalized learning approach. It is necessary to support students with interest and voice in their own learning. Our team will use these approaches to make learning meaningfully and accessible to our students in the summer.

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

#### English Language Arts

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

#### Mathematics

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

#### English Language Development

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

#### Student Engagement

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

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

The curriculum used for the summer program will be Benchmark Reading materials from our adopted ELA materials; Mindsets Mathematics and YouCubed; and district adopted math materials. Novels and theme based books will also be purchased to support RI instruction, small group targeted reading instruction, and expository writing.

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Step Up to Writing	06/2026	60	Focus on supporting teachers with understanding the components of the informational writing genre, and its alignment to cross curricular ties, including real world application.	1.0, 3.0
Culturally Linguistic Responsive Strategies	06/2026	30	Ways to incorporate CLRS in the classroom for your summer program.	1.3
YouCubed Non Major Strands	06/2026	30	This training will support hands on problem solving conceptual mathematics, focused on the big ideas in the connected grade level math standards.	2.0

#### Service/Allowable Activity Evaluation Plan

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

Increase migratory students' reading and math proficiency, while building self pride and motivation.

#### 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 writing rubric score on the Write Genre Rubric or more growth as measured by pre and post assessments for ELA, sight words/BPST in K-1st.
Pre and Post Assessment	Seventy-five percent of students who participate a minimum of 80% of the program will see MARs Task Score growth as measured by pre and post assessments for Math with the grade level appropriate "Big Ideas MARs" Task 2nd through 8th grade, or growth on math fluency with place value assessment in Kindergarten/1st.

#### 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	8	30	38
1	6	20	26
2	8	25	33
3	7	25	32
4	5	40	45
5	15	45	60
6	8	26	34
7	6	45	51

Grade	PFS	Non-PFS	Total
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
Total	63	256	319

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
K - 8	319	06/02/2026 - 06/26/2026	18	255	4,590

#### 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	21	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
Custodian	Classified	1	0.20
Migrant Community Support Service Assistant	Classified	1	0.08
Intervention Program Technician	Classified	5	0.14

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	21 Temp Teachers for 19 days @ daily rate of \$305 June Program (\$121,695), plus 1 hour planning meeting \$61 (\$1,281).	\$122,976
2100 Instructional Aides	1 MCSSA annual salary for 2 months of summer instruction working with students and families to support summer instruction (\$9,588).	\$9,588
2100 Instructional Aides	5 intervention technicians for 19 days of summer program to provide small group instructional support in classrooms and outside. 5.5 hours a day @ \$22 an hour.	\$11,495
2200 Support Services Salaries	Custodial flat rate for summer program, approximately \$25 an hour NTE \$3,800.	\$3,800
3000 Employee Benefits	2 month of 1 Migrant CSSA from summer program salary benefits (\$5,394).	\$5,394
3000 Employee Benefits	5 Intervention technicians benefits (\$2,759) @ the benefit rate approximately 24% of salary costs.	\$2,759
3000 Employee Benefits	24% of salary for benefits of 21 Certificated Teacher.	\$29,514
4300 Materials & Supplies	Supplies needed for students and program (all consumable school supplies... paper, pencil, glue, highlighters paper, workbooks, etc.)	\$2,998
4300 Materials & Supplies	Consumable summer supplies will be purchased to support classroom instruction (pencils, markers, glue, notebooks, etc) at \$8 per student (\$2,552). Along with additional books and teaching supplies (\$2,448).	\$5,000

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	Education Experience pop up museums, story teller, or other experience that supports the theme of the summer program that will tie to a writing project.	\$1,800
Total:		\$195,324

## 2. Summer Instruction to Support July

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

Summer Home Instruction Support at ELO Super Summer Camp will provide 10 hours per week across the 3 week Summer Camp as a push in support to review skills and provide check ins to students who were not able to participate in June. These student will receive additional services during the July Super Summer Camp provided by a Certificated Teacher and supported by MCSSA/MEPA. These sessions are intended to support Migrant Students with reading, writing, and math problem solving. 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 academic support lessons to target language development, math and language arts in July.

