Migrant Education Plan

2026-27 Region 3 Merced City Elementary DSA

July 1, 2026 - June 30, 2027

Section 1: General Information & Funding Allocations

Short Description:	2026-27 Region 3 Merced City Elementary DSA
Subgrantee Type:	District with a DSA
Region:	3 - Merced County Office of Education
County:	Merced
District:	Merced City Elementary

Who is the subgrantee contact?

Name:	Aaron Alexander
Title:	Director State & Federal Programs
Phone:	(209) 385-6384
Fax:	
Email:	aalexander@mcsd.k12.ca.us

	Estimated
Performance Period Allocation (85%):	$ 0
Carryover:	$ 0
Student Leadership:	$ 0
School Readiness Amount:	$ 0
Family Biliteracy Grant Extension:	$ 0
Speech and Debate:	$ 0
Regional Parent Conference:	$ 0
Other:	$ 0
Total Amount Allocated:	$ 0

Section 2: Allocation & Student Profile

District	Type	Allocation	Students			
			PFS	Non-PFS	Total	
Merced City Elementary	DSA	$110,591	76	234	310	
			Pre	0	0	0
			K	10	18	28
			1	4	18	22
			2	14	19	33
			3	13	24	37
			4	3	18	21
			5	3	13	16
			6	7	21	28
			7	12	24	36
			8	10	21	31
			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.

The Merced City School District (MCSD) is a TK-8 grade district with 18 schools and a student population of approximately 11,000 students. The core strategies implemented by the district to meet the academic needs of all students include:

Core Strategies

The core strategies implemented by the district to meet the academic needs of all students include: Direct Instruction; Close Reading; Claims, Evidence, and Reasoning; technology-supported instruction; focused note-taking skills; and strategies aligned to the Advancement Via Individual Determination (AVID) system through Writing, Inquiry, Collaboration, Organization, and Reading. Additional strategies include CAASPP practice and the use of interim assessment resources; whole-group and small-group instruction; and performance tasks across all academic areas.

In early literacy, the district continues to strengthen its implementation of the science of reading through systematic instruction in phonological awareness, phonics, and sight words (SIPPS), supported by evidence-based practices and programs such as UFLI and Heggerty. This year, the district has also expanded its work in Universal Design for Learning (UDL) to ensure access and engagement for all learners, while partnering with the Centers for Model Schools to further build instructional capacity and improve student outcomes.

Programs and Curriculum

State Board approved, and District adoptions include:

Reading/ELD
McGraw Hill
Wonders with Integrated ELD
World of Wonders
WonderWorks
Study Sync
Flex

Mathematics
Houghton Mifflin Harcourt Go Math

Science
Twig TK-5
Discovery 6

Social Science
National Geographic Learning & Teacher Created Materials

Intervention and Student Support Services

MCSD provides a comprehensive system of intervention and support to ensure all students, particularly those performing below grade level, receive targeted instruction to accelerate their learning. Intervention programs include implementing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to strengthen foundational literacy skills.

Students identified as needing additional support have access to after-school supplemental education services, designed to reinforce core instruction and provide extended learning opportunities. English learner students receive both designated and integrated English Language Development (ELD) for a minimum of 30 minutes daily, ensuring focused language instruction alongside access to grade-level content.

In addition, Title I funds are strategically used to enhance core instruction and provide supplemental resources and supports for socioeconomically disadvantaged students. These combined efforts ensure that instruction is responsive, targeted, and aligned to meet the diverse academic needs of all learners.

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.

Professional Learning

MCSD provides a comprehensive system of professional learning opportunities designed to build teacher capacity and strengthen instructional practices across all content areas in support of all students, including migrant pupils. District-wide professional learning focuses on literacy and mathematics, with an emphasis on integrating listening, speaking, reading, and writing across all subject areas and strengthening academic and oral language development.

