

MEMORANDUM

DATE: March 8, 2013

TO: MEMBERS, State Board of Education

FROM: TOM TORLAKSON, State Superintendent of Public Instruction

SUBJECT: Migrant Education Program State Parent Advisory Council Report for 2011–12

Summary of Key Issues

ANNUAL REPORT

The Migrant Education Program (MEP) State Parent Advisory Council (SPAC), required per California *Education Code (EC)* Section 54444.2(a)(2), is currently convened six times per year, by the California Department of Education, to provide the State Superintendent of Public Instruction (SSPI), advice on the planning, operation, and evaluation of the State MEP.

The SPAC is comprised of individuals knowledgeable of the needs of migrant children and must have 2/3 of members be migrant farmworker parents of children currently eligible for MEP services, per federal program eligibility guidelines. The SPAC presently includes 30 members from 21 of the 23 migrant regions across the State (The regions do not coincide with California's county boundaries but instead were defined by the location of large populations of migrant farmworker activity).

Per California *Education Code (EC)* Section 54444.2(a)(3)(B), the SPAC is required to prepare and submit a report to the Legislature, State Board of Education (SBE), SSPI, and the Governor regarding the status of the migrant education program. A copy of the full report is provided in Attachment 1. The 2012–13 report expands on recommendations provided in the 2010–12 report by providing analysis of student data and specific recommendations for program improvement based on effective local practices (identified in detail in the Appendix C).

GENERAL DESCRIPTION OF MIGRANT EDUCATION PROGRAM

The MEP is a federally funded program that provides supplemental (to all state and federal funds, i.e. Title I, and Title III) academic and health services to the children of migratory workers. Per *EC* 54442 eligible instructional activities are designed on a regular and extended yearly basis to identify and address academic deficiencies of migrant children. These include reading and mathematics activities, which may be provided in small group or individual instruction and through tutorial services. Health and welfare services are designed to identify, diagnose, and provide treatment for physical conditions that interfere with the learning processes of migrant children. The

MEP also provides services to alleviate the educational problems caused by repeated moves across states and school systems, such as assistance in credit accrual, graduation requirement counseling, and adapting to new curricula through immediate needs assessments. More information about the State Services Delivery Plan (SSDP) may be found at: <http://www.cde.ca.gov/sp/me/mt/ssdp.asp>.

Children qualify for MEP services if they or their parents are migrant workers (in certain fields), and their family moved for the purpose of finding temporary or seasonal employment during the past three years. If eligible, students may receive services from age three until they (1) attain a high school diploma or (2) turn 21. Students must re-qualify every three years. The Code of Federal Regulations (CFR) Section 20081(e) defines a Migratory Child as a child who is a migratory agricultural worker or a migratory fisher; or who, in the preceding 36 months, has moved from one school district to another in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher.

In California, the MEP began in 1973. Per *Education Code (EC)* Section 54443.1, MEP services, in California, are provided through a system of regional centers across the State. Presently, there are 23 regional centers. Fourteen centers provide services to multiple school districts and are administered by county offices of education. The remaining nine regions provide services through direct-funded school districts. Per *EC* Section 54443.1, agencies may apply to the CDE for designation as a MEP region. Per *EC* 54444.1, regional areas shall be located in areas with high concentrations of migrant and seasonal agricultural workers and fishermen.

Parent participation is a major component of the MEP. Every operating agency receiving federal MEP funds, except for those operating statewide contracts, must convene a parent advisory council (PAC). Thus, districts, regions, and the state must all have a PAC. A district PAC is comprised of parents of migrant children eligible for the MEP. A regional PAC is comprised of parents from the district PACs and of parents that have children in districts that do not operate the MEP but receive services from the region. However, neither state law nor regulations exist regarding the size of each PAC. Local operating agencies have all adopted their own bylaws to dictate size, governance, and nomination procedures. The state PAC, known as the SPAC, is comprised of as many as two representatives from each region from parents in the regional PACs. The purpose of the SPAC is to develop program goals and objectives, provide input to the state application, and the state evaluation of the program.

Attachment(s)

Attachment 1: State Parent Advisory Council: Identified Priorities and Recommendations: 2011–12 (42 pages)

STATE PARENT ADVISORY COUNCIL (SPAC)

Identified Priorities and Recommendations: 2011-2012

Final Recommendations for the Report of the State Parent
Advisory Council to the California State Superintendent of Public
Instruction, the State Board of Education and the State
Legislature

November 17, 2012

The 2011-2012 Report of Identified Priorities and Recommendations prepared by the State Parent Advisory Council for the California State Superintendent of Public Instruction, the State Board of Education and the State Legislature was backed by the California Department of Education, Migrant Education Program Office.

To obtain additional copies or more information about this report, please contact the Migrant Education Program Office, at the California Department of Education by phone at 916-319-0851.

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The California Department of Education, Migrant Education Program Office, thanks the State Parent Advisory Council (SPAC) for its participation and assistance in preparing the final recommendations for the Report of the State Migrant Parent Advisory Council.

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INTRODUCTION

The California Department of Education (CDE) completed and presented the State Superintendent of Public Instruction (SSPI) Tom Torlakson with the annual report of the State Parent Advisory Council (SPAC) for last year, 2010-11. In that report, the SPAC made several recommendations to the SSPI, for which the council was thanked. The SSPI noted that the recommendations must be backed by data and a more detailed explanation. To address the SSPI's concern, we would like to follow up on the recommendations from 2010-11 in this new SPAC report for 2011-12. The purpose of this document is to identify the SPAC's recommendations in order to provide an updated report to the SSPI, the State Legislature and the State Board of Education, based on the planning, operation and evaluation of the Migrant Education Program.

The State Parent Advisory Council (SPAC) respectfully submits this report to the SSPI, the State Board of Education and the State Legislature to provide a series of identified priorities and recommendations related to the academic success of all migrant students in the state, as specified in California Education Code, section 54444.2 (a)(3)(B)(c).

The SPAC participates in the planning, operation and evaluation of the Migrant Education Program (MEP). SPAC membership is comprised of individuals who are knowledgeable of the needs of migrant children and must be nominated and elected by the parents of migrant children eligible for the programs. At least two-thirds of the members of the SPAC are the parents of migrant children. The SPAC meets a minimum of six times per calendar year to provide input on issues relating to the operation of the program. Special meetings may be called at the discretion of the State Director, as specified in California Education Code, section 54444.2 (a)(2).

The mission of the Migrant Education Program is to assure that migrant students have the same opportunities to reach excellence and meet academic standards through support and academic services. Furthermore, it is a top expectation that the MEP is providing supplementary aid and learning opportunities for migrant students to support their achievements, graduation, and educational preparation for their careers.¹ The SPAC helps the Superintendent fulfill these goals.

The priorities and recommendations proposed in this report reflect key issues related to migrant education discussed in presentations at several SPAC meetings in 2012.

Demographic Data

Students from migrant families,² mainly those with parents working in agriculture-related industries, are a critical and significant subgroup of California's students. Some key ideas relating to this student population include:

¹ U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2010.

² A migrant student is defined according to the state's Migrant Education Program guidelines.