This service will offer both math and ELA instructional provided by a certificated teacher to students as they were unable to participate in the Migrant summer school program but who are participating in ELO-Super Summer Camp.

In addition to Super Summer Camp Summer Home Instruction Support will be provided two evening or two Saturday classes, June through August, for all Migrant Education Students/Parents. These event are intended to support students/families that will not be available to attend the Summer School or the Super Summer Camp. Many families move for work in the summer and are not able to participate in an intensive summer session. The focus of these events are 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.

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:

During the Day Summer

Where would the service/allowable activity be provided?

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

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







The host site for summer home sessions will be designated base on a central location within the district (at the ELO Super Summer Camp Site) and time slots will be offered at the Fallbrook Public Library. Two 2 hour evening Migrant Summer Events focused on ELA/Math will be hosted at the Public Library, or Central District Location. 10 hours a week of Summer Learning sessions during ELO- Super Summer Camp will be provided by a certificated hourly teacher/ Migrant Staff at centrally located Super Summer Camp location, a school site.

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

Based on the most recent data provided by the 2024 CAASPP, 29% of migrant students in grades 3rd-8th met or exceeded the achievement standard in English Language Arts, while 21% met in Mathematics.

On the 2024 Summative ELPAC: 16.81% were well developed, 34.48% were moderately developed, 30.17% were somewhat developed, and 18.53% were beginning to developed. In addition, 35.1% of our students our 0 to 3 year ELs, 16.2% of our 4 to 5 year ELs (at risk), 8.4% of our students are long term ELs, and 18.9% are reclassified.

Writing proficiency on the ELPAC for our Migrant Education students showed the following:

Performance Level	Written Language Performance									
	K	1	2	3	4	5	6	7	8	All
Level 4 										
Percentage of students by grade for level	10.34%	0.00%	0.00%	4.35%	6.06%	2.63%	0.00%	0.00%	15.38%	4.74%
Level 3 										
Percentage of students by grade for level	13.79%	25.00%	25.00%	13.04%	24.24%	18.42%	38.89%	28.57%	23.08%	22.41%
Level 2 										
Percentage of students by grade for level	55.17%	37.50%	42.86%	39.13%	30.30%	52.63%	44.44%	42.86%	30.77%	42.24%
Level 1 										
Percentage of students by grade for level	20.69%	37.50%	32.14%	43.48%	39.39%	26.32%	16.67%	28.57%	30.77%	30.60%

## Plan

Describe the plan for this service/allowable activity

**Key skills** to be learned:

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 in June and/or Migrant students who are participating in July ELO-Super Summer Camp.

In addition we will offer to the same group of students, evening or Saturday 2 hour summer events, key skills will be literacy-reading comprehension, writing, and basic math skill by a credentialed teacher and the MEPA/MCSSAs June to August. This will help provide support to students who are leaving or returning that missed our intensive summer program.

Student/teacher ratio:

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

Evening summer events will be set up for station rotations with no maximum #. Evening classes will also include small group 1 adult: 4-6 students.

**Instructional strategies:**

ELO-July Super Summer Camp sessions will occur as small group push in during the camp.

4 sessions: Teaching teams will focus on modeling the use of materials, i.e workbooks, provide instruction and resources that can be mirrored and used in the home to continue learning. Procedures (step by step) will be shared that support the ELA and Math activities shared. Modeling will be focused on oracy, framed writing, and questioning strategies.

Students will have access to online programs (Freckle, IXL, Discovery Ed, etc.) throughout the summer.

#### Student grouping method:

Group size will vary, however we anticipate small groups between 4-6 or family groupings. Groupings will be differentiated based on grade level spans (K-1, 2-3, 4-5, and 6-8). Multi age will be used in family groups. Focus will be on foundational skills or pre-requisite skills to support the GL activities provided.