The district offers the following types of professional development:

- Job-embedded coaching and site-based professional learning in mathematics at all school sites, including side-by-side coaching, modeling, and feedback cycles aligned to the Common Core State Standards. This work is supported in partnership with the Merced County Office of Education.
- Guided Language Acquisition Design (GLAD) training, including workshops and demonstration lessons, to support strategies for English learners and multilingual students.
- Annual MCSD Miniversity, offering targeted professional learning sessions aligned to district priorities, including literacy, mathematics, and student engagement.
- Advancement Via Individual Determination (AVID) training focused on instructional strategies that promote access, rigor, and student organization.
- Online Language & Literacy Academy (OL&LA) to strengthen foundational literacy and language development practices.
- Professional learning on academic discourse and literacy strategies, including Enhancing Instruction Through Academic Discourse and Literacy Strategies, to increase student talk and language production.
- Lesson Study cycles grounded in Ambitious Science Teaching, providing collaborative planning, observation, and reflection on instructional practice.
- Integrated and Designated ELD professional learning focused on effective strategies to support language development within and across content areas. In the upcoming year, this work will expand to include ongoing professional learning and support for instructional aides, with a focus on increasing academic discourse and student language production. Professional development will be offered throughout the year to build staff capacity in supporting multilingual learners.
- Universal Design for Learning (UDL) professional development to support teachers in designing inclusive, flexible learning environments that meet the diverse needs of all students. UDL practices help remove barriers to learning by providing multiple means of engagement, representation, and expression, which is especially beneficial for English learners and migrant students by increasing access to grade-level content and supporting language development.
- Administrator professional learning through the Center for Model Schools, focused on strengthening instructional leadership, data-driven decision making, and systems of support for all learners. This work supports school sites in building cohesive instructional systems, improving teaching and learning, and ensuring that supports for English learners and other student groups are effectively implemented at the site level.

In addition to staff-focused professional development, MCSD provides family and community learning opportunities, including:

- Parent education modules
- Participation in the Family Engagement Resource Center (FERC)
- District and site-based engagement opportunities such as DELAC, Mercado events, and LCAP Parent Advisory Committee (PAC) meetings and forums

These professional learning opportunities are designed to strengthen instructional delivery, increase student engagement, and ensure teachers are equipped with the strategies necessary to support migrant students, including those experiencing mobility, language development needs, and interrupted formal education.

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.

General-fund-supported health and well-being services for all students during the grant application period:

District nurses, health technicians, site-based community liaisons, and campus security liaisons provide health and social services referrals to community agencies for all students; related services include district-coordinated health screenings and referrals to participating health and social service agencies. Specialized staff ensures students are current with immunizations and health records prior to school enrollment, and screen all students for vision, hearing, and scoliosis. In addition to the services of three District-funded social workers, the District holds agreements with Merced County Behavioral Health and other local agencies that support emotional wellness.

MCSD partners Sown to Grow as part of its ongoing commitment to a whole-child approach, integrating social-emotional learning, academic reflection, and data-driven supports into daily classroom practice. This work provides students with regular opportunities to reflect on their emotions, set academic goals, and receive meaningful feedback from teachers, while also allowing staff to monitor student well-being in real time and respond proactively through MTSS supports. In addition, the partnership builds staff capacity through ongoing professional development and provides comprehensive data tools to track student growth in both academic and social-emotional areas, ensuring that all students feel seen, supported, and equipped to succeed.

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.

The District sent a notice of eligibility for private school participation in MEP services to all private schools within the area with a return receipt request for consultation for the grant period in March. The District retained documentation noting the private school response.

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.

Parents are informed about district and site-based programs through various sources in multiple languages, throughout the year. Outreach is conducted through Parent Square, telephone calls, text messages, social media, the District webpage, and in-person events such as the Merced Mercado, and Children's Day at the Park. Parent education modules include:

Academics
- Attendance
- Oral Language Development
- Listening to Your Child Read
- Improving Homework Skills
- Foundational Family Math
- Foundational Family Science

PASSport to Success (8 Modules)
- Module 1: Parent Attitude
- Module 2: The Home Environment
- Module 3: Study Skills
- Module 4: Homework and Learning Expediters
- Module 5: Note-Taking Skills
- Module 6: Preparing for Tests
- Module 7: Memory and Thinking Skills
- Module 8: Reading Skills

Parenting
- Ages and Stages
- Discipline and Guidance
- Mysteries of Adolescence
- Single Parenting

Social Emotional
- What is PBIS?
- How to Raise Emotionally Healthy Children
- Suicide Prevention (What Every Parent Should Know)
- Internet Safety

Regularly scheduled meetings include at least four Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) meetings per year, at least two LCAP Community Forums, at least six District English Learner Advisory Committee (DELAC) meetings, in addition to Back to School Night, Open House, and Parent-Teacher Conferences.

