



# WELCOME TO DATA & DONUTS

Grab a coffee and donut

Sit towards the front of the room with fellow conference members

Introduce yourself to those around you (name, LEA, role, why you are here, favorite donut flavor, etc...)



# LIVE DATA & DONUTS

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# SESSION GOALS & OBJECTIVES

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**INCREASE YOUR  
DATA LITERACY**



**BUILD CONFIDENCE  
IN DATA ANALYSIS  
SKILLS**



**UTILIZE THE DATA  
TO INFORM  
SERVICES**

# **RAISE YOUR HAND IF YOU AGREE...**

1. Working with data can be intriguing.

**RAISE  
YOUR  
HAND IF  
YOU  
AGREE...**

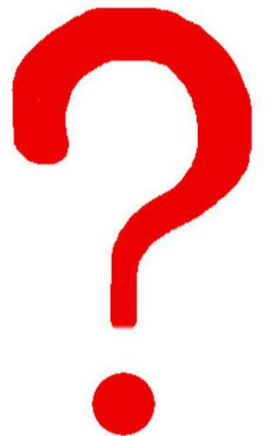
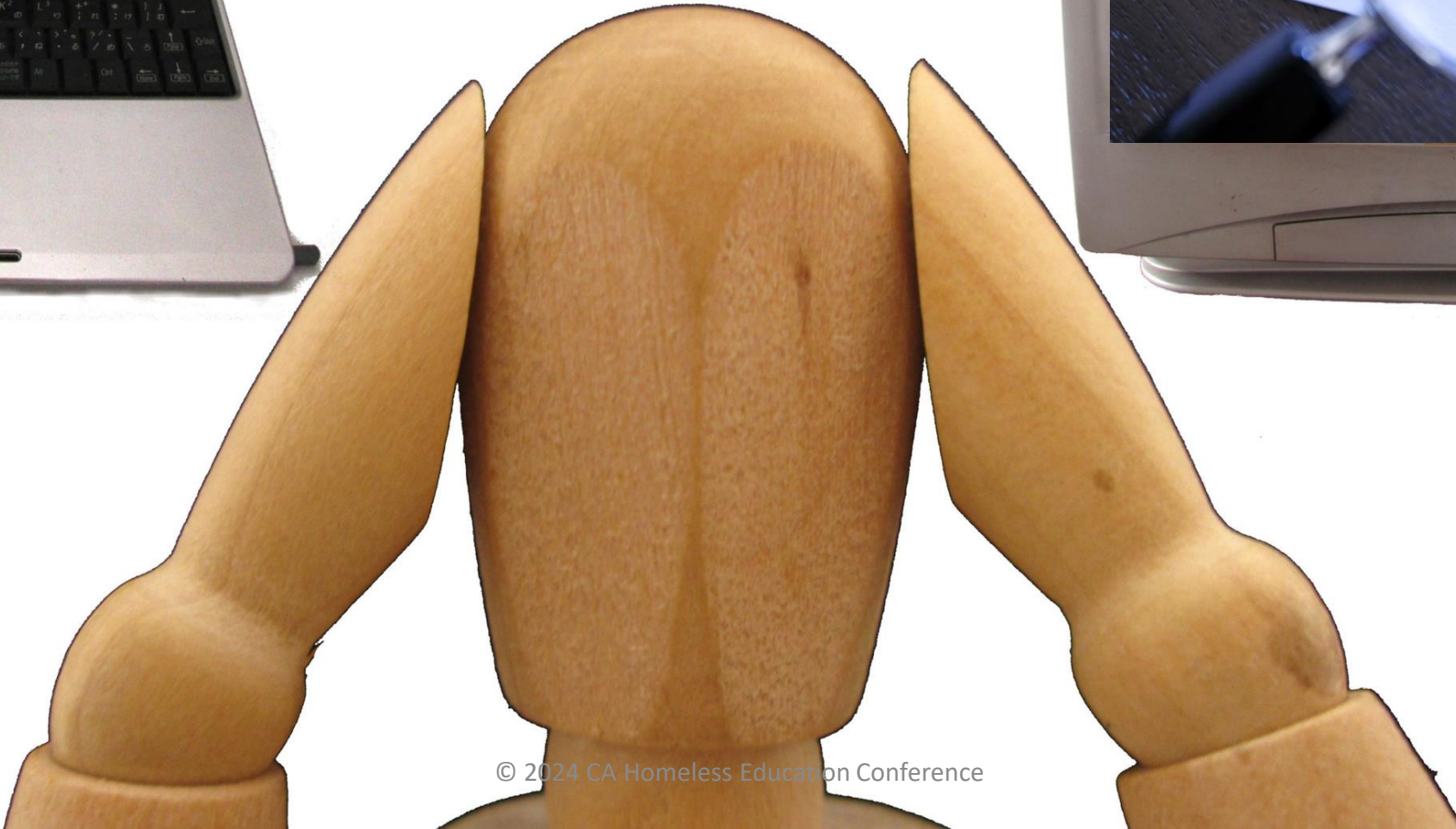
2. Working with data can be intimidating.

**RAISE  
YOUR  
HAND IF  
YOU  
AGREE...**

3. Working with data can be confusing.

**RAISE  
YOUR  
HAND IF  
YOU  
AGREE...**

4. Working with data can be powerful.







Data Reporting Requirements



Overview of Data Sources



Data Visualizations



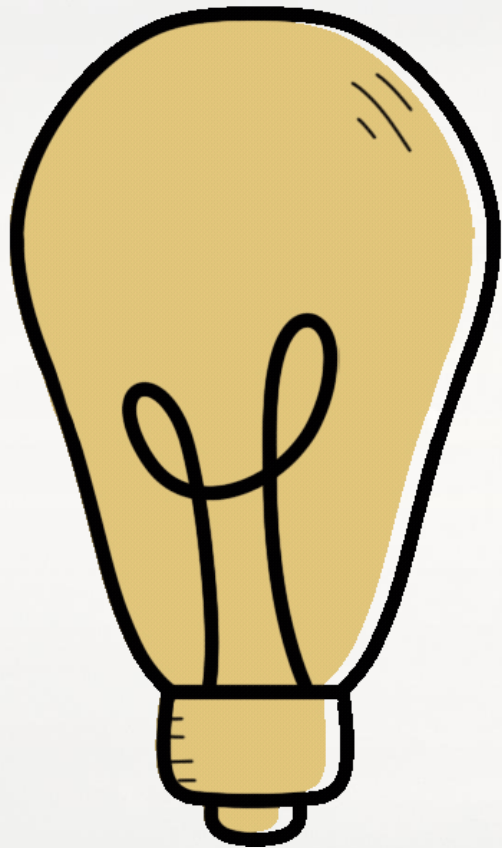
Data Analysis Activity (Worksheet)



Plan of Action

# AGENDA

# Identify and Address Inequalities in Education



# DATA REQUIREMENTS

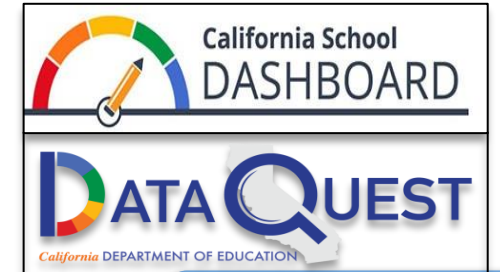
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## Ca. Educ. Code § 48851

- Schools and local educational agencies (LEAs) are required to identify and report homeless students.
- Homeless liaisons, LEAs data staff, and the State Coordinators must develop partnerships and regular communication in order to accurately report and verify data.

*For the purpose of this presentation, LEAs consists of school districts, county offices of education, and charter schools.*

# SOURCES OF DATA

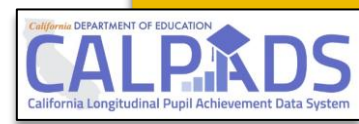


Student Information System

- PowerSchool
- Aeries
- Infinite Campus
- Empower
- Others

- Reports
- 5.4
  - 5.5
  - 8.1
  - 1.17 & 1.18

CALPADS



Public Sources

- DataQuest
- CA School Dashboard

- Yearly certification

Housing Questionnaire



# HOUSING QUESTIONNAIRE

- LEA uses a housing questionnaire to assist with the identification of homeless children and youth.
- housing questionnaire includes best practices, rights, and protections afforded to homeless children and youth.
- housing questionnaire is made available in paper form [as requested].
- LEA administers the housing questionnaire to all student body

CDE Housing Questionnaire Sample:  
<https://www.cde.ca.gov/sp/hs/cy/documents/housingquestionnaire.pdf>

## Housing Questionnaire for

Student Last Name	First	Middle

Name of School:

The information provided below will help the LEA determine what services you and/or your child may be eligible to receive. This could include additional educational services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Presently, are you and/or your family living in any of the following situations?

- Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian

- Yes  No

*The undersigned parent/guardian certifies that the information provided above is correct and accurate.*

Print Parent/Guardian Name	Signature	Date

Phone Number	Street Address	City	State	Zip



Vendor	Product
Alma Technologies, Inc	Alma
Aequitas Solutions	Q
CEDR Systems-SJCOE	PROMIS
COOLSIS Technologies, Inc.	CCOOLSIS
Aeries	Aeries
Education Dynamics, Inc	iSIStrac
Edupoint	SynergySIS
EL SoftWare, Inc	School District Online
FlipSwitch	FlipSwitch
Follett	Aspen
Illuminate Education	Illuminate Student Information
Infinite Campus	Infinite Campus
Innovative School Solutions	OASIS
Jupiter	Jupiter Ed
PowerSchool LLC	PowerSchool
School Pathways	School Pathways SIS
SchoolWise	SchoolWise



# STUDENT INFORMATION SYSTEM

## Aeries Online

**Enrollment** allows a Parent to quickly start the process of enrolling a Student for School.

Information about the Student such as emergency contacts, medical and language information is collected. Upon completion, the Student's information is available to be imported into the School.

The **Housing Questionnaire** is also available in the **Aeries Online Enrollment** feature.

### Housing Status

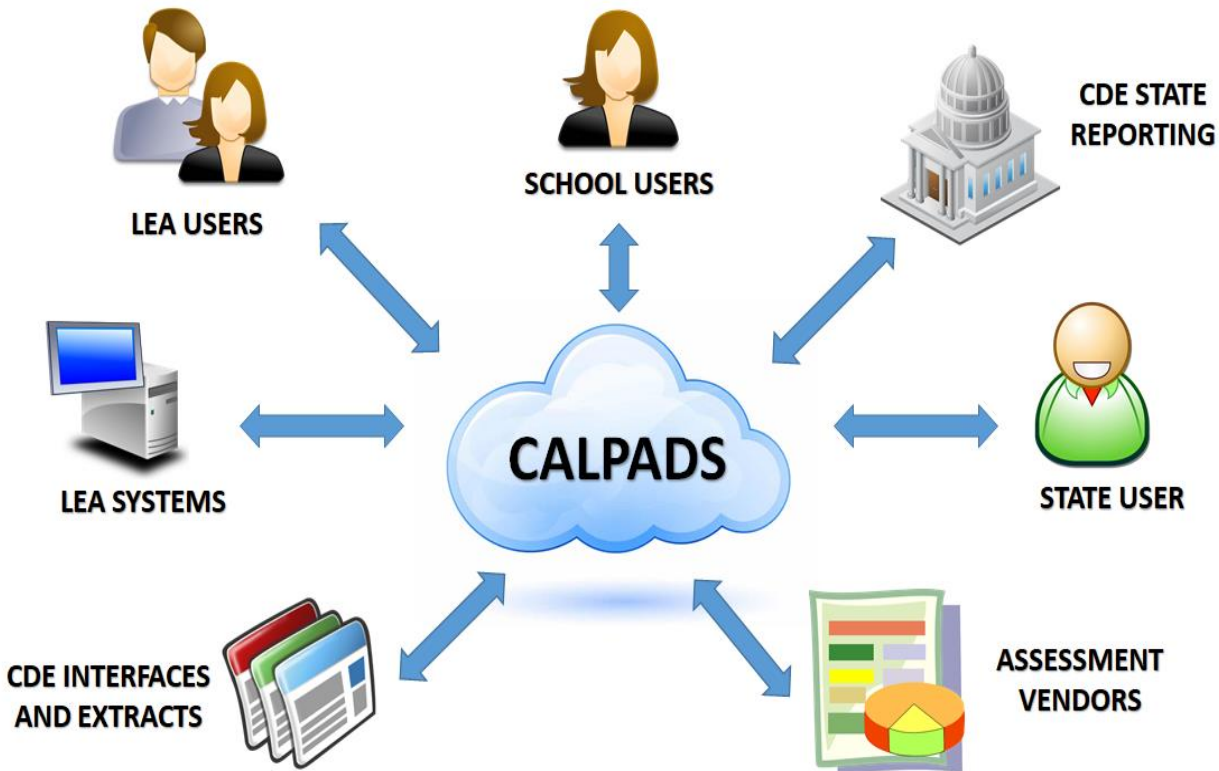
Presently, are you and/or your family living in any of the following situations?

