

# Comprehensive Needs Assessment

Report of Initial Findings

California Department of Education

Migrant Education Office

2025

## **Table of Contents**

[Table of Contents i](#_Toc188361301)

[List of Figures iii](#_Toc188361302)

[List of Tables v](#_Toc188361303)

[Acknowledgments vii](#_Toc188361304)

[Executive Summary x](#_Toc188361305)

[Section I: Overview 1](#_Toc188361306)

[Purpose and Scope 1](#_Toc188361307)

[California Migrant Education Program 1](#_Toc188361308)

[Section II: Methodology 5](#_Toc188361309)

[Comprehensive Needs Assessment Development 5](#_Toc188361310)

[Structure 5](#_Toc188361311)

[Process to Develop the Comprehensive Needs Assessment 6](#_Toc188361312)

[Data Limitations 10](#_Toc188361313)

[Section III: California’s Migratory Student Profile 12](#_Toc188361314)

[Demographics 12](#_Toc188361315)

[Academic Achievement 23](#_Toc188361316)

[California Assessment of Student Performance and Progress 24](#_Toc188361317)

[English Language Arts 25](#_Toc188361318)

[Mathematics 35](#_Toc188361319)

[English Language Proficiency Assessments for California 43](#_Toc188361320)

[High School Graduation and Dropout 45](#_Toc188361321)

[Out-of-School Youth 48](#_Toc188361322)

[Health 50](#_Toc188361323)

[Section IV: Results and Findings 52](#_Toc188361324)

[English Language Arts 52](#_Toc188361325)

[Mathematics 60](#_Toc188361326)

[English Language Development 64](#_Toc188361327)

[High School Graduation and Dropout Prevention 68](#_Toc188361328)

[Output-Based Focus Areas 73](#_Toc188361329)

[School Readiness 73](#_Toc188361330)

[Out-of-School Youth 78](#_Toc188361331)

[Health 83](#_Toc188361332)

[Parent and Family Engagement 86](#_Toc188361333)

[Student Engagement 90](#_Toc188361334)

[Social and Emotional Learning 96](#_Toc188361335)

[Next Steps 99](#_Toc188361336)

[Appendix A – Calendar of Activities for Development of the Comprehensive Needs Assessment 101](#_Toc188361337)

[Appendix B – Complete List of Concern Statements 103](#_Toc188361338)

[English Language Arts 103](#_Toc188361339)

[English Language Development 103](#_Toc188361340)

[Mathematics 104](#_Toc188361341)

[High School Graduation and Dropout Prevention 104](#_Toc188361342)

[School Readiness 105](#_Toc188361343)

[Out-of-School Youth 105](#_Toc188361344)

[Health 106](#_Toc188361345)

[Parent and Family Engagement 107](#_Toc188361346)

[Student Engagement 108](#_Toc188361347)

[Social and Emotional Learning 109](#_Toc188361348)

### List of Figures

Much of this data comes from [California’s Migratory Student Profile](https://www.cde.ca.gov/sp/me/mt/documents/camigratorysp.docx) which can be accessed at the California Department of Education’s Migrant Education Office web page for the State Service Delivery Plan. Each figure is followed by a 508 compliant table displaying the data in a more accessible way.

[Figure 1. Number of Migrant Education Program-Eligible Children and Youths, 2017–18 Through 2022–23 3](#_Toc188030500)

[Figure 2. Process for Developing the Statewide Comprehensive Needs Assessment and Service Delivery Plan 9](#_Toc188030501)

[Figure 3. Number of Migrant Education Program–Eligible Children Aged Three Years Through Twelve Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23 13](#_Toc188030502)

[Figure 4. Number of Migrant Education Program–Eligible Youths Aged Thirteen Years Through Twenty-One Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23 14](#_Toc188030503)

[Figure 5. Percentage of Migratory Students and All Students Who Were Classified as English Learner Students in School Year 2022–23, by Grade 16](#_Toc188030504)

[Figure 6. Percentage of Migratory and All Students Who Were Classified as Long-Term English Learner Students, School Year 2022–23 19](#_Toc188030505)

[Figure 7. Percentage of Migratory Students and All Students Who Have a Disability, by Grade Span, School Year 2022–23 22](#_Toc188030506)

[Figure 8. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s English Language Arts Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 26](#_Toc188030507)

[Figure 9. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the California Assessment of Student Performance and Progress English Language Arts Reading Claim for All Grades, School Years 2017–18, 2021–22, and 2022–23 28](#_Toc188030508)

[Figure 10. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Writing Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23 30](#_Toc188030509)

[Figure 11. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Listening Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23. 32](#_Toc188030510)

[Figure 12. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the English Language Arts Research/Inquiry Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 34](#_Toc188030511)

[Figure 13. Figure 13. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s Mathematics Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 36](#_Toc188030512)

[Figure 14. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Concepts and Procedures Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 38](#_Toc188030513)

[Figure 15. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Problem Solving/Modeling and Data Analysis Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 40](#_Toc188030514)

[Figure 16. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Communicating Reasoning Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23 42](#_Toc188030515)

[Figure 17 (and in a different format, table 19) illustrates the percentage of all students, migratory students, and migratory PFS students who scored at level 4 for overall performance for SYs 2017–18, 2018–19, 2020–21, 2021–22, and 2022–23.Figure 17. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Level 4 for Overall Performance on the Summative English Language Proficiency Assessments for California for All Grades, by Student Population, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23 43](#_Toc188030516)

[Figure 18. Four-Year Cohort Graduation Rates for Migratory and All Students, School Years 2017–18 Through 2022–23 46](#_Toc188030517)

[Figure 19. Dropout Rates for Migratory and All Students, School Years 2017–18 Through 2022–23 47](#_Toc188030518)

[Figure 20. Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, by Service Type, 2020–21 Through 2022–23 Performance Periods 49](#_Toc188030519)

[Figure 21. Prevalence of Health Needs Among Migratory Children and Youths with an Indicated Health Need on an Individual Needs Assessment and Learning Plan, by Need Type, 2020–21 Through 2022–23 Performance Periods 51](#_Toc188030520)

### List of Tables

[Table 1. Number of Migrant Education Program-Eligible Children and Youths 2017–18 Through 2022–23 3](#_Toc188030566)

[Table 2. Number of Migratory Student Classified as Priority for Service, 2017–18 to 2022–23 4](#_Toc188030567)

[Table 3. Number of Migrant Education Program-Eligible Children Aged Three Years Through Twelve Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23 13](#_Toc188030568)

[Table 4. Number of Migrant Education Program-Eligible Youths Aged Thirteen Years Through Twenty-One Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23 14](#_Toc188030569)

[Table 5. Distribution of Migratory Students by Grade Group and Out-of-School Youth Status at the Start of the Performance Period, 2017–18 Through 2022–23 15](#_Toc188030570)

[Table 6. Percentage of Migratory and All Students Who Were Classified Long-Term English Language Students, School Year 2022–23 18](#_Toc188030571)

[Table 7. Percentage of Migratory and All Students Who Were Classified Long-Term English Language Students, School Year 2022–23 20](#_Toc188030572)

[Table 8. Home Languages for California’s Migratory English Learners, School Years 2018–19 Through 2022–23 21](#_Toc188030573)

[Table 9. Percentage of Migratory Students and All Students Who Have a Disability, by Grade Span, School Year 2022–23 23](#_Toc188030574)

[Table 10. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s English Language Arts Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 26](#_Toc188030575)

[Table 11. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Reading Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 28](#_Toc188030576)

[Table 12. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Writing Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23 30](#_Toc188030577)

[Table 13. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Listening Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 32](#_Toc188030578)

[Table 14. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the Research/Inquiry Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 34](#_Toc188030579)

[Table 15. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s Mathematics Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 36](#_Toc188030580)

[Table 16. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Concepts and Procedures Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 38](#_Toc188030581)

[Table 17. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the Mathematics Problem Solving/Modeling and Data Analysis Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 40](#_Toc188030582)

[Table 18. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Communicating Reasoning for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 42](#_Toc188030583)

[Table 19. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Level 4 for Overall Performance on the Summative English Language Proficiency Assessments for California for All Grades, by Student Population, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23 44](#_Toc188030584)

[Table 20. Four-Year Cohort Graduation Rates for Migratory and All Students, School Year 2017–18 Through School Year 2022–23 46](#_Toc188030585)

[Table 21. Dropout Rates for Migratory and All Students, School Year 2017–18 Through School Year 2022–23 47](#_Toc188030586)

[Table 22. Number and Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, 2020–21 Through 2022–23 Performance Periods 49](#_Toc188030587)

[Table 23. Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, by Service Type, 2020–21 Through 2022–23 Performance Periods 50](#_Toc188030588)

[Table 24. Prevalence of Health Needs Among Migratory Children with an Indicated Health Need on an Individual Needs Assessment and Learning Plan, by Need Type, 2020–21 Through 2022–23 Performance Periods 51](#_Toc188030589)

[Table 25. Percentage of Migratory and All Students Meeting High School Graduation Requirements for Various Achievements in the 2022–23 Four-Year Adjusted Cohort Graduation Rate Report 70](#_Toc188030590)

### Acknowledgments

Preparation for the development of this statewide Comprehensive Needs Assessment (CNA) began in July 2023. Many dedicated individuals assisted the California Department of Education (CDE) Migrant Education Office (MEO) at different phases throughout the process.

We are indebted to the members of the CDE Management and Data Team for designing, implementing, and coordinating the development of the 2025 CNA. Team members included:

**Juli Auld,** Administrator, MEO, CDE

**Melissa Mallory,** CNA Project Lead and Principal Writer, Education Programs Consultant (EPC), MEO, CDE

**Alesha Moreno-Ramirez,** Director, Multilingual Support Division (MSD), CDE

**Jennifer Quezada,** Education Programs Assistant, MEO, CDE

To ensure the statewide CNA provided meaningful information as a basis for program development for the state Service Delivery Plan (SDP), collecting committee feedback was essential. The CNA SDP Committee utilized small and large group settings to analyze data, develop concerns, and identify migratory student needs. Committee members included:

**Elisa Ayala,** Director, Migrant Education Program (MEP) Region 9, San Diego County Office of Education

**Christian Becerra,** Program Specialist/Former Migratory Out-of-School Youth, MEP Region 4 Fresno County Superintendent of Schools (FCCSS)

**Ruben Castillo,** Executive Director/Former Migratory Student, MEP Region 4, FCCSS

**David Cruz Duran,** Recruiter/Former Migratory Student, MEP Region 23, San Joaquin County Office of Education

**Sandra Espinoza,** Director, MEP Direct-Funded District (DFD) 24, Lindsay Unified School District

**Maria Jose Flockhart,** Social Worker, MEP Region 9, San Diego County Office of Education

**Deisy Galvan,** Director, MEP DFD 21, Bakersfield City School District

**Michelle Manriquez,** Coordinator, MEP Region 1 Santa Clara County Office of Education

**Elizabeth Mora,** Former State Parent Advisory Committee (SPAC) President/MEP parent, MEP Region, 2 Butte County Office of Education

**Sarah Norrbom,** Director MEP Region 2, Butte County Office of Education

**Maria Ponce,** Coordinator, MEP Region 7, Riverside County Office of Education

**Kimberly Rosa Briones,** Teacher, Norwalk-La Mirada Unified School District (part of MEP Region 10, Los Angeles County Office of Education)

**Brandon Sant’Agata,** Program Coordinator, MEP Region 4, FCSS

**Espi Sandoval,** Program Specialist, MEP Region 4, FCSS

**Jesus Torres,** Migrant Program Specialist/Former Migratory Student, MEP DFD 21,Bakersfield City School District

**Sarah Yerman,** Coordinator, MEP Region 2, Butte County Office of Education

The SPAC worked as an extension of the CNA SDP Committee to ensure the CDE had meaningful parent participation and consultation on the development of both the CNA and SDP. SPAC participants included:

**Daisy Aguilar**, MEP Region 6, Imperial County Office of Education

**Claudia** **Covarrubias**, MEP Region 2, Butte County Office of Education

**Frank Davila**, MEP Region 5, Kern County Office of Education

**Cintia Flores**, MEP Region 3, Merced County Office of Education

**Gildardo Flores**, MEP DFD 19, Lost Hills Union School District

**Jose Flores**, MEP Region 16, Monterey County Office of Education

**Marcelino Franco**, MEP Region 7, Riverside County Office of Education

**Francisca Galindo,** MEP Region 1, Santa Clara County Office of Education

**Gabriela Gomez**, MEP Region 9, San Diego County Office of Education

**Rafael Guillen**, MEP Region 17, Ventura County Office of Education

**Hugo Medez Rosales**, MEP Region 8, Tulare County Office of Education

**Areli Mendoza**, MEP Region 10, Los Angeles County Office of Education

**Javier Morales**, MEP Region 14, Delano Unified School District

**Bertha Sierra**, MEP Region 23, San Joaquin County Office of Education

**Isaura Varela**, MEP Region 4, FCSS

**Jacinta Velasco**, MEP DFD 22, Santa Maria-Bonita School District

**Lus Enriquez Villalva,** MEP Region 18, San Luis Obispo County Office of Education

The CDE also extended our gratitude to the CNA SDP facilitation team for guiding the subcommittees through the CNA development process:

**Juli Auld,** Administrator, MEO, CDE

**Debra Benitez,** Research Director, WestEd

**Edith Gurrola,** Research Associate, WestEd

**Melissa Mallory,** Education Programs Consultant, MEO, CDE

**Monica Nepomuceno**, Education Programs Consultant, MEO, CDE

**Zujaila Ornelas,** Program Manager, WestEd

**Jennifer Quezada,** Education Programs Assistant, MEO, CDE

**Lisa Severino,** Program Manager, WestEd

**Emily Smith,** Education Programs Consultant, MEO, CDE

**Loan Tran,** Education Research and Evaluation Consultant, MEO, CDE

With guidance and direction for the project provided by the CDE, WestEd developed California’s Migratory Student Profile, the CNA SDP Committee’s primary source for student achievement and programmatic data, and best practices guides. The CDE appreciates the support provided by our WestEd colleagues:

**Debra Benitez,** Research Director, WestEd

**Jocelyn Cardona,** Research Associate, WestEd

**Haiwen Chu,** Research Director

**Monique Evans,** Program Associate

**Edith Gurrola,** Research Associate, WestEd

**Meena Kaur,** Data Analyst, WestEd

**Melanie Packham,** Program Manager

**Lisa Severino,** Program Manager, WestEd

**Tuyet Tran,** Research Associate, WestEd

Finally, special appreciation is due to CDE colleagues who assisted in various ways (e.g., translation, editing, meeting resource preparations) with the CNA development:

**Juli Auld,** Administrator, MEO, CDE

**Salvador Arriaga**, EPC Retired Annuitant, MEO, CDE

**Kyla Asbell,** Associate Government Program Analyst (AGPA), Division Support Office (DSO), CDE

**Natalie Boyer,** AGPA, DSO, CDE

**Jamie Contreras,** EPC, MEO, CDE

**Jennifer Cordova,** AGPA, DSO, CDE

**Alejandro Leguizamo,** EPC, MEO, CDE

**Melissa Mallory,** EPC, MEO

**Cristopher Martinez,** AGPA, MEO, CDE

**Lizette Rocha,** EPC, MEO, CDE

**Victor-James Orcino,** Business Services Assistant, Facilities Management, CDE

**Teresa Palomino,** EPC, MEO, CDE

**David Stoffle**, Business Services Officer I, Facilities Management, CDE

Thank you to these individuals for their vital contributions to this project and report.

### Executive Summary

The CDE, in partnership with local educational agencies (LEA), strives to provide the best possible education for all students within California. Through policy and programmatic activities, the CDE employs a continuous improvement model to refine and improve various aspects of the MEP’s outcomes for student academic achievement and student emotional, mental, physical and social well-being. Routine data analyses on achievement and programmatic data allow the California MEP to constantly focus on the needs of migratory students and families. Developing the statewide CNA every five years on the basis of the most recent data is a necessary step in the continuous improvement cycle of California’s MEP. The statewide CNA provides insight into the academic, health, and social-emotional needs of migratory children enrolled in the California MEP. By assessing the needs of migratory children, the MEP is better prepared to purposefully target services to address the specific and unique educational needs of migratory children, youth, and families.

Preparation for the statewide CNA began in July 2023. In addition to the federal requirements outlined in the Every Student Succeeds Act and MEP guidance, survey data from MEP staff, parents, and out-of-school youth clearly identified the focus areas that need to be addressed to increase migratory students’ academic success and emotional, physical, and social well-being. The ten focus areas discussed in this report include:

* English Language Arts (ELA)
* Mathematics
* English Language Development (ELD)
* High School Graduation and Dropout Prevention
* School Readiness
* Out-of-School Youth
* Health
* Parent and Family Engagement
* Students Engagement
* Social and Emotional Learning

The CNA SDP Committee reviewed the data to develop the key decision points for each focus area identified within *Section IV: Results and Findings* of this report. These decision points include concern statements based on the analyzed data, need statements, and initial strategies recommended to address the unique educational needs of migratory children. In addition, the CNA SDP Committee discussed factors the CDE should consider when developing the SDP strategies’ aligning measurable program objectives (MPOs) which measure annual strategy implementation. These MPO considerations were based on the field’s experience with the past MPOs, specifically how students are identified for inclusion for individual MPOs. Recognizing that the purpose of the CNA is to identify the unique needs of migratory children and youth, this executive summary highlights several needs identified by the CNA SDP Committee in relation to their non-regulatory peers in key focus areas below:

English Language Arts

* Migratory students need to improve their proficiency on the overall ELA standards by an additional 23.2 percent.
* Approximately 19 percent of MEP students need to increase their proficiency on the California Assessment of Student Performance and Progress (CAASPP) ELA Reading claim.

English Language Development

* An additional 3.2 percent of migratory students need to be proficient on the reading domain of the English Language Proficiency Assessment for California (ELPAC).
* An additional 4.7 percent of migratory students need to score at level 4 on the overall ELPAC.

Mathematics

* An additional 20.3 percent of migratory students need to be proficient in mathematics as measured by the CAASPP Math assessment to close the overall mathematics achievement gap.
* An additional 13.5 percent of migratory students need to score above standard on the CAASPP Math Concepts and Procedures.

High School Graduation and Dropout Prevention

* Compared to 52.4 percent of all students, only 31.1 percent of migratory students met the University of California (UC)/California State University (CSU) requirements in the 2022–23 school year. An additional 21.3 percent of migratory students need to meet the UC/CSU requirements.
* The percentage of migratory students dropping out needs to be reduced by at least 1.9 percent.

School Readiness

* An additional 25.9 percent of third grade migratory students need to score proficient on the CAASPP ELA Smarter Balanced Summative Assessment.
* An additional 24.1 percent of migratory students need to score proficient on the math Smarter Balanced summative assessment by the end of third grade.

The last section of this report addresses the next steps in the continuous improvement cycle for the next iteration of the CNA and the state SDP process. Improving data collection processes and procedures will further assist the MEP in providing tailored, high-quality services to address the unique educational needs of California’s migratory children, youths, and families.

## Section I: Overview

### Purpose and Scope

The Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act (United States Code, Title 20, Section 6396, *Code of Federal Regulations* [*CFR*], Title 34, Section 299.19)requires each state education agency MEP receiving Title I, Part C federal funds to ensure that the state and local operating agencies identify and address the unique educational needs of migratory children through the development of a statewide CNA and SDP. Every five years, the CDE initiates the development a statewide CNA through a collaborative process that identifies the needs of California’s migratory children and strategies to address those needs. The CNA is the foundation for the SDP, which guides the MEP in planning service delivery at the state, regional, and district levels.

During the 2022–23 grant year, the CDE began developing resources for the CNA and SDP project. First, California’s Migratory Student Profile was developed to display all available student achievement and programmatic data for the past five years associated with migratory children, youths, and parents. This profile serves as the primary resource for the CNA SDP Committee to analyze data to interpret the needs of migratory children and youths. Using the profile the CNA SDP Committee:

* Evaluated migratory children and youth data to guide key decision-making points in the development of the CNA.
* Identified and examined the unique educational needs of California’s migratory children given the distinctive barriers that the migratory population faces.
* Proposed initial, evidence-based strategies to address the needs of migratory children with the support of best practice guides for each focus area.

The CDE Management and Data Team and CNA SDP Committee focused on the following migratory populations: prekindergarten children (ages three to four), transitional kindergarten through grade twelve students, Out-of-School Youth (OSY), and migratory parents. This report summarizes the methodology, and key decisions included in the CNA and the initial action steps to assist in the development of the SDP. The following section provides more detail on the California MEP.

### California Migrant Education Program

The California MEP is a federally funded program authorized under Title I, Part C, of the Elementary and Secondary Education Act. The MEP is designed to support high-quality supplemental and comprehensive educational programs for migrant children to help reduce educational disruption and other problems that result from moving frequently. To meet federal reporting requirements and to focus continuous improvement efforts, the California MEP built the Migrant Student Information Network (MSIN) system. The MSIN system is a central student information system for California’s migratory child and youth population.

California continues to have the largest migratory student population, because it is the leading state in cash farm receipts in the country.[[1]](#footnote-1) California provides over a third of the country’s vegetables and approximately three quarters of the United States’ fruits and nuts. The California Department of Food and Agriculture notes that California’s leading top ten exports in 2022, by value, were dairy products, grapes, cattle and calves, almonds, lettuce, strawberries, pistachios, broilers, tomatoes, and carrots. Due to the high need for agricultural labor, the state’s migratory population is more than twice that of Washington, which is home to the second largest migratory population in the country. In 2022–23, the U.S. Department of Education (ED) reported a total of 260,710 eligible migratory children and youths of which 75,647[[2]](#footnote-2) migratory children eligible for services resided in California (29 percent of the national total). The second largest migratory population resided in Washington with 29,619 migratory children eligible for services (11 percent of the national total). Although the last two performance periods showed slight increases, California’s migratory population was steadily declining prior to 2021–22, similar to other states with MEP-funded programs.