- During the 2010-11 school year, approximately 154,454 children (aged 3 through 21) were eligible to receive support services.
- Of these students, approximately 76,268 received specific supplemental services, ranging from academic, health and guidance assistance, offered by regional migrant education programs during the summer and intersession periods.
- Among the challenges faced by students that meet migrant education program eligibility is a high degree of mobility. Leaving school and not graduating is a concern and a risk for migrant students due to their high mobility.
- During the 2010-11 school year, approximately 80.5% of the general student population graduated with a high school diploma, whereas only 75.6% of migrant students accomplished this goal.
- The migrant education program in California includes a focus on assisting students who could not otherwise obtain an education, through programs for migrant out-of-school youth (OSY).
- During the 2010-11 school year, an estimated 22,105 OSY were identified as eligible for the migrant education program. These individuals have dropped out of school in the United States and did not complete their education in their native country.
- During the 2010-11 school year, approximately 50% of migrant students were considered English as a second language students, compared with 23.1% of non-migrant students in the state.

Addressing the needs of migrant students is a complex and necessary undertaking. The state is fortunate to count on the participation of parents, educators and policy makers to provide support services that address the varied challenges faced by this group of students.

At the request of the SPAC, the following data was compiled to complete the report about migrant students. It provides detailed information about the academic level of migrant students in California.

Focus Areas and Recommendations

The mission of the SPAC is to assist the SSPI in the planning and evaluation of the MEP. The focus areas and recommendations proposed in this report include academic performance, academic support, academic results and parent involvement.

I. ACADEMIC PERFORMANCE

This year, the SSPI requested that the SPAC review the academic performance data and make specific recommendations as to how to improve the program's operation. What follows is the academic performance data for migrant students, reviewed by the SPAC, along with the SPAC's new recommendations.

Some key facts about this migrant student population include:

California Standards Test (CST)³ within the Standardized Testing and Reporting (STAR) Program.

English/Language Arts (ELA). During the 2010-11 school year, approximately 31.7% of migrant students who took the CST ELA exam scored at the proficient or advanced level, compared with 54.1% of the general student population.

CST ELA	2010-11
MEP Students Tested	31.7%
All Students Tested	54.1%

Mathematics. During the 2010-11 school year, approximately 47.8% of migrant students who took the CST Mathematics exam scored at the proficient or advanced level, compared with 62% of the general student population.

CST Mathematics	2010-11
MEP Students Tested	47.8%
All Students Tested	62%

Algebra I. During the 2010-11 school year, approximately 25.1% of migrant students scored at the proficient or advanced level in the CST Algebra I exam, compared with 32.2% of the general student population.

CST Algebra I	2010-11
MEP Students Tested	25.1%
All Students Tested	32.2%

California English Language Development Test (CELDT). During the 2010-11 school year, 65% of migrant students classified as English Language Learners (ELL) scored intermediate or higher in the CELDT Annual Assessment. 69% of the general student population classified as ELL scored intermediate or higher.

CELDT	2010-11
MEP Students Tested	65%
All Students Tested	69.1%

³ Appendix A shows detailed CST data, by grade, of migrant students and the general population.

In the meeting held on November 17, 2012, the SPAC reviewed student migrant data and developed the following recommendations, which are based on best regional practices.

Recommendations – Academic Performance

- Achieve increased parent participation
- Identify the regions that had good results in all tests, separate regional data to focus on the needs of each region, explore their strategies and analyze data by region
- Provide psychologists for certain schools on given days according to student need

Teachers

- Train teachers about rigorous teaching strategies and about strategies that engage students in class
- Return to bilingual education applied in classrooms so that students learn more, understand better and achieve academic success
- Have tutors and highly qualified teachers who give additional instructional help to migrant students after school, on Saturdays and during the summer
- Provide counselors/tutors who could visit students' homes to offer support, teaching or tutoring to those students with no access to the programs
- Provide additional education aligned with the student's academic needs: homework, specific subject, counseling

English/Language Arts (ELA) and Mathematics

- Focus on an intensive English program for Pre-K through 12th grade
- Offer tutoring before and after school for Pre-K through 12th grade
- Depending on each student's level, classify their English-language proficiency (identified) with proper monitoring
- Assess the needs in Mathematics and English/Language Arts, by region
- Focus on Algebra during daily classes
- Provide support in Algebra for middle school students
- Offer Saturday School focused on Algebra concepts (grades 1-12)
- Offer university prep courses focused on Algebra concepts

- Provide more workshops for students with a focus on preparing them for university (AVID program)
- Examine the regional migrant budget to make Algebra a required course
- Support students so that they may improve their knowledge of the English language and Mathematics in all courses

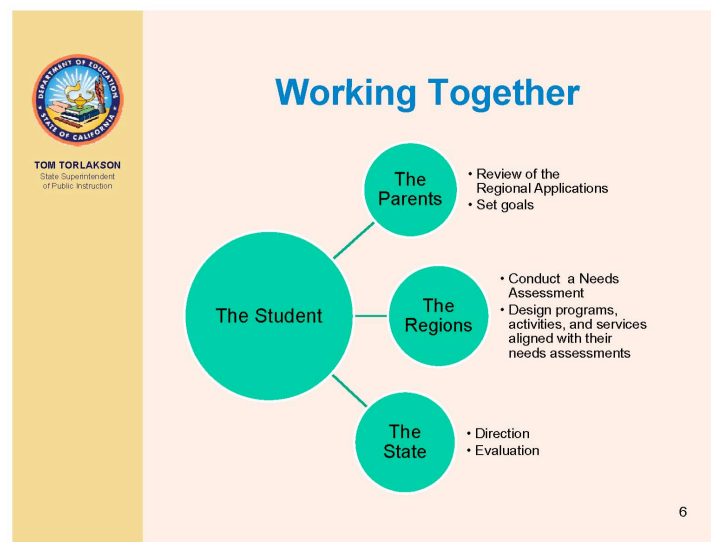
II. ACADEMIC SUPPORT

The Migrant Education Program (MEP) identifies the services provided by the state and defines the needs of migrant students. It examines the relationships between the program's design, implementation, and what influence parents have over how services are administered at the regional and district levels.

On September 15, 2012, Jacinto Salazar of WestEd presented information about how parents, the state and the regions work together to influence academic performance and the needs of migrant students, taking into account the Identified Priorities from the 2010-11 SPAC Report. The following key ideas were formulated from that presentation:

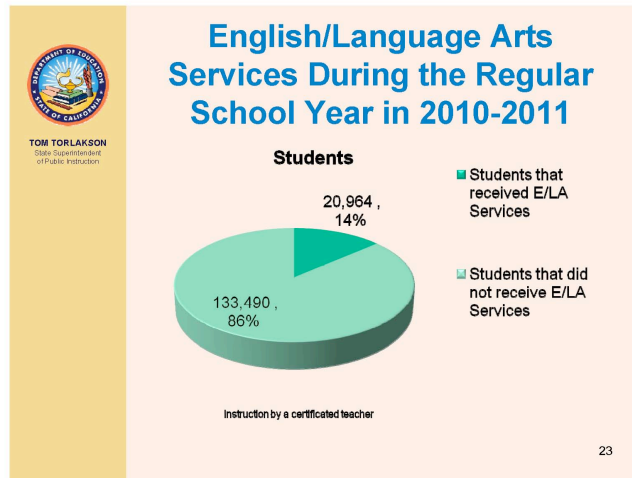
Parent Involvement

- Encourage parents at the state and regional level to participate in reviewing the Regional Application and District Services Agreement (RA/DSA).
- Show parents how to utilize the data from the Consolidated State Performance Report (CSPR) to assess how the regions and districts are serving their children.