- Temporary Shelter** Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer.
- Hotels/Motels** Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason.
- Shared Housing** Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason.
- Unsheltered** Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat).
- Permanent Single-Home** Living in a single-home residence that is permanent.

# CALPADS

<https://www.calpads.org>

- The foundation of California's K–12 education data system, comprising student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data.
- All LEAs are required to report the number of homeless students enrolled at any time during a school year.





# CALPADS

Fall 1 submission (Census)

- **Reports 1.17, 1.18 and 8.1** - Local Control Funding Formula and free and reduced-price meal eligibility
- Submission window December 18, 2023 to March 15, 2024

End-of-Year 3 submission (Cumulative)

- **Reports 5.4** Homeless Students Enrolled –counts and dwelling type
- **Reports 5.5** Homeless Student List
- Submission window May 7, 2024 to July 26, 2024

# DATAQUEST

<https://dq.cde.ca.gov/dataquest/>

- Provides data and statistics about California's K–12 public educational system.
- Supports a wide variety of informational, research, and policy needs.
- Summary and detailed data reports are available for multiple subject areas at the school, district, county, and state levels.

# REPORTS WITH HOMELESS STUDENT DATA



- Annual Enrollment (Census)
- Graduation Rate (Outcomes)
- College Going Rate
- Suspension/ Expulsion
- Absenteeism Data
- Stability
- Homeless by Dwelling Type (Cumulative)

# CALIFORNIA SCHOOL DASHBOARD

<https://www.caschooldashboard.org/>

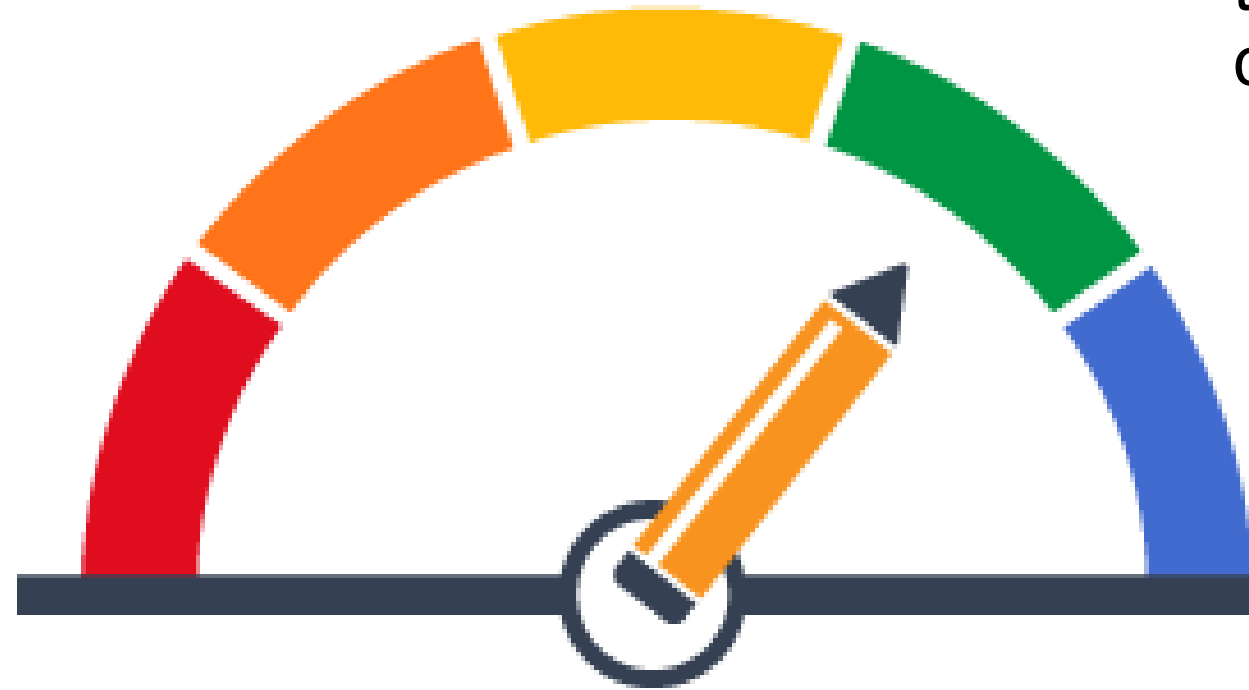
- Reports on the performance of LEAs, schools, and student groups on a set of state and local measures.
- Assists in identifying strengths, challenges, and areas in need of improvement.
- Provides parents and educators with information on school and district progress so they can participate in decisions to improve student learning.

# CALIFORNIA SCHOOL DASHBOARD

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State's accountability measuring and tracking performance levels and change

1. Academic indicators
  - English language arts/ literacy
  - Mathematics
2. English Learner Progress Indicator
3. Graduation Rate
4. Chronic Absenteeism (K-8<sup>th</sup>)
5. Suspension Rate
6. College Career Indicator