#### How instruction will be differentiated:

Instruction will be differentiated by grouping students into small groups based that are both heterogeneous and based on abilities. Teacher will model reading instruction by providing a guided lesson that can be replicated at home, model a check list of questions a family member or parent can ask, and demonstrate ways to check their work.

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

none

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

##### English Language Arts

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

##### Mathematics

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

##### English Language Development

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

##### Student Engagement

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

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

The curriculum used for the summer program will be Benchmark Reading materials from our adopted ELA materials; Mathematical Mindsets/YouCubed; Write Brain ELA workbooks, and district adopted math materials. Novels and theme based books will also be purchased to support RI instruction.

#### Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Digital Resource Review	06/2026	30	This is a software program that will allow our students access to reading materials and tutoring style lessons through the summer. It also supports teachers with small groups and guided reading materials that are leveled and available digitally. It provides real time assessment data.	1.0

#### Service/Allowable Activity Evaluation Plan

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

Increase migratory students' reading and math proficiency, while building self pride and motivation.

#### 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 scale score growth as measured by pre and post assessments for ELA and Math with the Star local assessment in 2nd-8th, and sight words- San Diego Quick K-1st.
Pre and Post Assessment	Seventy-five percent of students who participate a minimum of 80% of the program will see an increase scale score growth as measured by pre and post assessments for Math with the Struggly assessment in 2nd-8th, and math facts in K-1st.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

#### 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	2	5	7
1	5	5	10
2	5	5	10
3	5	5	10
4	0	5	5
5	10	10	20
6	8	5	13
7	5	5	10
8	7	10	17
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
Total	47	55	102

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	102	07/01/2025 - 08/08/2025	15	120	1,800
3-5yrs - 8	50	07/01/2025 - 08/08/2025	4	120	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
Teacher	Certificated	1	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
Migrant School Communit Assistant	Classified	1	0.08

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	3 Teachers (K-2, 3-5, 6-8) for 2 hours @ \$61 an hour for summer @ home learning kick off event for up to 2 events. (\$732) 1 Teachers (K-1, 2-3, 3-5) for 2 hours weekly for 3 weeks @ \$61 an hour learning at Super Summer Camp or Migrant Office. (\$366)	\$1,098
2100 Instructional Aides	1 MCSSA annual salary for 1 month of summer instruction working with students and families to support summer instruction (\$4,794).	\$4,794
3000 Employee Benefits	1 month of 1 Migrant CSSA Summer Program benefits (\$2,698)	\$2,698
3000 Employee Benefits	Certificated Teacher Benefits approximately 24%.	\$264
5800 Prof/Cons/Serv & Operating Exp.	Math Computer Adaptive Programs for at home learning, available all summer (June, July, August)	\$0
Total:		\$8,854





## 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 are provided with comprehensive support services through a variety of outreach methods, including home visits, one-on-one appointments, and remote meetings. These interactions are conducted to complete the 30-Day or Annual Needs Assessment interviews. Based on the needs identified, families are either referred to appropriate community agencies or supported directly by the Migrant Education Program (MEP) staff.

Migrant families utilize the services offered by the Fallbrook Union Elementary School District (FUESD). Among the most frequently identified needs are access to behavioral health services, dental care, medical services, vision care, and essential community programs such as the Fallbrook Food Pantry. MEP staff work in close collaboration with District and Site Social Workers to ensure that families are connected to appropriate resources, either upon request or as needs are identified during scheduled appointments.

Health education and mental health awareness will be central themes in upcoming parent workshops and will also be incorporated as subtopics in Parent Advisory Committee (PAC) meetings. A dedicated *Family Health Night* will be hosted to further support family engagement and education in these areas.

In addition, writing-through-content classes will integrate instruction on healthy habits, nutrition, wellness, and drug prevention education. These efforts aim to reinforce positive health behaviors among students. To further support student health, dental and vision screenings will be offered as part of our ongoing service delivery.