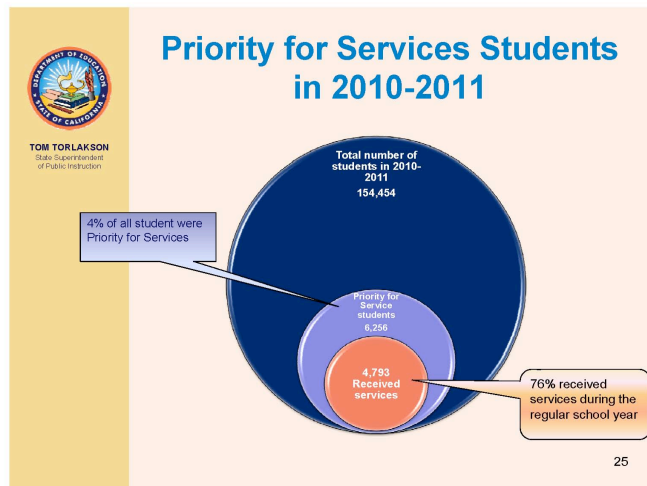
Examples of CSPR data that Parents can use

- English/Language Arts instruction by certified teachers was one of the areas that the SPAC defined as high priority.
- The statewide data demonstrate that only 14% of eligible students (aged 3 through 21) received English/Language Arts instruction during the 2010-11 school year.




Priority for Services (PFS) Students in 2010-2011

- The data show the percentage of migrant students who were identified as having priority to receive migrant services and it shows that only 4% of migrant students have PFS compared with the general population.
- The data demonstrate that 76% of PFS students received support services or academic services.



Limited English Proficient (LEP) Students in 2010-2011

- The data show the percentage of migrant students classified as LEP by grade during the 2010-11 school year. The 2010-11 SPAC Report identified a “Study Plan (curriculum) focusing on the students learning English” as a priority for parents.



TOM TORLAKSON
 State Superintendent
 of Public Instruction


Limited English Proficient (LEP) in 2010-2011

	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Totals	9,842	8,290	9,980	9,180	9,137	9,158	8,938	8,459	8,372	7,898	8,136	7,775	10,676	115,820
LEP	4,339	5,278	7,079	6,197	6,175	5,199	4,425	3,925	3,717	3,490	3,201	3,114	1,662	57,801
	44%	64%	71%	68%	68%	57%	50%	46%	44%	44%	39%	40%	16%	50%

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Counselors in the Migrant Education Program in 2010-2011

- The 2010-11 SPAC Report identified the need to have better-trained counselors, recognizing this as a high priority.
- The Migrant Education Program had 182 counselors during the 2010-11 school year and 131 counselors during the summer of the 2010-11 school year.



TOM TORLAKSON
 State Superintendent
 of Public Instruction

Counselors employed in the Migrant Education Program in 2010-2011

Regular School Year		Summer/Intersession	
Number of MEP funded staff in the Regular School Year	FTE in the Regular School Year	Number of MEP funded staff in Summer/ Intersession	FTE in Summer/Inter- session
182	85.87	131	70.85

2

Upon reviewing CSPR data, the SPAC made the following recommendations:

Recommendations – Academic Support

- Orientation for parents about all available programs and about other districts
- Get parents involved and inform them about the Regional Application and District Service Agreement (RA/DSA) in order to help students
- Meetings and assemblies of support between parents, teachers and students (more thorough communication) to inform them about how the Migrant Education Program works
- Mobile tech to support parents – technology/computer lab
- Training school personnel (teachers) so that they understand the needs of migrant students, instead of only having teacher aides
- Training teachers about Hispanic culture, migrant people, cultural understanding
- Use of Spanish in teaching (bilingual or multilingual education), increase knowledge of culture and of other necessary languages, and implement bilingual classes once again so that students get better grades
- Increase support time offered for help in the English language, identify which children need more support – reclassify students in terms of their level of English
- Summer courses focused on Mathematics and English/Language Arts
- Instruction before the students take state exams in order to better prepare them
- Motivational workshops for students
- More support before entry into 1st grade
- Four-year plan for every student high school student
- Full-time counselors in grades 6 through 12
- Community guide and liaison
- The CDE should take into account requests from parents to have workshops focused on Differentiated Instruction – provide workshops to the SPAC; members will then take the information to the regions

III. ACADEMIC RESULTS

A key expectation is that the MEP is providing supplemental opportunities of assistance and learning to migrant students to support their achievements, graduation and academic preparation for their careers.

Some key data about the migrant student population include:

California High School Exit Examination (CAHSEE) Test Results

English/Language Arts (ELA). In 2010-11, 66% of migrant students who took the English/Language Arts (ELA) CAHSEE exam for the first time in 10th grade passed the test, compared to 82% general population pass rate.

Test Results for 10th Grade ELA CAHSEE in 2010-11					
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
MEP Participating	5,976	3,958	66%	2,018	34%
All Students Tested	475,801	391,967	82%	83,834	18%

Mathematics. The results for the 10th grade Mathematics CAHSEE exam show that 76% of migrant students who took the test for the first time in 2010-11 passed the test, compared to 83% general population pass rate.

Test Results for 10th Grade Mathematics CAHSEE in 2010-11					
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
MEP Participating	5,946	4,517	76%	1,429	24%
All Students Tested	473,428	391,519	83%	81,909	17%

Upon reviewing the CAHSEE data, the SPAC made the following recommendations:

Recommendations – Academic Results

- Evaluate the final result of academic expectations – reasons and causes behind low results
- Request/create/have funds so that migrant students can study short/technical careers (for example: medical assistant, nurse, cosmetician, etc.)
- More time and support must be invested in the areas of most need, based on academic evaluations. Also, districts should offer practice tests for migrant students before they take statewide examinations (such as the CST), to yield higher scores
- Offer a high school prep class for students in grades 6 through 10 before they take the CAHSEE exam; class to be given before school, on Saturdays and in the summer
- Support services from the time a migrant student is identified and throughout his/her career as a student

- Increase number of hours in Pre-K/transitional program to improve academic achievement in Kindergarten
- Programs that help children learn to read before 1st grade
- Familiarize parents with their children’s academic level and with state/district/school test results
- Teachers must communicate with parents regarding dates, examination information and offer support via email
- Create a phone book “app” with information/data
- Small-group instruction
- Evaluation (before, during and after the program)
- Evaluate the teacher, student and program
- Preparation for taking tests on a computer
- Whether the “activity” is effective or not, and why – evaluate the program’s effectiveness

IV. PARENT INVOLVEMENT

Parent involvement in the education of migrant students is critical. Academic Parent-Teacher Teams (APTTs) between parents and teachers provide an effective structure focused on student learning, to foster communication and interaction between the family and the school. Teachers are trained in terms of academics and education, and parents complement the effort through preparation and practice with the students at home.