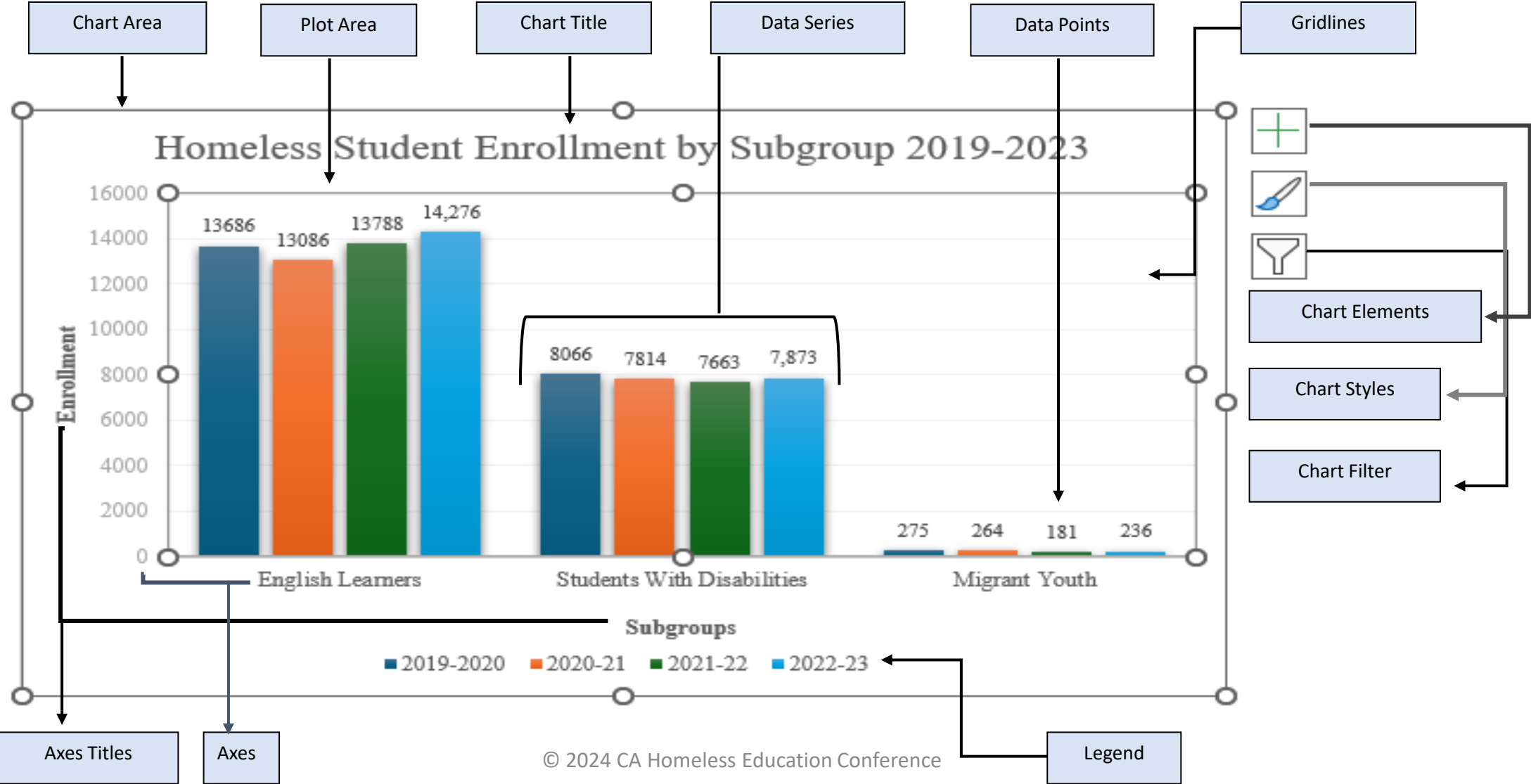




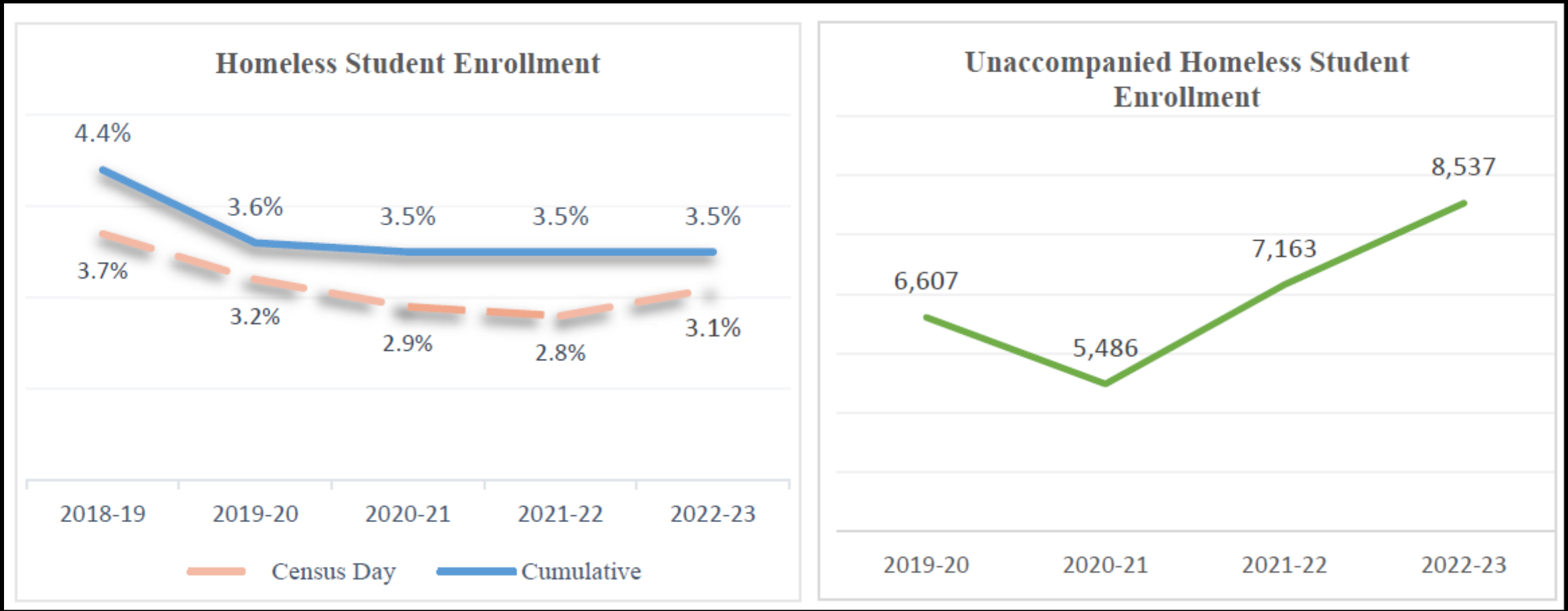
# USING THE DATA

- ✓ Identify trends
- ✓ Assess areas of need
- ✓ Monitor progress

# UNDERSTANDING CHART ELEMENTS

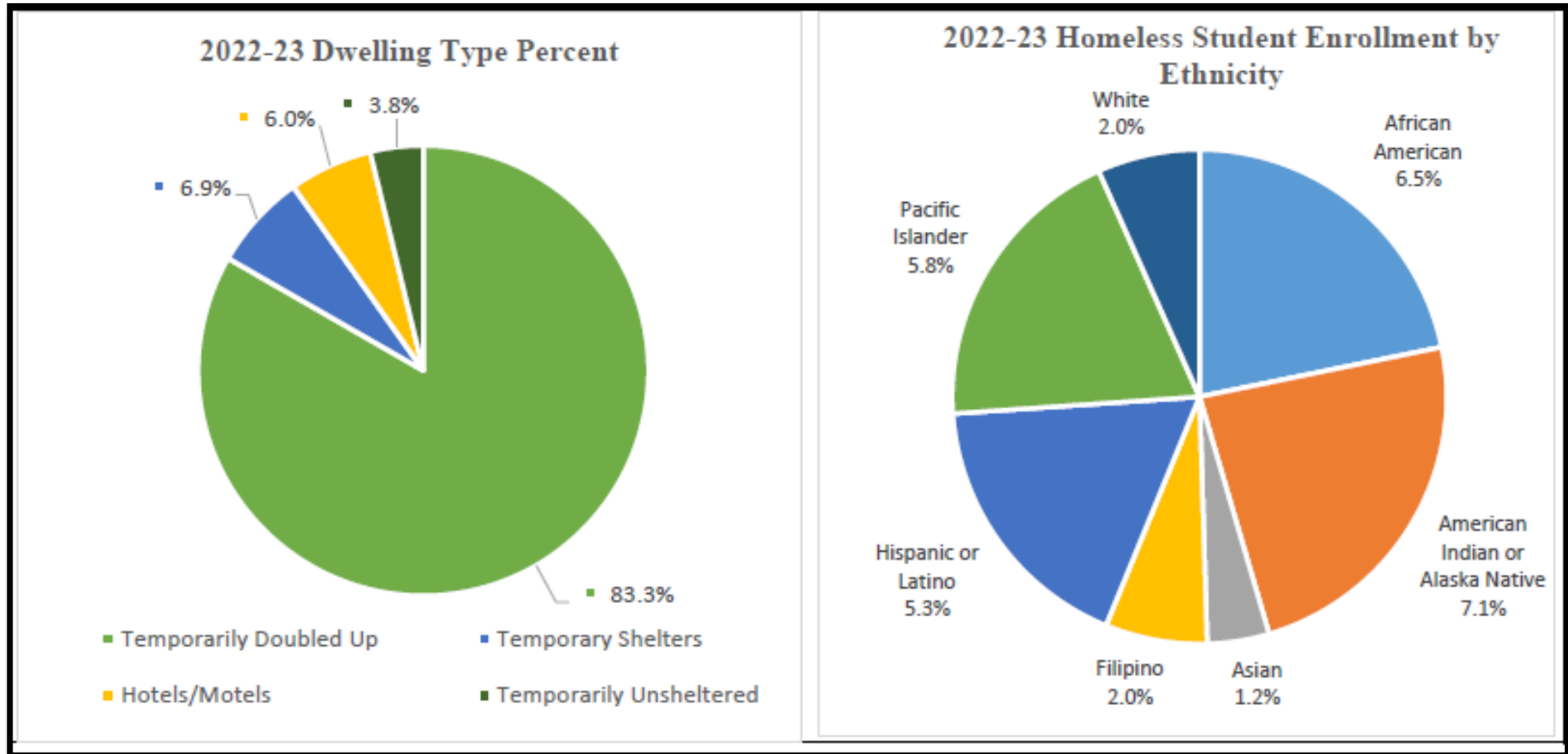


# LINE GRAPHS



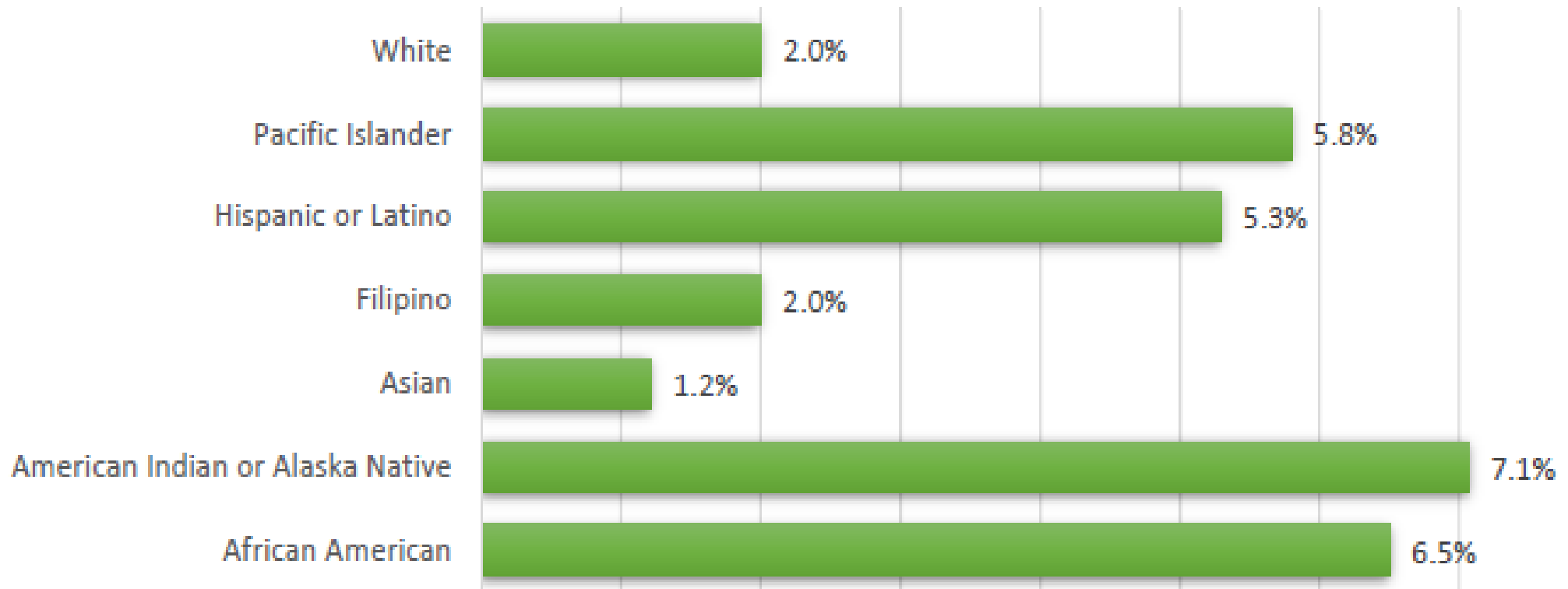


# PIE CHARTS

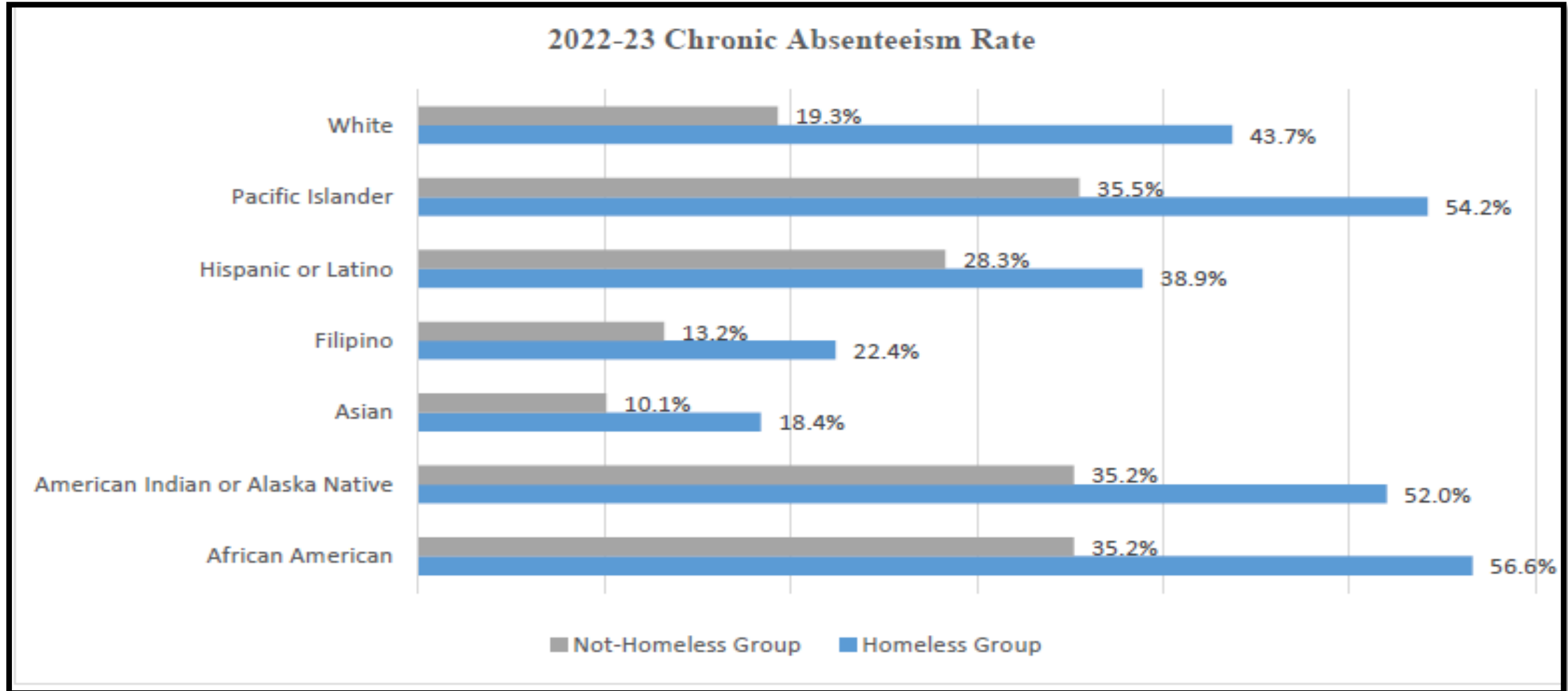


# BAR GRAPHS

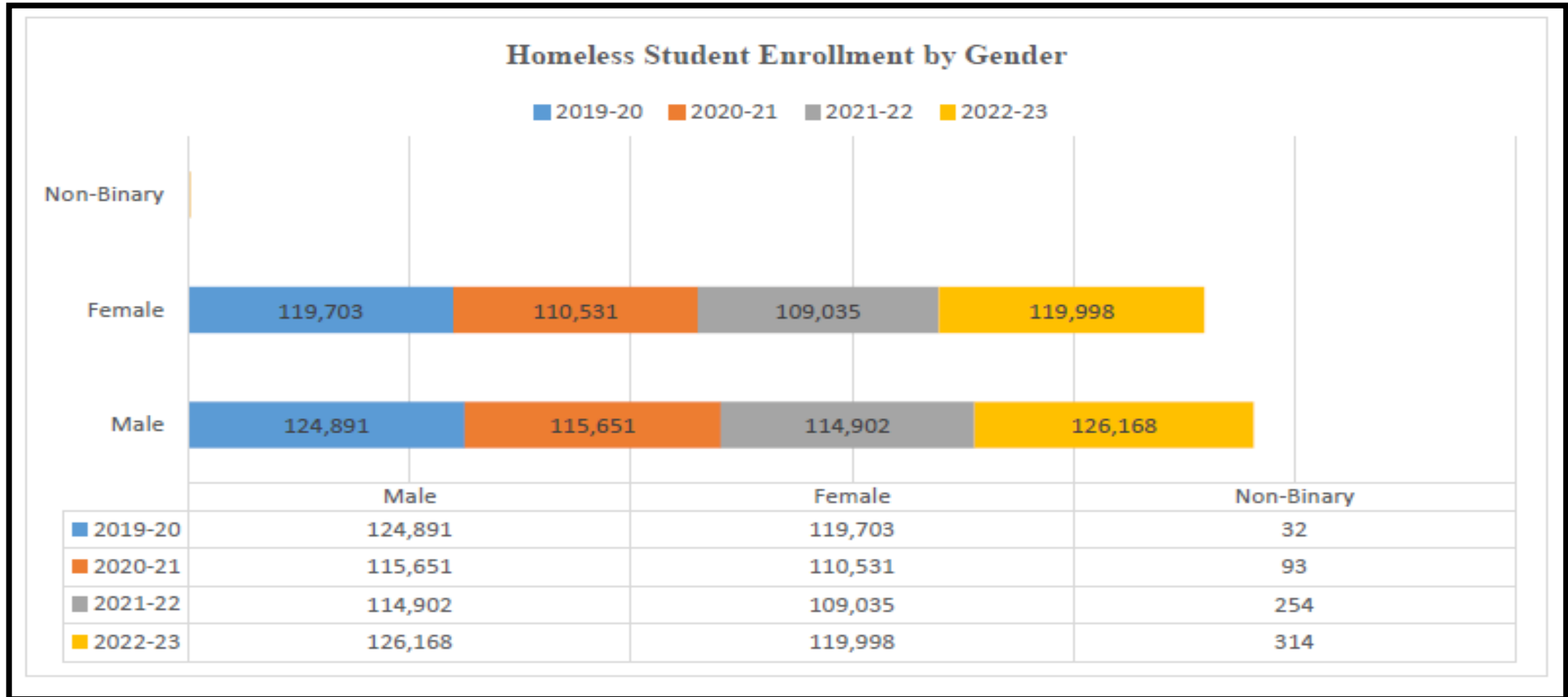
Homeless Student Enrollment by Race/Ethnicity