FUESD also partners with Fallbrook Community Health to provide a mini-clinic located on the Potter Junior High School campus. This clinic serves as a local resource where migrant families may be referred for additional health-related support.

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, as discussed in the State's comprehensive needs assessment, and our students INA/ILPs data.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

As part of our comprehensive support services, students and parents will be equipped with the skills necessary to effectively advocate for their own health and well-being. Through targeted instruction and workshops, families will learn how to independently access social and health services, develop self-advocacy skills, and make informed decisions related to their physical and mental health.

Topics will include navigating healthcare systems, understanding patients' rights, making healthy lifestyle choices, and recognizing when and how to seek support. These efforts aim to empower families to take an active role in managing their health needs, fostering long-term wellness and self-sufficiency.

Student/teacher ratio:

MCSAs have one on one appointments with families.

50:1 Parent and Family Workshops with outside service provider, program advocates, and school counselors/social worker.

Instructional strategies:

Sessions on healthy topics will be provided in small and large group presentations to review health information opportunities to interact will be used to engage and support retention of information. Information will be presented using the family's primary language to ensure comprehension of the information provided.

Student grouping method:

1:1 with service provider and parents.

Small groups based on either family or grade level spans (PK-1, 2-3, 4-5, 6-8) to address developmental needs.

Large group up to 150 people.

How instruction will be differentiated:

Group presentations will be bilingual Spanish/English to support family primary language and student's language of instruction 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

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Fallbrook Resource Update	08/2025	45	A school site social worker will provide and walk Migrant Team through available resources.	11.2

#### Service/Allowable Activity Evaluation Plan

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

Parents will provide feedback through the DSA process requesting new topics or topics that were helpful. Migrant education workshops will support families in increasing attendance rates at school. Following specialized workshops parents will be given an opportunity to provide direct feedback regarding the program they participated in. Families will have learned about healthy habits (eating/physical activities and the importance of school attendance.

#### Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Other	Analysis of the student data from the Needs Assessments will reveal the students who require health referrals. 75% students who receive referrals, will receive 2 confirmed follow ups. Referrals will be closed once it has been confirmed the service was accessed.

#### Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Following workshops and programs open ended feedback surveys will be given to parents to determine effectiveness of services.

#### 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	8	34	42
1	6	21	27
2	8	28	36
3	7	29	36
4	5	45	50
5	15	50	65
6	8	31	39
7	8	47	55
8	6	50	56
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

Grade	PFS	Non-PFS	Total
Total	71	335	406

#### Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	406	07/01/2025 - 06/30/2026	26	30	780

#### 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
MCSSA	Classified	1	0.10

#### Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
2100 Instructional Aides	A 10th of one Migrant CSSA RSY Salary (\$4,315)	\$4,315
2200 Support Services Salaries	Included with salary under case management MCSA to complete 30 day needs assessments and annual assessments.	\$0
3000 Employee Benefits	A 10th of one Migrant CSSA RSY Benefits (\$2,427)	\$2,427
4300 Materials & Supplies	Materials to create make it and take it packets for health - nutrition and physical activities.	\$200
5200 Travel & Conferences	Mileage for home visits to complete the 30 Day and Annual Needs Assessments. 1 MCSAS x 50 miles x 12 months x .70 =	\$420
Total:		\$7,362

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.

Region 9's I&R staff provides I&R services. Region 9's I&R staff consist of one (1) Project Specialist, one (1) Program Data Technician, and nine (9) regional recruiters working 214 days per year. To recruit eligible families, the recruitment team in Region 9 conducts frequent I&R year-round, including in reimbursable districts, that include a wide range of school, work, and community-based recruitment to identify and recruit students in a timely manner.

I &R Quality Control Plan and Key I &R Staff Roles

The Region or District's Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Region or District's Plan. In addition, please upload your key [I&R Staff Roles table](#).

