



**THE ABC'S OF EDUCATING CHILDREN EXPERIENCING  
HOMELESSNESS IN ORANGE COUNTY**



COUNTY OF ORANGE

Grand Jury 2022-2023

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## SUMMARY

Children experiencing homelessness are an invisible population; they are hidden in plain sight. The national conversation around homelessness is focused on the people we see, mostly single adults who are very visible in urban areas. Not visible to most people are the children, youth, and families. The conversation has not been focused on the housing and education of homeless children and youth. Until it is, the cycle of poverty and homelessness will continue.

While the Housing and Urban Development's (HUD) *Point in Time* count identifies 722 Orange County children experiencing homelessness in 2022, that number does not align with the staggering count of 23,246 identified by the twenty-eight school districts in Orange County who identify children experiencing homelessness based on the federal McKinney-Vento Homeless Assistance Act. While the number of homeless students identified by schools is surprisingly high, it does not capture the true, even higher number of homeless students, as it does not capture those that remain unidentified.

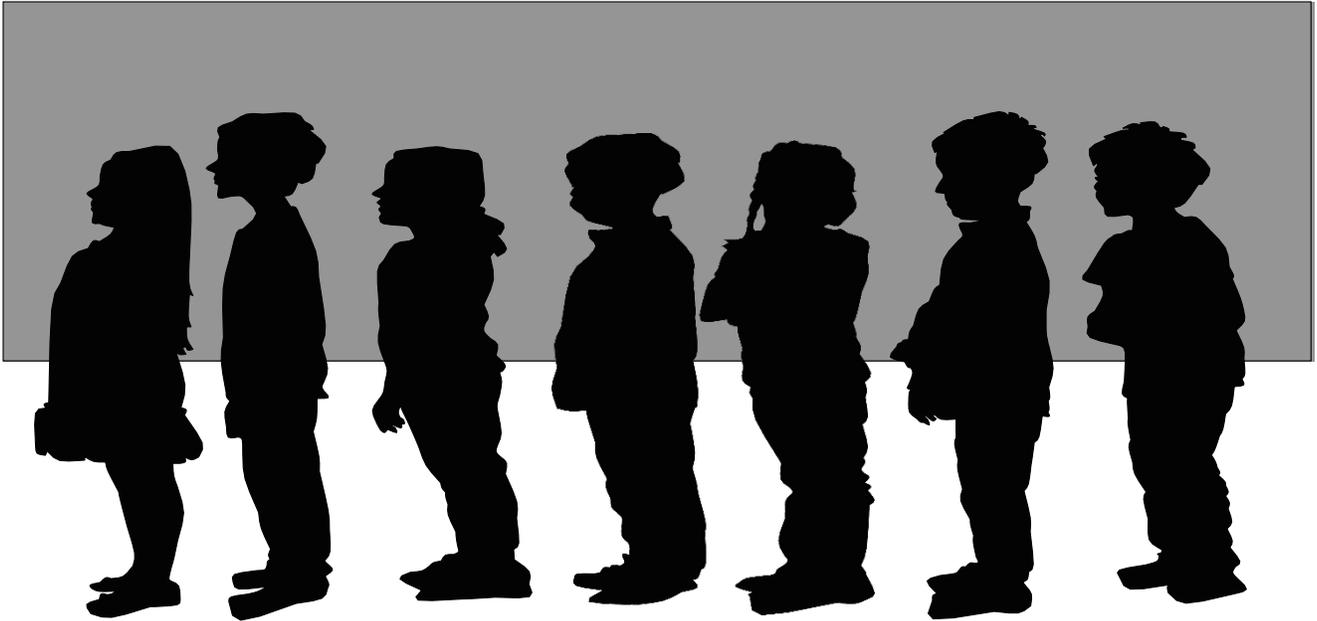
*“Children experiencing homelessness are largely an invisible population; they are hidden in plain sight.”*

Local Educational Agency (LEA) Liaisons, all of whom face huge challenges in facilitating academic success for homeless students in their school districts, generally agree that the lack of recognition of eligibility for housing for the children they support was the greatest challenge for students to reach that success. The County of Orange has several housing options available for the homeless; however, the Grand Jury learned from a number of tours and interviews that most are not available to families. Orange County must invest in the future through the development of Permanent Supportive Housing (PSH) for families with children.

Children who are raised in homelessness have higher absenteeism rates, lower literacy rates, and a more limited vocabulary, with nearly 70% unable to meet state standards on state-mandated tests. In Orange County, less than 35% of all homeless students in public schools Met or Exceeded State Standards in English Language Arts, less than 25% Met or Exceeded State Standards in math, and they graduate at lower rates than average. This limits their opportunities for stable jobs, increasing the risk of continuing housing insecurity in adulthood and maintaining the ongoing cycle of homelessness.

Despite the valiant efforts and dedication of Liaisons who face huge challenges, the facts gathered from the School Accountability Report Cards (SARCs) make it clear that public schools are failing far too often in their efforts to educate children experiencing homelessness. The Orange County Grand Jury strongly recommends that the Orange County Department of

Education and the twenty-eight public school districts, in conjunction with the County of Orange, prioritize the unique needs of children experiencing homelessness with the goal being a measurable improvement in their academic performance.



## BACKGROUND

How often do you see homeless adults on the streets of Orange County? Now, think about this same scene and what you don't see--children experiencing homelessness. There are over 23,000 homeless children in Orange County as reported by the public school system, and more than 30,000 according to a number of non-profit organizations and subject matter experts.

Children experiencing homelessness are difficult to identify, are easily missed, and can face innumerable challenges in obtaining an education. From transportation difficulties to the perceived stigma of homelessness, these challenges can and do impact performance.

The Grand Jury has compiled a list of common signs to help educators identify children experiencing homelessness. This compilation of signs came from a review of various sources including School House Connection and the National Center for Homeless Education (NCHE). (See Appendix A)

Homeless students graduate at lower rates than average, decreasing their opportunities for stable jobs and increasing the risk of continuing housing insecurity in adulthood and maintaining the ongoing cycle of homelessness.

The McKinney-Vento Act is a federal law that promises children experiencing homelessness an equal opportunity at acquiring an education, but many children fall through the cracks. (See Appendix B for History of McKinney-Vento Act.)

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (doubled-up, tripled-up, renting a room or living room);
- Children and Youth sharing housing with multiple families due to economic hardship (couch-surfing or living with friends and acquaintances);
- Children and youth who may be living in motels, hotels, trailer parks, campgrounds, recreational vehicles, and shelters;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings such as: living in a dwelling without electricity, bathrooms, insulation, or permission/access to a shower or not meant for habitation like an uninsulated garage;
- Children and youth who are living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar type settings.

Migratory children also qualify as homeless under the McKinney-Vento Act because they live in circumstances similar to those listed above.

In addition to the trauma of living the life of homelessness, many of these children have experienced other difficult life events such as abuse, neglect, domestic violence, extreme poverty, or exposure to a family member with addiction or mental health problems. As a result, these children often need a variety of support services to help them to succeed in school.

## REASON FOR THE STUDY

The 2022 HUD *Point in Time* count identified only 722 homeless children in Orange County, yet the public schools identify more than 23,000 experiencing homelessness. The disparity between the McKinney-Vento Act and Department of Housing and Urban Development (HUD) definitions of homelessness adds to the problem of accurately identifying these children. Many subject matter experts the Grand Jury interviewed acknowledged not identifying all children experiencing homelessness.

The confusion created by the difference in definitions also contributes to an undercount of children experiencing homelessness which led the Grand Jury to determine that the non-profits' and subject matter expert's estimate of 30,000 is closer to the real number.

The number of homeless children is consistently understated primarily because of the widely publicized HUD *Point in Time*. This annual one-night count of the homeless population excludes “precariously housed or doubled-up families;” rather, only those living in emergency shelters, transitional housing, and Safe Havens (encampments) are included. In Orange County, most homeless families find themselves forced to live with other families due to economic hardship; they are doubled up or tripled up, and older children are often couch-surfing in their friends’ houses.

Homelessness can affect a child’s ability to learn and perform well in school. Nationwide and in Orange County, homeless students graduate at lower rates than average. Children who are raised in homelessness have higher absenteeism rates, lower literacy rates, and a more limited vocabulary, with nearly 70% unable to meet state standards on state-mandated tests. In Orange County, less than 35% of all homeless students in public schools Met or Exceeded State Standards in English Language Arts, and less than 25% Met or Exceeded State Standards in math. These academic challenges lead to higher dropout rates which limits future opportunities. This in turn contributes to a multi-generational cycle of homelessness. This cycle can and must be broken.

With this report the Grand Jury shines a spotlight on the true, and significantly higher, number of children experiencing homelessness in Orange County. The County uses the HUD definition of homelessness which differs from the education-focused McKinney-Vento Act federal definition of homelessness for families with children in school. The County’s use of the HUD definition of homelessness results in the undercounting of children experiencing homelessness in Orange County, the denial of housing assistance, and contributes to ongoing homelessness for families. Unfortunately, the Permanent Supportive Housing and low cost/long term housing shortages are not going to be resolved in the foreseeable future. Therefore, the question is: What can school districts do in the near future to improve learning outcomes for children experiencing homelessness?

Under federal law, the McKinney-Vento Act definition of homelessness is tied to a mandate for public schools to provide a district liaison to address the needs of homeless children and ensure educational rights and protections for these children. This report examines how well that is being done across the twenty-eight public school districts in Orange County.

## METHOD OF STUDY

The 2022-2023 Orange County Grand Jury traced the history of the McKinney-Vento Act from its inception as the *Stewart B. McKinney Homeless Assistance Act*, signed into law by President Ronald Reagan on July 22, 1987, through the *Every Student Succeeds Act*, signed into law by President Barack Obama on December 10, 2015.

The Grand Jury also interviewed selected professionals responsible for implementing McKinney-Vento requirements laid out by federal law. The interviews were designed to identify current policies and procedures used within the County of Orange to meet McKinney-Vento requirements, as well as best practices to support the educational endeavors of children experiencing homelessness. Included among these professionals were educators,

administrators, and staff from various school districts. Additionally, the Grand Jury sent an extensive and detailed survey to all McKinney-Vento Liaisons and received comprehensive responses from the overwhelming majority. A sample of the survey sent by the Grand Jury is attached at Appendix C, and Liaisons' responses are relied upon throughout this report.

Selected individuals from State and local agencies (elected and non-elected) were also interviewed. These interviews were designed to determine, at least in part, the availability of funds and other resources required to ensure success in the education of children experiencing homelessness. As there is also an extensive network of non-profits providing support, the Grand Jury interviewed a significant number of leaders from those organizations.

The Grand Jury also conducted tours of many public and private shelters. These helped the Grand Jury assess the need for additional family-friendly emergency and permanent affordable housing. Homeless adults are obvious in public, but the magnitude of the number of children experiencing homelessness is difficult to comprehend because they are living in the shadows.

The Grand Jury reviewed documents and publications from numerous official sources, including federal, State, and local governmental websites, as well as publications from public and private universities, knowledgeable professionals, and organizations supporting children experiencing homelessness. School Accountability Report Cards for all public schools in Orange County were also used in the investigation process to analyze performance outcomes.

This report's Findings and Recommendations are based on validated facts from multiple sources. Tours and documents were used to validate statements made during interviews. Any conflicting information was thoroughly reviewed to ensure accuracy before inclusion in this report.

## INVESTIGATION AND ANALYSIS

### Liaisons

The McKinney-Vento Act requires that every Local Educational Agency (LEA) designate a staff member to be the Liaison for homeless children. At the heart of the management of McKinney-Vento regulations and expectations in each LEA (school district) is the McKinney-Vento Liaison.