# BAR GRAPHS - CLUSTERED

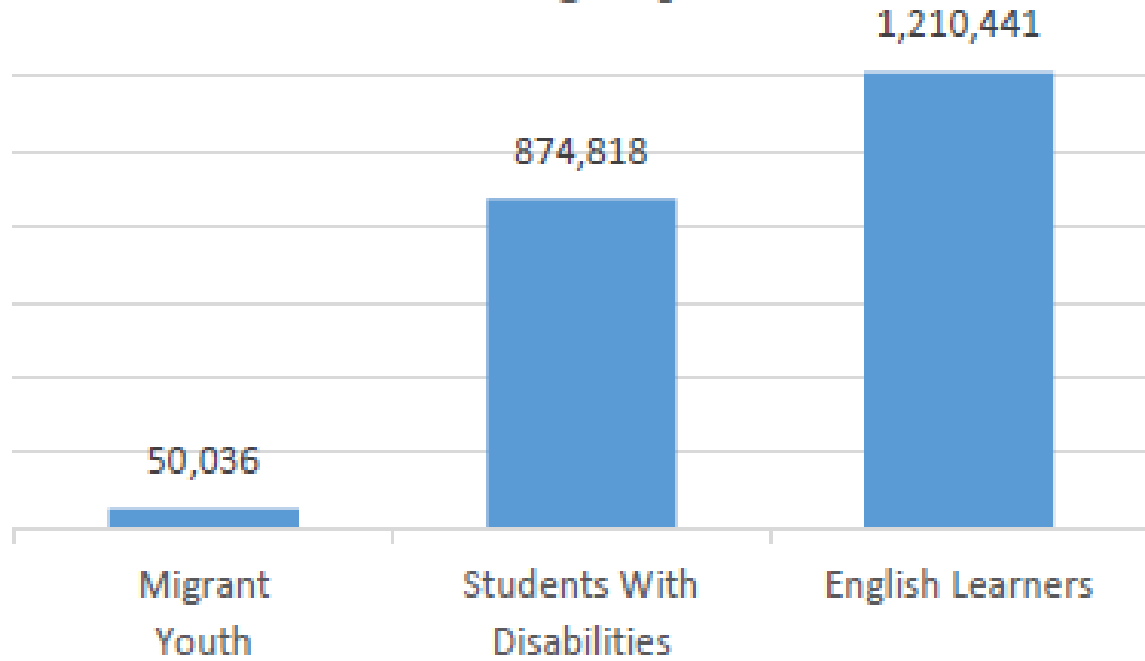


# BAR GRAPHS - STACKED

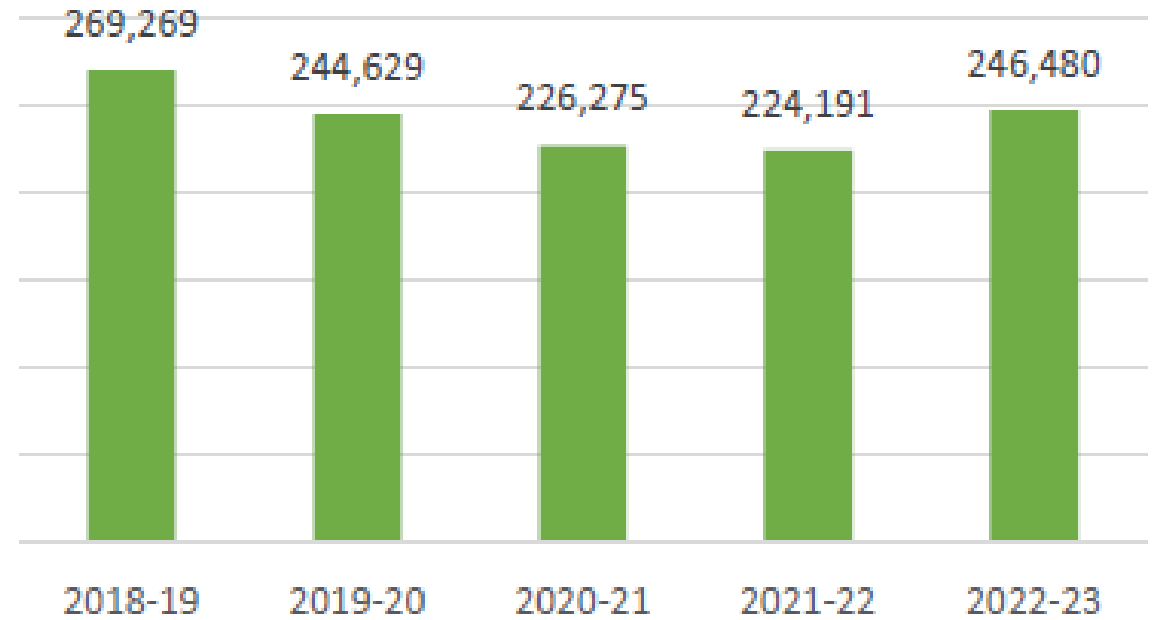


# COLUMN CHARTS

2022-23 Homeless Student Enrollment by Subgroups



2022-23 Homeless Student Cumulative Enrollment



# TABLES

## 2022-23 Homeless Student Enrollment by Dwelling Type

Academic Year	Cumulative Enrollment	Homeless Student Enrollment	Temporarily Doubled-Up	Temporary Shelters	Hotels/Motels	Temporarily Unsheltered	Missing/Unknown Dwelling Type
2022-23	6,019,551	246,480	205,265	17,026	14,733	9,451	5
2021-22	6,064,658	224,191	188,853	14,221	12,978	8,124	15
2020-21	6,147,253	226,275	192,385	13,448	12,539	7,867	36
2019-20	6,306,934	244,626	207,963	14,397	12,601	8,632	1,033

# MOVING ON...

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**QUESTIONS?**



**TAKE A MINUTE TO  
STRETCH**



**PULL OUT YOUR  
WORKSHEET AND A  
PEN OR PENCIL**



# INTRO TO WORKSHEET: DEMYSTIFYING DATA ANALYSIS

- Data analysis is the process of **inspecting, cleansing, transforming,** and **modeling** data to uncover meaningful **insights, patterns,** and **trends.**
- It involves interpreting the information within datasets to make informed decisions or draw conclusions.



# INTRO TO WORKSHEET: DEMYSTIFYING DATA ANALYSIS

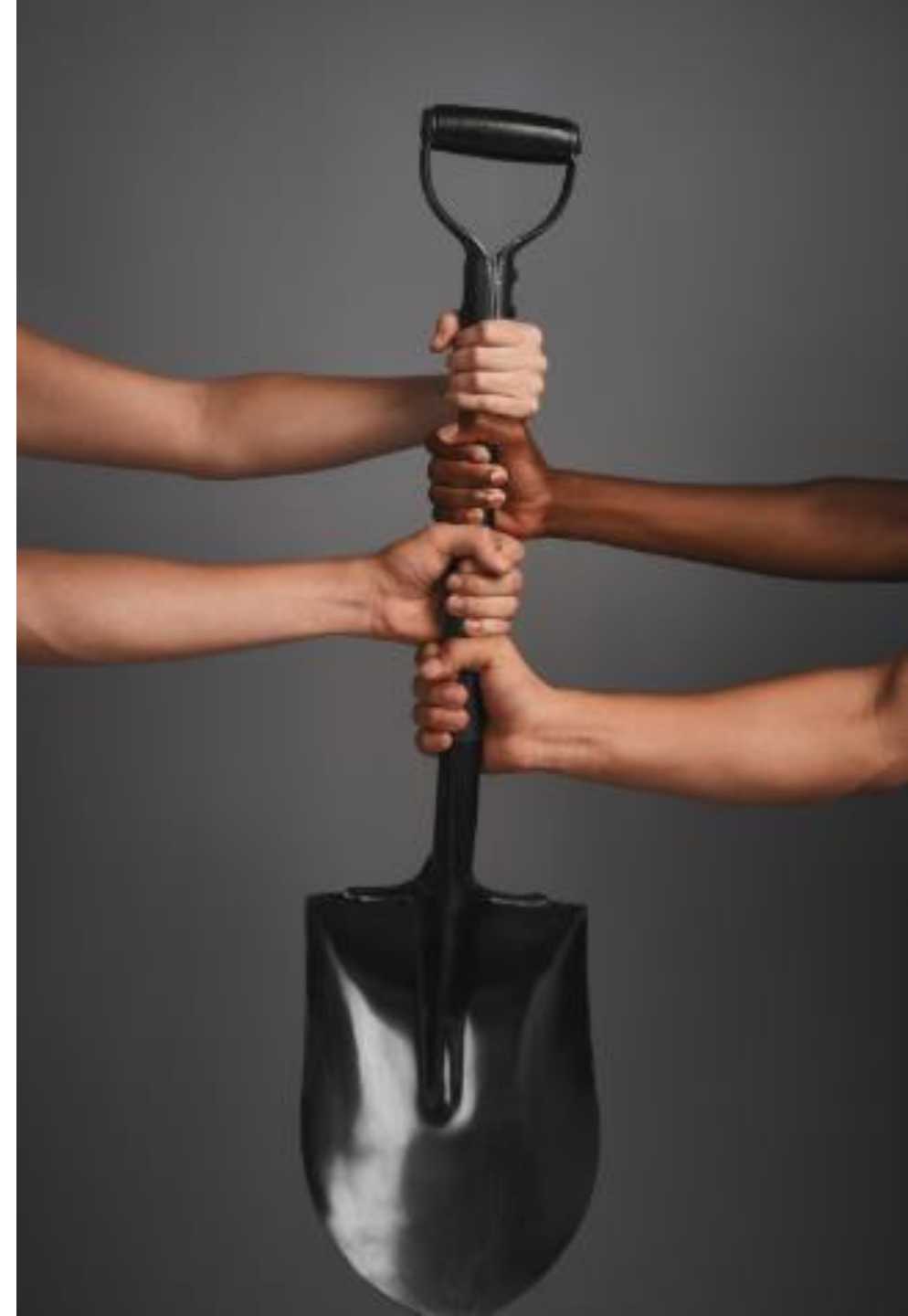
## HYPOTHESIS

- Sometimes, data analysis begins with a predefined question or hypothesis that drives the analysis process.
- In other cases, there may be no specific question, and the analysis involves exploring the data to uncover any underlying trends or insights.



# LET'S DIG IN!: DEMYSTIFYING DATA ANALYSIS

The primary purpose of this worksheet is to provide you with an opportunity to practice data analysis skills.



# PAGE 1 EXERCISE 1

1. Use the raw data in the table below to answer questions 1a & 1b.

Table 1. Multi-Year Statewide Homeless Student Enrollment by Dwelling Type						
Academic Year	Cumulative Enrollment	Homeless Student Enrollment	Temporarily Doubled-Up	Temporary Shelters	Hotels/Motels	Temporarily Unsheltered
2022-23	6,019,551	246,480	83.3%	6.9%	6.0%	3.8%
2021-22	6,064,658	224,191	84.2%	6.3%	5.8%	3.6%
2020-21	6,147,253	226,275	85.0%	5.9%	5.5%	3.5%
2019-20	6,306,934	244,626	85.0%	5.9%	5.2%	3.5%

# PAGE 1 EXERCISE 1A CALCULATE TOTAL

Calculate the total number of homeless students enrolled in California for the academic year 2019-20 through 2022-23.