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

All I&R activities are conducted by the region. FUESD Migrant education staff collaborates with I&R efforts by sharing data and including recruiters in school events.

Local Community

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

Fallbrook Union Elementary School District (FUESD) is a rural school district that supports approximately 257 square miles spanning from East of the 15 Fwy to the 5 Fwy. Our District covers a large geographic area that extends to Riverside and Orange County borders. In addition to the farms, East Brothers, Del Rey, and other smaller packing and grove management companies hire migratory workers to support their work assignments. Many adults work in commercial /wholesale nurseries as well. The majority of our families live in the apartment areas along Alturas, Ammunition and Mission North and typically leave Fallbrook for work through out the year.

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.

The district does not employ I&R staff. Activities are conducted by the region.

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?

The district does not employ I&R staff. Activities are conducted by the region and FUESD regularly collaborates to ensure robust recruitment efforts.

I & R Staff

Please provide the number of staff in each I&R supervisory, control staff, and recruiting 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-Section 13).

Title	Number of		Description
	Staff	FTE	

Section 11: Parent Advisory Council

Describe the R/PAC involvement in the review of the annual needs assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

The Parent Advisory Council (PAC) plays a key role in shaping and evaluating Migrant Education Program (MEP) activities across all FUESD schools with Migrant Education students.

Annual Planning & Evaluation Process

- PAC members actively contribute to the development and assessment of the District Service Agreement (DSA) and program priorities.
- Parents complete surveys to identify educational and health needs and prioritize topics for the next school year.
- Migrant student achievement data (state/local assessments, ELPAC) is presented, analyzed, and used to develop service priorities.
- Disaggregated district achievement data, including specifically the Migrant Education student group, is reviewed to refine the DSA and improve services.

PAC Meetings & Decision-Making

- Initial PAC Meeting: Parents receive an overview of the Migrant Education Program, its purpose, goals, and the bylaws. Planned services for 2025-2026 are shared. Elections for Round Table Members are held.
- February 2025 PAC Meeting: Parent input is gathered to inform the development of the 2025-2026 DSA.
- March 2025 PAC Meeting: PAC members review and approve the 2025-2026 DSA.
- May 2025 PAC Meeting: FUESD PAC Roundtable is introduced and nominations occur

Through data-driven decision-making and meaningful parent engagement, FUESD ensures Migrant Education services align with student and family needs.

What trainings will be offered to PAC members to ensure they can fulfill their roles on the PAC?

PAC fosters a shared understanding of the Migrant Education Program and develops parent leadership skills. Key activities include: training new Round Table members on relevant regulations, clarifying the program's purpose, gathering parent input, creating an annual activity calendar, and reviewing migrant student data.

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 (applicable, such as Greene Act)
- ☒ Instructional strategies for use with parent groups
- ☒ Leadership workshops

☒ Other

PAC Topics:

How to talk with your student?

Use of district technologies to support engagement

Introduction to School Supports (Social Worker, Counselors, Admin Team)

Staff Development:

Initial staff PD for regular school year services and at our summer program training. It is also a part of the description when applying to provide migrant services.

Staff development is provided via FUESD focused on Professional Learning Communities. Use of data to drive instructional decisions and differentiate instruction for students is ongoing.

Teachers providing Parent Engagement, or contractors brought in for parent engagement (workshops etc.) are introduced to the How of engagement, management, and facilitation.

5 Dimensions of Teaching and Learning focuses on Engagement, Management, and Facilitation.

Whether working with students or parents, our staff implement these strategies for effective support.