According to the Local Liaison Toolkit published by the National Center for Homeless Education (NCHE): "In general, LEAs must continue a homeless child's or youth's education in the school of origin for the duration of homelessness and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or enroll the homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. [42 U.S.C. § 11432(g)(3)(A).]" It is the McKinney-Vento Liaison's job to carry out this legal mandate.

Liaisons are charged with the responsibility of ensuring that the homeless children and youth in their school district receive the mandated services so that they have the opportunity to experience academic success.

This process begins by the Liaison working to make sure that any student experiencing homelessness is clearly identified as such, is enrolled in school, and receives all the services for which they are eligible so they can achieve academic success.

Some of the responsibilities of each Liaison include, but are not limited to, homeless awareness, guidance, determining eligibility, school selection and enrollment, access to services such as food and transportation, working with parents and guardians, as well as addressing the needs of unaccompanied youth. (A full list of responsibilities is attached at Appendix D.)



## Liaison Challenges and Frustrations

Each Liaison has a myriad of responsibilities which for any full-time dedicated employee would be daunting, but most Liaisons in Orange County public school districts have multiple job assignments that severely limit the time they can spend on students they are intended to help.

In a June 2022 survey of Orange County Liaisons conducted by the OCDE, 40% of respondents indicated that their McKinney-Vento work comprised less than 10% of their job duties.

In the same survey, 40% indicated they had less than one year of experience as a McKinney-Vento Liaison. These factors make it difficult for Liaisons to fulfill their job responsibilities.

In addition, many Liaisons do not have adequate, if any, district support staff, nor school site-level coordinators to assist them in their duties. Several districts have chosen to spend American Rescue Plan (ARP) or Elementary and Secondary School Emergency Relief (ESSER) funds to create Community or School Liaison positions to assist the District Liaison in their work. This has greatly increased the ability of such districts to identify and assist students experiencing homelessness. However, Orange County school districts vary in the number of schools they have, which means a single Liaison may be responsible for as few as six or as many as forty or more schools; this is a formidable task for even six schools—responsibility for forty is arguably impossible. It is important to note that ARP and ESSER funds are scheduled to end in September 2024.

McKinney-Vento Liaisons continually face the challenge of funding. While there are grants funded by both the federal government and the State of California, there are limitations placed on spending them. Liaisons must be creative in ways they provide students with assistance. Seeking community help is one way that has been used to provide items such as backpacks, school supplies, clothing, and food needs. In some cases, businesses and non-profits have aided the Liaisons in sponsoring 'Back to School' events in August or September where families can come to one location to receive necessary school items. A few districts have also established Community Resource Centers, one-stop shops where families can go to receive several forms of assistance but more of these types of centers are needed in the county.

Another major challenge facing Liaisons, which often turns into frustration, is identifying a student as being homeless. School districts request families to self-identify their living status through a required Housing Questionnaire. Families may be embarrassed about their status and not self-identify, or they may not have access to a computer to fill out the form online. These scenarios impact the number of students experiencing homelessness that a district reports. It also means that a Liaison, even if they have the time, must work with personnel in schools to identify the unidentified students who should be receiving McKinney-Vento assistance. Most Liaisons do not have the time nor resources to go out into the community and visit families that schools indicate have not self-identified.

*“Families may be embarrassed about their status and not self-identify”*

Many Liaisons shared their frustration that many parents will not identify as homeless because they are fearful a governmental agency will take their children from them. This is a tragic but

understandable situation especially because many such families are living in cars, vans, or RVs, which they are fearful might be determined by a social services agency to be an unsafe environment for children.

Therefore, the challenge facing each Liaison is how to get those families to disclose their living situation so that their children can begin to receive the benefits provided by the McKinney-Vento Act.

While many Liaisons report great satisfaction from being able to assist students experiencing homelessness, they consistently reference the challenges and frustrations mentioned above as limiting their effectiveness. Later in this report, reference is made to the ratio of Homeless Students to Liaisons which takes into consideration McKinney-Vento District Liaisons and Campus Liaisons/Coordinators assisting the District Liaisons.

## Housing

While the Housing and Urban Development's (HUD) *Point in Time* count identifies 722 Orange County children experiencing homelessness in 2022, that number does not align with the staggering count of 23,246 identified by the twenty-eight school districts in Orange County. While the number of homeless students is surprisingly high, it does not capture the true, even higher number of homeless students, as it does not capture those who remain unidentified.

Local Educational Agency (LEA) Liaisons were provided with a survey to complete and return to the Orange County Grand Jury about children experiencing homelessness. When "handed" a fictional magic wand and asked what they would conjure up with a wave of that wand to assist them in their job role as McKinney-Vento Liaisons, the overwhelming response was housing. It is essential that the school districts, the OCDE, and the County of Orange work together to help the parents/guardians of these children secure permanent housing.

The County of Orange has several housing options available for the homeless, however most are not available to families. There are not enough shelter options for families in Orange County, nor are there enough mid- to long-term solutions such as temporary and permanent supportive housing; most housing has a wait list of one to eight years, and some have closed their waiting list. As if that is not daunting enough, most homeless families do not qualify to join the waiting lists as they are not considered homeless under the definition of Housing and Urban Development (HUD), while at the same time they are considered homeless under the definition of the McKinney-Vento Act. Are they homeless, or not homeless? How can two statutes differ so widely in the definition of something so important? The differences exist in the fact that HUD does not consider a family to be homeless if they are living in a motel (with a few exceptions), and they do not consider families staying with others to be homeless (also with a few exceptions, for example, economic hardship, which carries a heavy burden of proof and requires approval by HUD).

Most families with children attending Orange County schools are not living in shelters or in a park, although some of them do. The majority are living doubled and tripled up with other families, in cars and RVs, and in motels. In some cases, the older kids are couch-surfing at the homes of their friends. They are counted as homeless under the McKinney-Vento definition but not by HUD, and it is the HUD definition which drives the government programs that financially assist with housing.

*Lack of access to housing is one of the greatest barriers for homeless children to reach academic success.*

The best environment for children experiencing homelessness is one where they are offered safety, stability, and the space to do their schoolwork. Permanent Supportive Housing (PSH) provides a permanent place to live for the family; a place where children can have their own bed, privacy, and quiet space to do their schoolwork.

Permanent Supportive Housing is a form of subsidized housing. It provides long-term, affordable housing, and support services to people who are homeless or at risk of becoming homeless. PSH programs provide permanent rental assistance and on-site social services to eligible households, including educational classes, job training opportunities, healthcare referrals, and rehabilitation counseling. With this kind of support services available every day, formerly homeless families are more likely to find employment and stay permanently housed, thereby providing a stable environment for their children.

The challenges faced by children experiencing homelessness can be overwhelming and ultimately handicap their ability to succeed in school. The McKinney-Vento Liaisons, waving their imaginary wands and wishing for more housing, recognize this unmet need as the number one barrier to educational and personal success for the students they support. The Grand Jury hopes to pull these invisible, yet very important, children out of the shadows, and illuminate the need to prioritize housing for them and their families. The investment in today's children will help break the cycle of poverty and homelessness and yield a long-term benefit to society.



## Challenges Faced by Children Experiencing Homelessness

Transportation was reported as one of the most challenging and highest-cost problems faced by schools in their efforts to overcome the challenges of educating homeless children.

During interviews, multiple professionals noted that chronic absenteeism is often caused by challenges in transportation that make it difficult for children experiencing homelessness to get to school.

All schools are required to provide transportation for homeless children when parents request that the child remain in their school of origin. To achieve this, districts address such requests in different ways. Some provide passes on public transportation, others may use rideshare systems, while others use school or contracted buses. School buses are clearly the safest and most effective way, but cost may be a prohibitive factor. The system most frequently used by school districts is the public bus system.

The public bus system is the least desirable transportation for children going to and from school. One school superintendent reported that a child in their school district had to change buses three times, which added 45 minutes to the travel time each way to and from school. This was not an isolated situation; other school administrators also reported similar situations. The Grand Jury believes that public transportation exposes children to potentially unsafe situations.

Frequently changing circumstances of the families, such as being required to move from motel to motel every twenty-eight days (which may be in different cities or school districts), will often impede a child's ability to get to school.

Another of the many challenges faced by children experiencing homelessness is the lack of appropriate clothing and shoes. One story shared during an interview was that a small boy in elementary school would arrive on cold-winter mornings with no coat or warm clothing and with worn-out shoes, and his family would not admit to their homeless situation to permit support. The staff of the school pulled together and bought a coat, shoes, and other needed supplies and told the child that he had won a contest and received these items. The surprise and happy smile on his face told the story.

*“It is easier to build strong children than to repair broken men”*  
*Frederick Douglass*

There are many situations in schools where, due to the stigma of being identified as homeless, or due to other fears, the parents refuse to admit their current homeless situation. Several Liaisons and district superintendents reported in most identified serious cases, the schools provided supplies or gift cards or somehow found a way to provide the needed items.

Without basic human needs being met, it is hard to succeed in life, and this is especially true for children experiencing homelessness.



## Privacy

The California Department of Education provides a Housing Questionnaire for use by Local Educational Agencies (LEAs). The information on the Questionnaire will assist the LEA to determine what services are available to the child of a family experiencing homelessness. (See Appendix E.)

Students experiencing homelessness who are enrolled in an elementary district often do not continue to receive McKinney-Vento benefits when they move to a high school or other district because the 1974 Federal Educational Rights and Privacy Act (FERPA) prevents the sharing of this information between districts. Schools in unified districts can share McKinney-Vento information because they are within the same district. However, schools cannot share this information when students change districts, which results in families having to do the homeless enrollment process again in order for the student to receive McKinney-Vento benefits. For many reasons, re-enrollment does not always occur, and the child may be without benefits temporarily and may perhaps never regain those benefits.

The Grand Jury recommends that each school district add a section to their mandatory school enrollment form enabling parents/guardians to give advance permission for their school to share information regarding their child's McKinney-Vento status with other districts that their child may attend. Adding a parental/guardian FERPA waiver to enrollment forms would provide a way for the child's homeless status to be communicated to their next school to prevent loss of benefits and promote successful transition into the next grade level or between schools. (See Appendix F to find proposed FERPA waiver language.)

During this investigation, the Grand Jury interviewed many LEA Liaisons and leaders of non-profit organizations who provide assistance to those families experiencing homelessness. The Grand Jury was informed that there are many resources available to provide assistance to homeless families in need. The Grand Jury suggests that school districts develop a written list of community agencies and non-profits that offer assistance and support to homeless families. If a district does create such a list, then all families who declare themselves to be homeless should be informed of the existence of the list, and it should be made available to all who request a copy.

## Inter-District Relationships

While children experiencing homelessness are found within every Orange County school district, the results of the Grand Jury's study show that there is not enough communication between districts as to best practices in educating these students. We were surprised to hear many Liaisons say that they do not know many of their fellow Liaisons in neighboring districts, and that there was little or no exchange of ideas, programs, or procedures.

The Orange County Department of Education (OCDE) provides training, advice, and clarification as to the provisions of the McKinney-Vento Act, yet there is no existing requirement that each District Liaison even participate at any level of training. All school districts should make training mandatory. Our study has found that the OCDE provides a wealth of information and training that would benefit the Liaisons, especially since the

tendency is for a high level of turnover in this position across school districts county-wide. In addition, the California Department of Education (CDE) provides material and advice for all Liaisons in the state.

Orange County school districts with higher numbers of homeless children tend to have well-developed programs and practices that would benefit districts with lower numbers of these students. But there are twenty-eight public school districts with separate governing boards that drive their programs, practices, and policies. (See Appendix G for an Orange County school system organizational chart.) There is a great deal of isolation between districts. Programs that work well in one district do not always find their way to another district which could benefit from the knowledge and experiences of those programs and practices.