While California’s migratory population remains the largest in the nation, California’s MSIN migratory child count decreased to 74,655 in 2022–23, a decrease of nearly 12 percent compared to the 2017–18 population count. However, there was a slight increase between 2021–22 and 2022–23 of about 1,000 children and youths. When reviewing specific age spans for 2022–23, we see increases in preschool aged children, high school youths between the ages of sixteen and eighteen years, and OSYs ages nineteen to twenty-one years old. Decreases in the number of students for ages six through fifteen occurred in 2022–23 although the data illustrates that the decreases were minimal. Figure 1 shows the overall trend in the migratory children population between 2017–18 and 2022–23.

##### Figure . Number of Migrant Education Program-Eligible Children and Youths, 2017–18 Through 2022–23



Source: The MSIN databases for the MEP, 2017–18 through 2022–23.

##### Table . Number of Migrant Education Program-Eligible Children and Youths 2017–18 Through 2022–23

| Performance Period | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| Number of MEP-eligible children and youths | 85,198 | 82,171 | 75,631 | 73,078 | 73,698 | 74,655 |

Source: The MSIN databases for the MEP, 2017–18 through 2022–23 performance periods.

The California MEP recruits migratory students who come primarily from different parts of California, Mexico, and several states within the United States. Most of California’s migratory children make intrastate qualifying moves.

Migratory students who made a qualifying move within the previous year and who are failing, or most at risk of failing, to meet the state’s challenging academic standards, or who have dropped out of school, are classified as priority-for-service (PFS). Local MEPs have the responsibility to ensure that these students are prioritized for MEP services. In 2022–23, the California MEP had a total of 10,564 PFS students, which is an increase of 81 students from 2017–18. Table 2 identifies the number of eligible migratory students classified as PFS for the years 2017–18 through 2022–23.

##### Table . Number of Migratory Student Classified as Priority for Service, 2017–18 to 2022–23

| Performance Period | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| Total Number of PFS students | 10,483 | 9,218 | 7,713 | 10,870 | 10,320 | 10,564 |

Source: Ed Data Express, 2017–18 to 2022–23 performance periods.

In California, the MEP is primarily operated based on a regional structure where federal funding flows through the CDE in the form of grants directly to county offices of education where large concentrations of migratory workers are found; however, the CDE does fund a few districts directly. In 2022–23, the CDE funded 15 multidistrict regional subgrantees and 5 direct-funded single-district subgrantees. The 15 regional subgrantees work directly with approximately 122 school districts through mutually agreed-on service agreements or Memoranda of Understanding. The California MEP focuses primarily on the following service and assistance areas that are aligned with the goal areas identified by the Office of Migrant Education (OME) at ED: [[3]](#footnote-3)

1. English Language Arts
2. English Language Development
3. Mathematics
4. High School Graduation/Dropout
5. School Readiness
6. Parent and Family Engagement
7. Out-of-School Youth

California’s MEP subgrantees have a range of instructional and support services during the regular school year and intersession periods dedicated to improving migratory students’ academic achievement and overall well-being.

## Section II: Methodology

### Comprehensive Needs Assessment Development

The complete CNA process is broadly documented in this section. High-level CNA activities are noted as well as the structure, planning process, and activities utilized in developing the statewide CNA (see Appendix A for a timeline of major activities). The roles of the Management and Data Team, CNA SDP Committee, and CNA SDP subcommittees are discussed next.

### Structure

#### Management and Data Team

The primary group responsible for developing, implementing, and reporting on the CNA is the CDE Management and Data Team. The CNA Project Lead developed the processes of selecting the CNA SDP Committee members and by which the committee worked to develop the CNA. The CDE team developed bilingual resources for the eight CNA SDP Committee meetings some of which were developed in collaboration with WestEd. While key decisions in this report are based on the recommendations of the CNA SDP Committee, the CDE Management and Data Team will also include guidance that support statewide priorities and initiatives and the needs identified in the CNA.

#### Comprehensive Needs Assessment Service Delivery Plan Committee

When developing the CNA, ED’s guidance suggests employing a collaborative process involving a broad range of individuals, including parents, with knowledge and experience in determining the needs of migratory children. Each member should have an adequate understanding of the MEP, OME goal areas, data collection and analysis, and promising practices with at-risk youth. As previously noted, the primary tasks of the CNA SDP Committee were to review the statewide data for migratory children and youths, develop major areas of concern, identify and prioritize needs, review evidence-based practices and select initial strategies for the identified focus areas. This work was accomplished through small and whole group work with both the CNA SDP Committee and the SPAC.

#### Comprehensive Needs Assessment Subcommittees

To ensure the CNA SDP Committee met the objectives within the project timeline, committee members split into subcommittees facilitated by CDE MEO and WestEd staff. The subcommittees worked independently identifying key decisions for a focus area, but cooperatively as the larger CNA SDP committee. Once the subcommittees completed their tasks, the entire CNA SDP Committee reconvened to review the work of each subcommittee, offering suggestions, and reaching consensus on the decisions made by the subcommittees for the ten focus areas.

Since parent participation on the CNA SDP Committee was limited, the CDE worked with the SPAC as an extension of the CNA SDP Committee to ensure meaningful parent participation in the development of the CNA and SDP. For the remaining two areas, the SPAC engaged in the same process as the CNA SDP Committee to identify concerns, needs, and initial strategies. Upon completion of the draft CNA, SPAC members provided a final round of feedback on all the work developed for each focus area.

### Process to Develop the Comprehensive Needs Assessment

The purpose of the CNA is to identify the unique educational needs of migratory children in the state that must be met for those children to participate effectively in school and to meet California’s challenging state academic standards (34 *CFR* 200, Section 200.83). The development of the statewide CNA was a multiple step process consisting of careful planning, data collection and analysis, and collaboration with all interested parties. The CDE Management and Data Team[[4]](#footnote-4) followed the broad steps identified below:

#### Step 1: Planning

With guidance from OME, the CDE created the process for developing the CNA and SDP. The following key elements were completed during the planning phase of the CNA SDP project:

* Reviewed all CNA and SDP guidance and resources from OME
* Developed CNA and SDP process and timelines
* Identified data needs for the development of the Migratory Student Profile
* Solicited volunteers and established the CNA SDP Committee
* Planned the meeting logistics for all eight meetings

#### Step 2: Data Collection

During the planning phase, the CDE Management and Data Team explored all available data to assist in the CNA development process. So much depends on reliable data: being able to correctly identify concerns, infer and prioritize needs, and select evidence-based practices to address those identified needs. Data for the CNA was gathered from multiple sources and included both quantitative (e.g., student achievement, programmatic data) and qualitative data (e.g., focus group and interviews). The CDE contracted with WestEd to create best practice guides for each focus area identified by the Migratory Student Profile which included a range of evidence-based practices from research as well as content-based (e.g., Collaborative for Academic, Social, and Emotional Learning Framework) and state level frameworks (e.g., Math Framework). Step 2 in the process included the following actions:

* Administering a statewide survey for MEP staff, OSY, and MEP parents to identify focus areas (i.e., areas of need) by different grade spans
* Conducting focus groups and interviews of MEP staff, OSYs, and MEP parents to collect qualitative data regarding the strengths and needs of migratory children and youths
* Analyzing all available data to be included for the focus areas of CNA SDP Committee work
* Reviewing literature on evidence-based practices and developing best practice guides for each focus area to support committee members in selecting initial strategies to address the identified needs
* Compiling all data for review and analysis by the CNA SDP Committee.

#### Step 3: Developing Committee Materials and Training Facilitators

Once the CDE identified the California’s Migratory Student Profile focus areas from evaluating the survey responses completed by MEP staff, parents and OSY, the CDE began working with WestEd to collect data for each focus area. While already included based on survey responses, the CDE ensured OME’s goal areas for ELA, math, and high school outcomes were also included. With the focus areas identified, CDE staff conducted the following activities:

* Developed CNA SDP Committee materials (e.g., PowerPoints, notetakers, best practice guides, the Migratory Student Profile[[5]](#footnote-5)) which were provided in both English and Spanish to participants.
* Created a facilitators’ guide including: 1) an overview of the process and responsibilities, recommendations for challenging situations when facilitating, list of CNA SDP vocabulary, 2) a meeting map illustrating the schedules for the eight CNA SDP Committee meetings, 3) individual facilitator’s meeting agenda identifying key activities and materials, and 4) list of participants and their areas of focus.
* Provided training to facilitators on the process for recognizing concerns, needs, and choosing initial strategies to address the identified needs. The CNA Project Lead steered the CDE and WestEd teams through the agenda and activities for each meeting and reflected on practices, including feedback from the committee, discussing ways to improve facilitation for the next meeting.

#### Step 4: Gathering Input from Interested Parties

The CNA SDP Committee participated in a collaborative process to identify key elements of the CNA and SDP. During the first meeting, the CNA SDP Committee participated in numerous grounding activities and guided practice in preparation for subcommittee work during meetings two through five. In Step 4 of the process, committee members:

* Reviewed demographic information for migratory children and youths.
* Familiarized themselves with the survey data as well as OME requirements and goal areas the CNA had to address which identified the focus areas for the CNA.
* Developed and prioritized concern statements based on an analysis of available data.
* Identified need statements for the prioritized concerns.
* Reviewed evidence-based practices and selected initial strategies to address specific needs.
* Discussed considerations for initial strategies’ aligning measurable program objectives which measure annual strategy implementation.

#### Step 5: Developing the Service Delivery Plan

Outlining the needs of migratory children and youth, the CNA serves as the foundation upon which the SDP is constructed. After the CNA SDP Committee and SPAC deliberated on and finalized the key decision points identified in the fourth step of this process, the CDE completed the following steps:

* Wrote the final draft of the statewide CNA
* Finalized all selected strategies to address the prioritized needs for each focus area
* Drafted the aligning measurable program objectives to measure implementation of every SDP strategy
* Outlined the performance targets, or end-of-project goals, for each focus area
* Presented the CNA and SDP drafts to the CNA SDP Committee, including the SPAC, for input and a final round of feedback

The CDE started planning for the CNA and SDP beginning in December 2022. CNA and SDP focus areas were selected on the basis of survey data and the OME requirements and goal areas. Additionally, data collection, the development of the Migratory Student Profile and research on best practices for identified focus areas were all conducted prior to committee meetings. The CNA SDP Committee met four times (the first two meetings were conducted in-person and the third and fourth meetings were held in virtually) to review data, deliberate on their concerns, and identify migratory student needs in each focus area. The fifth CNA SDP Committee meeting was with the SPAC, as an extension of the committee, to complete the process of identifying concerns, needs, and initial strategies for the last two focus areas. Findings from the CNA SDP collaborative process are identified in the next section.

Figure 2 outlines the process for developing the statewide CNA and SDP.

##### Figure . Process for Developing the Statewide Comprehensive Needs Assessment and Service Delivery Plan



Note: The text in Figure 2 describes the process for developing the Statewide Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) using a step-by-step description: 1. Selection of Focus Areas (survey data), 2. Data Review, 3. Develop Concern Statements, 4. Development Need Statements, 5. Select Initial Strategies (repeat steps 2-5 for the ten focus areas), 6. Write CNA and SDP (submit CNA for approval), 7. Review CNA and SDP, 8. Collect Feedback on Measurable Program Objectives (MPOs) and Performance Targets, and 9. Submit SDP for approval.

The process for developing the statewide CNA required continued collaboration between the CDE, MEP subgrantees, participating OSYs, migratory parents, and contributing partners. California’s Migratory Student Profile--a collection of migratory children and youth demographic, student achievement, and programmatic data--is the result of two complementary efforts designed to capture data in order to help identify strengths and areas of need of California’s migratory children, students, and youths. One effort relied heavily on descriptive analyses of children’s and youths’ demographic, needs assessment, and service data available in the MSIN. The descriptive analysis also utilized statewide assessment files provided by the CDE and DataQuest, California’s kindergarten through grade 12 (K–12) public data reporting system.

The second effort was a mixed-methods analysis of the goals, strengths, and needs of migratory students and youths. This effort involved online surveys administered to OSYs, MEP parents, and local MEP staff; virtual focus group sessions with OSY, MEP parents, and MEP staff; and a thorough analysis of the surveys and focus groups, informed by themes that emerged from each data collection effort.

The Migratory Student Profile and resources on evidence-based practices to address migratory student needs for all ten focus areas. With the data collection completed and analyzed, the CDE initiated Step 4, Gathering Input from Interested Parties. The CNA Committee split into subcommittees who met five times to complete four key objectives for each focus area: 1) review statewide data, 2) identify and prioritize concern statements, 3) develop needs, and 4) review best practices and recommend initial strategies to address the identified needs. These key decision points were then discussed and finalized by the whole CNA SDP Committee. From there the CDE Management and Data Team finalized the key decisions points for each focus area resulting in the basis for the CNA.

### Data Limitations

The CDE faced a couple of challenges when collecting and analyzing data including the COVID-19 global pandemic’s effect on assessment data availability and lack of parent engagement data. Because of the COVID-19 global pandemic, assessment data was not available for school year (SY) 2019–20. In addition, because of the low numbers of students with CAASPP assessment scores in SY 2020–21, CAASPP data from that year was not included in the analysis. Additionally, the CDE sought to include a section in this profile on MEP parent engagement as measured by their participation in MEP services. However, the various options explored by the CDE to identify an unduplicated count of parent or guardian participation across the state proved to be unsuccessful. The data collected by the CDE was valuable although it did not specifically address the performance target. With the upcoming SDP, the CDE will be able to gauge parent and family engagement and will begin to increase the MEP’s knowledge of how parents engage with the MEP, how parents feel about the services provided, and how MEP services increased parents’ and families’ capacity to support the children and youths at home.

Data limitations, or lack of data in some focus areas, prevented the committee from further developing specific concern and needs statements. Currently, the CDE is in the process of developing a plan to collect more robust data where feasible. Plans for meeting future data needs are further discussed in the Results and Findings section of this report. Data limitations for the Migratory Student Profile are identified in the Migratory Student Profile chapter.

## Section III: California’s Migratory Student Profile

For the purposes of supporting the key decisions within this report, the CDE included an abridged version of the Migratory Student Profile.[[6]](#footnote-6) The Migratory Student Profile was designed to assist the CNA SDP Committee in understanding the demographic characteristics and unique educational needs of California’s MEP-eligible children.It provides information about migratory children’s population size, age, home language, and educational outcomes. It also explores characteristics of California’s migratory OSY population, and migratory children’s school readiness, parent involvement, health service needs, and engagement in school. Committee members utilized this profile as they identified migratory student needs. The CNA briefly reviews student achievement data, English language proficiency, high school graduation and dropout rates as well as OSY demographics and MEP health service data. Throughout this report all year spans referring to student achievement data represent school years. Demographic and service data is specific to the performance period (September 1–August 30) which covers both regular school year and summer school for the MEP grant. For a complete look at available migratory child and youth data, please review the complete Migratory Student Profile.

### Demographics

#### Population Size and Trends

An examination of recent trends in child and youth counts by age group reveals that
the number of MEP-eligible children between three and twelve years old has declined since 2017–18. But in recent years, the number of youths between sixteen and twenty-one years old has increased. Figure 3 shows the trend in child counts over the past six years for children aged three through twelve years at the start of the performance period; table 3 shows the same data, but in table form. Figure 4 shows the same trend for youths aged thirteen through twenty-one years; table 4 displays the same data as figure 4 in table form.

##### Figure . Number of Migrant Education Program–Eligible Children Aged Three Years Through Twelve Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23



Source: The MSIN databases for the MEP, 2017–18 through 2022–23 performance periods.

##### Table . Number of Migrant Education Program-Eligible Children Aged Three Years Through Twelve Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23

| Age Group | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| 9–12 years | 22,442 | 20,745 | 19,823 | 19,001 | 18,396 | 18,272 |
| 6–8 years | 15,593 | 14,554 | 13,620 | 12,843 | 12,511 | 12,480 |
| 3–5 years | 9,801 | 9,742 | 8,745 | 8,043 | 7,719 | 7,779 |

Source: The MSIN database for the MEP, 2017–18 through 2022–23 performance periods.

##### Figure . Number of Migrant Education Program–Eligible Youths Aged Thirteen Years Through Twenty-One Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23



Source: The MSIN database for the MEP, 2017–18 through 2022–23.

##### Table . Number of Migrant Education Program-Eligible Youths Aged Thirteen Years Through Twenty-One Years, by Age Group at the Start of the Performance Period, 2017–18 Through 2022–23

| Age Group | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| 13–15 years | 14,953 | 14,471  | 14,503  | 14,547  | 14,511  | 14,423  |
| 16–18 years | 12,962 | 12,448  | 11,855  | 11,953  | 12,757  | 13,462  |
| 19–21 years | 6,057 | 6,985  | 4,437  | 4,314  | 5,509  | 5,832  |

Source: The MSIN database for the MEP, 2017–18 through 2022–23.

#### Grade-Level Distribution

Between SYs 2017–18 and 2022–23, the grade-level distribution of California’s migratory students and youths shifted in a way that aligns with the changes in age group counts. During the six-year period, the percentage of MEP-eligible students in grades seven through twelve increased, as did the percentage of OSYs. The percentage of MEP-eligible students in preschool through grade three decreased over the same time period. Table 5 shows the change in the distribution of migratory students and OSYs by grade group between 2017–18 and 2022–23.

##### Table . Distribution of Migratory Students by Grade Group and Out-of-School Youth Status at the Start of the Performance Period, 2017–18 Through 2022–23

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Group | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| P3–P5 | 10.4% | 10.8% | 10.6% | 10.2% | 9.6% | 9.1% |
| K | 10.6% | 10.3% | 10.1% | 9.7% | 9.2% | 9.7% |
| Grades 1–3 | 18.8% | 18.4% | 18.8% | 18.3% | 17.6% | 17.5% |
| Grades 4–6 | 19.1% | 18.1% | 19.1% | 19.3% | 19.1% | 18.6% |
| Grades 7–9 | 18.0% | 18.0% | 19.1% | 19.3% | 18.8% | 18.9% |
| Grades 10–12 | 15.8% | 15.6% | 16.6% | 17.1% | 17.7% | 17.9% |
| OSY | 7.2% | 8.8% | 5.7% | 6.1% | 7.9% | 8.4% |

Source: The MSIN databases for the MEP, 2017–18 through 2022–23 performance periods.

#### English Learner Status

An English learner (EL) student is one in kindergarten through grade twelve for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC) and from additional information when appropriate, is determined to be still developing the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in a school’s regular instructional programs.

Per California *Education Code* Section 313.1(a)(1), a long-term English learner (LTEL) student is an EL student to whom all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades six to twelve, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades six to nine, inclusive, who have scored at the “standard not met” level on the prior year administration of the CAASPP ELA.[[7]](#footnote-7)

Statewide, approximately 20 percent of all students are classified as EL students. Among migratory students, the percentage of those classified as EL students are far greater. Across all grades, migratory students are at least three times as likely as all students to be classified as EL students. During SY 2022–23, 65 percent of migratory students in grades kindergarten through twelve were classified as EL students. The highest concentration of students in this group were in grades kindergarten through five (75 to 83 percent).

Figure 5 shows the percentage of migratory students and all students who were classified as EL students, by grade, in SY 2022–23.

##### Figure . Percentage of Migratory Students and All Students Who Were Classified as English Learner Students in School Year 2022–23, by Grade



Source: The MSIN databases for the MEP, SYs 2017–18 through 2021–22.

The CDE utilizes the term multilingual learners to refer to students who have developed or are developing proficiency in English and one or more other languages, which may be their home language. Multilingual learners may include but are not limited to:

* Dual language learner students,
* Multilingual TK students,
* English learner students,
* Initial Fluent English Proficient students,
* Reclassified Fluent English Proficient students, and
* Native English speaker students learning a non-English language.

Students may be mostly dominant in one language or proficient in both. Many are on a continuum between dominance in one language and full proficiency in two or more. California continues to champion this term because it acknowledges these students’ multilingualism, which deserves recognition as an asset they bring to their schools, classrooms, and communities. Therefore, throughout this document “multilingual learner” is used unless there is a specific need to use the term “EL student” based on past research or test parameters.

##### Table 6. Percentage of Migratory Students and All Students Who Were Classified as English Learner Students in School Year 2022–23, by Grade

| Grade(s) | Migratory Students (N=59,190) | All Students (N=5,852,544) |
| --- | --- | --- |
| K | 80% | 26% |
| 1 | 83% | 26% |
| 2 | 82% | 25% |
| 3 | 82% | 25% |
| 4 | 78% | 24% |
| 5 | 75% | 23% |
| 6 | 67% | 20% |
| 7 | 59% | 17% |
| 8 | 55% | 16% |
| 9 | 49% | 14% |
| 10 | 48% | 13% |
| 11 | 45% | 12% |
| 12 | 41% | 11% |
| K–12 | 65% | 19% |

Sources: The MSIN databases for the MEP, SY 2022–23; CDE DataQuest, [2022–23 “At-Risk” and LTEL by Grade Statewide Report](https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=00&agglevel=State&year=2022-23), accessed October 26, 2023.

Figure 6 shows that during SY 2022–23, 17 percent of migratory students in grades six through twelve were classified as LTEL students, at least double the percentage of all students. The 2022–23 LTEL data shows the largest gap between the percent of migratory and all students classified as LTEL students is in sixth grade at 13 percentage points. From there the gap decreases from grades six through nine, until tenth grade when the gap expands again to 12 percent.

##### Figure . Percentage of Migratory and All Students Who Were Classified as Long-Term English Learner Students, School Year 2022–23



Source: The MSIN database for the MEP, SYs 2017–18 through 2021–22.

##### Table . Percentage of Migratory and All Students Who Were Classified Long-Term English Learner Students, School Year 2022–23

| Grade(s) | Migratory Students (N=32,202) | All Students (N=3,251,825) |
| --- | --- | --- |
| 6 | 21% | 8% |
| 7 | 18% | 7% |
| 8 | 16% | 6% |
| 9 | 14% | 6% |
| 10 | 20% | 8% |
| 11 | 16% | 7% |
| 12 | 18% | 7% |
| 6–12 | 17% | 7% |

Sources: The MSIN databases for the MEP, SY 2022–23; and CDE DataQuest, SY 2022–23 [“At-Risk” and LTEL by Grade Statewide Report](https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=00&agglevel=State&year=2022-23) and the [2022-23 Enrollment by English Language Acquisition Status (ELAS) and Grade](https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=00&agglevel=State&year=2022-23), accessed October 26, 2023.