**Hint:** Use division to calculate the percent of students experiencing homelessness of the total cumulative enrollment

Year	% of students experiencing homelessness
2022-23	
2021-22	
2020-21	
2019-20	

# PAGE 1 EXERCISE 1B: CONCLUSION

Complete this sentence: The percentage of students who experienced homelessness in California in 2022-23 is \_\_\_\_\_%.

Minutes Remaining:

0

**TIME'S UP!**



# PAGE 1 EXERCISE 1A CALCULATE TOTAL

Calculate the total number of homeless students enrolled in California for the academic year 2019-20 through 2022-23.

**Hint:** Use division to calculate the percent of students experiencing homelessness of the total cumulative enrollment

Year	% of students experiencing homelessness
2022-23	$=(246,480/6,019,551) * 100 = 4.09\%$
2021-22	$=(224,191/6,064,658) * 100 = 3.70\%$
2020-21	$=(226,275/6,147,253) * 100 = 3.68\%$
2019-20	$=(244,626/6,306,934) * 100 = 3.88\%$

# PAGE 1 EXERCISE 1B: CONCLUSION

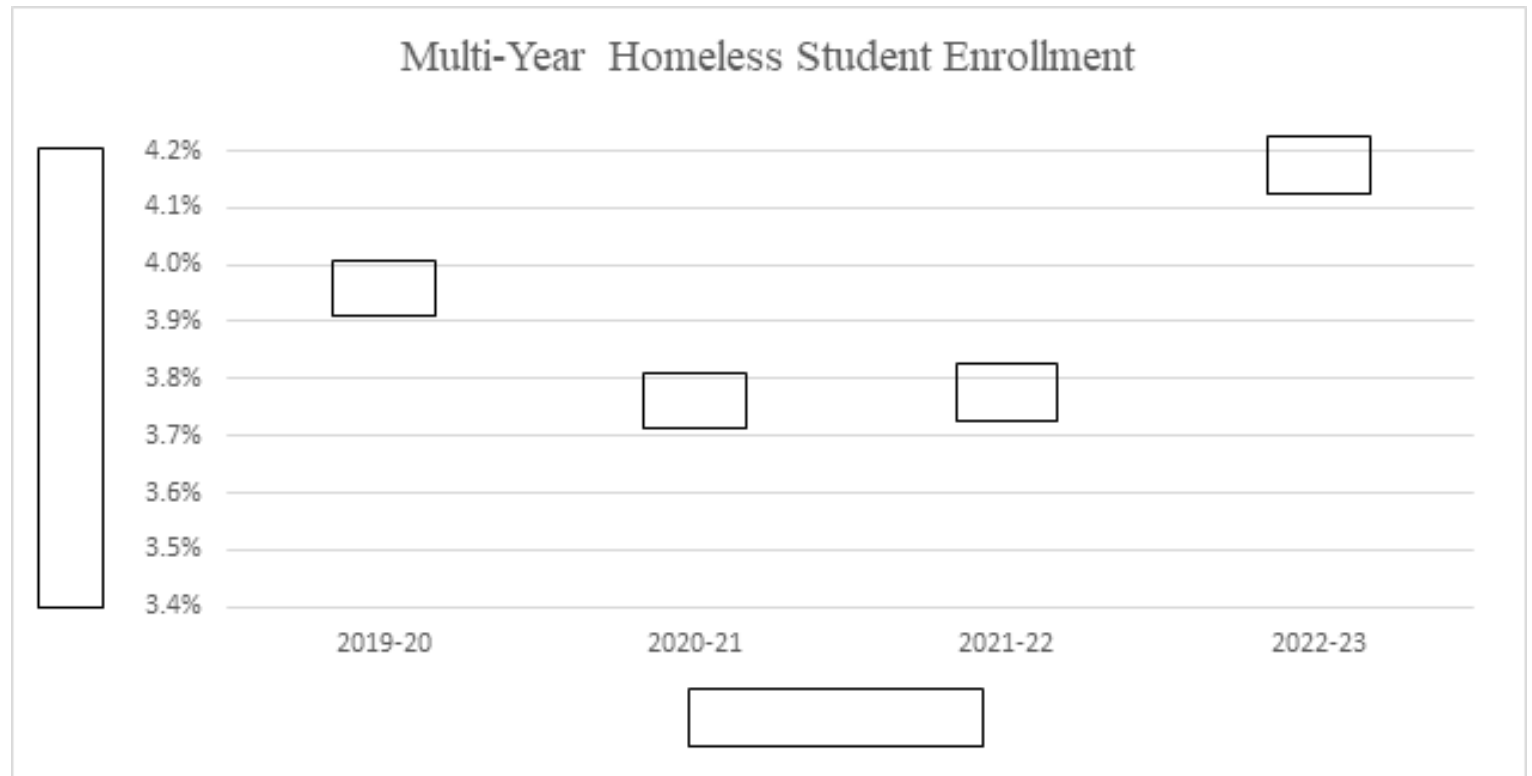
Complete this sentence: The percentage of students who experienced homelessness in California in 2022-23 is 4.09%.



# PAGE 1 EXERCISE 1C DRAW A LINE GRAPH

DRAW A LINE GRAPH THAT SHOWS THE PERCENT OF HOMELESS STUDENT ENROLLMENT FROM 2019- 2023.

BE SURE TO FILL IN THE MISSING CHART ELEMENTS.



# PAGE 2 EXERCISE 1D: COMPLETE ANALYSIS SENTENCE

- Based on the calculations from question 1a and the graph you created in question 1b above, complete the sentence below:

Homeless student enrollment \_\_\_\_\_ from 2019-20 to 2020-21, remained relatively stable in 2020-21 and 2021-22, and then \_\_\_\_\_ in 2022-23.

Minutes Remaining:

0

**TIME'S UP!**

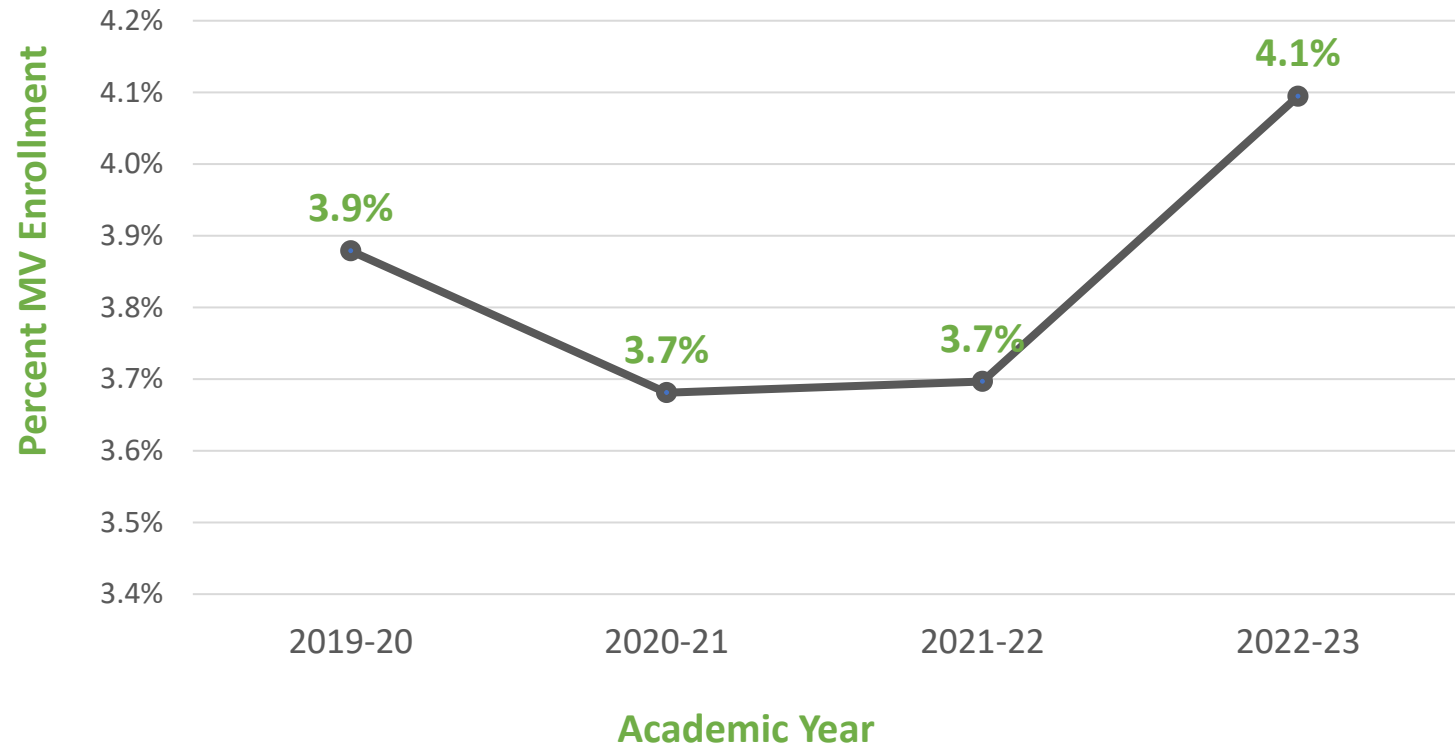


# PAGE 1 EXERCISE 1C DRAW A LINE GRAPH

DRAW A LINE GRAPH THAT SHOWS THE PERCENT OF HOMELESS STUDENT ENROLLMENT FROM 2019- 2023.

BE SURE TO FILL IN THE MISSING CHART ELEMENTS.

Multi-Year Homeless Student Enrollment



# PAGE 2 EXERCISE 1D: COMPLETE ANALYSIS SENTENCE

- Based on the calculations from question 1a and the graph you created in question 1b above, complete the sentence below:

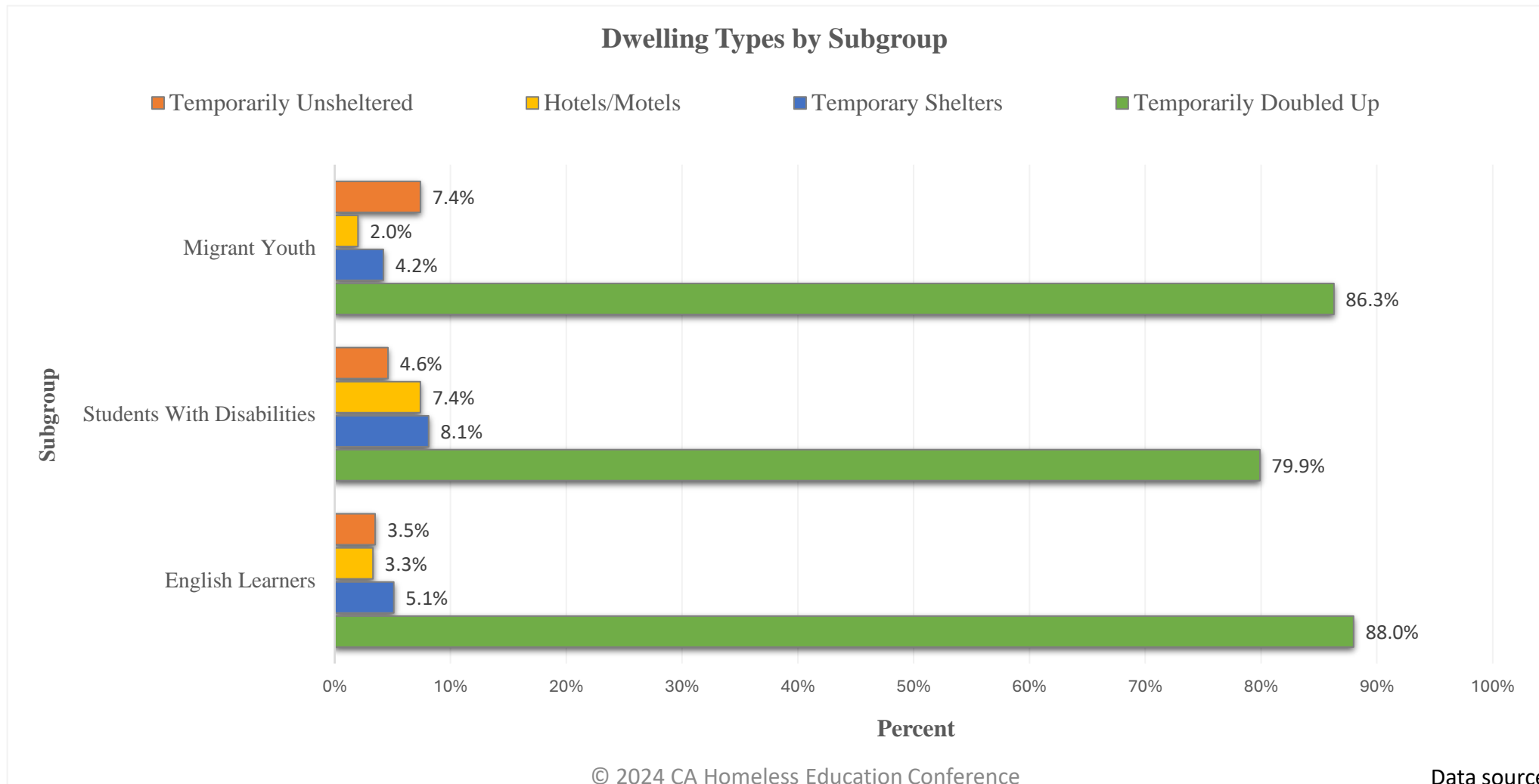
Homeless student enrollment decreased from 2019-20 to 2020-21, remained relatively stable in 2020-21 and 2021-22, and then increased in 2022-23.