## Funding

When searching for sources of funding for education, one is confronted with a dizzying array of programs, but few which direct funds for the education of children experiencing homelessness. With the passing of the McKinney Homeless Assistance Act in 1987, the federal government began to address the issue of homelessness in the United States. This law had fifteen programs that primarily dealt with shelter issues and provided little protection and assistance for the education of children experiencing homelessness. When provisions were added to the law that defined homeless children as “individuals who lack a fixed, regular and adequate nighttime residence,” the law became known as McKinney-Vento.

At this point many requirements for dealing with children in this category were put into statute. These requirements applied to State Educational Agencies (SEAs) and Local Educational Agencies (LEAs).

The question facing all LEAs was how to obtain federal funding to assist in the education of children experiencing homelessness. The U.S. Department of Education (USDE) makes McKinney-Vento grant funds available to SEAs for which LEAs can then apply. These grants come through the Education of Homeless Children and Youth Program (HCY). McKinney-Vento grants for LEAs are based on the annual HCY state allocation. While states receive an average of approximately \$7 million per year, California averages \$12-13 million. These competitive grants are awarded over three one-year periods. The dollar amounts awarded are tied to the number of children experiencing homelessness in each LEA. In California, only 121 of the approximately 1,800 LEAs received these grants. Of great importance in securing these funds is the desire and ability of schools and school districts to submit written applications for the grants. While most school districts have some capability to submit applications, a number do not appear to have staff trained in grant writing. Most grant applications are challenging documents to complete and trained personnel are needed to complete the task.

However, LEAs also could access funds through Title 1-A of the Elementary & Secondary Education Act (ESEA) of 1965 and subsequently through the re-authorization of that law by the No Child Left Behind Act (NCLB) in 2001 and Every Student Succeeds Act (ESSA) in 2015. Title 1-A funds target public school districts and schools where high percentages of students are from low-income families.

These funds help schools create programs that would not be possible without outside funding. The USDE distributes Title 1-A funds to SEAs which distribute funds to specific LEAs and their schools which meet the criteria.

A school is eligible for Title 1-A funds if at least 40% of its students are from low-income families, based on the U.S. Census definition of low-income. That definition indicates that a student from a low-income family is one whose family's taxable income for the preceding year did not exceed 150% of the poverty level. In 2022, for a family of four, the annual poverty level income was \$27,750, making the low-income threshold \$41,625 for a family of four.

Funding assistance from Title 1-A is dispersed primarily through grants. These grants are awarded to schools when their leadership team demonstrates a desire by developing a plan that will improve the school's educational standing. In requesting a Title 1-A grant, the school-site application must describe how the funds would be used to improve academic performance. These grants are designated for school-wide programs or targeted assistance for specific students who are identified as academically failing or at risk of failing. This is where most of the recurring funding used to assist children experiencing homelessness is secured.

Following the onset of the COVID-19 pandemic, Congress authorized funds through the American Rescue Plan (ARP) to help reopen and sustain the operation of schools and address the impact of the COVID-19 pandemic on students. The three grant programs from ARP are known as the Elementary & Secondary Emergency Relief Funds (ESSER). ESSER III provided \$15,068,884,546 to the State of California, with 90% (\$13,571,726,487) required to go to LEA's based on each district's share of funds from the 2020-21 Title 1-A allocations. ESSER III funds can be used to reimburse expenses incurred between March 13, 2020, and September 30, 2024. *No funds from the ARP/ESSER III program will be available beyond September 30, 2024.*

Of importance to this Grand Jury study is that the ARP Act set aside \$800 million in ESSER III grants to support very specific and urgent needs of homeless children and youth because of the major impact the coronavirus pandemic had on children experiencing homelessness. This is the ARP Homeless Children and Youth (ARP-HCY) Fund. As a result of the pandemic, students experiencing homelessness were less likely to be identified due to learning outside the school system. These funds were distributed to SEAs in two sections, ARP Homeless I (25% of the total) and ARP Homeless II (75% of the total). Distribution was accomplished using a LEA's allocation under Title 1 Part A of the ESEA (2020-21) and the number of identified homeless children and youth in either school year 2018-19 or 2019-20, whichever is greater. Funds from this program must be used for identifying homeless children and youth and providing them with wrap around services and assistance to enable them to attend school and participate fully in school activities. In addition, use of these funds must adhere to allowable uses specified in the McKinney-Vento Homeless Assistance Act.

The State of California created the Expanded Learning Opportunities Program (ELO-P) as additional help for all TK-6<sup>th</sup> grade students in public schools. This program, primarily funded by the State of California, has applied some of the ARP-ESSER III funds which were allocated to SEAs to be directed to the ELO-P. In addition, these ELO-P grants include an additional \$1,000 per homeless student in each LEA.

Children experiencing homelessness are benefitting from this program as LEAs participating in the ELO-P have created afterschool, inter-session, and summer school enrichment programs.

Report Card						
Name .....	Half Year Ending .....					
Teacher .....	Grade .....					
STUDIES	1	2	3	4	Exam	Final
Reading						
Writing						
Drawing						
Music						
Spelling						
Language						
Arithmetic						
Geography						
U.S. History						
Latin						
Mathematics						

A - Excellent    B - Good    C - Satisfactory  
D - Poor    F - Failure

### Student Accountability Report Cards

For purposes of this investigation, the Orange County Grand Jury viewed all 2020-2021 Student Accountability Report Cards (SARC) posted by the twenty-eight Orange County public school districts. Data were collected from the SARCs of the 490 schools reporting a performance outcome for at least one student experiencing homelessness. These 490 schools enrolled more than 365,000 students including more than 200,000 students identified as Socioeconomically Disadvantaged Students, and more than 22,000 identified as Homeless Students.

The SARC provides data for eighteen distinct categories of students. Data from only three of these categories are used in the analyses done for this report. Those three categories are:

- All Students
- Socioeconomically Disadvantaged Students
- Homeless Students

Data from four performance areas were collected for analysis. The performance areas were:

- Percent who Met or Exceeded State Standards in English Language Arts (ELA)
- Percent who Met or Exceeded State Standards in Math
- Chronic Absenteeism Rates
- Graduation Rates (for high schools only)

Because this was a study of children experiencing homelessness in Orange County, this analysis did not consider outcome performances of students by school or by school district. Instead, the population for each category of students was the total number of students enrolled in all Orange County public schools reporting a performance outcome for at least one Homeless Student in at least one of the identified performance areas.

The data from the 490 schools were analyzed using the following groupings:

- All reported students in each of the performance areas by category.
- Students in each of the three school levels.
- Each of the three school levels further divided into sub-groupings by the number of Homeless Students enrolled in each level of schools.

### **The Facts Learned from the Analysis of the 2020-2021 Data**

The differences between the performance of Homeless Students and both All Students and Socioeconomically Disadvantaged Students are understated on the SARCs. This is because both Socioeconomically Disadvantaged Students and Homeless Students are included in the All-Students category, and Homeless Students are included in the Socioeconomically Disadvantaged Students category. Nevertheless, the facts identified during this analysis of the performance of Homeless Students in Orange County Public Schools are conclusive.

The essential facts are:

1. For both ELA and Math, the percent of Homeless Students who Met or Exceeded State Standards is lower than the percent of All Students and Socioeconomically Disadvantaged Students who Met or Exceeded State Standards.
2. 55.7% of All Students Met or Exceeded State Standards in ELA which is 1.75 times greater than the percent of Homeless Students who Met or Exceeded State Standards in ELA.
3. 46.3% of All Students Met or Exceeded State Standards in Math which is 2.07 times greater than the percent of Homeless Students who Met or Exceeded State Standards in Math.
4. 42.6 % of Socioeconomically Disadvantaged Students Met or Exceeded State Standards in ELA which is 1.34 times greater than the percent of Homeless Students who Met or Exceeded State Standards in ELA.
5. 32.5 % of Socioeconomically Disadvantaged Students Met or Exceeded State Standards in Math which is 1.45 times greater than the percent of Homeless Students who Met or Exceeded State Standards in Math.
6. In Elementary Schools reporting no Homeless Students enrolled, 75.1% of All Students Met or Exceeded State Standards in ELA and 75.7% Met or Exceeded State Standards in Math.
7. In Elementary Schools reporting an outcome for at least one Homeless Student, 28.9% of Homeless Students Met or Exceeded State Standards in ELA and 24.2% Met or Exceeded State Standards in Math.
8. Chronic Absenteeism Rates are higher among Homeless Students than among All Students and Socioeconomically Disadvantaged Students.

9. The Chronic Absenteeism Rate for Homeless Students is 20.5%.
10. The Chronic Absenteeism Rate for Socioeconomically Disadvantaged Students is 12.7%.
11. The Chronic Absenteeism Rate for Socioeconomically Disadvantaged Students excluding Homeless Students is 11.7%.
12. The Chronic Absenteeism Rate for All Students is 9.4%.
13. The Chronic Absenteeism Rate for All Students when Socioeconomically Disadvantaged Students are excluded is 5.3%.
14. The Chronic Absenteeism Rate is highest among Homeless Students enrolled in high schools with fewer than 25 Homeless Students.
15. The Chronic Absenteeism Rate among Homeless Students enrolled in high schools with fewer than twenty-five Homeless Students is three times greater than the Chronic Absenteeism Rate for Socioeconomically Disadvantaged Students and six times greater than that of All Students.
16. The Chronic Absenteeism Rate for Homeless Students enrolled in high schools with fewer than twenty-five Homeless Students is 44%.
17. The Chronic Absenteeism Rate of Homeless Students is lowest in stand-alone middle schools with enrollments of more than one hundred Homeless Students.
18. Graduation Rates of Homeless Children are lower than the Graduation Rates of both All Students and Socioeconomically Disadvantaged Students.
19. Graduation Rates of Homeless Children are highest and Chronic Absenteeism Rates are lowest in high schools with more than 200 Homeless Students.
20. Even though only 39% of all high school students experiencing homelessness Met or Exceeded State Standards in ELA and only 21% Met or Exceeded State Standards in Math, the Graduation Rate for Homeless Students is 87%.
21. In high schools enrolling more than 200 students experiencing homelessness, the percent of Homeless Students who Met or Exceeded State Standards decreased to 31% in ELA and 17% in Math, but Graduation Rates increased to 93%.

(See Appendix H for Student Accountability Report Cards Statistical Analysis Worksheets and Tables.)

These twenty-one facts demonstrate that children experiencing homelessness were:

- More likely to be Chronically Absent
- Less likely to Meet or Exceed State Standards in ELA and Math
- Less likely to graduate

### Validating the Facts Derived from the 2021 Data Analysis

The great majority of students “learned from home” for most of academic year 2020-2021 and only returned to their campuses in the spring. The Grand Jury was concerned that the 2020-2021 SARC data might not provide an accurate representation of student performance. When the 2021-2022 SARC data were posted in early 2023, the Grand Jury decided to analyze the new data to determine the validity of the facts that were identified in the analysis of the 2020-2021 SARC data. Due to time constraints, limited data from the 2021-2022 SARCs, available as of February 1, 2023, were tested. High school Homeless Student enrollment was used as it is the largest of the three school levels.

It was determined that an analysis of the high school data would be an adequate test of the validity of the facts that emerged from the 2020-2021 data.

When the 2021-2022 high school data for All Students, Socioeconomically Disadvantaged Students, and Homeless Students were analyzed, two significant differences in performance outcomes between the 2020-2021 data and the 2021-2022 data were identified.