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).

The Director of Communications, Community Outreach Specialists, Site-based Liaisons, and school staff share information about programs and services for migrant students and their families. At least annually, school Office Managers and Clerks, including Preschool staff, are trained to administer the Migrant Education Program Eligibility Survey to ensure accurate identification and outreach. Through the survey process, as well as district and site-based family engagement events such as Back to School Night and English Learner Advisory Committee (ELAC) meetings, school staff provide families with information about available programs and services, including health workshops, school readiness opportunities, and parent engagement supports.

In addition, MCSD utilizes ParentSquare as a primary communication tool to connect with families in a timely and accessible manner. ParentSquare allows schools to share important updates, program information, and event notifications through email, text messages, and app notifications, ensuring that migrant families receive consistent communication in their preferred language and format throughout the school year.

This year, the district also launched a new website platform designed to improve accessibility and ease of use for families. The updated website features a streamlined layout and enhanced search functions, making it easier for parents to find important information about programs and services. Additionally, the website includes a built-in language menu located at the bottom right of the screen, allowing families to view content in their preferred language with a single click.

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.

In MCSD, the Educational Services team oversees the planning and implementation of the Migrant Education program. Under the direction of the Assistant Superintendent of Educational Services, State and Federal Programs staff oversee the planning, implementation, and monitoring of migrant education programming. The Director of State and Federal Programs and the Multilingual Coordinator actively participate in key district and county-level meetings, including curriculum planning, LCAP development, English Learner Master Plan development, and sessions with the County Office of Education. They also attend Parent Advisory Committee meetings to ensure that the needs of migrant students are consistently represented and that services provided supplement the core instructional program. These services include targeted academic supports such as after-school tutoring and extended learning opportunities funded through Title III and other supplemental programs.

In addition, the Director of Pupil Services coordinates efforts related to student attendance, truancy prevention, and School Attendance Review Board (SARB) processes to support consistent school engagement for migrant students. The District's Student and Family Engagement Title I Coordinator, along with four District Social Workers and nine Site-based Liaisons, work collaboratively to provide comprehensive support services for students and families, including those experiencing homelessness or in foster care. These supports are further enhanced through resources such as the Family Engagement Resource Center, funded through Title IV, which connects families to community services, workshops, and engagement opportunities.

The Director of Curriculum, Instruction, and Staff Development and the Multilingual Coordinator ensures that teachers receive ongoing professional development on district-adopted curricula and assessments, including both integrated and designated English Language Development (ELD), to support the academic success of multilingual and migrant students.

Finally, the Director of Preschool collaborates with community partners, including Head Start, First Five, and other early education organizations, to identify and support young children eligible for migrant services, ensuring early access to educational opportunities and a strong foundation for future success.

Section 5: Regular School Year

1. Butte County Office of Education MiniCorps

Provide an overview description of your service/allowable activity.

Butte County Office of Education's primary objective for the California Mini-Corps Program ("Program") is to provide direct instructional services to migratory students in the District.

Program Model
Mini-Corps tutors work with migratory students to help them build academic skills and confidence and serve as college-going role models. Tutors are paired with migratory pupils in local schools to provide one-on-one or small group tutoring and classroom support. Tutors provide supplementary tutorial services primarily in English Language Arts (ELA), English Language Development (ELD), and math. In addition, tutors provide support in other subjects, connect families to schools and other services via home-school connections, and serve as positive role models for migratory pupils.

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?