On July 28, 2012, Maria Paredes of WestEd presented information about the collaboration between parents and teachers that affects the academic achievements of migrant students. The following key ideas were formulated from that presentation:

Objectives

- Improve students’ levels of academic achievement through more frequent and higher quality interactions and communication between parents and teachers.
- Implement a collaboration model geared to training parents and increasing their knowledge as members of the education team.
- Establish high expectations between teachers and families to improve students’ academic achievement.

Effective Family Engagement: Positive Outcomes

Studies show that family engagement leads to:

- Higher grades and test scores
- Enrollment in higher-level programs/classes
- Grade level success
- Improved attendance
- Better social skills and behavior
- On-time graduation and post-secondary registration

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Current Efforts



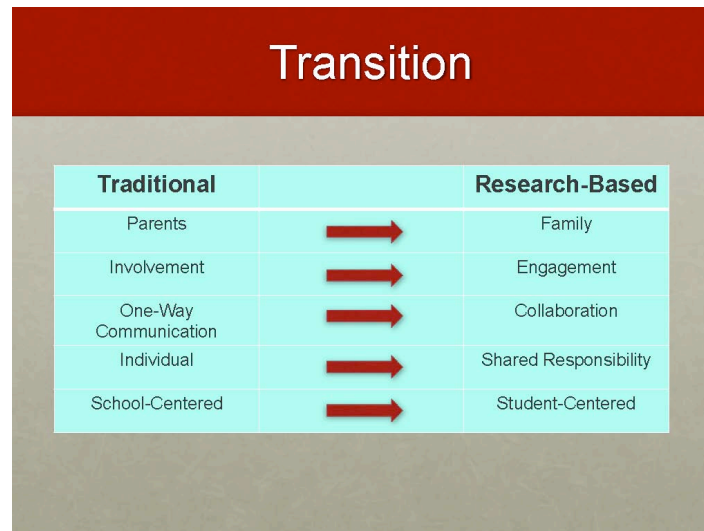
Random



Compliance-Based



Student-Centered



After evaluating parent involvement in the MEP, the SPAC made the following recommendations:

Recommendations – Parent Involvement

- Educate parents as to how to solve their children’s problems: academic, discipline, community involvement/participation (become volunteers), parent-teacher communication – an academic orientation for parents so that they may help their children graduate
- Training about the academic system
- Training for teachers to help explain academic results to parents
- More workshops for parents about acronyms, programs, significance of the examinations and all available programs, as orientation and motivation
- Adequate translators from the district and the Migrant Education Program for parents who do not speak English
- On the first day of classes, meet the students’ teachers and establish communication (build a relationship with the teachers)
- Survey and Brochure
 - Conduct a survey of migrant students regarding their parents’ involvement in their education and announce the results
 - Design a brochure with photos and stories about migrant students (those who start out in the program and those who have just graduated) showing the results of recent graduates – distribute the brochure among all migrant parents

- Increase parent involvement:
 - Hold parent-student-teacher conferences by group to distribute information in a confidential manner (use numbers, not names)
 - Have a commitment of involvement between parents, student and teacher
 - Identify PFS children and have teachers explain to parents how they can help
 - Form teams of parents, teachers and students to motivate parents to be mentors for their children. Teachers are advising a new generation of parents
- Invite teachers to Regional Parent Advisory Committee (RAC) meetings to explain how they teach students, how they get parents involved and how they work with each student/grade
- Invite presenters to speak about topics of interest to parents:
 - Bullying and parents' rights, parent/school obligations
 - Entry requirements to attend university
 - Safety/supervision in the schools
 - Attract more parents to school district meetings: have children participate through poetry, dance, recognition, etc.
- Facilitate access to school directors, who should be required to speak Spanish
- Coffee meetings with the director, teachers, etc. to inform parents about varied topics
 - Interact with the director
 - Parents show up when there are raffles, food, etc., something that motivates them to attend
- Resources for adult education (adult school, community centers, GED) – instruction for reading and writing
- Include the Migrant Education Program in the Local Educational Agency (LEA) Plan
- Show respect towards all parents, especially those who are SPAC members
- Go back to holding 12 meetings per calendar year or, at the very least, hold day-long meetings
- A statewide conference is very important
- Hire affable teachers, with parents taking part in the interview process

CONCLUSION

The SPAC invested a considerable amount of time and effort to gain a better understanding of the complex data and information available regarding the Migrant Education Program. From what was learned and through personal experience as parents of migrant students, the Council developed the recommendations included in this report, to be taken into consideration in state planning to improve migrant education.

APPENDIX A – 2011 CST TEST RESULTS

2011 CST English/Language Arts – Migrant Students

Result Type / Grade	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	7,308	6,588	6,751	6,665	6,367	6,241	6,313	5,748	5,796	5,928	
% of Enrollment	1.6 %	1.4 %	1.5 %	1.4 %	1.4 %	1.3 %	1.3 %	1.1 %	1.2 %	1.3 %	
Students with Scores	7,294	6,586	6,746	6,659	6,365	6,236	6,304	5,737	5,777	5,910	
Mean Scale Score	325.6	310.1	336.3	326.6	326.3	326.1	328.9	326.8	317.1	311.5	
% Advanced	11 %	5 %	16 %	10 %	9 %	7 %	11 %	10 %	6 %	7 %	
% Proficient	24 %	19 %	25 %	24 %	22 %	27 %	23 %	23 %	19 %	18 %	
% Basic	29 %	32 %	32 %	33 %	38 %	34 %	34 %	36 %	38 %	34 %	
% Below Basic	21 %	24 %	19 %	19 %	21 %	19 %	18 %	20 %	23 %	22 %	
% Far Below Basic	16 %	19 %	8 %	14 %	10 %	13 %	13 %	12 %	14 %	20 %	

2011 CST English/Language Arts – All Students

Result Type / Grade	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	463,191	438,641	432,641	436,838	432,055	436,542	441,289	478,071	466,937	446,860	
% of Enrollment	98.5%	94.7 %	93.2 %	92.8 %	93.0 %	93.3 %	93.5 %	94.1 %	94.3 %	94.5 %	
Students with Scores	462,432	437,697	432,356	436,554	431,719	436,002	440,587	476,644	465,457	445,361	
Mean Scale Score	359.5	345.3	371.6	362.0	358.4	360.3	361.8	357.7	346.4	341.7	
% Advanced	27 %	18 %	37 %	30 %	27%	24%	30 %	28 %	21 %	21 %	
% Proficient	29 %	28 %	27 %	29 %	28 %	33 %	27 %	27 %	27 %	24 %	
% Basic	23 %	29%	23 %	25 %	29 %	26 %	26 %	26 %	30 %	28 %	
% Below Basic	12 %	16 %	9 %	10 %	11 %	11 %	11 %	11 %	14 %	14 %	
% Far Below Basic	8 %	8 %	3 %	6 %	4 %	6 %	7 %	8 %	9 %	12 %	