Writing for Equity PD for teachers

Math - Big Ideas and YouCubed

Culturally Pedagogy

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### PAC Membership

Were PAC members nominated by eligible parents? ☒ Yes ☐ No

Did you verify that your parents were eligible? ☒ Yes ☐ No

Education Code 54444.2

### PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
Migrant Community Support Assistant Services/MEPA	Classified	0.07
Playground Supervisor/ or Instructional assistant (Child Care)	Classified	0.07

## 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 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
Custodian	RSY	Classified	1	0.05

### 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
5700 Transfers of Direct Costs	Flat rate custodial for evening events. The hourly rate is typically paid out at \$40 an hour, however, if the hourly amount exceeds the flat rate, the district absorbs the costs (up to 12 hours).	\$480
Subtotal for 1100-6999		\$480
7000 Indirect Cost	Indirect Cost	\$7,202
Total:		\$7,682

#### Summer/Intersession

Object Code	Description & Itemization of costs	Amount
Subtotal for 1100-6999		\$0
7000 Indirect Cost	Indirect cost allowable for two months of summer programing	\$1,404

Object Code	Description & Itemization of costs	Amount
Total:		\$1,404

Parent Advisory Council

Object Code	Description & Itemization of costs	Amount
2900 Other Classified Salaries	To Support Childcare costs for non school aged children (playground supervisor) \$25 an hour x 2 hours for 6 PAC Meetings annually.	\$300
3000 Employee Benefits	Childcare benefits 30% on the salary.	\$90
Subtotal for 1100-6999		\$390
Total:		\$390



## Section 14: Operational Documentation & Waivers

### Migrant Education Program Inventory list

#### Inventory Template

Title	File Name	Last Update
FUESD Title Inventory	Capitol_Equipment_Inventory_(3).pdf	04/07/2025 10:15 AM

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

Title	File Name	Last Update
Playground Supervisor - Child Care	Playground-Supervisor.pdf	04/07/2025 10:09 AM
Teacher	TEACHER-GRADES-K-6_(1).pdf	04/07/2025 10:10 AM
Instructional Assistant	Intervention-Program-Technician_(2).pdf	04/07/2025 10:10 AM
Custodian	Custodian_(2).pdf	04/07/2025 10:10 AM
MS Teacher	TEACHER-JUNIOR-HIGH-SCHOOL.pdf	04/07/2025 10:11 AM
Counselor	SCHOOL_COUNSELOR_(3).pdf	04/07/2025 10:11 AM
Social Worker - Bilingual	Bilingual-District-Social-Worker.pdf	04/07/2025 10:12 AM

### Organizational Chart of Migrant Education

Title	File Name	Last Update
Migrant Org Chart	Migrant_Education_Org_Chart_(1).pdf	04/07/2025 10:13 AM

### Summer Waivers

#### Migrant Education Program Summer Waiver Request Form

Title	File Name	Last Update
2025 FUESD Summer Waiver	Summer_Waiver_Request_Form_2025_FUESD.pdf	04/07/2025 10:13 AM

## Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$159,088	\$0	\$159,088
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
Subtotal 1000-1999		\$159,088	\$0	\$159,088
2000-2999 Classified Salaries				
2100	Instructional Aides	\$60,698	\$0	\$60,698
2200	Support Services Salaries	\$12,929	\$0	\$12,929
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$0	\$300	\$300
Subtotal 2000-2999		\$73,627	\$300	\$73,927
3000-3999 Benefits				
3000	Employee Benefits	\$73,493	\$90	\$73,583
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		\$73,493	\$90	\$73,583
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$21,362	\$0	\$21,362
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$21,362	\$0	\$21,362
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$420	\$0	\$420
5300	Dues & Memberships	\$0	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin	Total
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	\$480	\$480
5800	Prof/Cons/Serv & Operating Exp.	\$10,000	\$0	\$10,000
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$10,420	\$480	\$10,900
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
Subtotal 6000-6999		\$0	\$0	\$0
SUB-TOTAL		\$337,990	\$870	\$338,860
7000-7999 Indirect Cost				
7000	Indirect Cost	\$0	\$8,606	\$8,606
7300	Indirect on District Subagreements	\$0	\$0	\$0
Subtotal 7000-7999		\$0	\$8,606	\$8,606
TOTAL		\$337,990	\$9,476	\$347,466