- [x] SDP Focus Area: English Language Arts
- [x] SDP Focus Area: Mathematics
- [x] SDP Focus Area: English Language Development
- [ ] SDP Focus Area: Social and Emotional Learning
- [ ] SDP Focus Area: High School Outcomes
- [ ] SDP Focus Area: Out of School Youth
- [ ] SDP Focus Area: Parent and Family Engagement
- [ ] SDP Focus Area: Student Engagement
- [ ] Other

When will the service/allowable activity be provided?

- [ ] After School
- [ ] Before School
- [ ] Saturday
- [x] Other:
  During the school day

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

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

All 18 MCSD sites have migrant students and all are eligible. Ada Givens Elementary Alicia Reyes Elementary Allan Peterson Elementary Burbank Elementary Charles Wright Elementary Chenoweth Elementary Franklin Elementary (K2) John C. Fremont Elementary John Muir Elementary Leontine Gracey Elementary Margaret Sheehy Elementary Joe Stefani Elementary (36) Stowell Elementary Rudolph Rivera Elementary Cruickshank Middle Hoover Middle Rivera Middle Tenaya Middle

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

MCSD serves approximately 175 migrant students who experience high mobility, interrupted schooling, and a greater need for support in literacy, English language development, and math. Many of these students are also English learners, requiring additional targeted instruction to access grade-level content. Local data and program trends indicate a need for increased small group and one-on-one academic support, as well as stronger home-school connections. Contracted Mini-Corps services address this need by providing supplemental, bilingual tutoring and support to help close achievement gaps and improve student outcomes.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will develop foundational skills in reading, writing, and mathematics, with an emphasis on comprehension, vocabulary development, and problem-solving. Instruction will also support English language development, including listening, speaking, reading, and writing. Additional focus will be placed on academic language, student engagement, and independent learning skills to support overall academic success.

Student/teacher ratio:

1:1

Instructional strategies:

Instruction will include small group and one-on-one tutoring, targeted intervention aligned to classroom instruction, and the use of scaffolding strategies to support access to grade-level content. Tutors will implement strategies such as modeling, guided practice, checks for understanding, and differentiated instruction. Emphasis will also be placed on language development through structured student talk, vocabulary support, and opportunities for reading, writing, listening, and speaking.

Student grouping method:

In collaboration with the Mini-Corps College Coordinator, Ismael Muñoz, tutors, school sites, and migrant students will be identified based on student need. In partnership with site administration and classroom teachers, tutors will provide support using a push-in model within the classroom. When appropriate, tutors may also work with students in small groups or one-on-one in a designated quiet space on campus to provide differentiated support.

How instruction will be differentiated:

Instruction will be differentiated based on individual student needs, language proficiency, and academic levels. Tutors will adjust the level of support through scaffolding, use of visuals, modeling, and guided practice to ensure access to grade-level content. Support will be provided through small group and one-on-one instruction, with an emphasis on targeted skill development in literacy, language, and math. Tutors will also adapt instruction based on ongoing checks for understanding and teacher input to meet each student's specific learning needs.

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

Additional strategies include providing supplemental tutoring during and beyond the instructional day, strengthening home-school connections through communication with families, and offering language support through bilingual tutors. Tutors will also support student engagement by building relationships, reinforcing positive learning behaviors, and serving as role models. Collaboration with classroom teachers will ensure alignment with instruction and allow for targeted support based on student needs.

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

English Language Arts

☑ Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).

- MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.

☐ Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.

- Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
- Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).

- MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.

☐ Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.

- MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

Mathematics

☑ Strategy 2.0 - Offer innovative mathematics services that focus on locally identified standards-based, data-driven needs (e.g., mathematics claims with largest achievement gap, mathematics benchmark data) with a focus on foundational skills.

- MPO 2.0: Starting with baseline data collection in 2026–27, the MEP will increase the percentage of kindergarten through twelfth grade students who are below proficiency to participate in a mathematics service by three percent annually.

☐ Strategy 2.1 - Offer mathematics literacy activities for parents and families focused on understanding student assessment data, why proficiency is important, and how parents can support student achievement.