# YOUR TURN

- Do you know how many students experiencing homelessness are enrolled in your LEA as of today?
- What is the percent compared to the total enrollment?
- Has that number been increasing or decreasing over the past three years?
  - What could the change be attributed to?
- Is the McKinney-Vento identification rate grossly out of proportion to the percentage of students receiving free or reduced meals?
- How does it compare to other LEAs around you?

# PAGE 3 & 4 EXERCISE 2A: FOUR TRUE OR FALSE STATEMENTS



Minutes Remaining:

0

**TIME'S UP!**



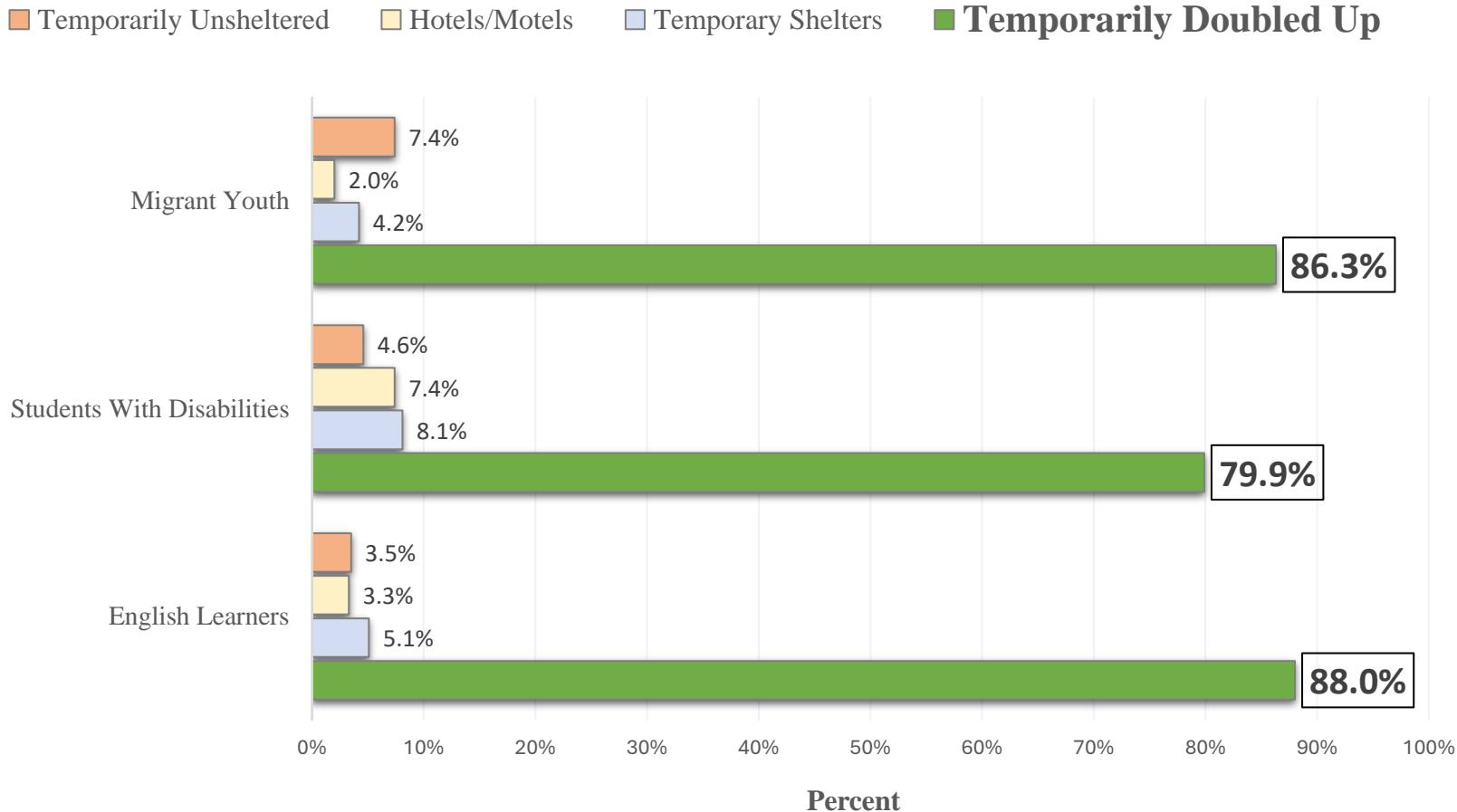


# TRUE OR FALSE

- i. **True or False:** English Learners have the highest percentage of students temporarily doubled up compared to Students with Disabilities and Migrant Youth.
- ii. **True or False:** Migrant Youth have the lowest percentage of students in hotels/motels compared to English Learners and Students with Disabilities.
- iii. **True or False:** Temporarily unsheltered students have a higher percentage among Migrant Youth compared to English Learners and Students with Disabilities.
- iv. **True or False:** Students with Disabilities have the highest percentage of students in temporary shelters compared to English Learners and Migrant Youth.

# PAGE 4 EXERCISE 2A: TRUE OR FALSE

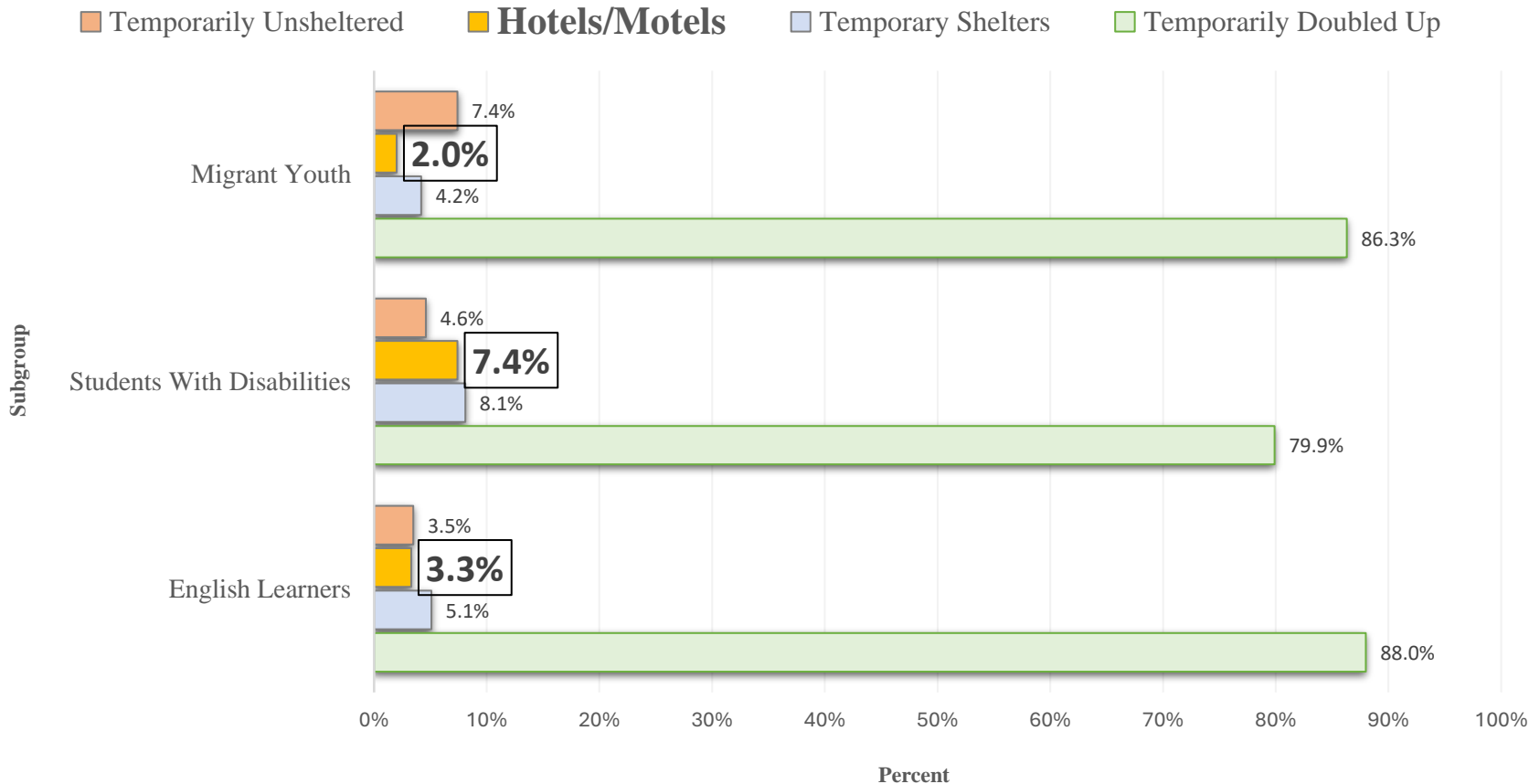
Dwelling Types by Subgroup



i. **True:** English Learners have the highest percentage of students temporarily doubled up (88%) compared to Students with Disabilities (79.9%) and Migrant Youth (86.3%).

# PAGE 4 EXERCISE 2A: TRUE OR FALSE

Dwelling Types by Subgroup

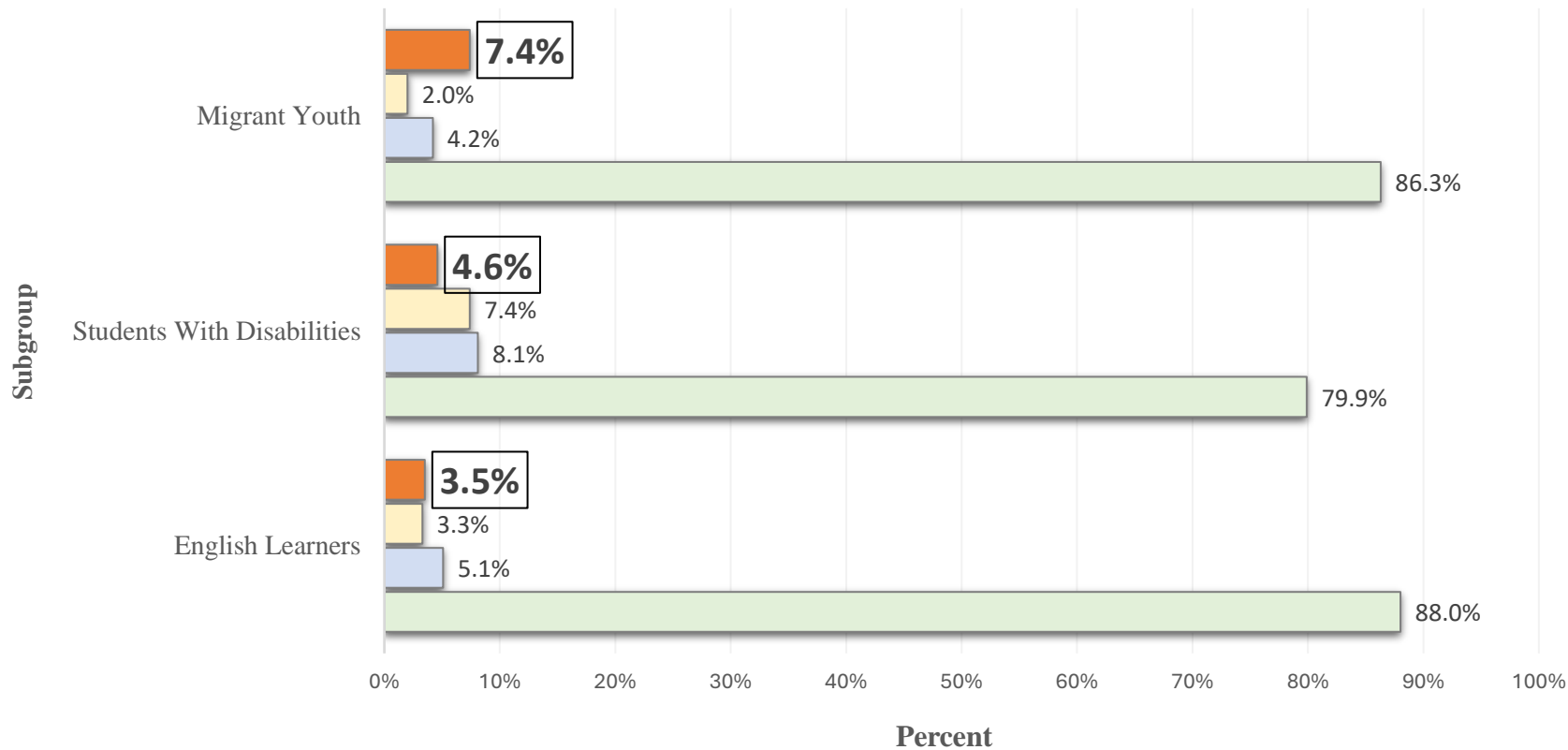


ii. **True:** Migrant Youth have the lowest percentage of students in hotels/motels (2.0%) compared to English Learners (3.3%) and Students with Disabilities (7.4%).