- The first was that Chronic Absenteeism Rates were higher for all three reported student groups in 2021-2022.
- The second was that the percent of students who Met or Exceeded State Standards in Math was much lower for all three reported student groups in 2021-2022. However, in both instances, the rank order remained the same for the three groups.

The absence of change in the rank order of the three groups of students and the similarity of the differences in performance outcomes between children experiencing homelessness and other children both years lend support to the validity of the facts which emerged from the analysis of the 2020-2021 data. (See Appendix H).

### A Change in How Data is Reported in the SARCs and the Possible Consequences

One significant change in how data were reported in the 2021-2022 SARCs was identified. Specifically, in the guidelines for reporting results of the 2021-2022 SARCs, the California Department of Education informed districts that in order to protect the privacy rights of Homeless Students, outcomes were not to be reported if the number of students in the reporting category was fewer than fifteen. Consequently, this Grand Jury was unable to determine the percent of the 1,068 Homeless Students reported to be attending high schools with fewer than fifty Homeless Students enrolled who Met or Exceeded State Standards in English Language Arts and Math.

This decision had a significant impact on only these two performance categories and was limited almost exclusively to high schools with fifty or fewer Homeless Students. Unfortunately, the ELA and Math test results for these 1,068 students were not included in the 2021-2022 SARCs, and the absence of these data may have the unintended consequence of pushing these children “out of sight and out of mind”, thereby leaving them without the support they need and to which they are entitled. Loss of this support could cause these students to drop out of school or fail. The consequence of either outcome is the likelihood of becoming a homeless adult.

### **What Have We Learned?**

The facts identified during the analysis of the 2020-2021 SARCS were not surprising. Given the challenges encountered by children experiencing homelessness, it was predictable that these children would perform at lower levels than most other students. What was surprising was how much more frequently students experiencing homelessness were chronically absent, and proportionately, how many failed to meet state standards on English Language Arts and Math tests.

It was also surprising to learn that, when the number of Homeless Students in schools increased, Chronic Absenteeism Rates decreased, and Graduation Rates increased even though the percent who Met or Exceeded State Standards in both ELA and Math decreased. While the Grand Jury agrees it is important that children experiencing homelessness graduate, the Grand Jury also believes it is essential that they graduate from high school with the knowledge and skills necessary to succeed in higher education or in the workplace. Allowing these students to graduate from high school without the requisite knowledge and skills to succeed will make it difficult for many to avoid a lifetime of poverty and homelessness.

Most surprising of all was the fact that the 2020-2021 Chronic Absenteeism rate of Homeless Students in high schools with fewer than twenty-five Homeless Students was 44%. This was the highest Chronic Absenteeism rate among Homeless Students regardless of school level or number of Homeless Students enrolled. The reason this was the most surprising of the twenty-one facts listed above is that an early assumption of the Grand Jury was that a low ratio of Homeless Students to Liaisons would be the most important factor in predicting the success of Homeless Students. However, the high rate of Chronic Absenteeism and lower Graduation Rates make it clear that even though a low Homeless Students to Liaison ratio is an important contributing factor to the success of Homeless Students, it is only one of many factors that must be addressed in order to increase the number of Homeless Students who attend school regularly, Meet or Exceed State Standards on state tests, and graduate with the knowledge and skills necessary to succeed beyond high school.

*“...the facts gathered from the SARCs make it clear that public schools are failing far too often in their efforts to educate children experiencing homelessness.”*

## Where Do We Go From Here?

Despite the valiant efforts and dedication of Liaisons who face huge challenges, the facts gathered from the SARCs make it clear that public schools are failing far too often in their efforts to educate children experiencing homelessness.

However, there are school districts, and schools within school districts, where children experiencing homelessness have significantly lower than average rates of chronic absenteeism and significantly higher than average rates of success on ELA and Math tests. The Grand Jury believes the higher levels of performance in these districts and on these campuses can be attributed primarily to higher levels of engagement on the part of the McKinney-Vento Liaisons, higher levels of support from district administrators, and higher levels of support from teachers and staff in the schools they attend.

This report includes recommendations for engagement and support that have enhanced the performance of Homeless Students in kindergarten through high school graduation. Some of the recommendations were crafted using information from interviews provided by state and local McKinney-Vento administrators, current and former McKinney-Vento Liaisons, current Campus Liaisons/Coordinators, Assistant Superintendents, and Superintendents. They shared their successes, and the reasons for those successes, with the Grand Jury. Other recommendations were identified through the Grand Jury's review of pertinent documentation and research.

The Grand Jury believes that if the recommendations included in this report are implemented, more children experiencing homelessness will Meet or Exceed State Standards on State-administered tests, fewer will be chronically absent, and more will graduate from high school with the knowledge and skills necessary to succeed in college or in the workplace.

## **COMMENDATION**

Jeanne Awrey, Coordinator of Student Programs and Services of the Orange County Department of Education (OCDE), and the Homeless Outreach Promoting Educational Success (HOPES) team, are consistently reported as providing excellent support for those Liaisons who seek assistance. The OCDE offers outstanding ongoing support to the McKinney-Vento Liaisons and school districts by providing one-on-one advice, legal guidance, training, and educational materials.

## **COMMENDATION**

The many non-profits in Orange County who are consistent in their support of families experiencing homelessness as reported by many of the McKinney-Vento Liaisons interviewed by the Grand Jury.

## FINDINGS

In accordance with California Penal Code Sections 933 and 933.05, the 2022-2023 Grand Jury requires (or, as noted, requests) Responses from each agency affected by the Findings presented in this section. The Responses are to be submitted to the Presiding Judge of the Superior Court.

Based on its investigation titled, The ABC's of Educating the Children Experiencing Homelessness in Orange County, the 2022-2023 The Grand Jury has arrived at sixteen Findings, as follows:

- F1** Many children experiencing homelessness are not identified as such, and therefore do not receive the support and benefits authorized by the McKinney-Vento Act.
- F2** The lack of mandatory McKinney-Vento Act training of school site office staff, counselors, and teachers contributes to a failure to identify children experiencing homelessness.
- F3** There is disparity in the application of McKinney-Vento regulations across Orange County public school districts which results in unequal access to educational benefits for children experiencing homelessness.
- F4** The majority of McKinney-Vento Liaisons are in full-time positions, but because their work includes multiple non-McKinney-Vento responsibilities, most do not have sufficient time to do the work required by the McKinney-Vento Act.
- F5** Many McKinney-Vento Liaisons lack needed experience due to a high turnover rate in those positions.
- F6** McKinney-Vento Act training is not mandatory for the majority of McKinney-Vento Liaisons.
- F7** Students experiencing homelessness who are enrolled in an elementary district often do not continue to receive McKinney-Vento benefits when they move to a high school district because the Federal Educational Rights and Privacy Act (FERPA) prevents the sharing of this information between districts.
- F8** McKinney-Vento funds depend on school districts submitting grant proposals, but not all districts have employees trained in writing grant applications, resulting in missed funding opportunities.
- F9** School districts that do not apply for grants which fund programs benefitting children experiencing homelessness miss potential revenue opportunities.
- F10** McKinney-Vento is an unfunded federally mandated program; however, school districts which qualify and apply for Title I, Part A funds may obtain revenues that can be used

for children experiencing homelessness. These funds are insufficient to meet the needs of the school districts supporting children experiencing homelessness.

- F11** A lack of reliable transportation for children experiencing homelessness often results in chronic tardiness and absenteeism.
- F12** Chronic Absenteeism Rates of Homeless Students are disproportionately high in comparison with the Chronic Absenteeism Rates of All Students and Socioeconomically Disadvantaged Students.
- F13** Children experiencing homelessness in Orange County perform at a lower level on standardized tests and have a lower graduation rate than All Students and Socioeconomically Disadvantaged Students.
- F14** The percent of Homeless Students graduating who failed to meet state standards on English Language Arts and Math tests. is significantly higher than it is for All Students and Socioeconomically Disadvantaged Students.
- F15** There is a tendency by school districts to operate in isolation, which prevents productive collaboration on addressing the issue of children experiencing homelessness and the challenges of their education.
- F16** A significant lack of affordable permanent housing contributes to many families being caught in the cycle of homelessness.

## RECOMMENDATIONS

In accordance with California Penal Code Sections 933 and 933.05, the 2022-2023 Grand Jury requires (or, as noted, requests) responses from each agency affected by the Recommendations presented in this section. The Responses are to be submitted to the Presiding Judge of the Superior Court.

Based on its investigation titled, The ABC's of Educating Children Experiencing Homelessness in Orange County, the 2022-2023 Grand Jury makes the following eleven Recommendations:

- R1** All Orange County school districts should develop a "Back to School" plan which includes mandatory McKinney-Vento Act training for all district and school administrators, teachers, office staff, and counselors by December 31, 2023, and annually thereafter. (F1, F2, F3)
- R2** Participation in Orange County Department of Education (OCDE) McKinney-Vento Act training programs for all Local Education Agencies (LEA) McKinney-Vento Liaisons should be mandated by October 1, 2023, and annually thereafter. (F1, F3, F5, F6)

- R3** Given that most LEA McKinney-Vento Liaisons are responsible for a number of other duties, and do not have sufficient time to do their McKinney-Vento required work, school districts should identify ways to increase support and/or staff to address the numerous tasks of the Liaisons by October 1, 2023. (F4)
- R4** By January 1, 2024, for children experiencing homelessness to receive uninterrupted McKinney-Vento benefits, Orange County school districts should add a section to their mandatory enrollment school form enabling parents/guardians to give permission for their school to share information regarding their child's McKinney-Vento status with other districts that their child may be attending. (F7)
- R5** By October 1, 2023, each Orange County school district should develop and maintain a centralized list of district employees with grant application writing capability so that they are prepared to apply for available grants to assist in educating children experiencing homelessness. (F8, F9, F10)
- R6** By October 1, 2023, a joint task force should be formed by the OCDE comprised of a district-level administrator from each Orange County school district and leadership from non-profit organizations who serve homeless families, to address absenteeism, low test scores and low graduation rates of children experiencing homelessness. (F.11, F.12, F13, F14, F15)
- R7** To address one of the primary barriers to the education of minors experiencing homelessness, the County of Orange should develop a plan to increase the number of family shelters, permanent supportive housing, and low-cost/long term housing for families by January 1, 2024. (F16)
- R8** By May 1, 2024, each Orange County school district administration should develop, and present to the District Board of Education, a plan to lower the Absenteeism Rates of homeless students. (F11, F12)
- R9** By May 1, 2024, each Orange County school district administration should develop, and present to the District Board of Education, a plan to improve the performance of homeless students in English Language Arts and Math. (F13, F14)
- R10** The Orange County Superintendent of Schools should provide information from the School Accountability Report (SARC) to the Board of Supervisors identifying the number and describing the performance of children experiencing homelessness in Orange County public schools. This data should include the aggregate of students in each district who are experiencing homelessness, their chronic absenteeism rates, and the high school graduation rate and the percent who meet or exceed state standards in English and Math, starting October 31, 2023, and yearly thereafter. (F11, F12, F13, F14, F15)

- R11** By July 1, 2024, the County Board of Supervisors should identify and pursue sustainable financial funding to support all Orange County school districts, with enrolled children experiencing homelessness, in their effort to successfully meet the unfunded Federal mandate to equitably educate these children. (F10)

## REQUIRED RESPONSES

California Penal Code Section 933 requires the governing body of any public agency which the Grand Jury has reviewed, and about which it has issued a final report, to comment to the Presiding Judge of the Superior Court on the findings and recommendations pertaining to matters under the control of the governing body. Such comment shall be made no later than 90 days after the Grand Jury publishes its report (filed with the Clerk of the Court). Additionally, in the case of a report containing findings and recommendations pertaining to a department or agency headed by an elected County official (e.g., District Attorney, Sheriff, etc.), such elected County official shall comment on the findings and recommendations pertaining to the matters under that elected official's control within 60 days to the Presiding Judge with an information copy sent to the Board of Supervisors. Furthermore, California Penal Code Section 933.05 specifies the manner in which such comment(s) are to be made as follows:

(a) As to each Grand Jury finding, the responding person or entity shall indicate one of the following:

- (1) The respondent agrees with the finding.
- (2) The respondent disagrees wholly or partially with the finding; in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.