- MPO 2.1: Every year the MEP must provide two workshops on developing parents' mathematics literacy in support of increasing student achievement in mathematics. Workshops can be targeted towards parents only or you can offer Mathematics Family Literacy Nights that also cover the content identified in the strategy.

English Language Development

☑ Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:

- Is aligned to California ELD Standards and content standards.
- Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
- Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
- Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
- Provide opportunities for students to learn through collaboration and academic discourse.

- MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

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

Mini-Corps tutors use research-based instructional strategies aligned to district-adopted curricula in English Language Arts, English Language Development, and mathematics. These tutors provide supplemental support using evidence-based practices drawn from the California Mini-Corps Literacy Guide, along with strategies in ELD, literacy development, math instruction, and student engagement. Tutors are trained in research-based approaches such as formative assessment, language development strategies, and differentiated instruction to support migrant students' academic needs.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met

Service/Allowable Activity Evaluation Plan

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

Students receiving supplemental tutoring services will demonstrate increased academic skills in literacy, language development, and mathematics, as evidenced by growth from District Progress Assessment 1 to District Progress Assessment 2.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	We will use District Performance Assessment (DPA) 1 versus 2 in the areas of Math and Reading to value the efficacy of the program. Each child's goal would be to increase their scale score for each subject.

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	11	28	39
1	10	18	28
2	2	22	24
3	4	20	24
4	0	20	20
5	6	36	42
6	7	23	30
7	6	19	25
8	3	25	28
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	49	211	260

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
K - 8	260	01/11/2027 - 06/30/2027	115	30	3,450

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	MiniCorps Tutors	$42,610
	Total:	$42,610

Section 6: Summer / Intersession

1. Migrant Summer Program

Provide an overview description of your service/allowable activity.

This 20-hour targeted ELA intervention service will be offered to 3 - 8th-grade migratory students. Instruction will focus on building and strengthening literacy skills. Students will practice expository reading and writing through the social studies curriculum. Pre and post-writing samples will be collected from students.To ensure engaging instruction, culturally and linguistically responsive teaching techniques, and GLAD strategies will be implemented.

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?

- [x] SDP Focus Area: English Language Arts
- [ ] SDP Focus Area: Mathematics
- [x] SDP Focus Area: English Language Development
- [ ] SDP Focus Area: Social and Emotional Learning
- [ ] SDP Focus Area: High School Outcomes
- [ ] SDP Focus Area: Out of School Youth
- [ ] SDP Focus Area: Parent and Family Engagement
- [x] SDP Focus Area: Student Engagement
- [ ] Other

When will the service/allowable activity be provided?

- [ ] After School
- [ ] Before School
- [x] Saturday
- [ ] Other:

Where would the service/allowable activity be provided?

- [ ] Home-based
- [x] Site/Center-based
- [x] District-wide
- [ ] Region-wide

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

All 18 MCSD sites have migrant students and all are eligible. Ada Givens Elementary Alicia Reyes Elementary Allan Peterson Elementary Burbank Elementary Charles Wright Elementary Chenoweth Elementary Franklin Elementary (K2) John C. Fremont Elementary John Muir Elementary Leontine Gracey Elementary Margaret Sheehy Elementary Joe Stefani Elementary (36) Stowell Elementary Rudolph Rivera Elementary Cruickshank Middle Hoover Middle Rivera Middle Tenaya Middle

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

DPA 2 (i-Ready Winter) data indicates that a significant percentage of MCSD students are performing below grade level in both reading and mathematics. In reading, over one-third of students are two or more grade levels below, and only a small percentage are meeting grade-level expectations. In math, the need is even greater, with the majority of students performing below grade level and very few meeting or exceeding standards. These trends highlight the need for targeted, supplemental

intervention to address gaps in foundational literacy, language development, and math skills. Migrant students, who often experience interrupted schooling and are more likely to be English learners, require additional differentiated support to accelerate learning and improve academic outcomes.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Skills students will learn, aligned to the SSDP strategies listed below, are:

Principle Strategy 1.0 - Provide supplementary K-10 ELA services (30 hours for Regular School Year and 20 hours for Summer) with a focus on reading and writing for 80% of migratory students with targeted intervention for students who are scoring Below or Near Standard.