#### Home Languages

Between SYs 2018–19 and 2022–23, at least 25 different home languages were reported for California’s migratory students who were also EL students. For the
2022–23 program year, Spanish was the most prevalent home language (94.99 percent), followed by Mixteco (3.48 percent) and then Punjabi (less than one percent). The two languages that have increased in prevalence over the past six years are Mixteco and Zapoteco. Table 8 details the prevalence of the most common home languages reported for California’s migratory students over the past six program years.

##### Table . Home Languages for California’s Migratory English Learners, School Years 2018–19 Through 2022–23

| Home Language | 2018–19(N=29,939) | 2019–20(N=29,338) | 2020–21(N=28,384) | 2021–22(N=28,181) | 2022–23(N=28,130) |
| --- | --- | --- | --- | --- | --- |
| Spanish | 95.28% | 94.77% | 94.66% | 94.72% | 94.99% |
| Mixteco | 2.86% | 3.26% | 3.44% | 3.51% | 3.48% |
| Punjabi | 0.92% | 0.82% | 0.81% | 0.70% | 0.59% |
| Zapoteco | 0.12% | 0.18% | 0.18% | 0.21% | 0.22% |
| Hmong | 0.10% | 0.07% | 0.05% | 0.07% | 0.07% |
| Urdu | 0.03% | 0.06% | 0.04% | 0.04% | 0.03% |
| Arabic | 0.00% | 0.00% | 0.00% | 0.01% | 0.01% |
| Ilocano | 0.06% | 0.02% | 0.00% | 0.01% | 0.01% |

Note: This table includes home languages that represented at least 0.01 percent of migratory students in SY 2021–22. Reported languages with percentage distributions less than 0.01 percent in that program year included Cebuano (Visayan), Vietnamese, Portuguese, Serbo-Croatian (Bosnian, Croatian, Serbian), and other non-English languages that were not specified.

Source: [CDE DataQuest, English Learner Students by Language by Grade](https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=State&TheYear=2021%2022&SubGroup=Mig&ShortYear=2122&GenderGroup=B&CDSCode=00000000000000&RecordType=EL), accessed October 26, 2023.

#### Students with Disabilities

During SY 2022–23, 11.2 percent of migratory students in K–12 received special education program services. This percentage is below the statewide percentage of all California students (13.6 percent) who received these services. The percentage varied by grade span, ranging from 10.5 percent of migratory students in kindergarten through grade three to 11.7 percent of migratory students in grades four through six.

Figure 7 compares the percentage of migratory students with disabilities to that of all students by grade span during SY 2022–23; table 9 shows the same data in table form.

##### Figure . Percentage of Migratory Students and All Students Who Have a Disability, by Grade Span, School Year 2022–23

Source: The MSIN databases for the MEP, SY 2022–23; CDE DataQuest, 2022–23 [Special Education Enrollment by Program Setting Report](https://dq.cde.ca.gov/dataquest/DQCensus/SPEDEnr.aspx?cds=00&agglevel=State&year=2022-23&ListReportRows=GrdSpan&charter=All&Display=Pct&ro=1), accessed January 26, 2023.

##### Table 9. Percentage of Migratory Students and All Students Who Have a Disability, by Grade Span, School Year 2022–23

| Grades | Migratory Students(N=59,190) | All Students(N=5,852,544) |
| --- | --- | --- |
| K–3 | 10.5% | 13.5% |
| 4–6 | 11.7% | 13.8% |
| 7–8 | 11.5% | 13.6% |
| 9–12 | 11.3% | 13.5% |
| K–12 | 11.2% | 13.6% |

Sources: The MSIN databases for the MEP, SYs 2022–23; CDE DataQuest, [2022–23 Special Education Enrollment by Program Setting Report](https://dq.cde.ca.gov/dataquest/DQCensus/SPEDEnr.aspx?cds=00&agglevel=State&year=2022-23&ListReportRows=GrdSpan&charter=All&Display=Pct&ro=1), accessed January 26, 2023,

### Academic Achievement

To explore migratory students’ academic needs, the CDE compared migratory students’ CAASPP scores to that of migratory PFS students, and all students for school years for SYs 2017–18 through 2022–23. The CDE also examined migratory multilingual learner students’ performance on the ELPAC and compared it to that of the all student group.

The following section details several key findings:

* In 2022–23, 15.4 percent of migratory PFS student scored proficient compared to 23.4 percent for migratory students and 46.6 percent for the all students group on the CAASPP ELA Overall Standards.
* The 2022–23 CAASPP ELA reading claim data show that 4.2 percent of migratory PFS students, 6.3 percent of migratory students, and 13.3 percent of the all students group scored above standard.
* The 2022–23 writing claim achievement gap between migratory PFS students and the all student group was 6.3 percentage points larger than in reading. Only 3.3 percent of migratory PFS students, 6.8 percent of migratory students, and 18.7 percent of the all students group scored above standard on the CAASPP ELA writing claim.
* Just under 12 percent of migratory students and 9.8 percent of migratory PFS students scored proficient on the ELPAC while 16.5 percent of the all students group who are identified as multilingual learner students scored proficient on the 2022–23 Summative ELPAC.
* In SY 2022–23, 34.6 percent of all students were proficient on the CAASPP mathematics overall achievement compared to 14.3 percent of migratory students and 6.8 percent of migratory PFS students.
* The 2022–23 CAASPP math concepts and procedures claim had the largest achievement gap for migratory PFS students and migratory students compared to the all students group. Only 2.2 percent of migratory PFS students and 5.8 percent of migratory students scored above standard compared to 19.3 percent of the all students group.

### California Assessment of Student Performance and Progress

The CAASPP is an assessment system that includes ELA and mathematics, the California Science Test (CAST), the California Alternate Assessments for ELA, mathematics, and science, and the optional California Spanish Assessment.[[8]](#footnote-8) In order to better understand migratory student academic performance and possible needs, this abridged section of the Migratory Student Profile compares migratory students, migratory PFS students, and all students’ performance on the CAASPP ELA and mathematics for grades three through eight and grade eleven. For the purposes of this CNA, only the ELA and math sections of the CAASPP will be covered because no prioritized need for science was identified by MEP staff, parents, and OSY. Please refer to [California’s Migratory Student Profile](https://www.cde.ca.gov/sp/me/mt/documents/camigratorysp.docx) for CAST data.

**Assessment Years Included**

The following assessment years are included in this profile: SYs 2017–18, 2018–19, 2021–22, and 2022–23. Because of the COVID-19 pandemic, there were no CAASPP or CAST assessment scores for SY 2019–20. And because of the low number of students with CAASPP and CAST assessment scores in SY 2020–21, that assessment year was not included in the analysis for this profile. Finally, because the CAST was not implemented statewide until SY 2018–19, the only years available for that assessment are SYs 2018–19, 2021–22, and 2022–23.

**Achievement Levels Examined**

Student scores are reported on overall achievement and by claims (ELA and mathematics) or domains (CAST) that focus on specific knowledge and skills. Overall, ELA, mathematics, and CAST achievement levels consist of level 1 (standard not met), level 2 (standard nearly met), level 3 (standard met), and level 4 (standard exceeded). This profile examines the percentage of migratory PFS, migratory, and all students scoring at level 3 and level 4 on each assessment for the available assessment years.

Student performance on specific claims or domains are also examined to identify specific areas of strengths and weaknesses within ELA, mathematics, and science. For the CAASPP ELA and mathematics claims and the CAST domains, achievement levels consist of below standard, near standard, and above standard. California’s Migratory Student Profile examines the percentage of migratory PFS, migratory, and all students scoring at above standard for each claim and domain across available assessment years. It also examines the distribution of students’ claim or domain scores for SY 2022–23.

### English Language Arts

#### Overall Score on the California Assessment of Student Performance and Progress for English Language Arts

Between SYs 2017–18 and 2022–23, the percentage of students who met or exceeded the ELA standards declined for migratory (3.9 percentage points) and all (3.2 percentage points) students. For migratory PFS students, the percentage of students who met or exceeded the standard remained steady (0.6 percentage point decline).

#### Key Findings

* By SY 2021–22, migratory PFS students had narrowed their performance gap with migratory students on the CAASPP ELA overall achievement to a 7.9 percentage point difference (compared with an 11.3 percentage point difference in SY 2017–18).
* In SY 2022–23, migratory PFS students were 31.2 percentage points less likely than all students to score at standard met or standard exceeded. Migratory students overall were 23.2 percentage points less likely than all students to score at standard met or standard exceeded.
* The achievement gap on the CAASPP ELA overall achievement was the highest at 23.2 percentage points since 2017–18, but that was an increase of only 0.1 percentage points from 2021–22. Reviewing data between 2018–19 through 2021–22, the achievement gap grew more rapidly from 21.9 to 23.1 percentage points (a change of 1.2 percentage points).

Figure 8 (and in a different format, table 10) shows the percentage of all students, migratory students, and migratory PFS students who scored at standard met or standard exceeded for overall achievement on the CAASPP ELA for SYs 2017–18, 2018–19, 2021–22, and 2022–23.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s English Language Arts Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table 10. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s English Language Arts Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 49.8% | 51.1% | 47.0% | 46.6% |
| All | Migratory students | 27.3% | 29.2% | 23.9% | 23.4% |
| All | Migratory PFS students | 16.0% | 16.0% | 16.0% | 15.4% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

In addition to identifying students’ overall ELA proficiency, students’ CAASPP ELA Smarter Balanced Assessment scores cover specific areas in ELA called claims. As a reminder, the claims for ELA are:

* Claim 1 - Reading
* Claim 2 - Writing
* Claim 3 - Speaking and Listening
* Claim 4 - Research and Inquiry

Based on their assessment performance, students are assigned one of three claim achievement levels: below standard, near standard, or above standard.

Across the four ELA claims, migratory students were consistently less likely than all students to perform near or above standard, and consistently more likely to perform below standard.

#### California Assessment of Student Performance and Progress for English Language Arts Reading Claim

From SYs 2017–18 through 2018–19, all three student populations increased the percentage of students scoring above standard for the CAASPP ELA reading claim. Between SYs 2018–19 and 2021–22, the percentage of students who were above standard on the reading claim declined for migratory and all students, but it increased slightly for migratory PFS students.

#### Key Findings

* By SY 2021–22, migratory PFS students narrowed their earlier performance
gap with migratory students on the CAASPP ELA reading claim to a 3.3 percentage point difference (compared with a 5.4 percentage point difference in SY 2017–18).
* In SY 2022–23, migratory PFS students were 15.4 percentage points less likely than all students to score at above standard on the CAASPP ELA reading claim. Migratory students overall were 11.9 percentage points less likely than all students to score at above standard.
* The COVID-19 pandemic greatly affected proficiency levels for all students and migratory students as illustrated in the following claim data.

Figure 9 shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP ELA reading claim over the past four assessment years.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the California Assessment of Student Performance and Progress English Language Arts Reading Claim for All Grades, School Years 2017–18, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Reading Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 25.0% | 26.1% | 19.5% | 18.7% |
| All | Migratory students | 9.2% | 10.6% | 6.9% | 6.8% |
| All | Migratory PFS students | 3.8% | 3.8% | 3.6% | 3.3% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN database for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

#### California Assessment of Student Performance and Progress for English Language Arts Writing Claim

From SYs 2017–18 through 2021–22, migratory PFS students narrowed their performance gap with migratory students on the writing claim from a 5.7 percentage point difference to a 2.8 percentage point difference. Between SYs 2017–18 and
2018–19, the percentage of students who were above standard on the writing claim remained steady for migratory PFS and all students but increased for migratory students. Between SYs 2018–19 and 2022–23, the percentage of students who were above standard on the writing claim decreased for all three student populations, with migratory PFS students experiencing the smallest decline.

#### Key Findings

* By SY 2021–22, migratory PFS students narrowed their earlier performance gap with migratory students on the CAASPP ELA writing claim to a 3.2 percentage point difference (compared with a 5.7 percentage point difference in
SY 2017–18).
* Of the claims, migratory PFS student had the second to lowest proficiency (3.6 percent) rate in writing after the reading claim (3.3 percent).
* In SY 2022–23, migratory PFS students were 15.6 percentage points less likely than all students to score at above standard on the CAASPP ELA writing claim. Migratory students overall were 11.9 percentage points less likely than all students to score at above standard.

Figure 10 shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP ELA writing claim over the past four assessment years. Table 12 presents the same data as figure 10 in a different way.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Writing Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Writing Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 26.7% | 26.2% | 19.4% | 19.2% |
| All | Migratory students | 9.9% | 11.5% | 6.7% | 6.8% |
| All | Migratory PFS students | 4.2% | 5.4% | 3.9% | 3.6% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

#### California Assessment of Student Performance and Progress for English Language Arts Listening Claim

From SYs 2017–18 through 2018–19, all three student populations experienced an increase in the percentage of students who were above standard on the CAASPP ELA listening claim. Between SYs 2018–19 and 2022–23, migratory and all students experienced a decline in the percentage who were above standard, but migratory PFS students experienced a slight increase in the percent who scored above standard.

#### Key Findings

* By SY 2021–22, migratory PFS students narrowed their earlier performance
gap with migratory students on the CAASPP ELA listening claim to a 2.2 percentage point difference (compared with a 3.7 percentage point difference in SY 2017–18).
* In SY 2022–23, migratory PFS students were 9.1 percentage points less likely than all students to score at above standard. Migratory students overall were seven percentage points less likely than all students to score at above standard.
* Approximately six percent of migratory students and four percent of migratory PFS students scored at above standard in SY 2022–23.

Figure 11 shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP ELA listening claim over the four assessment years referenced. Table 13, below figure 11, shows the same data in a more accessible way.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Listening Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Listening Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 17.7% | 18.7% | 13.3% | 13.3% |
| All | Migratory students | 7.0% | 8.0% | 6.5% | 6.3% |
| All | Migratory PFS students | 3.3% | 3.6% | 4.3% | 4.2% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

#### California Assessment of Student Performance and Progress for English Language Arts Research/Inquiry Claim

Between SYs 2017–18 and 2021–22, the percentage of students who were above standard on the CAASPP ELA research/inquiry claim decreased for all three student populations, with migratory and migratory PFS students experiencing smaller declines than all students. Between SYs 2021–22 and 2022–23, these percentages remained steady for all three student groups.

#### Key Findings

* By SY 2021–22, migratory PFS students narrowed their earlier performance
gap with migratory students on the CAASPP ELA research/inquiry claim to a 3.2 percentage point difference (compared with a 6.5 percentage point difference in SY 2017–18).
* In SY 2021–22, migratory PFS students were 13.5 percentage points less likely than all students to score at above standard. Migratory students overall were 10 percentage points less likely than all students to score at above standard.
* Of the four CAASPP ELA claims, migratory and migratory students had the highest proficiency scores for the research/inquiry claim. Eight and a half percent of migratory students scored at above standard and approximately five percent of migratory PFS students scored at above standard in 2022–23.

Figure 12 (and table 14) shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP ELA research/inquiry claim over the past four assessment years.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the English Language Arts Research/Inquiry Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the Research/Inquiry Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 29.4% | 27.2% | 18.5% | 18.5% |
| All | Migratory students | 14.8% | 13.4% | 8.2% | 8.5% |
| All | Migratory PFS students | 8.3% | 6.0% | 5.0% | 4.9% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

### Mathematics

#### Overall Score on the California Assessment of Student Performance and Progress for Mathematics

Between SYs 2018–19 and 2021–22, the percentage of students who met or exceeded the standard for overall achievement declined for all three student populations. Migratory students experienced the largest decline, while migratory PFS students had the smallest decline and narrowed their performance gap with migratory students. From SYs 2021–22 through 2022–23, all three student groups experienced an increase in the percentage of students who met or exceeded the standard.

#### Key Findings

* By SY 2021–22, migratory PFS students narrowed their performance gap with migratory students for the CAASPP overall mathematics achievement to a 7.5 percentage point difference (compared with a 13.7 percentage point difference in SY 2018–19).
* In SY 2022–23, migratory PFS students were 27.8 percentage points less likely than all students to score at standard met or standard exceeded for the CAASPP overall mathematics acheivement. Migratory students overall were 20.3 percentage points less likely than all students to score at standard met or standard exceeded.
* An achievement gap of 20.3 percentage points, the largest gap between migratory students and all students from 2017–18 through 2022–23, was recorded in SY 2022–23.

Figure 13 shows the percentage of all students, migratory students, and migratory PFS students who scored at standard met or standard exceeded for overall achievement on the CAASPP mathematics for SYs 2017–18, 2018–19, 2021–22, and 2022–23. Table 15 displays the same information as figure 13 in table form.

##### Figure 13. Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s Mathematics Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s Mathematics Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 38.6% | 39.7% | 33.3% | 34.6% |
| All | Migratory students | 19.3% | 20.7% | 13.5% | 14.3% |
| All | Migratory PFS students | 7.0% | 7.0% | 6.0% | 6.8% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

The remainder of this section provides displays data for the percentage of students who scored above standard on each of the three claims of the CAASPP mathematics assessment across four SYs (2017–18, 2018–19, 2021–22, and 2022–23). For the most recent SY (2022–23), the section also provides the distribution of students who scored above standard, near standard, or below standard.

#### California Assessment of Student Performance and Progress for Mathematics Concepts and Procedures Claim

Between SYs 2018–19 and 2021–22, the percentage of students who were above standard on the CAASPP mathematics concepts and procedures claim decreased across all three student populations, with migratory PFS students experiencing the smallest decline. Between SYs 2021–22 and 2022–23, this percentage of students remained steady for all three student groups.

#### Key Findings

* By SY 2021–22, migratory PFS students had narrowed their earlier performance gap with migratory students on the CAASPP mathematics concepts and procedures claim to a 3.3 percentage point difference (compared with a 9.1 percentage point difference in SY 2018–19).
* Down from three percent in 2017–18, only about two percent of migratory PFS students scored above standard on the CAASPP matematics concepts and procedures claim. Only 5.8 percent of migratory students scored above standard on the same claim.

In SY 2022–23, migratory PFS students were 17.1 percentage points less likely than all students to score at above standard, and migratory students overall were 13.5 percentage points less likely than all students to score at above standard. Figure 14 shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP mathematics concepts and procedures claim over the past four assessment years. Table 16 shows the same data in table form.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Concepts and Procedures Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Concepts and Procedures Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18 | 2018–19 | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 26.5% | 27.5% | 18.2% | 19.3% |
| All | Migratory students | 11.2% | 12.1% | 5.3% | 5.8% |
| All | Migratory PFS students | 3.0% | 3.0% | 2.0% | 2.2% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

#### California Assessment of Student Performance and Progress for Mathematics Problem Solving/Modeling and Data Analysis Claim

From SY 2017–18 through SY 2018–19, all students and migratory students had a slight increase in the percentage of students who were above standard for the CAASPP mathematics problem solving/modeling and data analysis claim. In SY 2021–22, all students and migratory students experienced a decline in the percentage of students who were above standard. During this same time period, the percentage of migratory PFS students who were above standard remained steady. In SY 2022–23, both migratory and all students experienced a slight increase in this percentage, while migratory PFS students experienced a slight decline.

#### Key Findings

* By SY 2021–22, migratory PFS students had narrowed their earlier performance gap with migratory students on the CAASPP mathematics problem solving/modeling and data analysis claim to a 2.1 percentage point difference (compared with a 5.6 percentage point difference in SY 2018–19).
* In SY 2022–23, migratory PFS students were 14.7 percentage points less likely than all students to score at above standard. Migratory students overall were 11.9 percentage points less likely than all students to score at above standard.
* Of all the claims, migratory PFS students had the lowest proficiency on the CAASPP mathematics and problem solving claim with only 1.6 percent of migratory PFS students scoring at proficient in SY 2022–23.

Figure 15 (and in a different format, table 17) shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP mathematics problem solving/modeling and data analysis claim over the past four assessment years.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Problem Solving/Modeling and Data Analysis Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the Mathematics Problem Solving/Modeling and Data Analysis Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 20.7% | 21.3% | 15.5% | 16.3% |
| All | Migratory students | 7.1% | 7.6% | 4.1% | 4.4% |
| All | Migratory PFS students | 2.0% | 2.0% | 2.0% | 1.6% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

#### California Assessment of Student Performance and Progress for Mathematics Communicating Reasoning Claim

From SYs 2017–18 through 2018–19, migratory and all students had a slight increase in the percentage of students who scored above standard on the CAASPP mathematics communicating reasoning claim. Between SYs 2018–19 and 2021–22, the percentage of migratory and all students who scored above standard for this claim declined noticeably and then increased slightly in SY 2022–23. Over these same assessment years, the percentage of migratory PFS students who scored above standard remained steady.

#### Key Findings

* By SY 2021–22, migratory PFS students had narrowed their earlier performance gap with migratory students on the CAASPP mathematics communicating reasoning claim to a 1.8 percentage point difference (compared with a 6.2 percentage point difference in SY 2018–19).
* In SY 2022–23, migratory PFS students were 13.5 percentage points less likely than all students to score at above standard. Migratory students overall were 11.0 percentage points less likely than all students to score at above standard.
* Equal to the CAASPP mathematics problem solving/modeling and data analysis claim, only 4.4 percent of migratory students scored above standard on the communicating reasoning claim in SY 2022–23. Migratory PFS student group only had 1.9 percent of students scoring above standard.

Figure 16 shows the percentage of all students, migratory students, and migratory PFS students who scored at above standard on the CAASPP mathematics communicating reasoning claim over the past four assessment years. Table 18 exhibits the data from figure 16 in table form.

##### Figure . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Communicating Reasoning Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022– 23

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the Mathematics Communicating Reasoning for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

| Grade | Student Population | 2017–18  | 2018–19  | 2021–22  | 2022–23 |
| --- | --- | --- | --- | --- | --- |
| All | All students | 21.2% | 21.5% | 14.8% | 15.4% |
| All | Migratory students | 7.7% | 8.2% | 3.9% | 4.4% |
| All | Migratory PFS students | 2.0% | 2.0% | 2.1% | 1.9% |

Source: CDE CAASPP data files, SYs 2017–18, 2018–19, 2021–22, and 2022–23, and the MSIN databases for the MEP, 2017–18, 2018–19, 2021–22, and 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022–23.