2011 CST Mathematics – Migrant Students

Result Type / Grade	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	7,301	6,635	6,821	6,708	6,395	6,064					
% of Enrollment	1.6 %	1.4 %	1.5 %	1.4 %	1.4 %	1.3 %					
Students with Scores	7,285	6,629	6,816	6,704	6,386	6,062					
Mean Scale Score	351.6	367.0	361.4	360.6	332.5	334.1					
% Advanced	21 %	26 %	30 %	22 %	11 %	9 %					
% Proficient	30 %	28 %	29 %	28 %	25 %	26 %					
% Basic	21 %	25 %	22 %	26 %	30%	33 %					
% Below Basic	20%	17 %	16 %	18 %	25 %	24 %					
% Far Below Basic	7 %	4%	3 %	6 %	10 %	7 %					

2011 CST Mathematics – All Students

Result Type / Grade	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	462,867	440,278	436,368	440,150	433,430	400,772					
% of Enrollment	98.5 %	95.1 %	94.0 %	93.5 %	93.3 %	85.7 %					
Students with Scores	461,905	439,600	436,035	439,787	433,043	400,215					
Mean Scale Score	382.2	400.6	392.2	392.6	364.6	354.9					
% Advanced	36 %	41 %	45 %	34 %	24 %	18%					
% Proficient	30 %	27 %	26 %	29 %	29 %	32 %					
% Basic	17 %	19 %	17 %	20 %	25 %	28 %					
% Below Basic	13 %	11 %	10%	13 %	17 %	17 %					
% Far Below Basic	4 %	2 %	2 %	4 %	5 %	5 %					

APPENDIX

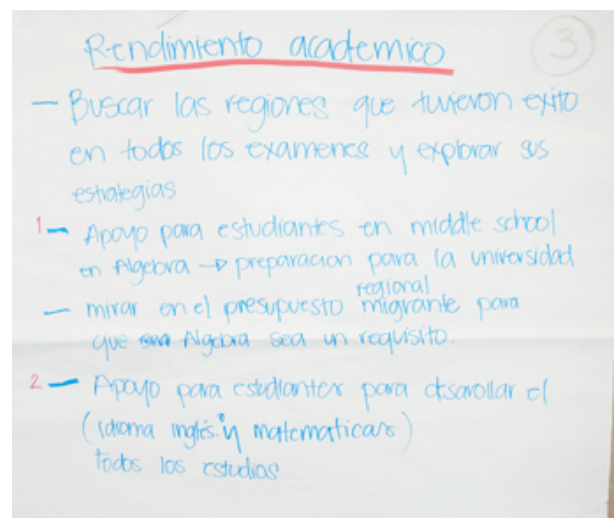
Transcribed Notes of Recommendations from SPAC Meeting held in Sacramento on November 17, 2012 (with photos of notes from the meeting)

ACADEMIC PERFORMANCE

- Parent involvement
- Identify the regions that had good results in all tests, separate regional data to focus on the needs of each region, explore their strategies and analyze data by region
- Psychologists for certain schools on given days according to student need

Teachers

- Train teachers about rigorous teaching strategies and about strategies that engage students in class
- Return to bilingual education applied in classrooms so that students learn more, understand better and achieve academic success
- Tutors and highly qualified teachers who give additional instructional help to migrant students after school, on Saturdays and during the summer

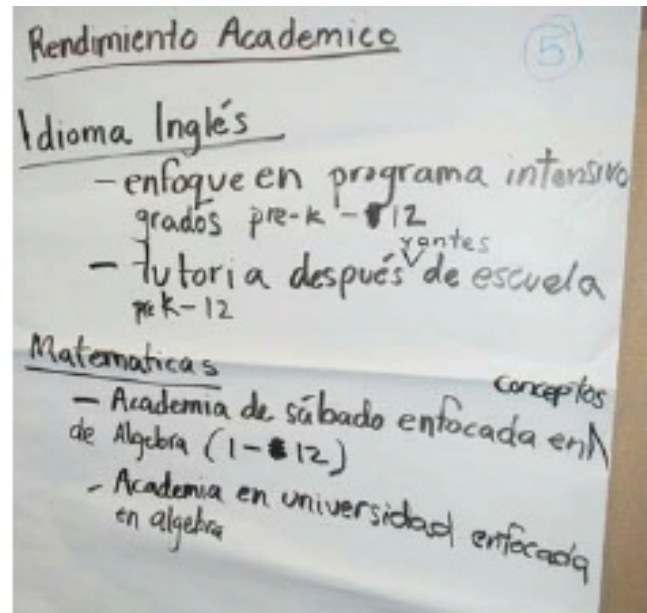


- Counselors/tutors who could visit students' homes to offer support, teaching or tutoring to those students with no access to the programs
- Additional education aligned with the student's academic needs: homework, specific subject, counseling

English/Language Arts (ELA) and Mathematics

- Focus on an intensive English program for Pre-K through 12th grade
- Tutoring before and after school for Pre-K through 12th grade
- Depending on each student's level, classify their English-language proficiency (identified) with proper monitoring
- Assess the needs in Mathematics and English/Language Arts, by region

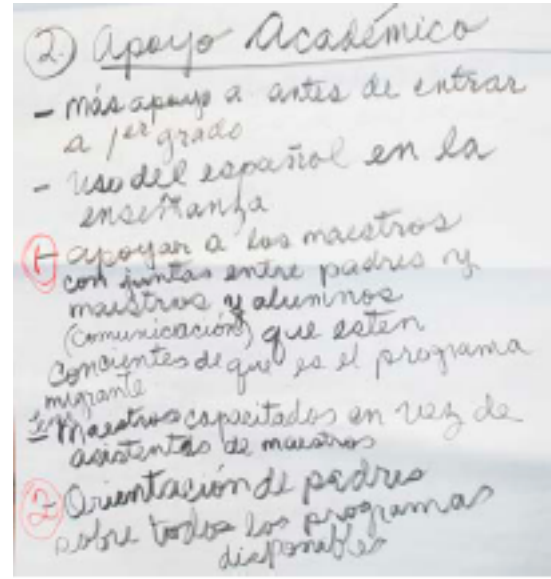
- Focus on Algebra during daily classes
- Provide support in Algebra for middle school students
- Saturday School focused on Algebra concepts (grades 1-12)
- Offer university prep courses focused on Algebra concepts
- More workshops for students with a focus on preparing them for university (AVID program)
- Examine the regional migrant budget to make Algebra a required course
- Support students so that they may improve their knowledge of the English language and Mathematics in all courses



ACADEMIC SUPPORT

- Orientation for parents about all available programs and about other districts
- Get parents involved and inform them about the Regional Application and District Service Agreement (RA/DSA) in order to help students
- Meetings and assemblies of support between parents, teachers and students (more thorough communication) to inform them about how the Migrant Education Program works
- Mobile tech to support parents – technology/computer lab
- Training school personnel (teachers) so that they understand the needs of migrant students, instead of only having teacher aides
- Training teachers about Hispanic culture, migrant people, cultural understanding
- Use of Spanish in teaching (bilingual or multilingual education), increase knowledge of culture and of other necessary languages, and implement bilingual classes once again so that students get better grades
- Increase support time offered for help in the English language, identify which children need more support – reclassify students in terms of their level of English
- Summer courses focused on Mathematics and English/Language Arts