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.

ELD 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge.

ELD 3.1 - Subgrantees provide professional development on how to integrate ELD into all core content areas.

13.1 Creating and presenting displays to communicate understanding of the content with a focus on elevating the confidence and value of migrant students and families.

Student/teacher ratio:

The maximum ratio of student to teacher is 20:1.

Instructional strategies:

Instruction will include small group and one-on-one support to target individual student needs. Teachers will use explicit instruction, modeling, and guided practice to build skills in literacy and mathematics. Differentiation will be provided through scaffolding, use of visuals, and leveled tasks aligned to Spectrum and IXL.

Focused strategies will include GLAD, with an emphasis on language development, planned peer interaction, and supporting meaning through realia, visuals, and movement. Instruction will also activate prior knowledge, build shared knowledge, make text accessible, and affirm students' linguistic, cultural, and individual identities.

Additionally, teachers will implement instructional routines and project-based learning to create safe, engaging learning environments. Students will have opportunities to collaborate, practice skills, and explain their thinking to strengthen academic language. Ongoing checks for understanding will be used to adjust instruction and ensure mastery of targeted skills.

Student grouping method:

Students eligible for migrant services, in grades 3 - 8, will be grouped in the following matter:

Grades 3 & 4;

Grades 5 & 6;

Grades 7 & 8.

How instruction will be differentiated:

Instruction will be differentiated based on students' individual academic needs, language proficiency, and performance data

from DPA 2. Teachers will use small group and one-on-one instruction to target specific skill gaps in literacy and mathematics. Support will be adjusted through scaffolding, modeling, use of visuals, realia, and structured language supports to ensure access to grade-level content.

Using Spectrum and IXL, students will receive leveled and adaptive practice aligned to their current skill level. GLAD strategies will be incorporated to support language development through planned peer interaction and multiple opportunities for listening, speaking, reading, and writing. Ongoing checks for understanding and student performance data will be used to adjust instruction and provide targeted, differentiated support.

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

None.

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

English Language Arts

- [x] Strategy 1.0 - Each year the MEP will offer ELA services that focus on foundational literacy skills (e.g., phonological awareness, phonics, concepts of print, language comprehension, reading fluency, and writing).
    - MPO 1.0: With baseline data collected in grant year 2026–27, the MEP will increase the percentage of K–12 students who are below proficiency that participate in an ELA service by three percent annually.
- [ ] Strategy 1.1 - Every year, during reading instruction, teach the purpose, structure, and typical language of at least one subgenre of the informational genre. Use model texts of the genre when teaching reading. This same text should also be used as a model text for the writing strategy.
    - Informational (kindergarten through fifth grade): Literary Nonfiction (e.g., biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics).
    - Informational (sixth through twelfth grade): Literary Nonfiction (e.g., expository, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, historical, scientific, technical or economic accounts).
    - MPO 1.1: Each year, the MEP must teach the purpose, structure, and typical language (e.g., genre specific and standards-based vocabulary) of at least one subgenre of informational writing using model texts for support in reading instruction.
- [x] Strategy 1.2 - Provide thorough, explicit writing instruction for one informational subgenre of writing (see examples by grade level in Strategy 1.1) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
    - MPO 1.2: Every year the MEP must include explicit instruction of at least one genre of writing and the writing process including use of a student-friendly rubric.

English Language Development

- [x] Strategy 3.0 - All instructional services provide integrated ELD to support academic language development and content knowledge. Be sure that integrated ELD:
    - Is aligned to California ELD Standards and content standards.
    - Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom's taxonomy, and scaffolds).
    - Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
    - Teaches all three parts of the ELD Standards (i.e., Interacting in Meaningful Ways, Learning about How English Works, and Foundational Literacy Skills) including independent word learning skills and phonological awareness as applicable.
    - Provide opportunities for students to learn through collaboration and academic discourse.
    - MPO 3.0: All instructional services for core content areas (e.g., ELA, mathematics, history, science, civics), excluding credit accrual services, must include integrated ELD.