# PAGE 4 EXERCISE 2A: TRUE OR FALSE

Dwelling Types by Subgroup

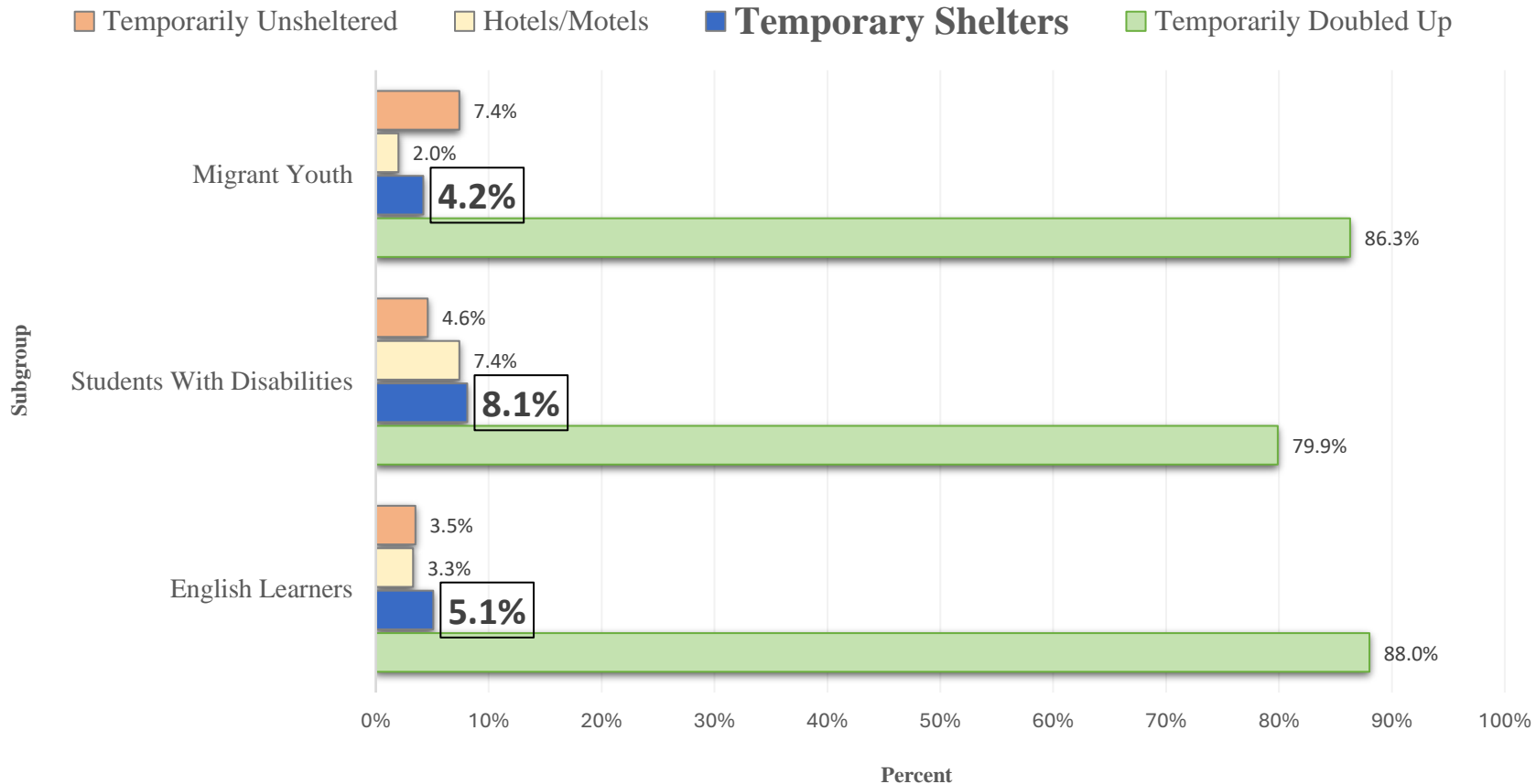
■ Temporarily Unsheltered    
 ■ Hotels/Motels    
 ■ Temporary Shelters    
 ■ Temporarily Doubled Up



**iii. True:** Temporarily unsheltered students have a higher percentage among Migrant Youth (7.4%) compared to English Learners (3.5%) and Students with Disabilities (4.6%).

# PAGE 4 EXERCISE 2A: TRUE OR FALSE

Dwelling Types by Subgroup



iv. True: Students with Disabilities have the highest percentage of students in temporary shelters (8.1%) compared to English Learners (5.1%) and Migrant Youth (4.2%).



# YOUR TURN

- Are there any patterns with housing type and school performance?
  - Think about the barriers specific to each
- Are there specific student groups overrepresented among the homeless student population?
- Do you know where your students experiencing homelessness are living and if it is causing any attendance issues?

# PAGE 5 EXERCISE 3: MATCH GRAPHS TO TABLES

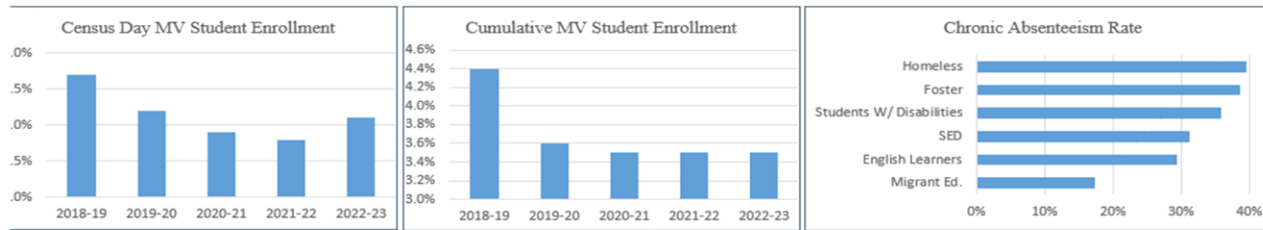


Chart 1 = Table: \_\_\_\_\_

Chart 2 = Table: \_\_\_\_\_

Chart 3 = Table: \_\_\_\_\_

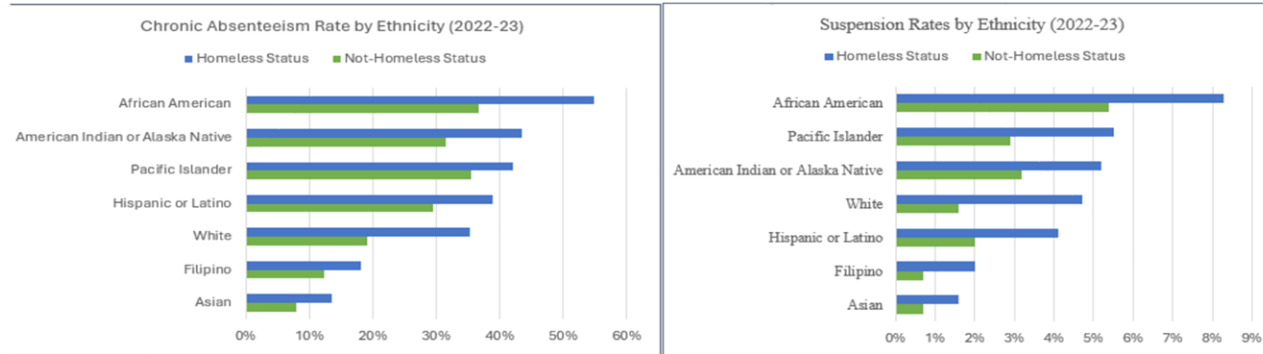


Chart 4 = Table: \_\_\_\_\_

Chart 5 = Table: \_\_\_\_\_

- Match the graphs (pg. 5) to their corresponding data tables (pg. 6).
- Write the letter that corresponds to each table in the space provided under each graph (Note: there is only *one graph per table*)

**Table A.**

Subgroup	Rate
English Learners	29.3%
Foster	38.7%
Homeless	39.6%
Migrant Ed.	17.3%
Socioeconomically Disadvantaged (SED)	31.2%
Students W/ Disabilities	35.9%

**Table B.**

Race/Ethnicity	Not-Homeless Status	Homeless Status
African American	36.6%	54.8%
American Indian or Alaska Native	31.6%	43.5%
Asian	7.9%	13.6%
Filipino	12.4%	18.2%
Hispanic or Latino	29.6%	38.9%
Pacific Islander	35.4%	42.1%
White	19.1%	35.3%

**Table C.**

School Year	MV Enrollment
2018-19	3.7%
2019-20	3.2%
2020-21	2.9%
2021-22	2.8%
2022-23	3.1%

**Table D.**

Race/Ethnicity	Not-Homeless Status	Homeless Status
Asian	0.7%	1.6%
Filipino	0.7%	2.0%
Hispanic or Latino	2.0%	4.1%
White	1.6%	4.7%
American Indian or Alaska Native	3.2%	5.2%
Pacific Islander	2.9%	5.5%

**Table E.**

School Year	MV Enrollment
2018-19	4.4%
2019-20	3.6%
2020-21	3.5%
2021-22	3.5%
2022-23	3.5%

Minutes Remaining:

0

**TIME'S UP!**





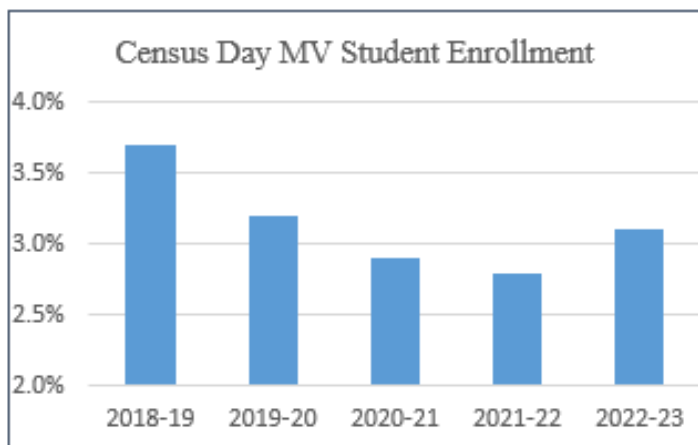


Chart 1 = Table:  C

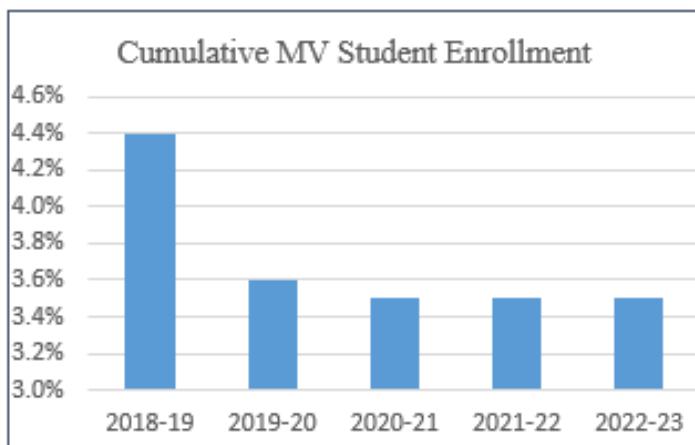


Chart 2 = Table:  E

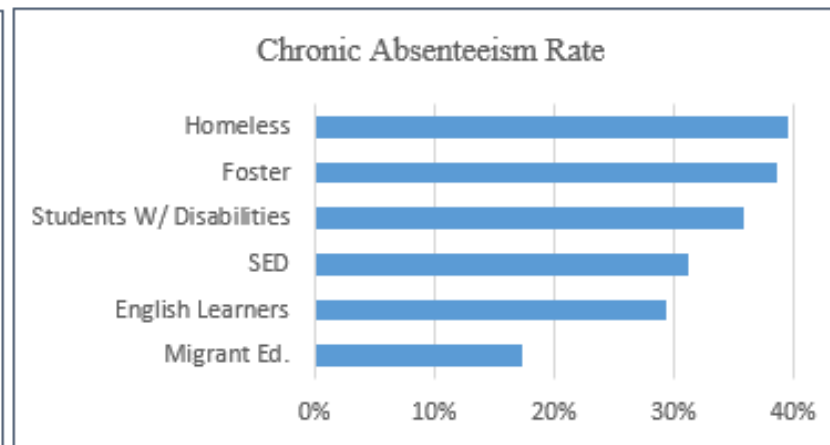


Chart 3 = Table:  A

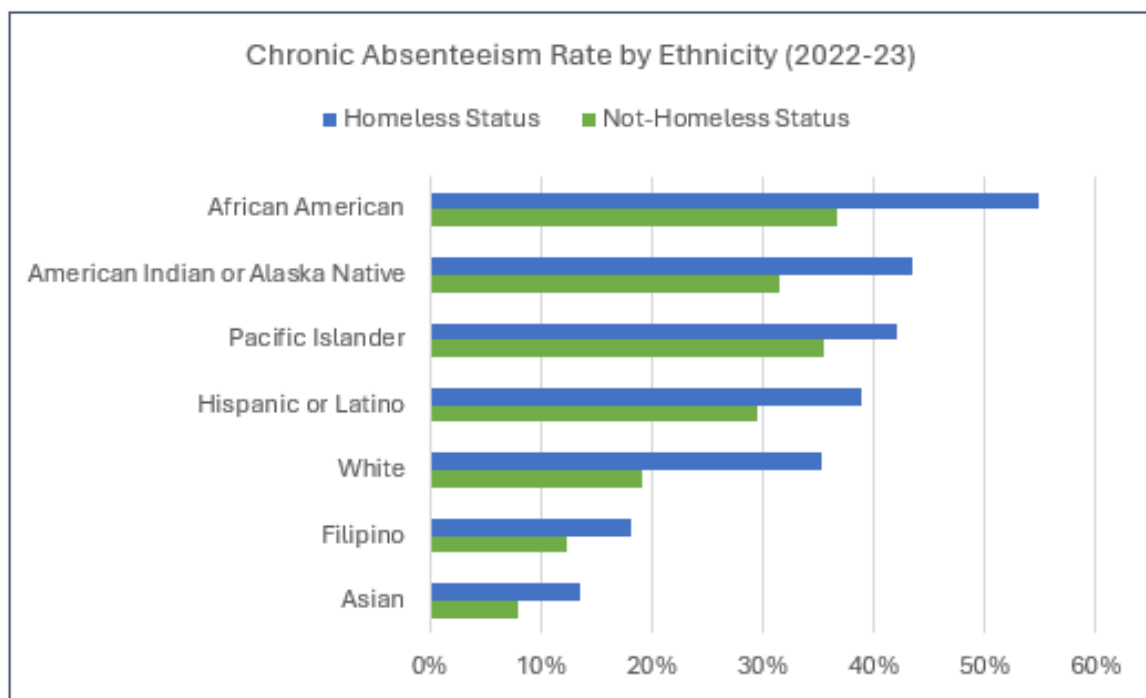


Chart 4 = Table:  B

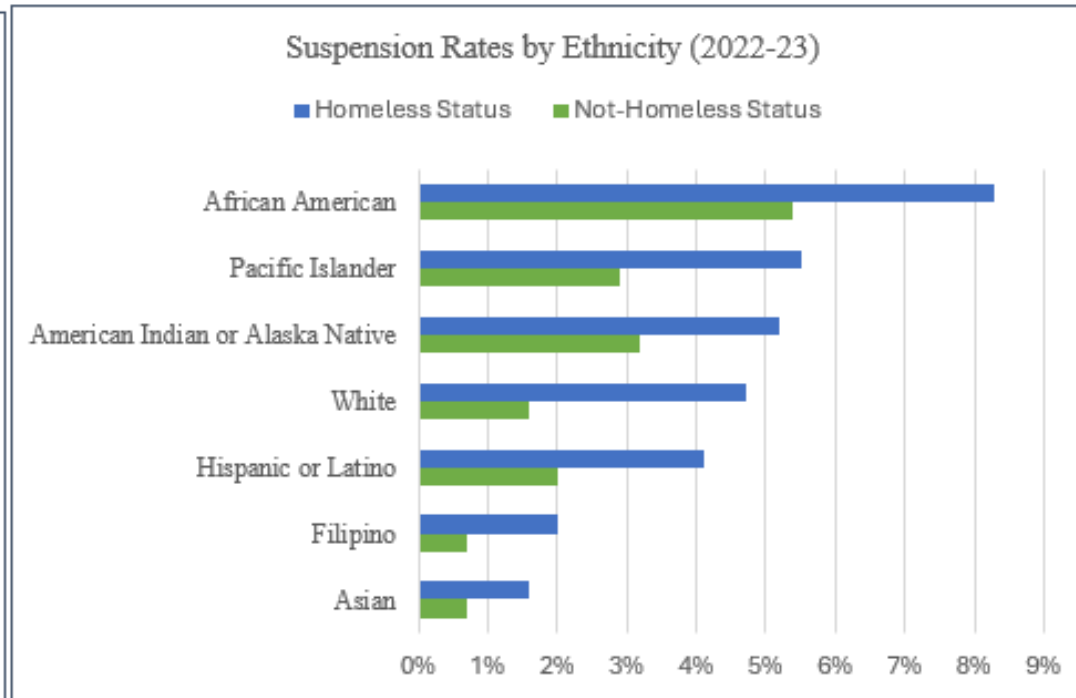
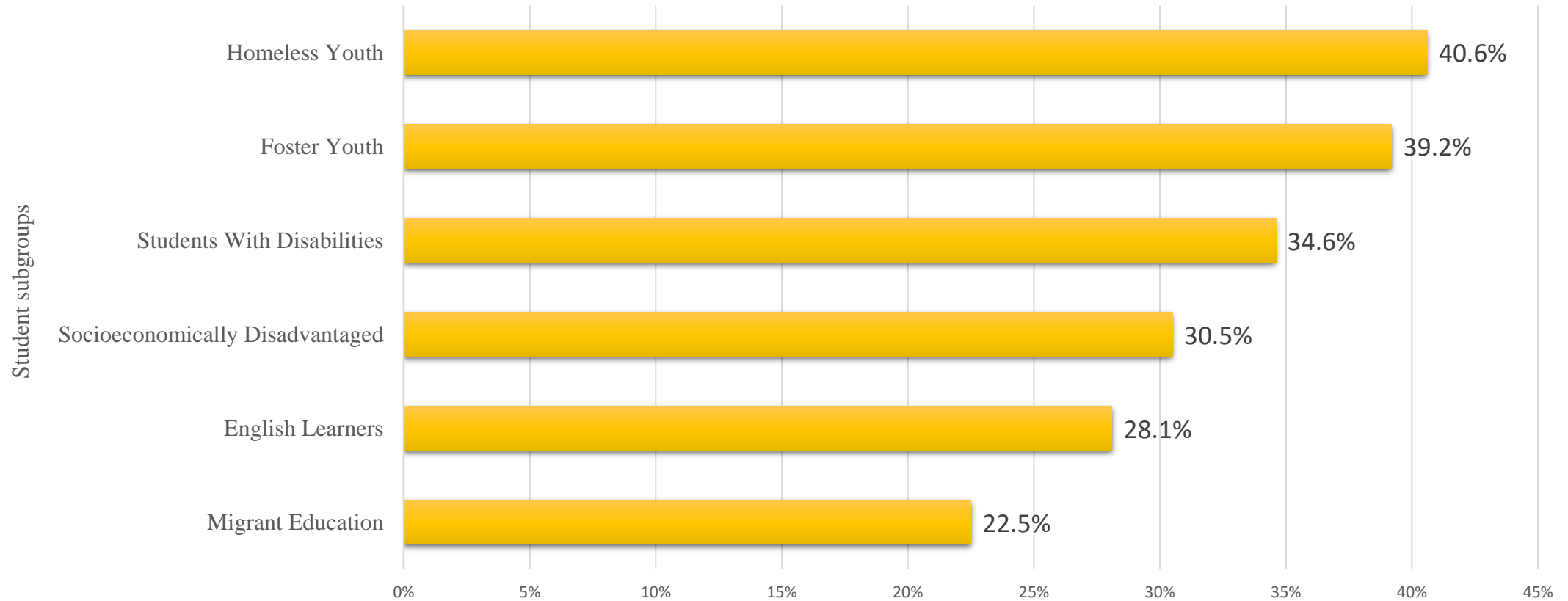


Chart 5 = Table:  D

# PAGE 7 EXERCISE 4

California K-12 Chronic Absenteeism Rate 2022-23



# CHART ANALYSIS: DISCUSSION

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What observations can you make of this chart? Think about:

1. What stands out? Any surprising trends?
2. How do the statewide rates compare to your LEA rates?
3. Share what are some attendance strategies implemented at your LEA to help support different student groups with absenteeism?
4. Are there any strategies targeted at MKV students?
5. Does your LEA have any practices in place to identify early signs of chronic absenteeism?
6. How do you, or can you track the effectiveness of the applied interventions?
  - i. What data points could you collect?

Minutes Remaining:

0

**TIME'S UP!**





# YOUR TURN

Other considerations:

- Do you have a system for monitoring students who have school of origin rights and are far from school?
- Do you have an attendance early warning system?
- Have you done a root-cause analysis to find out the “why”

# PLAN OF ACTION

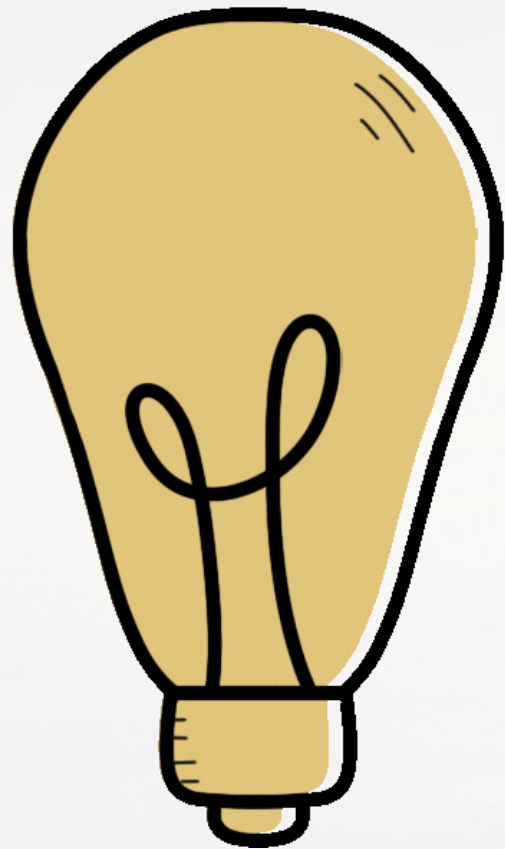
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**“What gets measured  
gets managed.”**

**Peter F. Drucker, *The Effective Executive***



# Identify and Address Inequalities in Education



# PLAN OF ACTION

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## Reflect

- What is one immediate action you can take within the next week regarding the information covered today?
  - Be aware of your local data
  - Help others access homeless student data
  - Include/share data in all your meetings
- What is one action you can take within the next month regarding the information?
- What is one data-related goal you can set for the next school year?





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Homeless Education Program

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