### English Language Proficiency Assessments for California

The Summative ELPAC isthe required state test to assess current EL students’ English language proficiency. The overall composite score of this assessment consists of scores from four domains: listening, speaking, reading, and writing. Students receive an Overall score that falls into one of four levels (for more on ELPAC scoring, please visit the CDE’s [ELPAC Scoring Sheet](https://www.cde.ca.gov/ta/tg/ep/documents/summativescalescores.pdf)). To be considered proficient, eligible for reclassification, or exit from EL status, students currently identified as EL students must score at level 4 for their overall composite score.

To identify the potential needs of migratory student in English language proficiency, this profile examines differences in ELPAC performance overall and by domain for migratory PFS students, migratory students, and all students who are identified as EL students for SYs 2017–18 through 2018–19 and SYs 2020–21 through 2022–23. No ELPAC assessment data is available for SY 2019–20 because of the COVID-19 pandemic.

#### Overall English Language Proficiency Assessment for California Score

Between SYs 2017–18 and 2018–19, all three student populations experienced declines in the percentage of students scoring at level 4 for overall performance on the Summative ELPAC. The percentage of migratory students and all students scoring at level 4 continued to decline between SYs 2018–19 and 2020–21. They did not start to increase until SY 2021–22, when, over the five school years examined, the percentage of migratory PFS students scoring at level 4 increased, leading to a narrower performance gap between migratory and all students on overall performance.

#### Key Findings

* By SY 2020–21, migratory PFS students narrowed their earlier performance gap with migratory students from a difference of 13.6 percentage points in SY 2017– 18 to a difference of 0.4 percentage point on the overall performance of the ELPAC.
* In SY 2022–23, migratory PFS students were 6.7 percentage points less likely than all students to score at level 4. Migratory students overall were 4.7 percentage points less likely than all students to score at level 4.

Figure 17 (and in a different format, table 19) illustrates the percentage of all students, migratory students, and migratory PFS students who scored at level 4 for overall performance for SYs 2017–18, 2018–19, 2020–21, 2021–22, and 2022–23.Figure 17. Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Level 4 for Overall Performance on the Summative English Language Proficiency Assessments for California for All Grades, by Student Population, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23

Source: CDE ELPAC data files, SYs 2017–18 through 2022–23, and the MSIN databases for the MEP, 2017–18 through 2022–23 performance periods. Accessed February 2023 for SYs 2017–18 through 2021–22 and December 2023 for SY 2022–23.

##### Table . Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Level 4 for Overall Performance on the Summative English Language Proficiency Assessments for California for All Grades, by Student Population, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23

| Grade | Student Population | 2017–18 | 2018–19 | 2020–21 | 2021–22 | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| All | All students | 30.6% | 16.4% | 14.0% | 15.6% | 16.5% |
| All | Migratory students | 21.6% | 11.5% | 8.4% | 10.5% | 11.8% |
| All | Migratory PFS students | 8.0% | 5.0% | 8.0% | 9.0% | 9.8% |

Source: CDE ELPAC data files, SY 2017–18 through SY 2022–23, and the MSIN databases for the MEP, 2017–18 through 2022–23 performance periods. Accessed February 2023 for SY 2017–18 through SY 2021–22 and December 2023 for SY 2022– 23.

### High School Graduation and Dropout

#### High School Graduation and Dropout Rates

Although the COVID-19 pandemic increased consequences for student populations who were disproportionately affected by virtual learning, the graduation and dropout rate gaps between migratory and all students increased only minimally. For this focus area, the CDE reviewed the longitudinal data for the four-year adjusted cohort graduation and dropout outcome data from DataQuest. Examining the trends in migratory and all students’ graduation and dropout rates revealed several key findings.

#### Key Findings

* In 2022–23, migratory students were 3.4 percent less likely to graduate and 1.9 percent more likely to drop out of high school than their peers in the all students group.
* Compared with all students, migratory students had lower four-year cohort graduation rates for SYs 2017–18 through 2022–23.
	+ The gap in graduation rates increased from SYs 2018–19 through 2020– 21 and then narrowed in SY 2021–22, when both student populations experienced marked increases in their graduation rates.
	+ The gap increased again in SY 2022–23, when migratory students experienced a larger decline in their graduation rate.
* In SY 2022–23, the four-year dropout rate for migratory students was 1.9 percentage points higher than that of all students.
* The dropout rates for both student populations (i.e., migratory students and all students) declined over the past six school years.

Figure 18 shows the four-year cohort graduation rates for migratory and all students for SYs 2017–18 through 2022–23. Figure 19 shows the dropout rates for migratory and all students from SYs 2017–18 through 2022–23. Tables 20 and 21 display the data from figures 18 and 19 respectively, in table form.

**Figure 18. Four-Year Cohort Graduation Rates for Migratory and All Students, School Years 2017–18 Through 2022–23**

Source: CDE Dataquest, “Four-Year Cohort Adjusted Cohort Outcome” Table for SYs 2017–18 through 2022–23. Accessed September 14, 2022, for SYs 2017–18 through 2021–22 and January 26, 2024, for SY 2022–23.

##### Table . Four-Year Cohort Graduation Rates for Migratory and All Students, School Year 2017–18 Through School Year 2022–23

| Graduation Rate | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| All students | 83.0% | 84.5% | 84.2% | 83.6% | 87.0% | 86.2% |
| Migratory students | 81.7% | 81.6% | 81.5% | 79.4% | 85.0% | 82.8% |

Source: CDE Dataquest, “Four-Year Cohort Adjusted Cohort Outcome” Table for SY 2017–18 through SY 2022–23. Accessed September 14, 2022, for SY 2017–18 through SY 2021–22 and January 26, 2024, for SY 2022–23.

##### Figure . Dropout Rates for Migratory and All Students, School Years 2017–18 Through 2022–23

Source: CDE Dataquest, “Four-Year Cohort Adjusted Cohort Outcome” Table for SYs 2017–18 through 2022–23. Accessed September 14, 2022, for SYs 2017–18 through 2021–22 and January 26, 2024, for SY 2022–23.

##### Table . Dropout Rates for Migratory and All Students, School Year 2017–18 Through School Year 2022–23

| Dropout Rate | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| --- | --- | --- | --- | --- | --- | --- |
| All students | 9.6% | 9.0% | 8.9% | 9.4% | 7.8% | 8.2% |
| Migratory students | 10.5% | 11.2% | 11.1% | 10.7% | 9.4% | 10.1% |

Source: CDE Dataquest, “Four-Year Cohort Adjusted Cohort Outcome” Table for SY 2017–18 through SY 2022–23. Accessed September 14, 2022, for SY 2017–18 through SY 2021–22 and January 26, 2024, for SY 2022–23.

### Out-of-School Youth

California’s migratory OSY are youths aged up to twenty-one years who are currently not enrolled in a K–12 school, and have not graduated from high school, or passed a high school equivalency examination. Migratory OSY may include youths who have dropped out of school, are working on credit recovery outside of a K–12 school or are here-to-work. Here-to-work OSY are youths who have moved to the United States with the primary purpose of working, many of whom are traveling and working without a guardian.

#### Changes in Out-of-School Youths’ Interest in Migrant Education Program Educational Services

Because OSYs are no longer enrolled in school, the local MEPs cannot rely on academic performance data to help identify the educational needs of these youths. The Individual Needs Assessment (INA)/Individual Learning Plan (ILP) forms for OSYs ask youths specifically about their interest in certain educational services, including English literacy, home language literacy, and general education diploma (GED)/high school equivalency program (HEP).

#### Key Findings

* Between the 2020–21 and 2022–23 performance periods, the percentage of OSYs who indicated an interest in an educational service on their INA/ILP forms decreased from 77 percent to 44 percent.
* The number of completed INAs for OSY has increased considerably from 2020– 21 with the implementation of the standardized, electronic INA.
* Measured as a percentage of youths who indicated an interest in a type of service on their INA/ILP, OSYs’ interest in English literacy declined by 27 percentage points between the 2020–21 and 2022–23 performance periods (from 60 percent to 33 percent).
* Their interest in GED/HEP also declined during that time, from 35 percent to 24 percent. Despite these large declines, English literacy and GED/HEP services continue to be the educational services that OSYs are most interested in.

Table 22 shows the number of OSYs who completed an INA/ILP each performance period and the number and percentage who indicated an interest in educational services. Figure 20 illustrates the percentage of OSYs who indicated an interest in a particular educational service type from the 2020–21 through the 2022–23 performance periods. Table 23 displays data from figure 20 in table format.

##### Table . Number and Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, 2020–21 Through 2022–23 Performance Periods

| Performance Period | Number of OSYs Completing an INA/ILP | Number Indicating an Interest in Educational Services | Percentage Indicating an Interest in Educational Services |
| --- | --- | --- | --- |
| 2020–21 | 1,724 | 1,324 | 77% |
| 2021–22 | 3,086 | 1,764 | 57% |
| 2022–23 | 3,017 | 1,318 | 44% |

Source: The MSIN databases for the MEP, 2020–21 through 2022–23 performance periods. Accessed December 2023.

##### Figure . Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, by Service Type, 2020–21 Through 2022–23 Performance Periods

Source: The MSIN databases for the MEP, 2020–21 through 2022–23 performance periods. Accessed December 2023.

##### Table . Percentage of Out-of-School Youths Indicating an Interest in an Educational Service, by Service Type, 2020–21 Through 2022–23 Performance Periods

| Educational Service  | 2020–21(N=1,724) | 2021–22(N=3,086) | 2022–23(N=3,017) |
| --- | --- | --- | --- |
| English literacy(ELA, ESL, ELD) | 60% | 45% | 33% |
| GED/HEP | 35% | 21% | 24% |
| Home language literacy | 2% | 2% | 4% |

Source: The MSIN databases for the MEP, 2020–21 through 2022–23 performance periods. Accessed December 2023.

### Health

#### Changes in Migratory Children’s Health Needs

The CDE does not have access to any health data other than what is collected through the INA. Measured as a percentage of children with a health need (e.g., dental, vision, medical, mental health) indicated on their INA/ILPs, migratory children have had an increasing need for vision services, fluctuating needs for dental services, and a declining need for medical services.

#### Key Findings

* During the 2020–21 performance period, 3.7 percent of migratory children with a completed INA/ILP indicated a need for vision services. That percentage increased to 4.1 percent during the 2021–22 and 2022–23 performance periods.
* Between the 2020–21 and 2021–22 performance periods, the need for dental health services declined from 3.5 percent to 2.7 percent of children who had an INA/ILP. During the 2022–23 performance period, that need increased slightly to three percent of children.
* Over the same three-year period, the need for medical services declined from 1.9 percent to 1.3 percent. The need for mental health services remained steady at about 0.9 percent.

Figure 21 (and in another format, table 24) shows the prevalence of health needs among migratory children with an indicated health need on their INA/ILPs during the past three performance periods.

##### Figure . Prevalence of Health Needs Among Migratory Children and Youths with an Indicated Health Need on an Individual Needs Assessment and Learning Plan, by Need Type, 2020–21 Through 2022–23 Performance Periods

Source: The MSIN databases for the MEP, 2020–21 through 2022–23 performance periods. Accessed December 2023.

##### Table . Prevalence of Health Needs Among Migratory Children with an Indicated Health Need on an Individual Needs Assessment and Learning Plan, by Need Type, 2020–21 Through 2022–23 Performance Periods

| Health Need | 2020–21(N=4,173) | 2021–22(N=4,921) | 2022–23(N=4,728) |
| --- | --- | --- | --- |
| Vision | 3.7% | 4.1% | 4.1% |
| Dental | 3.5% | 2.7% | 3.0% |
| Medical | 1.9% | 1.3% | 1.3% |
| Mental health | 0.9% | 0.8% | 0.9% |

Source: The MSIN databases for the MEP, 2020–21 through 2022–23 performance periods. Accessed December 2023.

## Section IV: Results and Findings

This section of the statewide CNA identifies the outputs developed by the CNA SDP Committee, including the SPAC subcommittees, and the CDE Management and Data Team for each of the ten focus areas. CNA SDP Subcommittees were charged with developing the following outputs for their specific focus areas:

* Data summaries highlighting the data findings relative to an identified concern
* Concern statements based on statewide data
* Need statements establishing a numerical gap (when possible) of “what is” and “what should be”
* Initial strategies selected based on a review of evidence-based best practices to address specifically identified needs

The discussion of the following focus area illustrates the process that took place as the committee reviewed data to develop concern and need statements as well as selected initial strategies. In addition to the narrative of the process, key decision points are outlined in tables for ease of review. Subsequent focus areas begin by identifying the key data points discussed at the stakeholder subcommittee meetings and key decision points for each focus area are summarized.

### English Language Arts

The 2015 *English Language Arts and English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve* (Framework) emphasize the need to develop both literacy and language to increase readiness for college, careers and civic life.[[9]](#footnote-9) As noted in the Framework, reading, writing, speaking, listening, and language is interdependent. Reading allows children to gain, revise, or expand their knowledge, while writing is a way to express understanding of concepts or to communicate ideas. Children verbally express their opinions, clarify information, collaborate on projects, and engage in the learning process. Utilization of language arts throughout the content areas develops language skills at all grade levels.

To develop the key decision points for ELA included in this report, the ELA subcommittee reviewed the statewide results for the ELA Smarter Balanced Summative Assessment overall standards and all claims. Through discussion, the ELA subcommittee identified three priority concern statements for the ELA focus area. Subcommittee members then developed the needs statements and selected initial evidence-based strategies to address those needs as reported in the tables within this section. A review of the data is necessary to understand the selection of these specific concerns.

#### Key Data Points from Committee Discussions

Identifying migratory student needs in ELA included a review of the overall ELA achievement levels and all the ELA claim data from the CAASPP from 2017–18 through 2022–23.[[10]](#footnote-10) As noted earlier in the report, claim data for the CAASPP includes four areas: 1) reading, 2) writing, 3) listening, and 4) research/inquiry. Below are the key data points discussed while reviewing the CAASPP ELA data.

Figure 8 (p. 24) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s English Language Arts Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 shows that:

* In 2022–23, 23.4 percent of migratory students were proficient on the CAASPP Smarter Balanced Overall ELA Standards.
* Demonstrating a 23.2 percent gap with migratory students’ proficiency level, 46.6 percent of all students were proficient on the CAASPP Smarter Balanced Overall ELA Standards in 2022–23.

Figure 9 (p. 26) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the California Assessment of Student Performance and Progress English Language Arts Reading Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 illustrates the following data points:

* + - In 2022–23, 6.8 percent of migratory students scored above standard on the reading claim. Ninety-three percent of migratory students are near or below standard in reading.
* Approximately 19 percent of the all student group scored above standard on the reading claim in 2022–23 demonstrating a gap of nearly 12 percentage points.

Figure 10 (p. 28) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Above Standard on the English Language Arts Writing Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23

illustrates these key data points:

* Similar to the reading claim, only 6.8 percent of migratory students scored above standard on the 2022–23 CAASPP ELA writing claim.
* In 2022–23, 19.2 percent of the all-student group scored above standard on the writing claim.
* The gap between migratory and all students is slightly bigger for writing than in reading with a 12.4 percentage point difference.

The ELA subcommittee generated the following priority concerns based on the data above. Given that almost half of California’s migratory students are multilingual students, and that writing is the last skill developed in English language acquisition, the CDE and the CNA SDP Committee decided to include three priority concerns for ELA to support ELD as well as overall academic achievement.

#### English Language Arts: Concern Statement #1

Overall ELA proficiency for all students across California in 2022–23 was not high regardless of student population (e.g., all students, migratory students, socioeconomically disadvantaged students, etc.) with the exception of Asian students who had the highest proficiency levels at 74.7 percent followed by Filipino students at 70.05 percent and white students at 60.72 percent as shown on the [CAASPP Dashboard](https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=5&lstSubGroup=80&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstFocus=a)[[11]](#footnote-11). Unfortunately, overall ELA proficiency levels for underserved populations such as migratory students are significantly lower as noted in the key data points section above. After reviewing CAASPP overall ELA proficiency and all claim data, the ELA subcommittee was concerned about the gap in overall ELA performance between migratory and all students. This concern was expressed as:

We are concerned the achievement gap between migratory students and all students was 23.2 percent on the overall ELA standards in 2022–23.

The subcommittee reasoned that migratory students might fall behind in ELA overall achievement because of limited English proficiency, struggling with grade level material, lack of explicit writing instruction involving a thorough teaching of the writing process, limited access to academic English, and minimal opportunities for high-quality genre writing. Additionally, a couple of committee members advised the committee that younger migratory students might not have the technology skills needed to be successful with an online exam, as the CAASPP is administered exclusively online.

#### Need Statement

As mentioned previously, the present need is defined as the gap between “what is” and “what should be.” In 2022–23, 23.4 percent of migratory students, compared with 46.6 percent of all students, met or exceeded the ELA achievement standards demonstrating a 23.2 percent gap. The ELA subcommittee articulated the need statement as such:

Migratory students need to improve their proficiency on the overall ELA standards by an additional 23.2 percent.

The subcommittee discussed the possibility of MEPs refocusing on targeting ELA services towards migratory students with the purpose of moving from below standard to proficiency and supporting ELA proficient migratory students to increase their knowledge of and skillset of the ELA standards. Ultimately, the subcommittee decided to leave those policy decisions (i.e., deciding which group of students within the greater population of students who scored below proficiency) to each MEP subgrantee as long as the MPO for the strategy is met. The following strategies were suggested for the need to increase overall ELA proficiency.

#### Initial Strategies to Address Need

Based on their analysis of the CAASPP data, reflection and discussion as well as the research on evidence-based practices for the focus area, the ELA subcommittee suggested the following strategy to improving overall ELA achievement:

1. Provide supplementary ELA services focused on foundational skills (e.g., phonological awareness, phonics, language comprehension, reading fluency, and writing) for migratory students who are scoring below standard or standard nearly met in ELA achievement.
	1. Instruction should be differentiated and meet students at their readiness levels.
	2. Explicitly teach academic, content-specific vocabulary and provide numerous opportunities for students to engage with the vocabulary.
	3. Group students according to interests or individual skill levels.
	4. Services must be long enough in duration for students to engage with the standards-based content multiple times. Instructional services for ELA must be at least 18 hours over a nine-week period or 30 hours during the regular school year and 20 hours in the summer.

Many of these strategies lend themselves well to the second priority concern focused on reading fluency and comprehension.

#### English Language Arts: Concern Statement #2

Included in the previous SDP, reading strategies continue to be a top priority for this CNA SDP Committee given the large, persistent achievement gap between migratory and all student groups. The ELA subcommittee expressed their concern for the reading achievement gap as:

We are concerned that in 2022–23 only 6.8 percent of migratory students met or exceeded the standard for the reading claim compared to 18.7 percent of all students demonstrating a gap of 11.9 percent.

The subcommittee recognized that while the state would identify statewide strategies, the difference is really made within local services. Therefore, the committee prioritized an emphasis on reading, focusing on high-quality reading instruction as the most effective way to yield gains in reading fluency and comprehension. The need statement for reading is articulated in the next section.

#### Need Statement

In 2022–23, approximately seven percent of migratory students, compared with close to 19 percent of all students, scored near or above standard on the reading claim demonstrating a 12-percentage point difference between migratory students and the all students comparison group. The ELA subcommittee articulated the needs statement for reading as:

MEP students need to increase their proficiency on the CAASPP ELA reading claim by an additional 11.9 percent.

Students require ample opportunities to practice reading (e.g., using their knowledge of phonics and phonological awareness) for purpose and understanding. Intentional, standards-based instruction centered on foundational reading skills is paramount to create a solid foundation for literacy, and especially important to migratory students who are also identified as PFS, newcomer students in all grade levels (e.g., elementary and secondary), and/or multilingual learners whose primary language is not English.

#### Initial Strategies to Address Need

Based on their analysis of the CAASPP data, reflection and discussion as well as the research on evidence-based practices for the focus area, the ELA subcommittee suggested the following strategies to improving reading proficiency:

1. Provide supplementary ELA services for migratory students with targeted instruction on foundational skills for students who are scoring below or near standard in reading.
2. During reading instruction, use model texts to teach the purpose, structure, and typical language of one of the following genres (and subgenre examples):
	1. Kindergarten through fifth grade (California Common Core State Standards for ELA, p. 41)
		1. Literature
			1. Stories (e.g., children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth)
		2. Informational
			1. 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).
	2. Sixth through twelfth grade (California Common Core State Standards for ELA, p. 77)
		1. Literature
			1. Stories (e.g., adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels)
		2. Informational
			1. 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).

All these strategies indicate the need for multiple opportunities to read for fluency and comprehension. In preparing for these opportunities, students need to have a solid foundation in phonological awareness and phonics so they may read for understanding. High-quality reading instructional strategies including building foundational literacy skills and in-depth exploration of genres is necessary for multilingual learners with limited English language proficiency regardless of grade level enrollment (i.e., elementary or secondary). A strong foundation in reading and understanding will ultimately be a benefit as students develop their writing skills.

#### English Language Arts: Concern Statement #3

Finally, the ELA subcommittee expressed interest in focusing on the writing claim data because of the gap in performance between migratory, migratory PFS, and all student groups. This concern was specifically expressed as:

We are concerned the majority of migratory students are performing at below standard in writing.

The subcommittee reasoned that migratory students might be behind their peers in writing due to developing English proficiency, struggles with grade level material, lack of explicit instruction in writing in different genres and limited opportunities to practice writing across genres at their independent writing level.

#### Need Statement

Fifty percent of migratory students, compared with 29 percent of all students, are below standard in writing creating a 21 percentage point difference between migratory students and the all students comparison group. First and foremost, the MEP needs to work with parents to reduce chronic absenteeism. Once students are present at school, ELA instruction needs to focus on foundational writing skills. The ELA subcommittee articulated the needs statement as such:

An additional 21 percent of migratory students will move from below standard to near or above standard in writing.