Student Engagement

- [x] Strategy 13.0 - Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
    - MPO 13.0: Each year, 65 percent of instructional services excluding credit accrual services will include culturally sustaining pedagogy with a focus on being linguistically relevant as well.
- [x] Strategy 13.1 - Provide professional learning opportunities to instructional staff on culturally sustaining pedagogy annually. Ensure that learning opportunities build upon prior knowledge and extend staff's knowledge and skillset each year.

- MPO 13.1: Each year, the MEP will provide one professional learning opportunity on culturally sustaining pedagogy.

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

Instruction will be aligned to MCSD's district-adopted curricula in English Language Arts, English Language Development, and mathematics. The program will utilize Spectrum Language Arts (published by Carson Dellosa Education) and the IXL online curriculum, both of which are aligned to Common Core and state standards. Spectrum provides grade-level and skill-specific practice in reading and writing, while IXL offers adaptive, standards-aligned instruction to target individual student needs. Instruction will also incorporate research-based strategies such as explicit instruction, scaffolding, guided practice, and differentiated support to address gaps identified through DPA 2 data.

Service/Allowable Activity Staff Development

Complete the table below

Name of Training	Dates	Minutes	Description	Strategy Being Met
Students Today, Leaders Tomorrow	06/2027	60	Students Today, Leaders Tomorrow will provide the coordination of inperson ELA instruction for 60 MCSD school students (3-8th Gr.) on Saturdays only. MCSD Migrant Students will be selected to participate in this 20-hour project to be held on: June 5, 12, 19	Strategies 1.0-1.3

Service/Allowable Activity Evaluation Plan

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

Students will demonstrate increased skills in literacy and mathematics, as evidenced by growth on District Progress Assessments and improvement in targeted skills measured through IXL and writing samples.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	Students will submit an expository writing sample at the beginning and the end of the program. Teachers will use a rubric to inform student learning, calibrate ratings, and measure growth in reading and writing. The local performance target is a score of 3 or more.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Students will complete a self-reflection survey at the end of the session describing their confidence levels in reading, writing, and speaking skills.

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	11	28	39
1	10	18	28
2	2	22	24
3	4	20	24
4	0	20	20
5	6	36	42
6	7	23	30
7	6	19	25

Grade	PFS	Non-PFS	Total
8	3	25	28
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	49	211	260

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
3 - 8	130	07/11/2026 - 07/25/2026	3	240	720
3 - 8	130	06/05/2027 - 06/19/2027	3	240	720

Service/Allowable Activity Staffing Plan

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

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

Title	Classification	Number of	
		Staff	FTE

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

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

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5800 Prof/Cons/Serv & Operating Exp.	Students Today, Leaders Tomorrow Contract	$62,057
	Total:	$62,057

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.

MCSD implements the Migrant Education Program in collaboration with the Merced County Office of Education (MCOE). MCOE is responsible for identifying and recruiting eligible migrant families, determining program eligibility, and maintaining official migrant student records. This work is conducted by trained regional staff in alignment with state and federal guidelines.

At the local level, MCSD coordinates services and supports for identified migrant students. District and school site staff work collaboratively to provide referrals when potential migrant families are identified, ensuring that MCOE has the necessary information to follow up and determine eligibility. Once students are identified, site administration, teachers, and support staff assist in implementing supplemental instructional services, monitoring student progress, and supporting family engagement.

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

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

Local Community

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

The MCSD recruiting area is located in Merced County in California's Central Valley, a predominantly agricultural region. Migrant families primarily reside within the City of Merced and surrounding rural communities, with some families living in nearby areas such as Atwater, Winton, Planada, and Le Grand. Families often move within and across these areas in response to seasonal employment opportunities.

The local economy is driven by agriculture, with major crops including almonds, dairy, sweet potatoes, tomatoes, and other row crops. Common employers include local farms, dairies, food processing facilities, and agricultural packing houses. Some families may also travel to nearby counties for agricultural work, depending on the season.