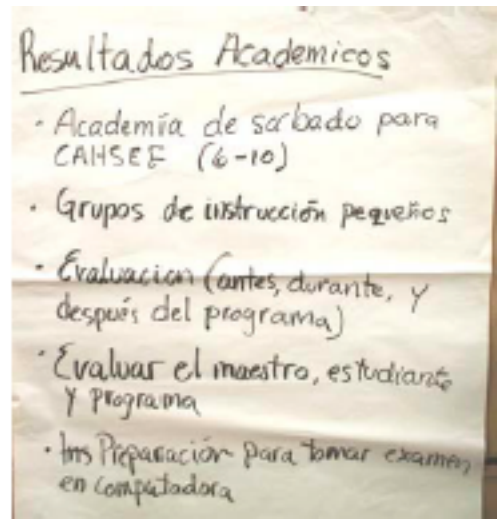
- Instruction before the students take state exams in order to better prepare them
- Motivational workshops for students
- More support before entry into 1st grade
- Four-year plan for every high school student
- Full-time counselors in grades 6 through 12
- Community guide and liaison
- The CDE should take into account requests from parents to have workshops focused on Differentiated Instruction – provide workshops to the SPAC; members will then take the information to the regions



ACADEMIC RESULTS

- Evaluate the final result of academic expectations – reasons and causes behind low results
- Request/create/have funds so that migrant students can study short/technical careers (for example: medical assistant, nurse, cosmetician, etc.)
- More time and support must be invested in the areas of most need, based on academic evaluations. Also, districts should offer practice tests for migrant students before they take statewide examinations (such as the CST), to yield higher scores
- Offer a high school prep class for students in grades 6 through 10 before they take the CAHSEE exam; class to be given before school, on Saturdays and in the summer
- Support services from the time a migrant student is identified and throughout his/her career as a student
- Increase number of hours in Pre-K/transitional program to improve academic achievement in Kindergarten
- Programs that help children learn to read before 1st grade
- Familiarize parents with their children's academic level and with state/district/school test results
- Teachers must communicate with parents regarding dates, examination information and offer support via email

- Create a phone book “app” with information/data
- Small-group instruction
- Evaluation (before, during and after the program)
- Evaluate the teacher, student and program
- Preparation for taking tests on a computer
- Whether the “activity” is effective or not, and why – evaluate the program’s effectiveness



PARENT INVOLVEMENT

- Educate parents as to how to solve their children’s problems: academic, discipline, community involvement/participation (become volunteers), parent-teacher communication – an academic orientation for parents so that they may help their children graduate
- Training about the academic system
- Training for teachers to help explain academic results to parents
- More workshops for parents about acronyms, programs, significance of the examinations and all available programs, as orientation and motivation
- Adequate translators from the district and the Migrant Education Program for parents who do not speak English
- On the first day of classes, meet the students’ teachers and establish communication (build a relationship with the teachers)
- Survey and Brochure
 - Conduct a survey of migrant students regarding their parents’ involvement in their education and announce the results
 - Design a brochure with photos and stories about migrant students (those who start out in the program and those who have just graduated) showing the results of recent graduates – distribute the brochure among all migrant parents
- Increase parent involvement:
 - Hold parent-student-teacher conferences by group to distribute information in a confidential manner (use numbers, not names)

- Have a commitment of involvement between parents, student and teacher
- Identify PFS children and have teachers explain to parents how they can help
- Form teams of parents, teachers and students to motivate parents to be mentors for their children. Teachers are advising a new generation of parents

- Invite teachers to Regional Parent Advisory Committee (RAC) meetings to explain how they teach students, how they get parents involved and how they work with each student/grade

- Invite presenters to speak about topics of interest to parents:

- Bullying and parents' rights, parent/school obligations
- Entry requirements to attend university
- Safety/supervision in the schools
- Attract more parents to school district meetings: have children participate through poetry, dance, recognition, etc.

- Facilitate access to school directors, who should be required to speak Spanish

- Coffee meetings with the director, teachers, etc. to inform parents about varied topics

- Interact with the director
- Parents show up when there are raffles, food, etc., something that motivates them to attend

- Resources for adult education (adult school, community centers, GED) – instruction for reading and writing

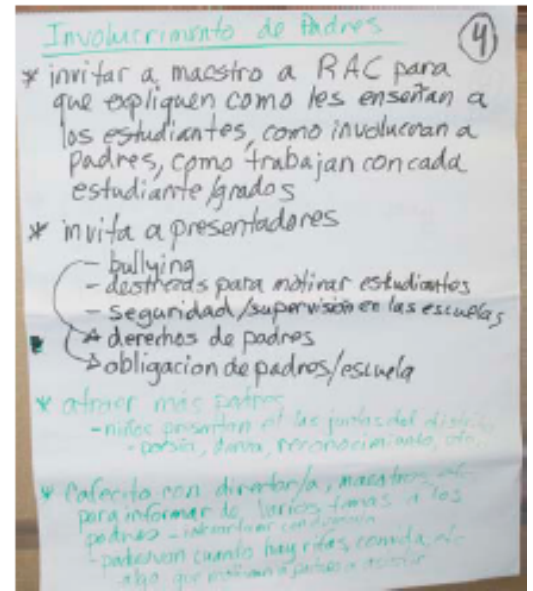
- Include the Migrant Education Program in the Local Educational Agency (LEA) Plan

- Show respect towards all parents, especially those who are SPAC members

- Go back to holding 12 meetings per calendar year or, at the very least, hold day-long meetings

- A statewide conference is very important

- Hire affable teachers, with parents taking part in the interview process



APPENDIX C

Regional Responses

In preparation for the meeting of the State Parent Advisory Council (SPAC) held on November 17, 2012, individual SPAC members researched and prepared responses to the following four questions:

1. Give a brief background description of your region (location, number of students, number of districts).
2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?
3. How are the parents involved in setting priorities?
4. How are parents supported to meet their student's needs?

The responses to these questions provided information and contributed to the findings of the 2011-12 report.

This appendix (C) includes the responses, given to the CDE by the individual SPAC members.



Regional Responses – Region 5

1. Give a brief background description of your region (location, number of students, number of districts).

Region V serves the majority of Kern County's geographical area. The most pronounced feature of the region geographically are the large distances to be traveled. For instance we serve schools to the east that are 153 miles round trip from our office and schools to the west that are 98 miles round trip.

The region serves about 8000 migrant students in 30 school districts. There are thirteen service agreements with participating districts, in the rest of the area services are provided directly to students and families.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

In keeping with CDE guidance, each of these areas have top priority. We have we have developed goals in each area, have plans working to meet the goals in each area.

3. How are the parents involved in setting priorities?

Through local PACs and regional RAC parents express their ideas and desires in terms of prioritizing. At the regional level discussions about prioritizing occur especially during the parent retreat while developing the regional application.

4. How are parents supported to meet their student's needs?

-Home-based preschool visits-activities and demonstration of ways to help meet child's needs

-Home-based visit programs – (middle-school-at-risk, eighth grade transition, summer transition, community liaison- ILP conference)- parents receive information and consulting about helping their students to navigate the school system, improve study sills, and find resources to assist their children be successful in school.