MEPs need to elevate current ELA instructional writing services to assist migratory students in closing the achievement gap in near standard or above standard achievement levels for the Smarter Balanced ELA assessment writing claim. Similar to the need in reading, the committee recognized the only way to improve writing was to ensure high-quality instruction on the purpose of different genres and the writing process (e.g., prewriting/brainstorming, drafting, revising, editing, publishing). Although students need numerous opportunities to practice their writing, genre writing needs to be taught thoroughly to build students’ foundational writing skills that will set them up for success in later years of their educational journeys.

#### Initial Strategies to Address Need

Based on their analysis of the CAASPP data, reflection, and discussion on evidence-based practices to address the need in writing, the ELA subcommittee suggested the following strategies to improve student writing achievement:

1. Provide thorough, explicit writing instruction for one genre of writing (excluding poetry) using the writing process, using a model text from the reading strategy, and using a student-friendly rubric.
	1. Instruction should be differentiated and meet students at their readiness level.
	2. Explicitly teach the development of rich language and the structure of writing in different genres.
		1. Kindergarten through fifth grade (California Common Core State Standards for ELA, p. 41)
			1. Literature
				1. Stories (e.g., children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth)
			2. Informational
				1. 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).
		2. Sixth through twelfth grade (California Common Core State Standards for ELA, p. 77)
			1. Literature
				1. Stories (e.g., adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels)
			2. Informational
				1. 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).
	3. Provide a rubric for students that outlines the elements required by the genre (e.g., engaging introduction, main idea, specific text organization, etc.) to write a proficient example. The rubric should be based on the standards for the grade level and identifies what is needed for different levels of writing proficiency.
2. Provide professional learning opportunities for the writing genre selected training teachers the purpose and definition of each genre, the specific text organization for the genre, grade specific standards included in the genre (e.g., sensory language, transitional words and phrases, use narrative techniques such as dialogue, etc.).

Best practices like use of a model text for reading and writing instruction and student-friendly rubrics further reinforce student learning of the purpose, structure and typical language of different genres. These evidence-based strategies illustrate a direct connection to students between reading and writing and provide a model for writing for a specific genre. MEPs should consider centering professional learning around integrating reading and writing using evidence-based instructional strategies that engage all students of varying abilities.

### Mathematics

Mathematics is essential to living in and understanding the world. As the *Mathematics Framework for California Public Schools: Kindergarten Through Twelve* (Framework) notes, we apply mathematics when we check our wallets to make a purchase, measure ingredients when we cook or evaluate the evidence in a debate on local government spending.[[12]](#footnote-12) Students who learn mathematics based on the California Common Core State Standards Mathematics (CA CCSSM) now have increased language demands during mathematics instruction that reflect the skills necessary to fully participate in today’s world. Students are asked to engage in discussions about mathematics topics, explain their reasoning, demonstrate their understanding and listen to and critique the reasoning of others. These increased language demands may pose challenges for all students and even greater challenges for migratory students, especially those who are multilingual learner students, and students who perform below grade level in reading and writing.

The CA CCSSM calls for students to describe, explain, demonstrate and understand mathematical content and requires students to engage in speaking and writing about mathematics at all grade levels. Thus, learning how to connect mathematical content to language is imperative.

Instruction must consider the students’ mathematical knowledge and skillset as well as their proficiency in English and/or their primary language. Moschkovich (2012) cautions that communication through mathematics is more than learning vocabulary.[[13]](#footnote-13) Students must also be able to participate in discussions about mathematical ideas, generalize, and support their claims.

Even students with good conversational English skills may lack the academic language necessary to fully access mathematics curriculum (Francis et al. 2006).[[14]](#footnote-14) Francis et al. (2006) examined research on instruction and intervention in mathematics for EL students. The consensus among the researchers was that a lack of development of academic language is a primary cause of EL students’ academic difficulties and that more attention needs to be paid to the development of academic language. Like Moschkovich, Francis et al. (2006) notes that understanding and using academic language involves many skills, which include using increasingly complex words, correctly using sentence structures and syntax, understanding text organization and producing grade, and content, appropriate writing.

#### Key Data Points from Committee Discussions

After reviewing the overall math achievement and all claim data, the Math subcommittee finalized their top two concerns for overall math achievement and proficiency in concepts and procedures (math claim 1). The following key data points reflect the subcommittee’s discussion around the data for these two figures.

Figure 13 (p. 34) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Standard Met or Exceeded for Overall Achievement on California’s Mathematics Assessment for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 demonstrates the following data:

* While the achievement gap for the CAASPP overall math standards has remained fairly consistent from 2018–19 through 2022–23, the largest achievement gap of 20.3 percentage points was recorded in SY 2022–23.
* In 2022–23, 14.3 percent of migratory students met or exceeded the CAASPP overall math standards while 34.6 percent of all students met or exceeded the overall math standards.
* In 2022–23, migratory PFS students were 27.8 percentage points less likely than all students to score at standard met or standard exceeded. Migratory students overall were 20.3 percentage points less likely than all students to score at standard met or standard exceeded.

Figure 14 (p. 36) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring above standard on the Mathematics Concepts and Procedures Claim for All Grades, School Years 2017–18, 2018–19, 2021–22, and 2022–23 show that:

* Just over 19 percent of all students, 5.8 percent of migratory students, and 2.2 percent of migratory PFS students scored above standard on the Mathematics concepts and procedures claim for all grades.
* In SY 2022–23, migratory PFS students were 17.1 percentage points less likely than all students to score at above standard, and migratory students overall were 13.5 percentage points less likely than all students to score at above standard.

The following concern statements, need statements and initial strategies address these key data points for the Mathematics focus area.

#### Mathematics: Concern Statement #1

The Math subcommittee noted similar concerns in math as the ELA Subcommittee did in ELA prioritizing overall proficiency and foundational skills. The subcommittee saw a persistent gap in the CAASPP overall math achievement data between migratory, migratory PFS, and all students. Subcommittee members expressed their concern as the following:

We are concerned the achievement gap for the CAASPP overall math achievement is not decreasing.

The subcommittee believed the implementation of Common Core State Standards and the requirement for students to explain their reasoning behind solving problems through English may negatively affect migratory multilingual students; however, the claim data reveals there are opportunities to elevate performance on foundational skills (e.g., concepts and procedures) to support migratory students’ ability to build their knowledge and skills for more complex mathematical concepts and procedures.

#### Need Statement

Just over 14 percent of migratory students, in comparison to approximately 35 percent of all students, scored below standard on the overall math achievement resulting in a 20 -percentage point difference. When comparing migratory PFS and all students groups, the gap widens to nearly 28 percentage points. Intentional, standards-based instruction with high rigor that engages students is needed to move migratory students from below standard to meeting or exceeding the standard to close the overall math achievement gap. The Math subcommittee articulated the needs statement as such:

An additional 20.3 percent of migratory students need to be proficient in mathematics as measured by the CAASPP math assessment.

The MEP needs to either develop new, or focus current, math services on building knowledge and skills for key standards in mathematics in order to increase students’ proficiency levels and increase future access to math-dependent career and college opportunities.

#### Initial Strategies to Address Need

After discussing the student achievement data and evidence-based practices, the subcommittee suggested the following strategies to improve student overall math achievement:

Offer math services that focus on locally identified standards-based, data-driven needs (e.g., math claims with largest achievement gap, math benchmark data).

All math services must include curriculum with culturally sustaining pedagogy embedded within lessons.

Instruction needs to be responsive to the specific mathematical needs of migratory students. Educators need to provide differentiated instruction to meet students where they are with the purpose of developing strong foundational skills allowing students to build their mathematical skillset annually.

#### Math: Concern Statement #2

After reviewing the CAASPP math claim data the Math subcommittee identified a significant need for claim 1 – mathematical concepts and procedures. Subcommittee members expressed their concern as the following:

We are concerned the achievement gap isn’t closing for the CAASPP Math claim 1 – concepts and procedures.

The subcommittee agreed that the requirement to explain the reasoning behind solving problems through the English language may negatively affect migratory EL students’ overall

#### Need Statement

In 2022–23, 5.8 percent scored at above standard on claim 1 which is a 6.3 percent decrease from 2017–18. Migratory students are 13.5 percent less likely to score at above standard level than the all students group in mathematical concepts and procedures. Migratory PFS students are about 17 percentage points less likely to score above standard when compared to all students. The Math subcommittee expressed the following need:

An additional 13.5 percent of migratory students need to score above standard on the CAASPP Math concepts and procedures.

To address this need, MEPs need to restructure their current math intervention services to focus on accelerating learning in concepts and procedures to support migratory students in closing the achievement gap.

#### Initial Strategies to Address Need

Once a review of the student achievement data and literature on evidence-based practices was completed, the Math subcommittee suggested the following strategies to improve student math concepts and procedures:

1. Offer supplemental math services with a focus on mathematical concepts and procedures for students scoring below standard.
2. Include math literacy activities for parents focused on understanding their students’ assessment data, why proficiency is important, and how they can support student achievement.

Like ELA, focus is needed on developing math foundational skills to prepare students to meet increasingly complex mathematical standards as they progress through kindergarten through grade twelve education. Increasing students’ English language proficiency is key to reducing language barriers to teaching and learning all content areas including math. The next section reviews the committee’s key decisions for ELD.

### English Language Development

The purpose of ELD is to learn and acquire the English language to a level of proficiency that minimizes the language barriers when engaging in the academic content. As multilingual students progress through school, the language they encounter in texts, both oral and written, becomes increasingly complex. Their continuing development of academic usage of English depends on highly skilled teachers who understand how to identify and address the particular language learning needs of their EL students.[[15]](#footnote-15) Students build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing and creating, collaborative conversations, and using multimedia. In addition, when teachers support children’s development of language awareness, or knowledge of how English works in different situations, EL students gain an understanding of how language functions as a complex, dynamic, and social resource for making meaning.14 Daily and across subject matter, multilingual children develop proficiency in understanding and using increasingly advanced levels of English through intellectually rich practices and activities.

#### Key Data Points from Committee Discussions

Participants serving on the ELD subcommittee reviewed ELPAC data from SYs 2017–18 through 2022–23. Although participants had ELPAC data from 2017–18, it should be noted that the cut scores identifying levels of English language proficiency were redone for the 2018–19 assessment year; therefore, data from 2017–18 does not accurately reflect student English language proficiency. As stated in the abridged Migratory Student Profile contained in this document, the ELPAC measures a student's English language proficiency in listening, speaking, reading, and writing, and scores students on a five-point scale ranging from beginning to advanced levels. The ELD subcommittee analyzed the overall ELPAC proficiency as well as data for the specific ELPAC domains for migratory multilingual learners and all students groups who are learning English. Key data, by Figure, for the ELPAC is listed below:

Figure 17. (p. 42) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring at Level 4 for Overall Performance on the Summative English Language Proficiency Assessments for California for All Grades, by Student Population, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23 shows that:

* Migratory students’ proficiency of 21.6 percent in 2017–18 fell to 11.8 percent in 2022–23 on their overall performance on the ELPAC; however, this data is somewhat misleading as the cut scores for the newly developed ELPAC were changed for the 2018–19 school year. Therefore, from 2018–19 when the new scores were implemented, through 2022–23, there is a three percent increase overall.
* From 2018–19 to 2022–23, the gap between all and migratory students decreased from 4.9 percent to 4.7 percent.
* In 2022–23, 11.8 percent of migratory students were proficient overall on the ELPAC compared with 16.5 percent of all students were proficient overall on the ELPAC.

Figure 28 (only included in the full [Migratory Student Profile](https://www.cde.ca.gov/sp/me/mt/documents/camigratorysp.docx)) Percentage of All Students, Migratory Students, and Migratory Priority-for-Service Students Scoring Well Developed on English Language Proficiency Assessments for California Reading Domain for All Grades, School Years 2017–18, 2018–19, and 2020–21 Through 2022–23 illustrates the following:

* Just under eight percent of migratory students, compared to 11 percent of all students, are proficient in the 2022–23 ELPAC reading domain.
* In 2022–23, the achievement gap on the reading domain between migratory students and all students was 3.2 percent; however, the gap between migratory PFS students and all students grew to 4.5 percent.

After reflecting on the data above, the committee finalized two concern and need statements for the ELD focus area.

#### English Language Development: Concern Statement #1

After evaluating the data from the overall ELPAC scores and each domain by grade, the ELD subcommittee members discussed their top concerns for ELD. The subcommittee expressed their primary concern for migratory students’ English language proficiency as follows:

We are concerned that only 7.8 percent of migratory students are proficient in the ELPAC reading domain.

With this concern in mind, the subcommittee worked on developing a need statement to reflect the achievement gap on the ELPAC reading domain.

#### Need Statement

While just under eight percent of migratory EL students are proficient in the reading domain of the ELPAC, 11 percent of all students scored proficient in the ELPAC reading domain. This demonstrated a gap of 3.2 percent between the groups for the 2022–23 school year. The ELD subcommittee identified the following need:

An additional 3.2 percent of migratory students need to be proficient in the reading domain of the ELPAC.

Even though the achievement gap is only approximately three percent, proficiency in the reading domain is extremely low for the migratory, migratory PFS, and all student groups. In fact, during the last two school years reported, the ELPAC reading domain had the lowest percentages of proficiency for all three student groups compared to other ELPAC domains.

#### Initial Strategies to Address Need

Once a review of the literature on evidence-based practices for ELD was completed, the subcommittee proposed the following strategies to improve student English language proficiency:

1. Strategic teaching of various categories (domain, discipline, and genre specific language) of vocabulary.
2. Provide opportunities for students to learn through collaboration and academic discourse.
3. Teach independent word learning skills and phonological awareness.

Reading fluency and comprehension, in addition to overall proficiency, continue to be a key theme throughout several focus areas (e.g., ELA, math, ELD) discussions held by the CNA SDP Committee.

#### English Language Development: Concern Statement #2

The second concern statement related to overall English language proficiency for all students in grades K–12. ELD subcommittee members expressed their second concern as the following:

We are concerned that the gap between all students and migratory students’ proficiency has not significantly decreased from 2018–19 to 2022–23.

On the basis of this concern statement, the committee focused on developing the need statement to address the need for increased English language proficiency.

#### Need Statement

Overall English language proficiency was a prioritized concern for the ELD subcommittee. There is close to a five percentage point gap between migratory EL students and all EL student groups who scored proficient in the overall ELPAC. The ELD subcommittee identified the following need based on their second concern:

An additional 4.7 percent of migratory students need to score at Level 4 on the overall ELPAC.

Migrant programs need to evaluate their program services and instructional practices to ensure that teachers provide the language support and practice necessary to improve students’ English language proficiency especially at the high school level. In addition, the teachers need to embed integrated ELD into lessons in a thoughtful way to maximize students’ opportunity to practice meaning making, effective expression, language development, content knowledge, and foundational skills.

#### Initial Strategies to Address Need

Continuing the work in English language proficiency from the previous CNA and SDP, the subcommittee recommended that California continue to implement integrated ELD, but revise the strategy for more clarity and specificity:

1. All instructional services provide integrated ELD to support academic language development and content knowledge. Teachers need to ensure that integrated ELD:
	1. Is differentiated according to student language proficiency levels (e.g., student grouping, Bloom’s taxonomy, and scaffolds).
	2. Is integrating and making connections among the four domains: listening, speaking, reading, and writing.
	3. Teaches independent word learning skills and phonological awareness.
	4. Provides opportunities for students to learn through collaboration and academic discourse.

These strategies seek to address the needs of migratory students in ELD at the primary and secondary levels of education. Migratory students with higher levels of English language proficiency in high school have an advantage over their peers with lower English language proficiency peers. Therefore, the MEP needs to ensure that high school migratory students also have opportunities to develop their English that support their graduation from high school.

### High School Outcomes

Research suggests that children in the U.S. with low reading test scores in grade three were less likely to graduate from high school than children with higher reading scores (Hernandez, 2011).[[16]](#footnote-16) Third grade is a pivotal year as there is a shift from “learning to read” to “reading to learn.” Interventions for struggling readers after third grade are seldom as effective as those interventions implemented in the early years. Hernandez (2011) reports that “one in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers (p. 5).” The rates are highest for the low, below-basic readers: 23 percent of these children drop out or fail to finish high school on time, compared to nine percent of children with basic reading skills and four percent of proficient readers. Therefore, efforts on early intervention should be a focus when trying to improve high school graduation rates.

The High School Outcomes subcommittee members reviewed several data sets representing different outcomes for high school students and then developed the concern and need statements and selected initial evidence-based strategies to address those needs. Several concerns were identified supported by the key data points outlined in the next section.

#### Key Data Points from Committee Discussions

The High School Outcomes subcommittee reviewed statewide high school graduation rates and dropout rates included in California’s Migratory Student Profile, which provided data for migratory and all students (including migratory students) over the past five years. Additionally, data on four-year adjusted cohort outcome data (e.g., type of completion such as regular high school diploma or GED), the college-going rate for California high school students (e.g., based on institution type, whether it was in-state or out-of-state, etc.) provided the subcommittee with some information on students’ plans after high school. The subcommittee also reviewed such MEP programmatic data as annual case management and credit accrual participation in order to speak to different supports students in obtaining their high school diploma.

Figure 18 (p. 44) Four-Year Cohort Graduation Rates for Migratory and All Students, School Years 2017–18 Through 2022–23 shows that:

* The gap in high school graduations rates from 2010–11 through 2013–14 was stable at approximately five percent with all students graduating at slightly higher rates.
* Migratory students closed the high school graduation gap in the school year 2014–15 to a one percent gap.

In addition to identifying the cohort graduation and dropout rates, the subcommittee analyzed high school outcome data for migratory and all students. Outcome data included the percentage of migratory and all students who met the UC/CSU requirements, the percentage who earned a Seal of Biliteracy or a Golden State Seal Merit Diploma, and what types of colleges graduates attended. Table 25 displays some of this high school graduation outcome data for migratory and all students.

##### Table . Percentage of Migratory and All Students Meeting High School Graduation Requirements for Various Achievements in the 2022–23 Four-Year Adjusted Cohort Graduation Rate Report

| Race / Ethnicity | Cohort Students | Regular High School Diploma Graduates | Cohort Graduation Rate | Graduates Meeting UC/CSU Requirements | Graduates Earning a Seal of Biliteracy | Graduates Earning a Golden State Seal Merit Diploma |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 495,492 | 427,241 | 86.20% | 52.40% | 12.40% | 31.40% |
| Migratory Students | 5,574 | 4,618 | 82.80% | 31.10% | 13.10% | 18.80% |

Source: CDE DataQuest, “Four-Year Adjusted Cohort Graduation Rate” SY 2022–23

As identified by the DataQuest 2022–23 Four-Year Adjusted Cohort Graduation Rate Report, the subcommittee identified the elevated the following data points:

* In 2022–23, only 31.1 percent of migratory students met the UC/CSU requirements.
* In 2022–23, 52.4 percent of all students met the UC/CSU requirements.
* In 2022–23, the gap between migratory and all students who received the State Seal of Biliteracy was .7 percent meanwhile migratory students were 12.6 percent less likely to earn the State Golden Seal Merit Diploma.

The High School Graduation subcommittee generated the following two priority concerns, needs and initial strategies on the basis of discussions during the subcommittee meeting and review of key high school student data.

#### High School Outcomes: Concern Statement #1

While reviewing high school student outcome data, the High School Outcome subcommittee were especially concerned in the discrepancy between migratory students and all students who met the UC/CSU requirements. Subcommittee members expressed their concern as the following:

We are concerned that only 31.1 percent of migratory students met the UC/CSU requirements compared to 52.4 percent of all students who met the requirements in 2022–23.

Recognizing the discrepancy in college-going outcomes between migratory and all students, the subcommittee crafted a need statement to reflect the opportunity gap for students meeting the UC/CSU requirements.

#### Need Statement

Concerned that migratory students were not receiving the support necessary to meet the UC/CSU requirements and thus having their college opportunities limited by default, the subcommittee identified the following need as:

An additional 21.3 percent of migratory students need to meet the UC/CSU requirements.

Articulated by the subcommittee and confirmed by the CNA SDP Committee, the initial strategies identified below seek to provide a safety net for migratory students at-risk of dropping out and encourage high school graduation.

#### Initial Strategies to Address Need

After considering the data and the best practices to support students in graduating high school, the subcommittee recommended the strategies below to improve migratory students’ graduation rate:

1. Provide case management services that cover a range of opportunities (e.g., A-G requirements, transcript review, UC/CSU requirements, career and technical education, State Seal of Biliteracy, development of future career/educational goals).
2. Provide training for staff to learn how to implement case management services according to the requirements in the case management strategy.
3. Provide family workshops on the importance of student attendance, engagement, and proficiency and strategies to keep students engaged with school.
4. Mentor-mentee relationship: Identify migratory students experiencing challenges and pair them with a staff member to provide support and guidance.
5. Provide Migrant Student Leadership Institute opportunities to expose migratory students to transformative experiences.
6. Provide career technical opportunities that can result in credit accrual.
7. Provide immersive extracurricular activities and academic excursions to migratory students to keep them engaged.

The subcommittee discussion and strategy development focused on supporting migratory students in graduating high school and meeting other four-year cohort graduation outcomes (e.g., obtaining the State Seal of Biliteracy). While these discussions focused on advocating for increased migratory student graduation rates, they agreed strategies selected to encourage graduation rates could simultaneously discourage migratory students from dropping out.

#### High School Outcomes: Concern Statement #2

Similar to the high school graduation rate, the dropout rate is an area where migratory and all students are fairly consistent with one another with a 1.9 percent gap separating the two groups. Subcommittee members expressed their concern as the following:

We are concerned that migratory students have a dropout rate of 10.1 percent compared to 8.2 percent of all students.

On the basis of this concern, the subcommittee developed the need statement to support efforts to reduce dropout rates.

#### Need Statement

Migratory students’ dropout rate has been fairly steady from 2017–18 through 2020–21. In 2021–22, dropout rates for both migratory and all students decreased with all students seeing a larger decrease of 1.6 percentage points compared to the 1.3 percentage point decrease for migratory students. However, the dropout rate increased slightly in 2022–23 for both groups as did the achievement gap between the two groups. The High School subcommittee identified the following need:

The percentage of migratory students dropping out needs to be reduced by at least 1.9 percent.