(b) As to each Grand Jury recommendation, the responding person or entity shall report one of the following actions:

- (1) The recommendation has been implemented, with a summary regarding the action.
- (2) The recommendation has not yet been implemented, but will be implemented in the future, with a time frame for implementation.
- (3) The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This time frame shall not exceed six months from the date of publication of the Grand Jury report.
- (4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation, therefor.

(c) If a finding or recommendation of the Grand Jury addresses budgetary or personnel matters of a county agency or department headed by an elected officer, both the agency or department head and the Board of Supervisors shall respond if requested by the Grand Jury, but the response of the Board of Supervisors shall address only those budgetary /or personnel matters over which it has some decision-making authority. The response of the elected agency or department head shall address all aspects of the findings or recommendations affecting his or her agency or department.

Comments to the Presiding Judge of the Superior Court in compliance with Penal Code Section 933.05 are required from the governing body of each school district below:

### Findings – 90 Day Response Required

Anaheim Elementary School District	F1, F2, 3F, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Anaheim Union High	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Brea Olinda Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Buena Park	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Capistrano Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Centralia Elementary	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Cypress	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Fountain Valley	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Fullerton	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Fullerton Joint Union High	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Garden Grove Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16

## Findings – 90 Day Response Required

Huntington Beach City	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Huntington Beach Union High	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Irvine Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Laguna Beach Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
La Habra City	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Los Alamitos Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Lowell Joint	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Magnolia	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Newport-Mesa Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Ocean View	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Orange Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Placentia-Yorba Linda Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Saddleback Valley Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Santa Ana Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Savanna	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16

## Findings – 90 Day Response Required

Tustin Unified	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16
Westminster	F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16

## Recommendations – 90 Day Response Required

Anaheim Elementary School District	R1, R2, R3, R4, R5, R6, R8, R9
Anaheim Union High	R1, R2, R3, R4, R5, R6, R8, R9
Brea Olinda Unified	R1, R2, R3, R4, R5, R6, R8, R9
Buena Park	R1, R2, R3, R4, R5, R6, R8, R9
Capistrano Unified	R1, R2, R3, R4, R5, R6, R8, R9
Centralia Elementary	R1, R2, R3, R4, R5, R6, R8, R9
Cypress	R1, R2, R3, R4, R5, R6, R8, R9
Fountain Valley	R1, R2, R3, R4, R5, R6, R8, R9
Fullerton	R1, R2, R3, R4, R5, R6, R8, R9
Fullerton Joint Union High	R1, R2, R3, R4, R5, R6, R8, R9
Garden Grove Unified	R1, R2, R3, R4, R5, R6, R8, R9
Huntington Beach City	R1, R2, R3, R4, R5, R6, R8, R9
Huntington Beach Union High	R1, R2, R3, R4, R5, R6, R8, R9
Irvine Unified	R1, R2, R3, R4, R5, R6, R8, R9
Laguna Beach Unified	R1, R2, R3, R4, R5, R6, R8, R9
La Habra City	R1, R2, R3, R4, R5, R6, R8, R9

## Recommendations – 90 Day Response Required

Los Alamitos Unified	R1, R2, R3, R4, R5, R6, R8, R9
Lowell Joint	R1, R2, R3, R4, R5, R6, R8, R9
Magnolia	R1, R2, R3, R4, R5, R6, R8, R9
Newport-Mesa Unified	R1, R2, R3, R4, R5, R6, R8, R9
Ocean View	R1, R2, R3, R4, R5, R6, R8, R9
Orange Unified	R1, R2, R3, R4, R5, R6, R8, R9
Placentia-Yorba Linda Unified	R1, R2, R3, R4, R5, R6, R8, R9
Saddleback Valley Unified	R1, R2, R3, R4, R5, R6, R8, R9
Santa Ana Unified	R1, R2, R3, R4, R5, R6, R8, R9
Savanna	R1, R2, R3, R4, R5, R6, R8, R9
Tustin Unified	R1, R2, R3, R4, R5, R6, R8, R9
Westminster	R1, R2, R3, R4, R5, R6, R8, R9

Comments to the Presiding Judge of the Superior Court in compliance with Penal Code Section 933.05 are required below:

## Findings – 90 Day Response Required

Orange County Board of Supervisors	F10, F16
Orange County Department of Education	F2, F6, F10

## Recommendations – 90 Day Response Required

Orange County Board of Supervisors	R7, R10, R11
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## Recommendations – 90 Day Response Required

Orange County Department of Education R2, R6, R10

# REQUESTED RESPONSES

## Findings – 90 Day Response Requested

Robyne's Nest	F11, F16
Project Hope Alliance	F11, F16
Illumination Foundation	F11, F16
Stand Up For Kids	F11, F16
OC Rescue Mission	F11, F16
Thomas House	F11, F16
Family Solutions Collaborative	F11, F16

## Recommendations – 90 Day Response Requested

Robyne's Nest	R6
Project Hope Alliance	R6
Illumination Foundation	R6
Stand Up For Kids	R6
OC Rescue Mission	R6
Thomas House	R6
Family Solutions Collaborative	R6

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# GLOSSARY

## ARP

American Rescue Plan funds from the US Government are part of the COVID pandemic recovery program and expire on September 30, 2024. Funds can be used by SEAs and LEAs to equitably expand opportunities for students in need. Includes students from low-income backgrounds, students of color, students with disabilities, English learners, students experiencing homelessness, and students with inadequate access to technology. In the initial distribution, California received more than \$15 billion.

## California School Dashboard

Source of information on public schools, such as SARCs.

## CALPADS

California Longitudinal Pupil Achievement Data System maintains historical data on LEAs by and for state and federal agencies. (Replaced CBEDS California Basic Educational Data System.)

## CDE

*California Department of Education*

## Charter School

Public school that operates as a school of choice. Operates outside normal public-school requirements according to its charter of educational objectives.

## Chronic Absenteeism

Students are determined to be chronically absent if they miss 10 percent or more of the days they were enrolled in school.

## Couch-Surfing

To stay temporarily in a series of other people's homes, typically by sleeping on their sofas.

## ELA

English Language Arts

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## **ESD/CSD**

Elementary/City School District controls PK-6 or PK-8 schools within a geographic area (PK is pre-kindergarten).

## **ELO-P**

Expanded Learning Opportunity Program provides funding for afterschool, intersession, and summer school enrichment programs for transitional kindergarten through sixth grade. They are pupil-centered, results driven, and may include community partners which offer programs that complement but do not replicate, learning activities in the regular school day and school year.

## **ESEA**

Elementary & Secondary Education Act (1965) contains Title I and was enacted by the U.S. Congress on April 9, 1965, as part of President Lyndon B. Johnson's "War on Poverty."

## **ESSA**

Every Student Succeeds Act (2015) reauthorized the ESEA, a federal K-12 education law of the United States. ESSA replaced the previous education law called "No Child Left Behind." ESSA extended more flexibility to States in education and laid out expectations of transparency for parents and for communities. It required each state to establish a 'State Report Card' which in California is called SARC.

## **ESSER**

Elementary and Secondary School Emergency Relief

## **FERPA**

The Federal Educational Rights and Privacy Act (1974) bars the disclosure of personally identifiable data in student records to third parties, including between school districts, without parental consent.

## **FRPM**

Free or Reduced-Price Meal

Students from households with incomes at or below 130 percent of the Federal poverty line can receive a free lunch. Between 130 and 185 percent of the Federal poverty line can receive a reduced-price lunch.

## **GRANTS GIVEN THROUGH TITLE ONE:**

### **Basic Grants**

They comprise the vast majority of available grants. Allocated to school districts in which there are at least 10 formula-eligible students and where at least two percent of the school age population is formula-eligible. Formula-eligible includes children 5 to 17 years old in families living in poverty, children who receive Temporary Assistance for Needy Families (TANF), neglected and delinquent children, and foster children.

### **Concentration Grants**

Provides additional funds for districts with large low-income and disadvantaged student populations. Eligibility requires over 6,500 formula-eligible students or 15% of the school-age population.

### **EFIG**

Educational Finances Incentive Grants are distributed to LEAs through the CDE and are based on statewide income data. A minimum of 10 formula-eligible students and make up at least 5% of the school-age population.

### **HCY**

Homeless Children and Youth Act is the source of federal McKinney-Vento grants distributed to states.

### **Targeted Grants**

Use the same as Basic and Concentration Grants but provide weighting of data allowing more funds to flow to schools with higher formula-eligible student counts.

### **HOPES**

Homeless Outreach Promoting Educational Success Collaborative is a partnership including the Orange County Department of Education, County of Orange Homeless Prevention, Orange County school districts, community-based organizations, faith-based communities, law enforcement, and shelter and housing service providers. Removes enrollment barriers, increases school attendance, and ultimately improves the academic success of children and youth under the McKinney-Vento Homeless Education Assistance Act. Technical assistance and training are available to LEAs, charter schools, organizations and agencies involved in working with children, youth and families experiencing homelessness.

### **HUD**

*U.S. Department of Housing and Urban Development*

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## **LCFF**

Local Control Funding Formula was enacted in 2013, giving local communities control and flexibility to base school funding on student need. Funds for the Principal Apportionment are made through grants. The adjusted base grant for 2022-23 ranges from \$9,166 to \$11,102 based on grade level.

## **LEA**

Local Educational Agency (School District)

## **McKinney-Vento Act**

Provides rights and services to children and youth experiencing homelessness and includes those who are: sharing the housing of others due to a loss of housing, economic hardship, or a similar reason; staying in motels, trailer parks or camp-grounds due to the lack of an adequate alternative; staying in shelters or transitional housing; or sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings.

## **McKinney-Vento Homeless Liaison**

Each Local Educational Agency (LEA) must designate a liaison for students experiencing homelessness who leave able to carry out the duties described in the law.

## **NCHE**

National Center for Homeless Education

## **NGO**

Non-Government Organization

## **NSLP**

National School Lunch Program

## **OC211**

Orange County 2-1-1 is to help people find available and needed help by eliminating the barriers to finding and accessing social services in Orange County.

## **OCBE**

Orange County Board of Education

## **OCDE**

Orange County Department of Education

## **OCHMIS**

Orange County Homeless Management Information System

## **OSC**

Office of State Coordinator is designated by each State Educational Agency (SEA) to carry out duties outlined in the McKinney-Vento Act.

## **PSH**

Permanent Supportive Housing-A type of housing and social service model that combines affordable housing assistance with voluntary support services for people experiencing chronic homelessness. The services are designed to help a person build independent living skills while connecting them to health care and employment services.

## **PIT**

Point-in-Time is a count of sheltered and unsheltered people experiencing homelessness on a single night in January. HUD requires that Continuums of Care (CoC) conduct annual counts of people experiencing homelessness that are sheltered in emergency shelters, transitional housing, and Safe Havens, and those living unsheltered on the streets or homeless encampments.

## **P.L.**

Public Law

## **PPRA**

Protection of Pupil Rights Amendment (1978) clarified FERPA and included student surveys, instructional materials and evaluations funded by the federal government that deal with highly sensitive issues.

## **SARC**

School Accountability Report Card is prepared annually by each public school in California and includes student performance and attendance information needed by the CDE and USDE.