-Regional Parent Conference – speakers present on wide range of topics to assist children with health, well being, and academic issues- help parents in their advocacy roles

-State Parent Conference – speakers present on wide range of topics to assist parents support their children’s progress in school and general well being along with workshops to help parents be better advocates and supporters of schools systems as well

-Local PAC & RAC meeting- staff and speakers help parents understand assessment information, school improvement information, support resources available, family resource centers

-Family Days

–participating parents of pre-school children complete a course in early literacy development-culminating experience provides guided practice in the skills learned in the session

-participating parents of middle school children complete a course in family communication, goal setting and planning for academic futures

-Project PADRE-parents prepare themselves to be community advocates and work with other parents in a variety of topics of interest – these parents will be in turn providing support to others parents

-Family Nights – various districts within the region sponsor Family Nights, often with the help of Mini-Corps to help families improve home literacy/math skills

-UCLA Parent Participation – Parent learn about supporting their students in preparing for collage and career

-Family Advocacy Day – Parents and students explore college life and preparation for and support for students

-Dental Clinic-TzChi Health Clinics – parents are assisted in helping to meet their children’s health needs

-Social Outreach services and 1-800 Hotline services – assist parents meet their children’s health and well being needs when other avenues been exhausted

Regional Responses – Region 7

1. Give a brief background description of your region (location, number of students, number of districts).

Region VII is located in southern California and is made up of two counties, San Bernardino and Riverside. It offers services to 3,675 migrant students and spans six districts: Desert Sands, Palo Verde, Perris, Desert Hot Springs and Coachella Valley.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

All of those just mentioned and also to help reduce the interruptions in education, health, housing, and continue to invite more parents to the meetings and explain to them that their participation is vital for their children.

3. How are the parents involved in setting priorities?

Firstly, they are invited to participate in meetings. We explain to them how a meeting is carried out: information is shared, we are asked what actions will be taken and we make decisions.

4. How are parents supported to meet their student's needs?

They are informed about the services offered through the program and that every parent asks for help for their students according to their needs by addressing the person in charge of their schools.

Regional Responses – Region 8

1. Give a brief background description of your region (location, number of students, number of districts).

Region 8 is located in Tulare and Kings counties. It has 51 school districts, 49 of which have service agreements – 2 do not – serving 11,000 students.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

The priority in Region 8 is that all students receive supplemental help so that they meet their goals first, graduate and go on to university.

3. How are the parents involved in setting priorities?

The parents receive training and parents give their opinions about how to help our migrant children.

4. How are parents supported to meet their student's needs?

First of all, by receiving instruction through various training workshops.

Regional Responses – Region 11

Region 11 – Maria Torres

1. Give a brief background description of your region (location, number of students, number of districts).

Region 11 is located in Santa Cruz County, on the coast. There are 4,830 migrant students in our region. Our region is direct-funded with only one district. We belong to the Pajaro Valley Unified School District.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

The region has the following priorities:

- Kindergarten readiness
- Development of English skills, and reclassification to fluent in English
- Development of reading skills in English and in Spanish
- Mathematics
- Ensure students' health – dental, medical and vision
- Graduation from high school (credits and exit examination)
- Out-of-school youth (OSY)
- Parent involvement

3. How are the parents involved in setting priorities?

Each year, the director prepares a report about the needs, priorities, services and results that have been implemented. Upon review of this year's achievements, we work with the director to define the priorities for the following year. Then the director creates a budget based on these priorities. To review each part of the budget, we have more meetings, where we ask questions and make recommendations.

4. How are parents supported to meet their student's needs?

The parents in the region participate in many meetings, seminars and presentations, where they receive information about their children's needs, progress, grades and examinations. At the schools, teachers of migrant students hold one meeting per month; also, the Migrant Parent Advisory Council holds a meeting each month. The Migrant Education Program trains us to interpret this information and gives us recommendations about how to offer support to our children – for example, meet with the teacher and counselor. Furthermore, they provide us with a list of agencies in the community that can help us.

Regional Responses – Region 11 (continued)

Region 11 – Martin Parra

1. Give a brief background description of your region (location, number of students, number of districts).

Region 11 is located in Santa Cruz County, on the coast. There are 4,830 migrant students in our region. Our region is direct-funded with only one district. We belong to the Pajaro Valley Unified School District.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

The region has the following priorities:

- Kindergarten readiness
- Development of English skills, and reclassification to fluent in English
- Development of reading skills in English and in Spanish
- Mathematics
- Ensure students' health – dental, medical and vision
- Graduation from high school (credits and exit examination)
- Out-of-school youth (OSY)
- Parent involvement

3. How are the parents involved in setting priorities?

Each year, the director prepares a report about the needs, priorities, services and results that have been implemented. Upon review of this year's achievements, we work with the director to define the priorities for the following year. Then the director creates a budget based on these priorities. To review each part of the budget, we have more meetings, where we ask questions and make recommendations.

4. How are parents supported to meet their student's needs?

The parents in the region participate in many meetings, seminars and presentations, where they receive information about their children's needs, progress, grades and examinations. At the schools, teachers of migrant students hold one meeting per month; also, the Migrant Parent Advisory Council holds a meeting each month. The Migrant Education Program trains us to interpret this information and gives us recommendations about how to offer support to our children – for example, meet with the teacher and counselor. Furthermore, they provide us with a list of agencies in the community that can help us.

Regional Responses – Region 14

1. Give a brief background description of your region (location, number of students, number of districts).

Region 14 is in Delano, 2,200 students, two high school and elementary school districts.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

High School: English/Language Arts, Mathematics, graduation, preparation for university, parent involvement.

Elementary School: English/Language Arts, Mathematics, school readiness, parent involvement from Pre-K onwards.

3. How are the parents involved in setting priorities?

At RAC/PAC meetings, there are discussions about what services are offered and questionnaires about services we would like to receive.

4. How are parents supported to meet their student's needs?

Through educational services, tutoring, trips to the school, night activities for parents, summer school, academic camps, counseling, tutoring in English and mathematics, tutoring towards graduation, credit recovery, university.

Regional Responses – Region 16

1. Give a brief background description of your region (location, number of students, number of districts).

At present, Region 16 has approximately 12,500 students. The region is located in Monterey County, in the Office of Education. The region has 24 districts with migrant students who live throughout Monterey County.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

The priorities are: English, Mathematics, high school graduation, out-of-school youth, parent involvement in meetings, workshops, conferences and health.

3. How are the parents involved in setting priorities?

In Region 16, we the parents meet with administrators and personnel to work all together towards the same objectives and needs, and each year we evaluate our level of involvement and whether the goals were reached.

4. How are parents supported to meet their student's needs?

The region has a group of parent mentors who give workshops to teach parents from different districts how to guide or teach other parents. We have trainings to assist students with their needs and also provide or give presentations about available resources in their cities in order to help parents.

Regional Responses – Region 18

1. Give a brief background description of your region (location, number of students, number of districts).

Region 18 serves 1,733 students from preschool to grade 12. It is located in Santa Barbara County and serves 6 districts in the Santa Barbara Central Coast, towards the north in Paso Robles, with different districts around it.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

One of our goals is to prepare all students, in their different levels of education, to attain a high academic achievement so that they can make progress and reach success in their studies, with skills in the subjects already mentioned, and also to implement programs for parents that allow them to help with the academic achievement of their children.

3. How are the parents involved in setting priorities?

Our districts and the region have a board of directors, which lets us participate, review and approve budgets in different components. We formulate plans that allow the objectives in our region to be met, with our suggestions. Sometimes they are met and sometimes they are not; it all depends on our budget and how it is allocated.