This need prompted the CNA SDP Committee to select the initial strategies laid out in the following Initial Strategies to Address Need section targeting high school dropout rates.

#### Initial Strategies to Address Need

As noted previously, the subcommittee suggested the following strategies intended to improve the high school graduation rate while reducing the dropout rate:

1. The MEP will provide multiple pathways for students to recover credits based on learning needs, local partnerships, and available, school board approved curriculum. All opportunities must be approved by the local school board as the district is the only entity able to award credits.
2. Provide immersive opportunities/develop partnerships with higher education institutions that create connectedness and enhance students’ agency and sense of belonging (e.g., Migrant Student Leadership Institute).

The CNA SDP Committee (including the SPAC) will provide additional feedback on this focus area, as well as the outcome-based focus areas, once the CDE presents the draft CNA and SDP.

### Output-Based Focus Areas

The output-based focus areas are additional target areas included in the SSDP. These target, or focus, areas will guide the MEP in the planning and service delivery at the state, regional, and local levels. The identified needs described in this section were better suited to be measured by outputs (i.e., what the program produces through services) than outcomes (i.e., changes in knowledge, skills, and behaviors). Unlike focus areas with performance targets based on standardized assessments (e.g., ELA, math, ELD), the CDE does not require any other standardized assessments; therefore, outputs are the best form of measurement in the following six focus areas: 1) School Readiness, 2) OSY, 3) Health, 4) Parent and Family Engagement, 5) Social and Emotional Learning, and 6) Student Engagement.

Please note that the SDP will contain both outcomes and outputs for high school graduation, outputs for the measurable program objectives, and an outcome for the graduation and dropout rates. The SDP will identify specific outputs, measurable program objectives, and performance targets for these focus areas based on the needs outlined in this CNA.

### School Readiness

It is commonly understood that children’s cultures, experiences, interests, and needs help shape their development. As the basis to all learning, language supports learning in all domains. For multilingual learners, their primary language development also supports learning English through the transfer of skills. Early education must have safeguards in place to ensure that children are in supportive, inclusive, culturally responsive environments that foster feelings of both physical and emotional safety. By developing these safe spaces and meaningful connections, early learning can be more easily integrated across the domains because learning that takes place in one domain supports the development of skills in another domain. The CDE’s Preschool/Transitional Kindergarten Learning Foundations (PTKLF) identified the following nine domains as necessary elements of school readiness programs and helpful in closing the achievement gap:

1. Approaches to Learning
2. Social and Emotional Development
3. Language and Literacy (Foundational Language Development and ELD)
4. Mathematics
5. Science
6. Physical Development
7. Health
8. History-Social Science
9. Visual and Performing Arts

Together, these domains represent crucial areas of learning and development for young children.[[17]](#footnote-17)

As noted by the survey data included in California’s Migratory Student Profile, migratory children also need to possess social and emotional skills to prepare them for formal education. Webster-Stratton and Reid (2004) state that “the ability of young children to manage their emotions and behaviors and to make meaningful friendships is an important prerequisite for school readiness and academic success (p. 96).”[[18]](#footnote-18) The article adds, “socially competent children are also more academically successful and poor social skills are a strong predictor of academic failure (p. 96).”

Because ESSA requires the MEP to provide services to preschool migratory children, the MEP’s current primary responsibility is to ensure that students have access to high-quality center-based preschool programs. If there is no room or parents cannot enroll their children in these programs, the MEP offers various school readiness services, including center-based programs and family biliteracy services (the Family Biliteracy Program is an optional service where parents learn alongside their preschool aged children to support their children’s early learning as they get ready for school).

#### Key Data Points from Committee Discussions

Due to the absence of statewide preschool assessment data, much of the discussion regarding achievement centered on reviewing CAASPP data for ELA, math, and ELD in kindergarten through grade three. Additionally, the School Readiness subcommittee also reviewed student participation data in school readiness services with a focus on dual language development. The School Readiness subcommittee identified the following discussion points from the 2022–23 CAASPP ELPAC data:

* In 2022–23, 7.9 percent of migratory kindergarten students who were identified as English learner students were proficient on the ELPAC overall.
* About 16 percent of all kindergarten students who were identified as English learner students were proficient on the ELPAC overall in 2022–23.

Figure 8 (p. 24) illustrates a 23.2 percent performance gap in overall ELA proficiency with only 23.4 percent of migratory students scoring proficient compared with 46.6 percent of all students scoring proficient on the CAASPP Smarter Balanced Overall ELA Standards 2022–23. For School Readiness, the subcommittee wanted to review grade-specific data for kindergarten through third grade resulting in the subcommittee focusing on the key data points for proficiency on the 2022–23 CAASPP overall ELA achievement below:

* Seventeen percent of migratory students were proficient in ELA by the end of third grade.
* Just under 43 percent of all students were proficient in ELA by the end of third grade.

The School Readiness subcommittee had similar concerns for student math proficiency in kindergarten through grade three. Figure 13 (see p. 34) Percentage of All Students, Migratory Students, and Migratory PFS Students who Scored at Standard Met or Standard Exceeded for Overall Achievement on the CAASPP Mathematics for SYs 2017–18, 2018–19, 2021–22, and 2022–23.

* As noted earlier in Section III, 14.3 percent of migratory students scored proficient meanwhile 34.6 percent of all students scored proficient in math resulting in a 20.3 percent gap.

When reviewing the data for younger elementary students, the subcomiittee prioritized the following data points to center their concerns about the 2022–23 math proficiency rate of third grade students:

* Twenty-one percent of migratory students were proficient in math by the end of third grade.
* Forty-five percent of all students were proficient in math by the end of third grade.

Based on these key data points for ELA, ELD, and math, the School Readiness subcommittee selected three concerns and corresponding needs of migratory children (ages three to four years) for school readiness. Initial strategies for each concern and aligning need are discussed below.

#### School Readiness: Concern Statement #1

Rich discussions on school readiness took place during the School Readiness subcommittee session focused on English language proficiency. After subcommittee members reviewed all the CAASPP ELPAC data for all domains and grades, they expressed their concern as follows:

We are concerned that in 2022–23, 7.9 percent of migratory kindergarten students scored at level 4 on the ELPAC overall.

Considering this data, the School Readiness subcommittee articulated the achievement gap on overall English language proficiency as measured by the ELPAC in the subsequent need statement.

#### Need Statement

Multilingual students who develop literacy in their primary language can more easily transition skills to English. As a result of a migratory lifestyle, many migratory preschool-aged children face disruptions in their education and many migratory preschool children do not enroll in full-time non-MEP preschool programs. Some barriers children have to participation in non-MEP preschool programs include lack of adequate transportation and programs in the area not connecting with families for various reasons. Acknowledging the important role of English language development, the School Readiness subcommittee identified the following need:

An additional 8.1 percent of migratory kindergarten students need to score at level 4 on the ELPAC overall proficiency.

This gap demonstrated the need to focus on English language proficiency within MEP school readiness services. The subcommittee also noted that other factors such as social and emotional learning may also need to be addressed for students to develop additional skills that support their engagement in school.

#### Initial Strategies to Address Need

After the discussion and reviewing evidence-based practices for school readiness services, the subcommittee recommended including the following strategies to address the English language proficiency needs of migratory multilingual students:

1. Provide dual language (home language and English) instruction, foundational literacy and math school readiness services to migratory prekindergarten children.
2. Provide at least one parent workshop covering the following topics:
	1. The benefits of being bilingual and strategies to develop primary language skills
	2. Strategies that support early learning at home
	3. Strategies to increase social and emotional learning at home
3. Provide professional learning opportunities to prekindergarten teachers on best practices for preschool foundational skills.

#### School Readiness: Concern Statement #2

Another point discussed by the subcommittee for school readiness centered on the need to develop the migratory prekindergarten children’s ELA foundational knowledge and skills. After analyzing the CAASPP ELA grade specific claim data, the subcommittee members expressed the following concern:

We are concerned that only 17 percent of migratory students scored proficient in ELA Smarter Balanced assessment by the end of third grade.

The ELA CAASPP data led the subcommittee to further consider the achievement gap between migratory and all students third grade assessment data as a priority need.

#### Need Statement

Many students are not developmentally ready to start kindergarten, so the MEP school readiness services are an opportunity to build knowledge and skills in various content areas including in ELA. To support early literacy, the School Readiness subcommittee identified the following need:

An additional 25.9 percent of third grade migratory students need to score proficient on the CAASPP ELA Smarter Balanced summative assessment.

Similar to the first concern, the School Readiness subcommittee further stressed the need for ELA instruction as an early intervention.

#### Initial Strategies to Address Need

After the discussion and reviewing evidence-based practices for school readiness services, the subcommittee identified the following strategies to support the development of foundational reading skills for migratory prekindergarten children:

1. Provide instruction in foundational understanding of letters and sounds.

Phonological awareness, concepts of print, phonics, and word recognition are the foundation for reading fluency and comprehension. Because instruction on foundational skills is so important, only one strategy was identified. This strategy will be embedded into a larger school readiness service strategy that includes several key elements within the SDP.

#### School Readiness: Concern Statement #3

Analysis of math data showed a need to focus on migratory students’ mathematical proficiency. Development of early mathematical skills is one of the most important factors in students’ academic success.[[19]](#footnote-19) The math concepts that students learn at home and during preschool set the foundation for their elementary learning; such a foundation sets students up to achieve grade level standards and reduces their likelihood of falling behind. The Math subcommittee members expressed their concern for early learning in math as:

We are concerned that only 21 percent of migratory students scored proficient on the math Smarter Balanced assessment by the end of third grade.

With this data in mind and knowing that early math knowledge and skills are essential to creating a strong foundation for learning more complex concepts and procedures, the Math subcommittee developed a third need statement for School Readiness.

#### Need Statement

Similar to ELA, foundational math literacy is essential for students’ ability to master grade level standards year after year. The School Readiness subcommittee identified the following need:

An additional 24.1 percent of migratory students need to score proficient on the math Smarter Balanced summative assessment by the end of third grade.

The initial strategies finalized by the CNA SDP Committee to address the need to offer math instruction for preschool aged children are outlined in the next section.

#### Initial Strategies to Address Need

The identified need led the subcommittee to identify the following strategy for migratory pre-k children:

1. Provide math services focused on foundational skills (i.e., strands and sub-strands found in the *California Preschool/Transitional Kindergarten Learning Foundations*: 1) Counting and Cardinality, 2) Operations and Algebraic Thinking, 3) Measurement and Data, 4) Geometry and Spatial Thinking).

Like the strategy identified in the second concern, the subcommittee identified an initial strategy focused on foundational skills. This strategy will be embedded into a larger school readiness service strategy that includes several key elements within the SDP.

### Out-of-School Youth

Little research has been found that directly relates to migratory OSY. However, the Public Policy Institute of California (PPIC) and the Graduation and Outcomes for Success for OSY (GOSOSY) have a few suggestions to support OSY. Hill and Hayes (2007) from the PPIC note that MEPs should target services to OSY. Many Spanish-speaking OSYs desire to further their education, especially in English. Services designed to help students obtain a GED or high school diploma should be considered for OSY with higher levels of English. Multilingual learners whose home language is an indigenous one should consider course work in developing literacy in Spanish or taking the Spanish language GED.[[20]](#footnote-20)

The OSY population faces additional challenges to migratory students who are enrolled in school. While some OSY live with family members, many do not have a family support system locally. Financial responsibilities, lack of transportation and long work hours make it difficult for OSY to continue their education.[[21]](#footnote-21) Some of the young adults who are migratory workers have limited schooling, have limited English proficiency, and have dropped out of school for various reasons. If OSYs do not have a sibling in the school system, they can also be difficult to identify and recruit for MEP services. To assist MEPs, the GOSOSY report identifies key strategies to assist migratory OSY:

* Understanding adult learners with limited educational experiences or backgrounds
* Using effective strategies to teach basic reading and writing to adults with low literacy skills.
* Understanding second language acquisition and teaching methods to work with beginning middle and advanced language learners
* Helping disengaged youth to re-engage in education
* Helping OSY make career and educational goals

The OSY subcommittee reviewed limited statewide OSY demographic and referral data from the Migratory Student Profile. Through discussion, each subcommittee, including the OSY subcommittee, identified and prioritized a list of concerns based on quantitative or qualitative data. (see a complete list of all concern statements in Appendix B). The key decision points for the OSY focus area were developed based on the data elevated by the committee as noted below.

#### Key Data Points from Committee Discussions

The OSY subcommittee examined trends in California’s migratory OSY demographic data including population size, home languages, referral needs, here-to-work versus credit recovery status, and unmet health needs. The OSY subcommittee also reviewed OSY participation data around GED, English, and primary language literacy services. The top concerns for OSY primarily focused on two priorities that were identified through the data review: 1) increasing OSY participation in services aligned to their needs and 2) ensuring as many OSY INA/ILPs are completed as possible. The OSY subcommittee discussed the following key findings for these two priorities:

* As reported by the SSDP MPO Reports, there is a consistent gap in the number of students who indicate an interest in instructional services and those who receive services in 2022–23.
	+ Of the approximately 1,000 OSYs who stated they were interested in learning English, only 654 received ELA services or referrals.
	+ Of the 718 OSYs who stated they were interested in obtaining their GED, 536 participated in GED services or referrals.
	+ Out of 128 OSYs who were interested in primary language literacy services, 118 received services or referrals.
* OSY survey data identified the need to learn more about career technical education (CTE) to expand future career possibilities.
* Table 22 (p. 47) displayed Individual Needs Assessment Report data showing that the percent of OSY with a completed INA/ILP grew from 39 percentage points to 48 percentage points from 2020–21 to 2022–23 with a caveat:
	+ In 2022–23, 48 percent of OSY had completed INA/ILPs. This is down from the previous year in which 53 percent of OSY had a completed INA/ILP.

The information below details the key decision points made by the OSY subcommittee including their major concerns, migratory OSY needs, and initial strategies selected to address this need.

#### Out of School Youth: Concern Statement #1

The OSY subcommittee’s first concern focuses on their instructional needs. For those OSY who are here to pursue their education, including a high school diploma, it is imperative that the MEP quickly identify the needs of OSYs and support their enrollment into services since OSYs are an extremely mobile population. The OSY subcommittee members communicated their first concern for instructional services as:

We are concerned that there is a significant gap between the number of students who request academic services and those who receive them.

The MSIN participation data for instructional services serving OSYs provided the necessary information to identify a gap between the number of OSYs with a completed INA identifying an interested in ELA/ESL, GED, or primary language literacy services compared with OSY with an indicated need on the INA and participated in a service aligning to the need.

#### Need Statement

MEP staff face additional challenges when it comes to recruiting OSYs for services. OSYs are extremely mobile with some OSYs only staying in one area for a few weeks. OSYs also change their phone numbers often making outreach more difficult. Out-of-school-youths face barriers to participation because of their high mobility, language barriers, lack of transportation, and long work hours. The OSY subcommittee acknowledged the following need:

The percentage of instructional services provided needs to reach a minimum of 75 percent based on the interest identified on completed OSY INA/ILPs.

English and GED services were a focus of the previous SDP, and the committee agreed that focusing on these instructional needs continued to be a need for OSYs in California. Over the course of three years, the MEP met the MPOs for each of these instructional services. This next SDP will expand upon these efforts to broaden OSYs’ knowledge, skillset, and access to future educational and career opportunities. Strategies identified by the OSY subcommittee to expand the participation of OSY in services aligned to their identified needs are reviewed in the next session.

#### Initial Strategies to Address Need

After the discussion, analyzing programmatic data, and reviewing evidence-based practices for OSY, the Subcommittee suggested the following strategies to increase OSY participation in instructional services:

1. Increase OSY participation in literacy classes (e.g., ELA, English as a Second Language, or ELD).
2. Provide GED or high school equivalency services for OSY who have dropped out of school but want to obtain a GED.
3. Provide one workshop on CTE offerings in the area and enrollment support to get into these programs for OSY who have indicated a need on the INA/ILP.
4. Provide an annual training to staff implementing INA/ILPs to explain:
	1. The purpose of the INA
	2. Benefits of attending services (e.g., support goals and increased access to opportunities)
	3. Available service options
5. One-on-one meetings with OSYs who identified an instructional need on the INA to provide more support after the initial INA/ILP meeting.

The CDE will offer annual training to MEP staff conducting INA/ILPs to ensure that new staff have a live training option available and returning staff can participate in a refresher training. The CNA SDP Committee will finalize the strategies for the OSY and the other focus areas in the upcoming SDP.

#### Out of School Youth: Concern Statement #2

The second priority for the OSY subcommittee centered on INA/ILP completion. INA/ILP completion is the foundation of service delivery. Services are designed to meet the needs of migratory children and youths. If the INA/ILPs are incomplete, then the MEP does not have the complete information to support deciding which services to offer to children and youths. Without this data, the MEP would not have the information needed to ensure children and youths obtain the services that address their particular needs. The OSY subcommittee members identified the following concern:

We are concerned that less than 50 percent of OSY have a completed INA/ILP.

The MEP needs to review processes to identify ways to increase the number of OSY with completed INAs. Additionally, California state law asserts that INAs are completed within 30 days of enrollment into the MEP; therefore, more needs to be done to identify and meet the needs of OSYs. Getting INAs completed quickly allows services to be provided swiftly before OSYs move on to their next job.

#### Need Statement

As reported by the CNA SDP Committee and MEP staff during the annual continuous improvement meeting, many OSYs leave prior to staff even being able to reach out and complete the INA/ILP. Therefore, the OSY subcommittee communicated the following need:

An additional 52 percent of OSY should have a completed INA/ILP.

Although OSY are difficult to reach, the MEP will continue to focus on identifying and recruiting OSY for services that specifically address their educational and health needs to increase their employability.

#### Initial Strategies to Address Need

After discussion, programmatic data, and reviewing evidence-based practices for OSY, the Subcommittee identified the following strategies to increase completion of OSY INA/ILPs:

1. Provide training for all staff who conduct INAs/ILPs for OSY.
2. Conduct a home visit after an OSY has been identified.

As noted in the first concern, the CDE will support the needs of OSY by offering annual training on implementing the INA/ILP, best practices, and use of the INA Report that allows the MEP to identify a list of students by specific need included on the INA.

### Health

Students with the ability to engage in healthy behaviors (e.g., physical activity; eating regular, nutritious meals; brushing their teeth; getting enough sleep) are better equipped to perform better in school. In the report, *Health and Academic Achievement* (2014), the Centers for Disease Control and Prevention (CDC) discusses the evidence linking dietary and physical activity behaviors with academic achievement. The consumption of healthy foods as well as ensuring that students do not skip meals (especially breakfast) is associated with increased academic performance. The CDC also notes that poor oral health can have a detrimental effect on children’s school performance, attendance, and quality of life. Tooth decay, or cavities, is one of the most common chronic childhood conditions in the U.S. If left untreated, poor oral health can negatively affect students’ confidence, ability to participate and learn at school, and overall health.[[22]](#footnote-22) If unmanaged, other chronic conditions such as diabetes, asthma, and food allergies can have a huge effect on student overall well-being and academic achievement. Students with optimal health behaviors are able to arrive at school ready to engage in learning.

#### Key Data Points from Committee Discussions

The Health subcommittee reviewed the 2024 Migratory Student Profile health data, [California Healthy Kids Survey](http://www.cde.ca.gov/ls/he/at/chks.asp) data, and unaddressed health needs which compared the total need for each health category against the number of those migratory children and youth with a health need who received a service. California’s Migratory Student Profile health need data identified the health need in vision, dental, medical , and/or mental health service on the INA. Figure 21 (p. 49) which shows the prevalence of health needs among migratory children with an indicated health need on their INA/ILPs from 2020–21 to 2022–23:

* The needs for all health services except for vision decreased slightly from 2020–21 to 2022–23.
	+ The need for vision services as identified on the INA increased marginally from 3.7 percent in 2020–21 to 4.1 percent in 2022–23.

California’s Migratory Student Profile identified the unaddressed health needs of migratory children and youths. While extremely helpful, the profile slightly undercounts the number of services provided as only certain services (i.e., those where services are reported using a state code instead of a local code) were counted because of data limitations; however, opportunity gaps persisted as noted below:

* In 2020–21, 435 migratory students and youths indicated a mental health need and only 68 students and youths received services or mental health referrals.
	+ Parents noted a large discrepancy during the 2020–21 school year: the CDE began collecting data on mental health needs in 2020 – 21, so there was a large gap between the need and the students whose needs were met.
* In 2022–23, of the 507 children and youths who identified a mental health need, 408 migratory children and youth received mental health services.
	+ During this time where data was being collected, and monitored, parents noticed that many more children and youth had their mental health needs met.
* During discussions, parents communicated that mental health remained to be a need that could be supported by the MEP.
* Parents discussed the need for healthier food at school during the day and during after school programs. They wonder about the root problem that causes the need for health services.
* Nutritional information and offerings from community-based organizations should be disseminated to families and students.
* Parents are concerned that poorer quality food is negatively impacting children’s physical and mental health.

The section below identifies key decision points for the top health concern identified by the Health subcommittee. Children’s mental health and nutrition were identified as the parents’ top priority concerns.

#### Health: Concern Statement #1

Health data from MSIN only contains student participation data and does not identify health outcome data; therefore, listening to migratory parents’ concerns was an important aspect for this focus area. After review of the programmatic data documenting unmet needs, participants engaged in discussion about what parents are seeing regarding the health needs of students. Although the MEP has made significant progress on meeting the mental health needs of migratory children and youth, mental health continues to be a high priority for parents. The Health subcommittee members identified the following concern for mental health:

We are concerned that in 2020–21, when the state started focusing more on mental health, only 68 of the 435 migratory children and youth received necessary mental health services.

When the CDE started to collect data on mental health needs and evaluate whether services were provided to address those needs, data showed that there was a large percentage of unmet mental health needs. By identifying this concern, parents are ensuring mental health services continue to be a focus.