Three classifications of students from SARC were used in this report:

- *Socioeconomically Disadvantaged Students* (SED): (1) eligible for the *National School Lunch Program* (NSLP) or certified for a *Free or Reduced-Price Meal* (FRPM), or (2) migrant, homeless, or foster youth, or (3) where neither of the parents are high school graduates.
- *All Students* refers to total enrollment.

*Homeless Students* per the McKinney-Vento Act definition (| (See Glossary).

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## **School of Origin**

School that a child experiencing homelessness attended just prior to being designated homeless under McKinney-Vento Act, or prior school when enrolling in a new school.

### **SEA**

State Educational Agency (aka CDE)

### **Title 1, Part A**

Source of financial assistance for LEAs to support the education of children from low-income families. LEAs and schools with high numbers or a high percentage of children from low-income families benefit from these funds to help ensure all children meet challenging state academic standards. A school is eligible for Title 1 funding if at least 40% of its students are from low-income families, based on the U.S. Census definition of low-income. From that starting point, complex formulas are used to determine funding. Requesting a Title 1 grant involves an application process. In the grant, the school must describe how the funds would be used to improve academic performance.

### **USD**

Unified School District sets policies and procedures for all schools, PK-12, within its geographic area.

### **UHSD**

Union High School District sets policies and procedures for school grades 7-12 or 9-12 within its geographic area.

### **U.S. Census Bureau**

Defines low income as a family whose household income does not exceed 150% of the national poverty level. In 2022, for example, 150% of the poverty level for a family of four was \$41,625.

### **USDE**

U.S. Department of Education

## BIBLIOGRAPHY

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Home Box Office (HBO), Documentary, 'Homeless: The Motel Kids of Orange County' 2010 [www.HBOMax.com](http://www.HBOMax.com)

Stand Up For Kids, 'What Back to School Means for Youth Experiencing Homelessness' August 22, 2022

## REFERENCES

- Policies and Procedures of all Orange County Public School Districts regarding the education of children experiencing homelessness
- Surveys developed by the Grand Jury for all county school district McKinney-Vento Liaisons
- Orange County Department of Education materials/media developed for McKinney-Vento Liaisons on the topic of Homeless Education
- OCDE published McKinney-Vento informational documents for students and families
- Flyers and pamphlets designed by OC school districts regarding the rights and programs for students experiencing homelessness and their parents
- School Accountability Report Cards (SARC) for Orange County public Elementary Schools 2020-2021; public High Schools 2020-2021, 2021-2022
- Highlights from State of Crisis Report: Understanding School District Educational Patterns for California Students Experiencing Homelessness, CDE 20
- California Homeless Enrollment Multi-Year Summary by Grade K-12 years 2020-2021.
- Project Hope Alliance Annual Report-Ending the Cycle of Homelessness, One Child at a Time, 2022
- Project Hope Alliance: Societal Benefits of Ending the Cycle of Homelessness for Orange County Youth
- Illumination Foundation Comprehensive Care Services (CCS) Program
- Various publications from public and private universities on the subject of educating students experiencing homelessness
- Various publications from School House Connection
- Various publications from the National Center for Homeless Education (NCHE)

# APPENDICES

## Appendix A

### Common Signs of Homeless Children for Educators

#### Transportation and Attendance Problems

- Tardiness
- Absences
- Failure to participate in after-school activities
- Absence of participation in field trips
- Unable to contact parents

#### Poor Hygiene

- Inconsistent grooming
- Wearing the same clothes several days in a row
- Body odor

#### No Personal Study Space at Home

- Consistent lack of preparation for school
- Incomplete or missing homework
- Unable to complete projects
- Absence of basic school supplies
- Loss of books and school supplies on a regular basis
- Concern for safety of belongings

#### Poor Health and Nutrition

- Fatigue
- Persistent hunger
- Unaddressed medical, dental, vision, and hearing needs
- Absence of immunizations

#### Lack of Progression in Education

- Attendance at multiple schools
- Poor ability to comprehend
- Poor organizational skills
- Lack of school skill development
- Lack of records needed to enroll
- Unable to pay school related fees

## Reactions or Statements Made by the Child

- Showing anger or shame when asked about current address
- States staying with grandparents, friends, other family members
- States staying at a motel
- Claims: I do not know or remember the name of my last school, or
- My parents and I have been moving around a lot, or
- We have a new address, and I cannot remember it, or
- We are staying with relatives, or
- I do not know the names of the people I am living with

## Behavioral and Social Concerns

- Poor/short attention span
- Poor self-esteem
- Changes in behavior
- Withdrawn
- Failure to form relationships with other children and teachers
- Does not socialize at recess
- Hard time trusting people
- Shows aggression at times
- Defensive of parents
- Delays in development
- Fear of being abandoned
- Wants to be with parent
- Gets anxious as school day progresses

Sources:

Schoolhouse Connection.org

NCHE.ed.gov

## Appendix B

### History of the McKinney-Vento Act

The McKinney-Vento Homeless Assistance Act (P.L. 100-77) was the first and remains the only major Federal Legislative response to homelessness.

In the early 1980's, the initial responses to widespread and increasing homelessness were primarily local.

In the years that followed, advocates around the country demanded that the federal government acknowledge homelessness as a national problem necessitating a national response.

In 1986, legislation encompassing Title I of the Homeless Persons' Survival Act-emergency relief provisions for shelter, food, mobile healthcare and transitional housing-was introduced as the Urgent Relief for the Homeless Act. A large bipartisan majority in both chambers of Congress passed the Legislation in 1987.

After the death of its chief Republican sponsor, Representative Steward B. McKinney of Connecticut, the Act was renamed the Steward B. McKinney Homeless Assistance Act. It was signed into law on July 22, 1987.

On October 30, 2000, President Clinton renamed the Legislation the McKinney-Vento Homeless Assistance Act after the death of Representative Bruce Vento, a Democrat from Minnesota, a leading supporter of the Act since its original passage in 1987.

In 2001, Congress reauthorized the McKinney Education of Homeless Children and Youth Program as the McKinney-Vento Homeless Education Assistance Improvement Act in the No Child Left Behind Act (P.L. 107-110), signed by President George W. Bush on January 8, 2002. Congress was influenced by statistics that over one million children were likely to experience homelessness in any given year and extreme poverty, coupled with high mobility and loss of housing, placed these children at great risk for educational challenges.

The Public Law became effective on July 1, 2002. The purpose of the Law was to close the achievement gap with accountability, flexibility, and choice so that no child is left behind.

The *Every Student Succeeds Act* (ESSA) was signed by President Obama on December 10, 2015, replacing the *No Child Left Behind Act*. Most of the Amendments to the *McKinney-Vento Act* under ESSA went into effect on October 1, 2016. Those Amendments would change the way schools support the academic success of children and youth experiencing homelessness, from preschool through high school graduation. ESSA emphasized collaboration and coordination at the state and local level to ensure appropriate supports are in place for youth experiencing homelessness.

# Appendix C

## School District Survey

### 2022-2023 Orange County Grand Jury Education of Children Experiencing Homelessness Questionnaire For School District McKinney-Vento Liaisons

**Mailing Address: OC Grand Jury, 700 W Civic Center Dr, Santa Ana, CA 92701**

**e-Mail Address: [grandjurysupport@occourts.org](mailto:grandjurysupport@occourts.org)**

*Admonition: This correspondence and your response to it are strictly confidential. This confidential document may only be discussed with those individuals responsible for or needed to answer the survey questions. This means that the contents of this survey and your answers are not to be released to the public or shared with anyone not directly involved in responding without the prior written authorization of the Orange County Superior Court or Orange County Grand Jury. The Grand Jury assures you that it will maintain the confidentiality of site-specific information provided in each response, will not publicly disclose anything that could lead to the identity of any respondents, and thanks you in advance for your cooperation.*

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Liaison Position: Full Time: \_\_\_\_\_ Part Time: \_\_\_\_\_ Hours per Week: \_\_\_\_\_  
Length of Time in Position: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ e-Mail: \_\_\_\_\_  
Response Date: \_\_\_\_\_

Note: Response cells are formatted for word wrap and will expand as needed. Use as much space as necessary for your responses.

**All questions relate only to children experiencing homelessness.**

1. Please provide the name of the School District for which you are responsible: School District: \_\_\_\_\_
  
2. Do you use the McKinney-Vento definition of homeless in determining the number of children experiencing homelessness? 
 Yes  
 No (please provide definition used): \_\_\_\_\_
  
3. For only the Children Experiencing Homelessness (CEH), please provide a list of Schools and the current enrollment, not total enrollment, at each School in your School District for which you are responsible. ***This may be provided as a separate attachment if you prefer:*** 
School  
CEH

4. Please provide a printed or electronic copy of the School District/Schools policies and procedures related to the education and other services provided to children experiencing homelessness.

Mailing Address:

Orange County Grand Jury

700 W Civic Center Dr

Santa Ana, CA 92701

e-Mail Address:

[GrandJurySupport@occourts.org](mailto:GrandJurySupport@occourts.org)

5. What type of specialized training do you receive, if any, to prepare you for this responsibility?

Please explain:

6. How are children experiencing homelessness identified by the School District?

Please explain:

7. How are the identified children enrolled and placed in schools?  
(Check all that apply)

Physical Temporary Address

Available Space at School

Availability of Transportation

Placement Testing (by District)

Placement Testing (by School)

Age of Child

Prior School

Other (please explain):

8. How are children without a parent or legal guardian enrolled and placed in schools, if different?

Not Different

Different (please explain):

9. How are children informed about educational opportunities, such as special needs, Magnet Schools, Advanced Placement, summer schools and career technical education?

Please explain:

10. How are pre-school aged children provided access to services based on need?

Please explain:

11. What procedure is followed if a child becomes homeless during the school year? Please explain:
12. What enrollment barriers might exist for children, and how are they mitigated/overcome? Please explain:
13. How are children accommodated for transportation to and from school?  
(Check all that apply)
- Public Buses
  - School Buses
  - Dial-a-Ride
  - Ride Share
  - Volunteer Carpools
  - Walking
  - Other (please identify):
14. Are the nutritional needs of children addressed by a federal or state program? (Check all that apply)
- Yes (please specify):
  - No
  - Other (please explain):
15. What is done to facilitate access to other needed services or resources for the children, such as housing? Please explain:
16. How is the privacy of the child's homeless status protected? Please explain:
17. How do you resolve disputes regarding eligibility, school selection or enrollment? Please explain:
18. How is chronic absenteeism managed? Please explain:
19. How are potential expulsion events resolved? Please explain:
20. If you could "**wave a magic wand,**" what suggestions do you have to improve the education of children experiencing homelessness? Please explain:

# Appendix D

**DEPARTMENT OF EDUCATION**

**LIAISON RESPONSIBILITIES**

RESOURCE: [HTTP://CENTER.SERVF.ORG/NCHE/DOWNLOADS/TOOLKIT2/APP2R.PDF](http://center.servf.org/nche/downloads/toolkit2/app2r.pdf)

### The McKinney-Vento Act requires:

every Local Educational Agency (LEA) to designate a liaison for students experiencing homelessness to ensure identification, school enrollment, attendance in order to promote opportunities for student success. In 42 U.S.C. § 11432 (g) (6) (A), the McKinney-Vento Act lists the responsibilities of the local liaison. The law states the liaison has to be someone who is able to "carry out the duties" 11432 (g) (1) (J) (iii).