Peak agricultural periods typically occur during planting and harvest seasons, with increased mobility in the spring and late summer through fall months. During these times, families may temporarily relocate for employment, resulting in interruptions to students' schooling. These patterns contribute to the need for targeted educational and support services for migrant students in the district.

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.

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?

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 an active role in the review of the annual needs assessment, program planning, and evaluation of services for migrant students. PAC members review student data, including ELPAC, CAASPP, attendance, and mobility data, to help identify priority areas of need and provide input on services that best support migrant students and their families.

PAC meetings are guided by federal requirements and aligned to the State Service Delivery Plan (SDP) and Measurable Program Objectives (MPOs). Through these meetings, parents are informed of regional goals, objectives, and services, and are provided opportunities to give feedback on the effectiveness of programs and supports.

Topics discussed during PAC meetings include analysis of student achievement data, parent needs assessment results, program services, and evaluation of summer and extended learning programs. Additional topics include training on roles and responsibilities, ESSA Title I, Part C requirements, and updates on identification and recruitment efforts.

Through this process, PAC ensures meaningful parent involvement in decision-making and helps guide the continuous improvement of migrant education services.

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

The trainings that will be offered:

The Educational System

The Migrant Education Program

Literacy Skills

Leadership Skills

Parent-School Personnel Conference

Adult Education & Re-Entry Programs

Health

Parenting Skills

Academic Support for Children

Legal Issues

Technology

Assessment and Evaluation

Topics for PAC and Staff Development Activities

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

Immigration Resources for families

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

Section 13: Administration

Indirect Cost Charges

Approved Indirect Rate 4.36 %

Place a checkmark next to services rendered by indirect cost charges

- [x] Accounting and budgeting
- [x] Payroll preparation
- [x] Personnel management
- [x] Purchasing
- [x] Data Processing
- [ ] Warehousing
- [x] Facilities
- [x] Maintenance
- [ ] Communications
- [ ] Technology support
- [ ] Other: (List Below)

- [x] 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
Director of State & Federal Programs	Summer	Certificated	1	1.00

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
	Subtotal for 1100-6999	$0
7000 Indirect Cost	Indirect Cost 5.66%	$5,924
	Total:	$5,924

Section 14: Operational Documentation & Waivers

Migrant Education Program Inventory list

Inventory Template

Title	File Name	Last Update

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

Title	File Name	Last Update

Organizational Chart of Migrant Education

Title	File Name	Last Update

Summer Waivers

Migrant Education Program Summer Waiver Request Form

Title	File Name	Last Update

Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	$0	$0	$0
1200	Pupil Support Services	$0	$0	$0
1300	Supervisor/Administrators	$0	$0	$0
1900	Other Certificated Salaries	$0	$0	$0
	Subtotal 1000-1999	$0	$0	$0
2000-2999 Classified Salaries				
2100	Instructional Aides	$0	$0	$0
2200	Support Services Salaries	$0	$0	$0
2300	Supervisor/Administrators	$0	$0	$0
2400	Clerical, Technical and Office Staff	$0	$0	$0
2900	Other Classified Salaries	$0	$0	$0
	Subtotal 2000-2999	$0	$0	$0
3000-3999 Benefits				
3000	Employee Benefits	$0	$0	$0
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	$0	$0	$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	$0	$0	$0
4200	Books & Reference Materials	$0	$0	$0
4300	Materials & Supplies	$0	$0	$0
4400	Noncapitalized Equipment	$0	$0	$0
4700	Food	$0	$0	$0
	Subtotal 4000-4999	$0	$0	$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	$0	$0	$0
5200	Travel & Conferences	$0	$0	$0
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	$0	$0
5800	Prof/Cons/Serv & Operating Exp.	$104,667	$0	$104,667
5900	Communications	$0	$0	$0
	Subtotal 5000-5999	$104,667	$0	$104,667
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	$104,667	$0	$104,667
7000-7999 Indirect Cost				
7000	Indirect Cost	$0	$5,924	$5,924
7300	Indirect on District Subagreements	$0	$0	$0
	Subtotal 7000-7999	$0	$5,924	$5,924
	TOTAL	$104,667	$5,924	$110,591