#### Need Statement

In 2016, the MEP received a large increase in the feedback from parents and staff regarding heighted anxiety and depression as well as increased stress and anxiety among the migratory student population (e.g., deportation, fear of loss of parents). Additional stressors from the COVID-19 pandemic further exacerbated the anxiety within the migratory farm worker community. In 2024, political rhetoric around immigration has once again heightened fears around deportation and family separations. Parents noted that students and families need training on how to identify mental health issues (e.g., depression) and strategies to maintain positive mental health behaviors. Based on the feedback provided by parents, the Health subcommittee communicated the following need:

One hundred percent of migratory children and youth with an identified mental health need should receive mental health services/referrals.

The initial strategies included for this focus area strive to provide a continued focus on mental health issues facing migratory students.

#### Initial Strategies to Address Need

After discussion, analyzing programmatic data, and reviewing evidence-based practices for health, the Subcommittee suggested including the following strategies:

1. Offer mental health information sessions for all migratory students and parents so they can identify when help is needed.
2. Provide mental health workshops so that parents and students learn how to support the students’ mental health needs.
3. Provide professional learning opportunities to support MEP students with mental health needs (e.g., bullying, eating disorders, suicide, drugs, guns, depression, anxiety).
4. Provide mental health services and referrals to migratory children and youths with an identified mental health need on the INA.

Many OSY are parents themselves, so in those cases, these individuals are not only continuing their education to enhance their lives, but they are also showing their children that education is important. This parental modeling is an excellent way to encourage student participation and engagement in their own educational journeys.

### Parent and Family Engagement

Research shows that when students’ parents, guardians, or caretakers are involved in their children’s education there is a positive effect on student achievement. Parents are their children’s first educators; therefore, it is important that they be engaged with their children’s education from preschool through high school and beyond. [[23]](#footnote-23),[[24]](#footnote-24) Schools and districts have a responsibility and incentive to develop authentic partnerships with students’ parents or guardians. According to a report by the Southwest Educational Development Laboratory, which synthesizes research from 51 studies, students who have a parent or guardian who are involved in the students’ academic life benefit in many ways:[[25]](#footnote-25)

* Attend school regularly
* Obtain better grades and enroll in higher-level programs
* Promote, pass classes and earn credits
* Show improved behavior
* Adapt well to school
* Graduate and enroll in post-secondary education

With chronic absenteeism for migratory students at 22.5 percent for 2022–23 and low ELA and math proficiency rates, it is more important than ever to invest in school to home connections. For migratory children and youth to make the gains they need towards proficiency, a strong support system comprised of core instructional staff, MEP staff, and parents needs to be developed and maintained.

#### Key Data Points from Committee Discussions

Since the MEP is a student-centered program, California does not collect any statewide parent data. For that reason, the CDE presented the Regional Educational Laboratory (REL) at WestEd’s *Parental Involvement and Family Engagement: A Snapshot of California’s 2019 Local Indicator Data* for review where parents were specifically interested in the focus areas for improvement:

* Only 26 percent of LEAs supported underrepresented students and families.
* Only 24 percent of LEAs engage underrepresented families.
* Thirty-six percent of LEAs provide families with opportunities to give input.

Parents responded to discussion questions created based on this data found in the REL California’s 2019 Local Indicator Data with the following comments:

* Migratory families fall within the category of underrepresented students and families; therefore, more work needs to be done providing language and cultural support, individual outreach, and in various other areas.
* Schools should survey parents to identify what days/times work best for parents to participate in activities/events (e.g., after school and on Saturdays).
* There is a lack of information and supports (e.g., interpretation, translation of materials, childcare) for parents to participate more. Parents are hesitant to ask for information for fear of being discriminated against.
* Parents noted that communication is a high area of need indicating that school staff members’ communication could be better all around. Office personnel could be more welcoming to parents and reported feelings of discrimination from office staff based on language and origin. A few parents said that meetings or events were only held in English which limited the parents’ participation.
* Many parents identified a need for the MEP to disseminate more information on services and events to parents. Parents noted a lack of information on service/even offerings.
* Parents want to know how they can evaluate their children’s needs and better support their students’ success. Parents want more involvement in services and training to support their children and want to provide more feedback on service offerings.

The information below identifies the concern, migratory parent priority need, and the initial strategies to address this need to increase parent and family engagement.

#### Parent and Family Engagement: Concern Statement #1

Although there is limited data on parent and family engagement within the MEP outside of parent attendance at district and regional parent involvement activities (e.g., parent conferences, Family Math Literacy Nights, Family Biliteracy Program, etc.), migratory parents serving on the SPAC provided insight into parental needs that would build their capacity to support their children’s academics and overall well-being. The Parent and Family Engagement subcommittee members articulated the first concern for the Parent and Family Engagement focus area as:

We are concerned that workshops and training are not provided to migratory families.

When the SPAC members participating on the CNA SDP Committee reviewed the Parent and Family Engagement focus area reviewed the REL data they also discussed MEP outreach in their own program areas. It is important to note that MEP subgrantees across California vary greatly as far as the number of eligible migratory families, funding, the cultures represented in the population, population density (e.g., rural vs. urban), etc. This variance means that a subgrantee with a large population and geographic area may provide ten workshops for one area (e.g., mental health) and still not be able to provide a workshop for every district in the program area compared to a direct-funded district who serves itself. Therefore, it is possible that more services are being provided at the regional level that all the districts’ parents are unaware of all these services because it is not occurring at the district their children attend. Nevertheless, it is imperative that subgrantees support parents’ understanding of the full range of services provided by the MEP and to ensure services are implemented, using a variety of outreach methods, in districts with high populations of migratory families.

#### Need Statement

Parents should receive training to build their capacity to support their children at school and at home; however, as noted above, parent training varies by subgrantee. Some parents do not know about MEP services. To show how much their involvement matters, parents need training on the effect of parent involvement on student achievement. To develop parent capacity, subcommittee members identified the following need:

LEAs need to offer workshops with appropriate scheduling (e.g., school or district–when parents are available) and use various methods to communicate with parents.

Many subgrantees survey their parents to identify when services should be implemented, but this need suggests there may need to be additional opportunities to collect parent input at the local level. The initial strategies included for this focus area focus on building parent capacity to aid parents in supporting students at school and at home.

#### Initial Strategies to Address Need

After discussion and reviewing evidence-based practices for parent engagement, the Parent and Family Engagement subcommittee suggested the following strategies:

* 1. Offer a series of six workshops for parents that are in line with the needs of the region.
	2. Provide workshops to build parents’ ability to support and advocate for their children with special needs.
	3. Parents should receive a certificate or some type of recognition for completing workshops.

While California is unable to implement all the identified strategies, several strategies such as recognizing parents for completing workshops or using parents as program advocates will be recorded as recommended practices within the SDP.

#### Parent and Family Engagement: Concern Statement #2

Acting as an extension of the CNA SDP Committee, the SPAC recognized the need to increase the MEP’s visibility within the districts being served by the MEP and for migratory parents. Parents noted that many times school and district staff were unfamiliar with the MEP serving their students making it sometimes more difficult to obtain information on the program and services offered:

We are concerned that the districts and parents don’t have information about the MEP and the services it offers.

With the variance in program size, it is quite possible that some districts with low populations of eligible migratory families may not be fully aware of the MEP and the supports it offers to their shared students. Additional exploration is needed to identify the root causes of this issue and propose change ideas to expand knowledge and participation in the MEP.

#### Need Statement

Districts who do not personally implement the MEP are served by their regional MEP. Since these districts are not responsible for the day-to-day implementation of the program, it is understandable if all school staff do not know about the MEP. However, the MEP needs to continuously expand its reach. When districts and parents are aware of the MEP, they can act as liaisons to refer families to the MEP. To increase MEP visibility, the Parent and Family Engagement subcommittee identified the following need:

More parents and district personnel need to be informed of the MEP and what services are offered.

It is clear that additional support is needed around MEP educational outreach efforts and/or increased communication between the MEP and parents. Currently the MEP employs various outreach efforts (e.g., texts, phone calls, flyers, WhatsApp, emails, etc.), but additional parent feedback is needed to ensure the MEP is optimizing communication to parents.

#### Initial Strategies to Address Need

After discussion and reviewing evidence-based practices for parent and family engagement, the Parent and Family Engagement subcommittee suggested the following strategies for the second concern:

1. Educate district personnel and parents on the purpose of the MEP and what services are offered.
2. Implement various parent outreach methods: calls, tables at events, flyers of what is being offered, advertise MEP services on the school marquee, etc.
3. Offer childcare services and sandwiches during meetings/services or other motivation.
4. Parents should act as promoters of the program.

While all these strategies are considered best practices, the CDE would not be able to measure several of these strategies. For that reason, the CDE will include any strategy unable to be measured to be included in focus area specific guidance in the upcoming SDP. Where possible, the CDE will also implement strategies on a statewide basis and develop statewide resources (e.g., communication toolkit to raise awareness of MEP services).

### Student Engagement

Student engagement is not an attribute of the student, but rather an alterable state of being that is highly influenced by the capacity of school, family and peers, to provide consistent expectations and supports for learning (Reschly & Christenson, 2006a, 2006b).[[26]](#footnote-26),[[27]](#footnote-27) As discussed earlier, parent and family engagement is critical to student achievement and has been shown to have a positive relationship with student engagement. Similarly, teacher-student relationship and peer support are essential to student engagement.

Teacher-student and student-student relationships are an important factor in determining student engagement. Students reported both that they would learn more if their teachers cared about them personally and that such connections are rare (Public Agenda, 1997).[[28]](#footnote-28) Research also shows that when teachers make an effort connect with students, they can dramatically enhance student engagement and emotional health outside of school (Roeser, Eccles, & Sameroff, 1998; Skinner, Zimmer-Gembeck, & Connell, 1998).[[29]](#footnote-29),[[30]](#footnote-30) Teacher efforts to support students’ social and emotional functioning in the classroom through positive teacher-student and peer interactions are key elements of effective classroom practice (Pianta, Hamre & Allen, 2012).[[31]](#footnote-31)

When interviewed about reasons for dropping out, one out of four youth reported that they did not belong at school (U.S. Department of Education, Center for Education Statistics, 1993). Generally, stronger associations were documented in schools serving the most economically disadvantaged families, suggesting that school belonging might be particularly important for students from disadvantaged homes (Juvonen, Espinoza & Knifsend, 2012).[[32]](#footnote-32) Increased sense of school belonging happens through building long-term friendships with well-rounded peers and actively participating in extracurricular activities. Peer rejection is commonly defined as peers’ social avoidance of or dislike of student. Therefore, rejection by classmates may threaten school belonging even more than lack of friends, in as much as rejection affects group membership at the classroom level (Furman & Robbins, 1985). Sampling an ethnically diverse group of seventh through twelfth grade students, Brown and Evans (2002) showed that extracurricular participation was significantly associated with greater school connection, which was measured with school belonging as one of its main dimensions.[[33]](#footnote-33)

#### Key Data Points from Committee Discussions

The CDE reviewed high school graduation and dropout rates as well as data on school climate and connectedness from the California Healthy Kids Survey (CHKS). The subcommittee also had access to student attendance data for ELA and math services targeted towards students who were below proficiency in the respective content area(s). This data was specifically developed for the SSDP Professional Learning Network continuous improvement methodology to focus on improving sustained student attendance in MEP services.

Key data points discussed were as follows:

As identified in the SSDP Professional Learning Network participation distribution data for MPOs 1.0 and 2.0, in 2021–22:

* Eleven percent of migratory 9th and 10th graders who are not proficient participated in an ELA service.
* Five percent of migratory 9th and 10th graders who are not proficient attended a math service.
* In 2021–22, 68 percent of students in kindergarten through 3rd grade (K–3) who are below proficiency in ELA did not participate in an ELA service as identified in the SSDP Professional Learning Network participation distribution data for MPO 1.0.
* Six percent of migratory K–3 grade students participated between 1 and 9 hours and an additional six percent participated between 10–19 hours.
* Five percent of migratory K–3 graders attended 20 to 29 hours while 15 percent of migratory K–3 graders completed the 30-hour requirement during the regular school year.

As identified in the 2024 California Healthy Kids Survey:

* Fifty-five percent of elementary school students feel like they do not participate meaningfully in school.
* Seventy-seven percent of high school students feel like they do not participate meaningfully in school.

The subcommittee also explored California’s chronic absenteeism data. The [CDE DataQuest Statewide Chronic Absenteeism for 2022–23](https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cds=00&agglevel=State&year=2022-23&initrow=Sub&ro=y) indicated that 22.5 percent of migratory students were chronically absent compared with 24.9 percent of all students. The subcommittee used all this information to develop the key decisions for the Student Engagement focus area.

#### Student Engagement: Concern Statement #1

The Student Engagement focus area remains a high area of need and is thus included in the SSDP. The Student Engagement subcommittee members acknowledged the data by developing the following concern:

We are concerned 68 percent of MEP K–3 students scoring below standard on the CAASPP ELA Overall standards are not attending MEP services in regular school year.

Along with the subcommittee’s concern, the CDE’s chronic absenteeism data signals a need to support attendance during the core instructional program and in supplemental services.

#### Need Statement

For the first need statement in the Student Engagement focus area the subcommittee discussed at length the need for students to be present for teaching and learning to occur. Instruction needs to be interesting enough to students so students are naturally engaged and want to come back to school because they know learning will be fun. Therefore, the subcommittee communicated the following need:

An additional 18 percent of migratory K–3 students who are below proficiency need to attend ELA services.

Creating a safe and welcoming environment includes embedding the students’ cultures into the physical environment and into the curriculum. When the curriculum is relevant to the students, there is typically more engagement and interest.

#### Initial Strategies to Address Need

After discussion and reviewing evidence-based practices for student engagement, the Student Engagement subcommittee proposed the following strategies:

1. Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
2. 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.

The CNA SDP Committee believe that students have been more engaged in MEP services since implementing culturally and linguistically responsive teaching techniques and recommended that the California MEP expand its breadth of knowledge and skills around culturally sustaining pedagogy.

#### Student Engagement: Concern Statement #2

Like the first concern around student attendance in MEP ELA and math services, the subcommittee were also extremely concerned by the lack of participation from ninth and tenth grade migratory students who scored at below proficiency in ELA. Subcommittee members acknowledged the following concern:

We are concerned that 89 percent of ninth and tenth graders did not participate in an RSY ELA service and 95 percent did not participate in a math service in 2021–22.

The subcommittee identified the need statement specific to high school migratory student participation in MEP ELA and math services in the next section.

#### Need Statement

Since there was no comparison group for the migratory student ELA and math service attendance data, the subcommittee discussed a gap that seemed on par with the achievement gap in other areas. Hence, the Student Engagement subcommittee communicated the following need:

An additional 14 percent of migratory ninth and tenth graders who are below proficiency in ELA need to participate in an ELA service. An additional 20 percent of migratory students in grades ninth and tenth who are below proficiency in math need to participate in a math service.

Service monitoring is a regular activity for MEP administrators. In addition to monitoring migratory students’ attendance, the MEP will also need to regularly observe ELA and math services at different points throughout the year to provide teachers with timely feedback on student engagement strategies.

#### Initial Strategies to Address Need

After discussion and reviewing evidence-based practices for student engagement, the Student Engagement subcommittee proposed the following strategies:

1. Culturally sustaining pedagogy (with a focus on being linguistically relevant) should be included in all instructional services excluding credit accrual services.
2. 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.

Discussion around student engagement ranged from the importance of sustained student attendance in MEP services (and during core instruction) and teaching standards through the interests of students to active learning in the classroom. With these strategies, the committee reinforced the need to reflect students’ cultures in MEP services to engage students and illustrate that the MEP values the families’ cultures which is a characteristic of relationship and trust building.

#### Student Engagement: Concern Statement #3

The Student Engagement subcommittee members found the data in the 2024 CHKS to be concerning. Students reported not participating meaningfully in school or having any meaningful connections at school. The subcommittee noted the final concern for this focus area:

We are concerned that only 45 percent of elementary and 23 percent of high school students indicated they experience meaningful participation in school.

When preparing the presentation materials for the initial CNA SDP Committee meeting, the CNA Project Lead solicited feedback from former migratory children and youths to learn what insights needed to be elevated for the CNA SDP Committee to consider as they identify needs and choose strategies to attend to those needs. One of the main insights was the value of one-on-one support provided to migratory students to help them reach individual goals. Coupled with the 2024 CHKS data, the subcommittee focused on developing a need to address a lack of meaningful participation at school.

#### Need Statement

Based on the data presented in the CHKS, migratory students lack meaningful connection at school compared to non-migratory students. Whether a child or youth feels connected to school is an indicator School connectedness is considered a factor in the level of engagement exhibited by students. Therefore, the Student Engagement subcommittee communicated the following need:

An additional 15 percent of elementary and an additional 17 percent of high school students should experience meaningful participation in school.

As much as possible, MEP staff should seek out opportunities to connect with migratory students who may be struggling. Case management services and meeting with parents and students to complete INAs/ILPs provide appropriate times for MEP staff to check in to ensure students have meaningful connections at school (e.g., mentor teacher, group of friends, sports or music teams). MEP subgrantees are encouraged to identify a process to monitor student engagement for those students who cite a lack of connection or meaningful participation at school.

#### Initial Strategies to Address Need

After discussion and reviewing evidence-based practices for student engagement, subcommittee proposed the following strategies:

1. Identify students who do not feel a meaningful connection at school and reach out to students to make those connections.

Although this strategy could offer individual students significant support, it is also costly and difficult to measure and evaluate. More thoughtful discussion about the feasibility of implementing this strategy is needed before its inclusion in the SDP.

### Social and Emotional Learning

The [Collaborative for Academic, Social, and Emotional Learning](https://casel.org/fundamentals-of-sel/) (CASEL) identifies social and emotional learning (SEL) as the process through which people acquire and apply knowledge and skills to develop healthy identities, manage emotions and obtain individual and collective goals, feel and show empathy, establish and maintain healthy relationships, and make responsible decisions. The CASEL developed a SEL framework that “advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation”. This framework includes five interrelated areas for SEL including 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision making. Research shows that SEL leads to positive student outcomes including academic achievement, the ability to manage stress, and maintaining friendships and relationships with teachers and can help reduce bullying and violence.

#### Key Data Points from Committee Discussions

The SEL subcommittee first spent a fair amount of time building their knowledge of SEL and how it can be applied in the classroom. Without specific SEL outcome data, the SEL subcommittee reviewed the 2024 CHCKS data. The 2024 CHKS asked students multiple questions about mental health and school climate that was reviewed by the committee. Additionally, the SEL subcommittee spent a significant amount of time discussing SEL needs in the absence of more quantitative data. The key data points from CHKS reflecting on SEL needs include:

* Although the 2024 chronic sadness data have decreased from the 2019–21 state average, 25 percent of seventh graders, 28 percent of ninth graders, and 31 percent of eleventh graders reported experiencing chronic sadness.
* Between 12 and 13 percent of students in seventh, ninth, and eleventh grades reported considering suicide in the 2024 CHKS Mental Health Indicators.
* Optimism decreases with age. Fifty-eight percent of seventh graders reported feeling optimistic, while only 49 percent and 45 percent of ninth and eleventh graders respectively.

Key points from the subcommittee’s discussion on SEL include:

* Only some regions offer SEL workshops and support parents’ attendance.
* All MEP subgrantees should support parents, OSY, and students with evidence-based SEL workshops.
* Migratory parents and OSYs aren’t aware of resources for SEL and how to navigate them.
* All MEPs should inform MEP parents, OSY, and students about SEL resources and how to navigate them.
* Students are struggling with feelings of belonging at school, especially in the classroom and school community.
* Staff employed by the MEP and one parent noted that they see low self-esteem, confidence and therefore motivation within students.
* The subcommittee reported a need to support students’ self-regulation and development of caring adult relationships.

The information below details the key decision points made by the SEL subcommittee including their major concerns, needs, and initial strategies selected to address the needs in SEL.

#### Social and Emotional Learning: Concern Statement #1

The SEL subcommittee’s first concern focuses on basic understanding of SEL and availability of resources for MEP staff, youths, and parents. The SEL subcommittee members communicated their first concern for SEL as:

We are concerned MEP parents, students, and OSY are not receiving enough SEL content (e.g., services, workshops, curricula, practice) at home and school.

The high need of SEL instruction paired with the increased mental health issues associated with social media use, political and social unrest, lingering effects from the pandemic, the subcommittee diligently worked on developing a need statement for the first concern in SEL.

#### Need Statement

While SEL is being implemented within select program areas, it is not being implemented statewide. After dealing with the emotions from the pandemic, social isolation, and reintegration into in-person schooling, SEL has never been needed more. The SEL subcommittee identified the following need:

More MEP parents, students, and OSY need access to evidence-based SEL content in all regions and direct-funded districts.

First, on the basis of committee discussions, the California MEP should spend some time gaining a collective understanding of SEL and possible ways to embed and teach SEL throughout the program. Vetting and collecting instructional materials for staff and parents will be essential to furthering everyone’s comfortability in teaching and learning about SEL.

#### Initial Strategies to Address Need

After reviewing best practices and discussing possible data collection methods, the SEL subcommittee identified the following initial strategies to address the group’s first concern:

1. Provide evidence-based, developmentally appropriate services for parents, students, and OSY.
2. Integrate SEL lessons (focus on CASEL’s framework) into supplemental instructional services.
3. Provide professional learning opportunities using evidence-based SEL curriculum and strategies learning how to integrate it into supplemental instructional services.

The CDE will offer initial training on SEL for MEP administrators and instructional staff. Additionally, in an effort to further support SEL implementation, the CDE will also prepare resources (e.g., presentation materials) for MEP subgrantees to implement locally. Moreover, in addition to training, building knowledge about SEL resources for MEP children, youths, and parents is imperative to building collective knowledge about SEL.

#### Social and Emotional Learning: Concern Statement #2

The second priority for the SEL subcommittee centered on identifying SEL resources. SEL is new to many of the educators working for the MEP, so there is a need to ensure all staff have a solid understanding of the purpose and benefits of SEL and how to implement it in the classroom. Parents are also very curious about SEL and how they can support students social and emotional development. The SEL subcommittee members identified the following concern:

We are concerned there is a lack of information for navigating SEL resources.