### Services

- Inform parent, guardian and housing insecure unaccompanied youth of educational opportunities available to ensure students have equal access to magnet and summer schools, career technical education, advance placement, and other LEA programs.
- Ensure that preschool-aged housing insecure children and their families have access to and receive services, if eligible, under LEA-administered preschool, (Head Start, Part of Individuals with Disabilities Act (IDEA) and other LEA programs).
- Refer housing insecure families and students to housing services, in addition to other services. Liaison may affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homeless in order to qualify for HUD homeless assistance programs.

### Educational Rights, Identification & Enrollment

- Disseminate public notice of McKinney-Vento educational rights in locations frequented by parents/guardians and unaccompanied youth, in a manner/form understandable to parents, guardians, and youth.
- Ensure housing insecure children/youth are properly identified and are immediately enrolled by school personnel.
- Ensure students identified have school stability, and parents/school personnel are informed on how school of origin extends to preschools, receiving schools, and transportation services until the end of the school year, even if a student becomes permanently housed.
- Ensure that parents and LEA staff are aware of the importance of the privacy of student records, including information about a child or youth's living situation.
- Inform parent/guardian/unaccompanied youth of all services, including transportation to the school of origin, and the criteria for transportation assistance.
- Remove enrollment barriers related to missed application/enrollment deadlines, fines or fees, records required for enrollment, including immunizations or other required health records, proof of residency, or other documentation, academic records, including credit transfer.
- Assist housing insecure unaccompanied youth with enrollment, school placement and obtaining records.

### Coordination & Collaboration

- Develop and coordinate collaborations with resources, including: public and private child welfare, social services agencies, law enforcement, juvenile/family courts, agencies providing mental health services, domestic violence, child care providers, runaway/homeless youth centers, food banks, providers of services and programs funded under the Runaway and Homeless Youth Act, and providers of emergency, transitional/permanent housing agencies, and family shelter providers.
- Coordinate and collaborate with different divisions within the LEA such as special education, migrant education, Title I, nutrition services, transportation, etc. to ensure homeless students are afforded the opportunities and additional resources as their housed peers.
- Ensure public notice of the educational rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens, in an understandable manner and form.
- Participate in mediations of school enrollment disputes, Student Success Teams (SST), School Attendance Review Board (SARB), Expulsion Determination meetings, etc. to advocate for the needs of housing insecure youth.

### Professional Development

- Participate in professional development and technical assistance activities and ensure that school personnel providing McKinney-Vento services receive professional development and support.
- Review/revise local policies and practices (LEA Board Policies) to ensure that students are not segregated or stigmatized (by school/program) on the basis of their living circumstances.

California Department of Education | Homeless Education Team | [HomelessEd@cde.ca.gov](mailto:HomelessEd@cde.ca.gov)

# Appendix E

## California Department of Education Housing Questionnaire

### Local Educational Agencies' Instructions for the Housing Questionnaire

#### Instructions:

Add your local educational agency (LEA) information to this form before sharing this with parents, guardians, families, and/or youth. The area reserved for the agency information is right under the heading and is also a fillable section under the title. The completed section will look like this:

#### Housing Questionnaire for

The Name of Your LEA or School Site

The parent, guardian, or youth will read and complete the middle sections of the Housing Questionnaire as it relates to the child or children's names, nighttime residency, contact information, and other children living with parent or guardian.

The LEA will need to complete the bottom portion of the Housing Questionnaire. There are three fillable sections: one for the name of your LEA's Homeless Liaison, one for their phone number, and one for their email address.

This form should be included as part of the registration materials that the LEA shares with families and youth. This form is intended to be used as a template or as a standalone depending on your LEA's current enrollment forms.

For further guidance on the use or completion of, or any questions about, the Housing Questionnaire, please access the Guidance for Completion of Housing Questionnaire (<https://www.cde.ca.gov/sp/hs/cy/documents/guidanceforquestionnaire.docx>). The guidance provides the LEA with detailed information around the purpose and use of, data/information sharing concerns regarding, and how to best use the Housing Questionnaire with families and youth.

If you have any questions regarding this subject, please contact the California Department of Education Homeless Education Program within the Integrated Student Support and Programs Office by phone at 866-856-8214, or by email at [HOMELESSED@cde.ca.gov](mailto:HOMELESSED@cde.ca.gov).

### 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

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs, and services, if needed, as provided to all other children, including free meals and Title 1.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

Please list all children currently living with you.

Name	Gender	Birthdate	Grade	School

If you have any questions about these rights, please contact your LEA's Homeless Liaison:

Name

Phone

Email

## Appendix F

The 1974 Federal Educational Rights and Privacy Act (FERPA) prevents the sharing of this Housing Questionnaire information when your child/student changes school districts or moves on to a high school district. Your signing of the attached FERPA waiver allows our school/district to communicate your child's McKinney-Vento status to their next school to prevent a loss of benefits and promote a successful transition to the next school.

### FERPA Consent to Release Student Information

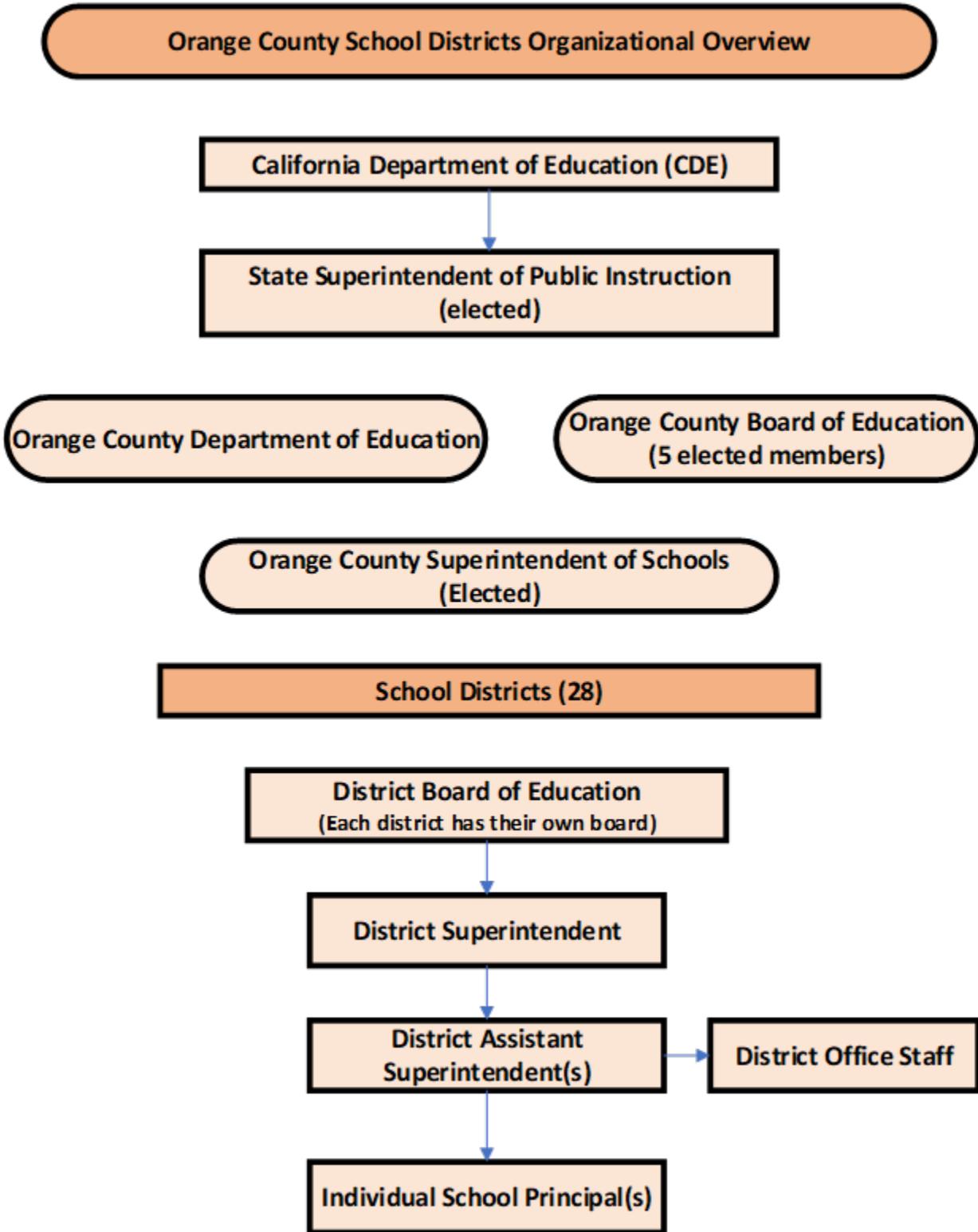
Please provide the McKinney-Vento Housing Questionnaire information identifying the educational records of \_\_\_\_\_ (Name of Student) to the administrative office of all subsequent schools attended through high school of the identified student except for their disciplinary records.

I understand the information may be released orally or in the form of copies of written records, as preferred by the requester. I further understand that until I revoke my consent, this consent shall remain in effect and educational records will continue to be provided for the identified student.

Date: \_\_\_\_\_

Responsible Parent/Guardian \_\_\_\_\_

# Appendix G



# Appendix H

## Student Accountability Report Cards Statistical Analysis Worksheets

### 2020-21 Elementary Schools with Fewer than 25 Homeless Students Enrolled

#### ELA Test

212 Elementary Schools

57137 **All Students** Took ELA Test.

34226 **All Students** Met or Exceeded State Standards

**34226/57137 = 59.9% = % All Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

212 Elementary Schools

25735 **Socioeconomically Disadvantaged Students** Took ELA Test

11249 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**11249/25735 = 43.7% = % Socioeconomically Disadvantaged Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

74 Elementary Schools

511 **Homeless Students** Took ELA Test

181 **Homeless Students** Met or Exceeded State Standards

**181/511 = 35.4% = % Homeless Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

#### Math Test

212 Elementary Schools

58624 **All Students** Took Math Test.

31096 **All Students** Met or Exceeded State Standards

**31096/58624 = 53% = % All Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

212 Elementary Schools

26802 **Socioeconomically Disadvantaged Students** Took Math Test

9763 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**9763/26802 = 36.4% = % Socioeconomically Disadvantaged Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

86 Elementary Schools

622 **Homeless Students** Took Math Test

169 **Homeless Students** Met or Exceeded State Standards

**169/622 = 27.2% = % Homeless Students (in Elementary Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

212 Elementary Schools

73316 **All Students** Chronic Absenteeism Eligible Enrollment

6308 **All Students** Chronic Absenteeism Count

**6308/73316 = 8.6% = All Students Chronic Absenteeism Rate**

212 Elementary Schools

31558 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

4263 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**4263/31558 = 13.5% = Socioeconomically Disadvantaged Students Chronic Absenteeism Rate**

212 Elementary Schools

1990 **Homeless Students** Chronic Absenteeism Eligible Enrollment

529 **Homeless Students** Chronic Absenteeism Count

**529/1990 = 26.6% = Homeless Students Chronic Absenteeism Rate**

# **2020-21 Elementary Schools with 25-49 Homeless Students Enrolled**

## **ELA Test**

47 Elementary Schools

12571 **All Students** Took ELA Test.