4. How are parents supported to meet their student's needs?

With different opportunities of support that allow us to help our students in technical areas, in their academic development, such as homework, working with them at home, in Saturday schools, in conferences, with workshops, with information at our district and regional meetings.

Regional Responses – Region 21

1. Give a brief background description of your region (location, number of students, number of districts).

Migrant Education Region 21 is located in Kern County in the California Central Valley area. Region 21 is made up of only one district, Bakersfield City School District (BCSD), with 41 schools. Until November 2012, the region serves 2,220 students, divided into Kindergarten through 8th grade, OSY and Pre-K, which are served according to their needs (section 54443).

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

A priority of Migrant Education Region 21 is to be in compliance with the migrant education program law, as specified in section 54442, and provide all necessary services to migrant students and their families, with the goal of achieving academic success. Region 21 focuses on all aspects of the statewide plan and the migrant education program law, and provides the following:

- Supplemental services of academic instruction and specific tutoring and students learning, focused particularly on the needs of migrant students, such as written and verbal communication, English/language arts, reading and mathematics. All academic services that often are not offered with sufficient time or quality during the regular school year due to the excessive number of students per classroom and the special situations of migrant children due to their mobility, and language barriers, as well as a lack of knowledge about the school system and culture of this country.

Regional Responses – Region 21 (continued)

- Preparation for school, focused on child development, social development, development of language and psychomotor skills, among others.
- Healthcare and wellness services for migrant families and students. The region provides these services: dental, vision, emotional and any other health condition that impedes the student from performing adequately in his academic learning program. Region 21 works with community resources in order to address our families' needs. Healthcare services provided by the Migrant Education Program are extremely important, given that due to the special conditions of migrant families, these services are often the only option for them, without forgetting the close-knit and undeniable relationship between a student's health and his academic performance.
- Professional development and cultural proficiency for teachers and personnel who provide inspection and supervision for migrant students and, thus, satisfy the specific needs of migrant children (section 54442).
- Support services for students and their families, such as transportation and coordination of programs.
- Region 21 only goes up to grade 8, but we always offer workshops and invite high school counselors to inform parents about the requirements for students to graduate from high school and be accepted by a university. In those workshops for parents and 8th grade students, written information is handed out and assistance is given to families for organizing a 4-year plan to make sure that their student can graduate with the grades and GPA necessary for gaining acceptance into a university.
- Out-of-school youth (OSY) were recruited to finish their studies and in some cases, those young people have not only graduated from high school or obtained their GED, but they are at state universities today working towards their bachelor's degrees and even their doctorates.
- Parent participation and involvement is not only a priority but a reality for Region 21, since through workshops, trainings, district conferences, the region, the state and the community, the parents of the region are active participants in their schools, district and region.

All of the aforementioned is in accordance not only with the law that governs the Migrant Education Program, but also directly aligned with the LEA plan of the BCSD.

Regional Responses – Region 21 (continued)

3. How are the parents involved in setting priorities?

The parents of Region 21 take part in trainings and data academies, where they learn anything from how to read their children's grades, how to speak proactively with their children's teachers, and how to understand the district benchmarks. That way, they can give their opinion about what is most important for their children's academic success and also, the family and the region can focus on providing adequate services for these priorities.

4. How are parents supported to meet their student's needs?

The parents of Region 21 receive support from the region and district in terms of gaining a better understanding of their children's educational system and academic expectations. Parents participate in trainings, such as, but not limited to: academic standards, understanding district benchmark results, results of statewide examinations, how to understand and navigate the school system proactively, how to advocate for their students, partner with their school in their children's education, effective parent-teacher conferences, how to actively participate in councils and committees at their schools, the district, the region and the community, parent rights and responsibilities, requirements for your child to graduate from high school, requirements for your child to enter university, health and nutrition, physical activity and their health, emotional health, family communication, how to make decisions and plan family and personal educational goals, discipline with love, domestic violence prevention, school readiness, English classes, literacy classes, support for obtaining their GED, resources and contacts in the community, parents sharing information with other parents, up-to-date resources and information about migration and deferred action.

Regional Responses – Region 22

1. Give a brief background description of your region (location, number of students, number of districts).

Region 22 serves 3,103 migrant children ages 3 through 14 (preschool through 8th grade) in Santa Maria Valley. Santa Maria Valley is located in the vineyards of California's Central Coast, north of Santa Barbara County. Santa Maria-Bonita is a direct-funded district with its own migrant region. The Santa Maria-Bonita School District serves more than 15,500 students from preschool age through 8th grade in 19 schools (15 elementary schools and 4 junior high schools). Nine State Preschool Programs, a Head Start program, a preschool for migrant children and a seasonal child care program for migrant children through Head Start are being housed in nine of our schools.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

One of our goals is to prepare preschool-age children for Kindergarten so that they may attain high academic achievement that allows them to make progress and be successful during Kindergarten. Through our programs, we provide our preschool-age children with opportunities to increase their self esteem and their vocabulary in the English and Spanish languages. Region 22 offers an intensive program that helps children develop in English/Language Arts and Mathematics skills through extended-day programs, Saturday school, summer school, homework club, Algebra academy. In addition, it provides academic support for students in Mathematics and ELD (English-Language Development).

3. How are the parents involved in setting priorities?

Region 22 has two active groups of parents: the Regional Parent Advisory Council, which is composed of five officials, and the Migrant Parent Advisory Council, composed of two migrant parents from each of the 15 elementary schools and the four junior high schools. Region 22 has monthly meetings with both groups of parents with the objective of reviewing and approving budgets, regional plans, providing important information to meet the regional goals, putting together priority programs and providing suggestions for parents and students. The regional representatives and officials are also an important part in the planning of the regional negotiation and application.

Regional Responses – Region 22 (continued)

4. How are parents supported to meet their student's needs?

Region 22 provides parents with multiple opportunities to help their children. Among them: techniques to help their children learn English, help them with their homework, how to help them with the child's socio-emotional development and how to become more involved with the school. Also, parents receive adult education classes so that they can help with family literature in their native language and also so that they may acquire skills in the English language. Parents are involved in the trainings and workshops provided by the regional office, such as: nutrition, healthcare/dental, drug and gang prevention, child development, how the school system works (PIQE), how to be good parents (without yelling), discipline, computer classes, etc.

Regional Responses – Region 24

1. Give a brief background description of your region (location, number of students, number of districts).

Region 24 has one district; we have 1,476 students for the 2011-2012 school year.

2. What are the top priorities for your region (for example: School Readiness, English/Language Arts, Mathematics, High School Graduation, Health, Out-of-School Youth and Parent Involvement)?

All the priorities are important. Right now we have a program in which all parents attend with the children and receive education about several topics for a minimum of 12 hours per week (only the parents).

3. How are the parents involved in setting priorities?

At a RAC meeting, the director discusses information and the application for services that is sent to the state. Parents have the opportunity of giving their advice and suggesting services that are necessary in our region.

4. How are parents supported to meet their student's needs?

They help us by calling to inform us about the interventions that are implemented during the year. Also, during parent meetings there are presentations about topics recommended by the parents themselves – for example, bullying, high school graduation requirements. We always receive very good topics that help us.