Articulating a specific need for SEL proved to be somewhat daunting because of a lack of available data for migratory children and youths. Moreover, the CNA SDP Committee stressed the importance of thoroughly teaching about SEL as many people mistake it for mental health which is inaccurate, even if SEL strategies for managing emotions may support mental health.

#### Need Statement

Given the limited experience implementing SEL within MEP services, the subcommittee identified the following need:

MEP parents, OSYs, and students aren’t aware of resources for SEL and how to navigate them.

Building our collective knowledge around SEL, its benefits, and the various ways it can be used in the classroom is necessary, especially today. So many feel isolated by technology, children and youths are envious of seemingly perfect lives on social media, and parents worry about their children’s future opportunities. Being able to learn how to form and maintain relations as well as manage emotions can contribute to a healthy sense of self. For these reasons, the subcommittee selected the strategies in the next section.

#### Initial Strategies to Address Need

The SEL subcommittee intentionally repeated a couple of the initial strategies for the SEL focus area for the second concern to underscore the importance of building the collective knowledge around SEL and available resources:

1. Provide workshops on SEL resources to build parents, OSY, and student knowledge and skills around SEL.
2. Connecting with community-based organizations to identify SEL resources.
3. Offer staff training on SEL, what resources are available, and how best to support parents with SEL at home.

For the draft SDP, many of these strategies will be combined to guarantee that all training needs are being met for staff and parents. With this knowledge, MEP staff and parents can focus efforts to support SEL at school and at home.

### Next Steps

With the statewide CNA complete, the CDE Management and Data Team will finalize the key decisions for the SDP. Each focus area will have a set of evidence-based strategies that need to be implemented annually to address a particular need. Every strategy will have an aligning measurable program objective that measures the strategy’s implementation. Performance targets, or end-of-project goals, will also be developed for the SDP. A draft of the key decisions of the SDP will be presented to the CNA SDP Committee including the SPAC. During these final meetings, the CNA SDP Committee will provide the last round of feedback on strategies, MPOs, performance targets and any identified CDE requirements accompanying certain SDP strategies. Once the final round of feedback has been completed, the CDE will finalize and publish the SDP in July 2025.

Improving data collection processes and procedures will further assist the MEP in providing tailored, high-quality services to address the unique educational needs of California’s migratory children, youths, and families. With the development of the last SDP, California led such innovations as the creation of a standardized, electronic INA/ILP capable of identifying groups of students by specific needs (e.g., mental health, credit accrual). Building electronic measurable program objective reports in the MSIN allowed MEP subgrantees to streamline enrollment for migratory PFS students and migratory students who are below proficiency as well to check progress in real-time.

Moreover, these reports quickly identify which services should be offered and how many students need this service on the basis of either student achievement data or needs identified on the INA/ILP. With this upcoming SDP, the CDE has plans to innovate yet again with the development of a communications toolkit to support the MEP’s visibility, encourage intrastate coordination, and support relationship building between the MEP and the districts they serve. Furthermore, the CDE will improve upon measurable program objective reports already in existence and develop new reports to streamline California’s ability to meet the needs of its migratory students in a timely fashion. The California MEP will continue to elevate its ability to meet an increased percentage of student needs as identified by the CNA and through the annual continuous improvement processes that takes place at the state and local levels.

## Appendix A – Calendar of Activities for Development of the Comprehensive Needs Assessment

The major activities conducted during the development of the statewide CNA are listed below according to the following calendar:

| Timeline | Activity |
| --- | --- |
| July 2023 | CDE started planning for the next iteration of the CNA and SDP including the development of California’s Migratory Student Profile (MSP) and other necessary resources for the CNA SDP development process. |
| July 2023–June 2025 | CNA/SSDP Bi-monthly Planning Meetings |
| July 2023 | Establishment of CDE Management and Data Team |
| August 2023–April 2024 | Intensive data collection period (collection of survey data identifying migratory children’s and youths’ needs  |
| Dec. 2023–Jan. 2024 | Conduct and analyze data from interviews with MEP Directors and Coordinators, OSY, and MEP parents |
| Dec. 2023 | Notification for participation on the CNA SDP Committee sent to MEP Directors |
| Jan. 2024 | Participants for the CNA SDP Committee are selected |
| Sept. 2023–April 2024 | Review research on evidence-based practices and develop a best practices’ guide for each focus area |
| Feb.–April 2024 | Conducted OSY, MEP staff, and MEP parents focus groups on the strengths and needs of migratory children and youth to collect additional data for the MSP |
| May 2024 | Migratory Student Profile and Best Practice Guides finalized |
| May–June 2024  | Creation of CNA SDP development process and instructional materials for the CNA SDP Committee meetings |
| July 2024 | First two (of eight) CNA SDP Committee Meetings were held in-person |
| August 2024 | CNA SDP Committee Meetings #3 and #4 were held virtually |
| Sept. 2024 | CNA SDP Committee Meeting with the SPAC for Meeting #5 |
| October 2024 | CDE Data and Management Team meets to discuss CNA SDP key decisions and identify how to move forward with the data |
| October–Dec. 2024 | Writing the draft CNA including concern statements based on data, need statements, and the identification of best practices to address the need |
| Nov. 2024 | MEP Directors’ Presentation: Developing the New CNA and SDP |
| Nov.–Dec. 2025  | Development of the draft SDP including strategies, measurable performance objectives, and performance targets for each focus area |
| Dec. 2024 | Present the draft CNA and SDP to the CNA SDP Committee for final round of feedback during meetings #6 and #7 |
| Jan. 2024 | Presented the draft CNA and SDP to the SPAC for final round of feedback (Meeting #8) |
| Jan.–March 2025 | Finalize draft statewide CNA and SDP |
| May 2025 | MEP Directors’ Presentation: California’s Statewide CNA and SDP At-a-glance |
| Sept.–Oct. 2025 | Presentations and Webinars: California’s Statewide CNA and SSDP At-a-glance (SPAC, Bilingual Coordinators Network, etc.) |
| July–Dec. 2025 | Four Local Trainings: Aligning MEP services and application with the New SDP |

## Appendix B – Complete List of Concern Statements

### English Language Arts

Theme: Academic Achievement

* We are concerned that in 2022–23 the gap between migrant education students for overall ELA achievement was 23.2 percent.
* We are concerned that in 2022–23 only 6.8 percent of migratory students met or exceeded the reading claim compared to 18.7 percent of all students demonstrating a gap of 11.9 percent
* We are concerned that in 2022–23 93.2 percent of migratory students performed near or below standard in writing.
* We are concerned that the data indicates a 12 percent gap between MEP students and the all-student group on the writing claim in 2022–23.
* We are concerned that 93.8 percent of migratory students performed near or below standard in listening for 2022–23.
* We are concerned about migratory students’ performance in reading and writing.
* We are concerned that MEP students are not closing the gap on the CAASPP ELA Summative Assessment.
* We are concerned that a low number of MEP students are proficient (6.8 percent) in the CAASPP ELA reading claim compared with all students.
* We are concerned by the large achievement gaps in the reading and writing claims.

### English Language Development

Theme: English Language Proficiency

* We are concerned that of all migratory students, only 7.8 percent are proficient on the ELPAC reading domain.
* We are concerned about the drop in third grade reading proficiency due to COVID-19.
* We are concerned the gap between MEP students and all students on overall achievement in English language proficiency is not decreasing.

### Mathematics

Theme: Academic Achievement

* We are concerned the migratory students overall are performing below all students in mathematics achievement.
* We are concerned that all students’ (i.e., all students and migratory students) proficiency levels are so low.
* We are concerned the achievement gap isn’t closing for claim 1–concepts and procedures.
* We are concerned migratory PFS students had the lowest proficiency on the CAASPP mathematics and problem solving claim; only 1.6 percent of migratory PFS students scored proficient in SY 2022–23.
* We are concerned that migratory children and youth who need math services are not attending math services.

Theme: Potential Educational Needs of Parents

* We are concerned parents do not understand the math data included in the CAASPP.
* We are concerned parents do not understand the importance of being proficient in math.

### High School Graduation and Dropout Prevention

Theme: Data Reliability and Availability

* We are concerned that migratory students have a dropout rate of 10.1 percent compared to 8.2 percent of all students.
* We are concerned that only 13.1 percent of MEP students are graduating with a Seal of Biliteracy.
* We are concerned that in 2022–23, only 31 percent of four-year cohort MEP students were meeting the University of California and California State University requirements.

Theme: Parental and Family Support

* We are concerned that staff and parents are reporting a need for supports in graduating from high school.

### School Readiness

Theme: Need for Early Learning Support

* We are concerned with the lack of impactful growth from 2018–19 through 2022–23 on ELPAC scores.
* We are concerned with the low English language proficiency for migratory students in grades K–3.
* We are concerned about the impacts of low English language proficiency affecting student performance.
* We are concerned only 21 percent of migratory students are proficient on the Math Smarter Balanced Summative Assessment by the end of third grade in 2022–23.
* We are concerned only 17 percent of migratory students were proficient in the ELA Smarter Balanced Summative Assessment by the end of 3rd grade in 2022–23.
* We are concerned that there was no increase in overall English language proficiency between the kindergarten and third grade in 2022–23.
* We are concerned that migratory kindergarten students are 8.1 percent less likely to be proficient on the ELPAC.

### Out-of-School Youth

Theme: Access to Services

* We are concerned that 71 percent of OSY have a conflict between work and services we offer.
* We are concerned that 58 percent of OSY need transportation to receive services.
* We are concerned that less than 50 percent of OSY have a completed INA/ILP.
* We are concerned that there is a gap between the number of students who requested academic services and those who receive them.
* We are concerned OSY students do not understand the services offered by the regions and therefore are unable to ask the MEP to address their needs.
* We are concerned that only 102 OSY asked for dental services as there is most likely a greater need.
* We are concerned that the number of OSY who wished to receive a GED/HEP service, as indicated on their INA, has not increased appreciably in the three-year timeline.

Theme: Miscellaneous

* We are concerned the number of high school aged OSY has increased.
* We are concerned about the lack of knowledge/resources for career technical education.

### Health

Theme: Student Health Support Services

* We are concerned that migratory parents’ health needs are not being met and therefore affecting the child(ren) is some way (e.g., if a parent is sick, the child may have to make their own dinner or go without food).
* We are concerned by the gap in the indicated medical needs and the number received, services aligned to this need during the years 2021–22 and 2022–23 were very low and similar.
* We are concerned that at school children or young people do not want to go to use the bathrooms for fear of the older students, and that [anxiety from bullying] is a mental problem that needs to be addressed.
* We are concerned that out of 921 migrant students who needed help with mental health services, only 16 students obtained the help in 2020.
* We are concerned that in 2020–21 and 2021–22, very few children received mental health services.
* We are concerned that there are many mental health needs at different ages and very few treated (talking specifically about anxiety, stress, depression, and suicide).
* We are concerned that out of 1,794 migrant students who needed help with dental services, only 859 students got help in 2022.
* We are concerned that young people with dental problems today will have very serious problems with dental health when they reach adulthood and therefore will have low self-esteem.
* We are concerned about the high percentage of need for health services, regardless of whether students received help.
* We are concerned that so many 'migrant-only' students are in such need of health care.
* We are concerned with identifying the 'root problem' that causes the need for health services.
* We are concerned that parents agree that it is difficult to access health benefits.

Theme: Nutrition

* We are concerned that young people will be provided with more adequate food by the investment of motivation once they eat well, they will give better results in school and less medical expenses.
* We are concerned that there is a nutritional need at home and that it affects the physical and mental performance of the student.
* We are concerned parents, being farm workers, lack access to fresh vegetables to offer our children or that they don't like them.

### Parent and Family Engagement

Theme: Lack of Knowledge/Awareness about the MEP

* We are concerned that there is not a lot of communication due to the lack of understanding between the two languages spoken by parents and members of the school.
* We are concerned that parents don’t have the information about how to qualify.
* We are concerned that schools don’t communicate information about MEP services.
* We are concerned the majority of districts aren’t aware of the Migrant Program.
* We are concerned that a lot of families are not benefiting from the Migrant Program because schools are not providing that information.
* We are concerned about the percentage of parents that don’t know the benefits of the Migrant Program.
* We are concerned that although many families qualify for the Migrant Program, they are not aware of the services offered.

Theme: Parent and Family Activities

* We are concerned that 81.7 percent don’t have the support to obtain mental health services.
* We are concerned that due to the lack of parent participation we are receiving less programs.
* We are concerned that there are not enough workshops or trainings since those would help us as parents.
* We are concerned that there are not any workshops or camps that include the family.

### Student Engagement

Theme: Attendance

* We are concerned that 68 percent of MEP kindergarten through grade three students scoring below proficiency in ELA are not attending MEP services during the regular school year.
* We are concerned that 89 percent of ninth and tenth graders (who scored below standard in ELA) did not participate in an ELA regular school year service. We are concerned that 95 percent of ninth and tenth graders (who scored below standard in math) did not participate in a math service during the regular school year.
* We are concerned 43 percent of four-year-old students are served by MEP services.
* We are concerned high school students are scoring below standard in ELA and math and that they are not participating in larger numbers in regular school year services.

Theme: Students’ Feelings about Meaningful Participation and Suicidal Ideation

* We are concerned that only 45 percent of elementary and 23 percent of high school students indicated they experience meaningful participation in school.
* We are concerned that the suicide rates for students are between 13 and 16 percent for K–12 students.

### Social and Emotional Learning

Theme: Need to Address SEL

* We are concerned that MEP students are not feeling connected to school as demonstrated by a 22 percent absentee rate.
* We are concerned that MEP students do not regularly feel their voices elevated, experience agency, belonging or self-confidence.
* We are concerned that an average 82.3 percent of parents of students prekindergarten through grade twelve stated that SEL is a need.
* We are concerned that migratory students do not feel like their voices are elevated, [they have a] sense of agency, and [they lack] confidence.
* We are concerned that MEP parents are not receiving enough SEL workshops to empower them at home and school.
* I am concerned that only 80 percent of parents from prekindergarten through grade twelve are expressing a need for SEL workshops.
* We are concerned that there is lack of education for navigating resources and how to access them.

Theme: Staffing Shortages

* We are concerned that there is not enough staff capacity to support SEL.
* We are concerned about the lack of one-on-one time staff have with students.

Theme: Miscellaneous

* We are concerned that 71 percent of OSY have a scheduling conflict between work and services we offer.
* We are concerned that 58 percent of OSY need transportation to receive services.
* We are concerned about the lack of technology in rural areas and how availability of technology is often times compared to urban areas.
1. California Department of Food and Agriculture. 2015. [2015 Crop Year Report](https://www.cdfa.ca.gov/statistics/). Sacramento, California: California Department of Food and Agriculture. [↑](#footnote-ref-1)
2. 2022–23 child counts provided by the US Department of Education include counts from the Migrant Student Information Exchange (MSIX) which is slightly off from the MSIN data due to the timing when the data is submitted to the federal office. [↑](#footnote-ref-2)
3. The OME’s Goal Areas are reading achievement; math achievement high school graduation; school dropouts; and school readiness, if established by the state, and any other performance targets the state has established for migratory children. [↑](#footnote-ref-3)
4. The CDE Management and Data Team was responsible for planning, implementing and evaluating the various aspects of the CNA and SDP development. [↑](#footnote-ref-4)
5. The Migratory Student Profile compiled all available data for migratory children and youth for the ten focus areas into one report that the CNA SDP Committee and CDE Management and Data Team used to identify student needs and guide CNA development. [↑](#footnote-ref-5)
6. The Migratory Student Profile is a standalone document and can be found on the [California Department of Education Migrant web page](https://www.cde.ca.gov/sp/me/mt/) [↑](#footnote-ref-6)
7. [California Department of Education Data Reporting Office, *Glossary of Terms for English Learner Reports*](https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx), accessed April 4, 2024. [↑](#footnote-ref-7)
8. California Department of Education, [*About CAASPP and ELPAC*](https://caaspp-elpac.ets.org/caaspp/AboutCAASPP#sb), accessed September, 2024. [↑](#footnote-ref-8)
9. California Department of Education. 2015. *English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve,* Sacramento: California Department of Education, pg. 4. [↑](#footnote-ref-9)
10. Student scores are reported on overall achievement and by claims that focus on specific knowledge and skills. Overall, ELA and math achievement levels consist of: Level 1 – standard not met, Level 2 – standard nearly met, Level 3 – standard met and Level 4 – standard exceeded. The three scoring levels for the claim data include: below standard, near standard, and above standard. [↑](#footnote-ref-10)
11. English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments Results by Student Group for 2022–23. [↑](#footnote-ref-11)
12. California Department of Education. 2023. *Mathematics Framework for California Public Schools Kindergarten through Grade Twelve*, Sacramento: California Department of Education. [↑](#footnote-ref-12)
13. Moschkovich, Judit. 2012. “Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core.” *Understanding Language: Commissioned Papers on Language and Literacy Issues in the Common Core State Standards and Next Generation Science Standards*, April 5  2012. [↑](#footnote-ref-13)
14. Francis, David J., Mabel Rivera, Nonie Lesaux, Michael Kieffer, and Hector Rivera. 2006. *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. [↑](#footnote-ref-14)
15. California Department of Education. 2015. *English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve,* Sacramento: California Department of Education. [↑](#footnote-ref-15)
16. Hernandez, Donald J. 2011. Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation. Foundation for Child Development. The Annie E. Casey Foundation. [↑](#footnote-ref-16)
17. California Department of Education. 2021. California Preschool/Transitional Kindergarten Learning Foundations. Sacramento, California: California Department of Education. [↑](#footnote-ref-17)
18. Webster-Stratton, Carol and M. Jamila Reid. 2004. Strengthening Social and Emotional Competence in Young Children–The Foundation for Early School Readiness and Success: Incredible Years Classroom Social Skills and Problem-Solving Curriculum. *Infants and Young Children* 17, no. 2:96-113. [↑](#footnote-ref-18)
19. G. J. Duncan et al., “School Readiness and Later Achievement.” Developmental Psychology 43, no. 6 (November 2007): 1428; A. Claessens and M. Engel, “How Important Is Where You Start? Early Mathematics Knowledge and Later School Success,” Teachers College Record 115, no. 6 (June 2013): 1–29; T. Nguyen et al., “Which Preschool Mathematics Competencies Are Most Predictive of Fifth Grade Achievement?” Early Childhood Research Quarterly 36 (3rd quarter 2016): 550–560. [↑](#footnote-ref-19)
20. Hill, Laura E. and Hayes, Joseph M. 2007. [Out-of-School Immigrant Youth](http://www.ppic.org/content/pubs/report/R_407LHR.pdf) (accessed on November 14, 2016). Public Policy Institute of California. San Francisco, CA. [↑](#footnote-ref-20)
21. Graduation and Outcomes for Success for OSY. OSY Literature Review Update. Strategies Opportunities Services for Out-of-School Youth. [↑](#footnote-ref-21)
22. Holt K, Barzel R. 2013. Oral Health and Learning: When Children’s Oral Health Suffers, So Does Their Ability to Learn (3rd ed.). Washington, DC: National Maternal and Child Oral Health Resource Center. [↑](#footnote-ref-22)
23. Caspe, Margaret, M. Elena Lopez, and Cassandra Wolos. 2007. “Family Involvement in Elementary School Children’s’ Education.” *Family Involvement Makes a Difference.* Cambridge: Harvard Family Research Project, Harvard Graduate School of Education. [↑](#footnote-ref-23)
24. Kreider, Holly, Margaret Caspe, Susan Kennedy, and Heather Weiss. 2007. “Family Involvement in Middle and High School Students’ Education.” *Family Involvement Makes a Difference*. Cambridge: Harvard Family Research Project, Harvard Graduate School of Education. [↑](#footnote-ref-24)
25. Henderson, Anne T., and Karen Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Southwest Education Development Laboratory. [↑](#footnote-ref-25)
26. Reschly, A., & Christenson, S. L. 2006a. “Prediction of Dropout Among Students with Mild Disabilities: A Case for the Inclusion of Student Engagement Variables.” *Remedial and* *Special Education* *27*: 276–292. [↑](#footnote-ref-26)
27. Reschly, A., & Christenson, S. L. 2006b. “Promoting School Completion.” In *Children’s needs III: Understanding and Addressing the Developmental* *Needs of Children,* edited byG. Bear, & K. Minke. Bethesda, MD: National Association of School Psychologists. [↑](#footnote-ref-27)
28. Public Agenda. 1997. Getting by: What American Teenagers Really Think about Their Schools. New York: Public Agenda. [↑](#footnote-ref-28)
29. Roeser, R. W., Eccles, J. S., & Sameroff, A. J. 1998. Academic and Emotional Functioning in Early Adolescence: Longitudinal Relations, Patterns, and Prediction by Experience in Middle School. *Development and Psychopathology* 10(2): 321–352. [↑](#footnote-ref-29)
30. Skinner, E. A., Wellborn, J. G., & Connell, J. P. 1990. What it Takes to do well in School and Whether I’ve got it: The Role of Perceived Control in Children’s Engagement and School Achievement. *Journal of Educational Psychology* 82: 22–32. [↑](#footnote-ref-30)
31. Pianta, R.C., Hamre, B. K., & Allen, J. P. 2012. “Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions.” In *Handbook of Research on Student Engagement,* edited by S.L. Christenson, A. L. Reschly, & C. Wylie*.* New York, NY: Springer Science + Business Media. [↑](#footnote-ref-31)
32. Juvonen, J., Espinoza, G., & Knifsend C. 2012. “The Role of Peer Relationships in Student Academic and Extracurricular Engagement.” In *Handbook of Research on Student Engagement,* edited by S.L. Christenson, A. L. Reschly, & C. Wylie*.* New York, NY: Springer Science + Business Media. [↑](#footnote-ref-32)
33. Brown, R., & Evans, W. P. 2002. “Extracurricular Activity and Ethnicity: Creating Greater School Connection among Diverse Student Populations.” *Urban Education* 37: 41–58. [↑](#footnote-ref-33)