5346 **All Students** Met or Exceeded State Standards

**5346/12571 = 42.5% = % All Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools

9344 **Socioeconomically Disadvantaged Students** Took ELA Test

3196 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**3196/9344 = 34.2% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools  
735 **Homeless Students** Took ELA Test  
193 **Homeless Students** Met or Exceeded State Standards  
**193/735 = 26.3% = % Homeless Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

### **Math Test**

47 Elementary Schools  
12589 **All Students** Took Math Test.  
4705 **All Students** Met or Exceeded State Standards  
**4705/12589 = 37.4% = % All Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

47 Elementary Schools  
9400 **Socioeconomically Disadvantaged Students** Took Math Test  
2710 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards  
**2710/9400 = 28.8% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools  
745 **Homeless Students** Took Math Test  
165 **Homeless Students** Met or Exceeded State Standards  
**165/745 = 22.1% = % Homeless Students (in Elementary Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

### **Chronic Absenteeism**

47 Elementary Schools  
23723 **All Students** Chronic Absenteeism Eligible Enrollment  
3040 **All Students** Chronic Absenteeism Count  
**3040/23723 = 12.8% = All Students (in Elementary Schools with 25-49 Homeless Students) Chronic Absenteeism Rate**

47 Elementary Schools  
17570 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment  
2574 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count  
**2574/17570 = 14.6% = Socioeconomically Disadvantaged Students (in Elementary Schools with 25-49 Homeless Students) Chronic Absenteeism Rate**

47 Elementary Schools  
1559 **Homeless Students** Chronic Absenteeism Eligible Enrollment  
472 **Homeless Students** Chronic Absenteeism Count  
**472/1559 = 30.3% = Homeless Students (in Elementary Schools with 25-49 Homeless Students) Chronic Absenteeism Rate**

# 2020-21 Elementary Schools with 50-99 Homeless Students Enrolled

## ELA Test

47 Elementary Schools

15086 **All Students** Took ELA Test.

5907 **All Students** Met or Exceeded State Standards

**5907/15086 = 39.2% = % All Students (in Elementary Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools

10650 **Socioeconomically Disadvantaged Students** Took ELA Test

3467 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**3467/10650 = 32.6% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools

1707 **Homeless Students** Took ELA Test

493 **Homeless Students** Met or Exceeded State Standards

**493/1707 = 28.9% = % Homeless Students (in Elementary Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## Math Test

47 Elementary Schools

15928 **All Students** Took Math Test.

5364 **All Students** Met or Exceeded State Standards

**5364/15928 = 33.7% = % All Students (in Elementary Schools with 50/999 Homeless Students) Who Met or Exceeded State Standards on Math Test**

47 Elementary Schools

11123 **Socioeconomically Disadvantaged Students** Took Math Test

3061 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**3061/11123 = 27.5% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

47 Elementary Schools

1607 **Homeless Students** Took Math Test

376 **Homeless Students** Met or Exceeded State Standards

**376/1607 = 23.4% = % Homeless Students (in Elementary Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

47 Elementary Schools

29996 **All Students** Chronic Absenteeism (in Elementary Schools with 50-99 Homeless Students) Eligible Enrollment

3812 **All Students** Chronic Absenteeism Count

**3812/29996/ = 12.7% = All Students (in Elementary Schools with 50-99 Homeless Students) Chronic Absenteeism Rate**

47 Elementary Schools

22121 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

3349 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**3349/22121 = 15.1% = Socioeconomically Disadvantaged Students (in Elementary Schools with 50-99 Homeless Students) Chronic Absenteeism Rate**

47 Elementary Schools

3254 **Homeless Students** Chronic Absenteeism Eligible Enrollment

792 **Homeless Students** Chronic Absenteeism Count

**792/3254 = 24.3% = Homeless Students (in Elementary Schools with 50-99 Homeless Students) Chronic Absenteeism Rate**

# **2020-21 Elementary Schools with 100-199 Homeless Students Enrolled**

## **ELA Test**

19 Elementary Schools

8028 **All Students** Took ELA Test.

2824 **All Students** Met or Exceeded State Standards

**2824/8028 = 35.2% = % All Students (in Elementary Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

19 Elementary Schools

6219 **Socioeconomically Disadvantaged Students** Took ELA Test

2001 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**2001/6219 = 32.2% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

19 Elementary Schools

1659 **Homeless Students** Took ELA Test

447 **Homeless Students** Met or Exceeded State Standards

**447/1659 = 26.9% = % Homeless Students (in Elementary Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

19 Elementary Schools

8050 **All Students** Took Math Test.

2166 **All Students** Met or Exceeded State Standards

**2166/8050 = 26.9% = % All Students (in Elementary Schools with 100/199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

19 Elementary Schools

6557 **Socioeconomically Disadvantaged Students** Took Math Test

1653 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1653/6557 = 25.2% = % Socioeconomically Disadvantaged Students (in Elementary Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

19 Elementary Schools

1661 **Homeless Students** Took Math Test

364 **Homeless Students** Met or Exceeded State Standards

**364/1661 = 21.9% = % Homeless Students (in Elementary Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

19 Elementary Schools

12176 **All Students** Chronic Absenteeism Eligible Enrollment

1592 **All Students** Chronic Absenteeism Count

**1592/12176 = 13.1% = All Students (in Elementary Schools with 100-199 Homeless Students) Chronic Absenteeism Rate**

19 Elementary Schools

10338 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

1483 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**1483/10338 = 14.3% = Socioeconomically Disadvantaged Students (in Elementary Schools with 100-199 Homeless Students) Chronic Absenteeism Rate**

19 Elementary Schools

2388 **Homeless Students** Chronic Absenteeism Eligible Enrollment

419 **Homeless Students** Chronic Absenteeism Count

**419/2388 = 17.5% = Homeless Students (in Elementary Schools with 100-199 Homeless Students) Chronic Absenteeism Rate**

# 2020-21 Elementary Schools with More Than 200 Homeless Students Enrolled

## ELA Test

8 Elementary Schools

3149 **All Students** Took ELA Test.

1329 **All Students** Met or Exceeded State Standards

**1329/3149 = 42.2% = % All Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

8 Elementary Schools

2531 **Socioeconomically Disadvantaged Students** Took ELA Test

938 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**938/2531 = 37.1% = % Socioeconomically Disadvantaged Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

8 Elementary Schools

1253 **Homeless Students** Took ELA Test

383 **Homeless Students** Met or Exceeded State Standards

**383/1253 = 30.6% = % Homeless Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## Math Test

8 Elementary Schools

3681 **All Students** Took Math Test.

1337 **All Students** Met or Exceeded State Standards

**1337/3681 = 36.3% = % All Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on Math Test**

8 Elementary Schools

2877 **Socioeconomically Disadvantaged Students** Took Math Test

903 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**903/2877 = 31.4% = % Socioeconomically Disadvantaged Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

8 Elementary Schools

1369 **Homeless Students** Took Math Test

380 **Homeless Students** Met or Exceeded State Standards

**380/1369 = 27.8% = % Homeless Students (in Elementary Schools with More Than 200 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

8 Elementary Schools

5099 **All Students** Chronic Absenteeism Eligible Enrollment

731 **All Students** Chronic Absenteeism Count

**731/5099 = 14.3% = % All Students (in Elementary Schools with More Than 200 Homeless Students) Chronic Absenteeism Rate**

8 Elementary Schools

4340 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

659 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**659/4340 = 15.2% = % Socioeconomically Disadvantaged Students (in Elementary Schools with More Than 200 Homeless Students) Chronic Absenteeism Rate**

8 Elementary Schools

1993 **Homeless Students** Chronic Absenteeism Eligible Enrollment

291 **Homeless Students** Chronic Absenteeism Count

**291/1993 = 14.6% = % Homeless Students (in Elementary Schools with More Than 200 Homeless Students) Chronic Absenteeism Rate**

# **2020-21 Middle Schools with Fewer than 25 Homeless Students Enrolled**

## **ELA Test**

33 Middle Schools

21316 **All Students** Took ELA Test.

13758 **All Students** Met or Exceeded State Standards

**13758/21316 = 64.5% = % All Students (in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

33 Middle Schools

7791 **Socioeconomically Disadvantaged Students** Took ELA Test

4109 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**4109/7791 = 52.7% = % Socioeconomically Disadvantaged Students (in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

33 Middle Schools

197 **Homeless Students** Took ELA Test

86 **Homeless Students** Met or Exceeded State Standards

**86/197 = 43.6% = % Homeless Students (in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

33 Middle Schools

21183 **All Students** Took Math Test.

11545 **All Students** Met or Exceeded State Standards

**11545/21183 = 54.5% = % All Students (in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

33 Middle Schools

7714 **Socioeconomically Disadvantaged Students** Took Math Test

2978 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**2978/7714 = 38.6% = % Socioeconomically Disadvantaged Students in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

33 Middle Schools

215 **Homeless Students** Took Math Test

58 **Homeless Students** Met or Exceeded State Standards

**58/215 = 27% = % Homeless Students in Middle Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

33 Middle Schools

24536 **All Students** Chronic Absenteeism Eligible Enrollment

1946 **All Students** Chronic Absenteeism Count

**1946/24536 = 7.9% = % All Students Chronic Absenteeism Rate in Middle Schools with Fewer than 25 Homeless Students)**

33 Middle Schools

9336 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

768 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**768/9336 = 8.2% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate in Middle Schools with Fewer than 25 Homeless Students**

33 Middle Schools

323 **Homeless Students** Chronic Absenteeism Eligible Enrollment

56 **Homeless Students** Chronic Absenteeism Count

**56/323= 17.3% = % Homeless Students Chronic Absenteeism Rate in Middle Schools with Fewer than 25 Homeless Students**

# 2020-21 Middle Schools with 25-99 Homeless Students Enrolled

## ELA Test

26 Middle Schools

19155 **All Students** Took ELA Test.

10252 **All Students** Met or Exceeded State Standards

**10252/19155 = 53.5% = % All Students (in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

26 Middle Schools

11794 **Socioeconomically Disadvantaged Students** Took ELA Test

5316 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**5316/11794 = 45.1% = % Socioeconomically Disadvantaged Students (in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

26 Middle Schools

1003 **Homeless Students** Took ELA Test

365 **Homeless Students** Met or Exceeded State Standards

**365/1003 = 36.4% = % Homeless Students (in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## Math Test

26 Middle Schools

19306 **All Students** Took Math Test.

8500 **All Students** Met or Exceeded State Standards

**8500/19306 = 44% = % All Students (in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

26 Middle Schools

11962 **Socioeconomically Disadvantaged Students** Took Math Test

4039 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**4039/11962 = 33.8% = % Socioeconomically Disadvantaged Students in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

26 Middle Schools

1052 **Homeless Students** Took Math Test

240 **Homeless Students** Met or Exceeded State Standards

**240/1052 = 22.8% = % Homeless Students in Middle Schools with 25-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

30 Middle Schools

23902 **All Students** Chronic Absenteeism Eligible Enrollment

1622 **All Students** Chronic Absenteeism Count

**1622/23902 = 6.8% = % All Students Chronic Absenteeism Rate in Middle Schools with 25-99 Homeless Students)**

30 Middle Schools

17454 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

1361 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**1361/17454 = 7.8% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate in Middle Schools with 25-99 Homeless Students**

30 Middle Schools

1677 **Homeless Students** Chronic Absenteeism Eligible Enrollment

231 **Homeless Students** Chronic Absenteeism Count

**231/1677 = 13.8% = % Homeless Students Chronic Absenteeism Rate in Middle Schools with 25-99 Homeless Students**

# **2020-21 Middle Schools with 100 or More Homeless Students Enrolled**

## **ELA Test**

12 Middle Schools

11410 **All Students** Took ELA Test.

3826 **All Students** Met or Exceeded State Standards

**3826/11410 = 33.5% = % All Students (in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

12 Middle Schools

9404 **Socioeconomically Disadvantaged Students** Took ELA Test

3003 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**3003/9404 = 31.9% = % Socioeconomically Disadvantaged Students (in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

12 Middle Schools

2241 **Homeless Students** Took ELA Test

641 **Homeless Students** Met or Exceeded State Standards

**641/2241 = 28.6% = % Homeless Students (in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

12 Middle Schools

11433 **All Students** Took Math Test.

2430 **All Students** Met or Exceeded State Standards

**2430/11433 = 21.2% = % All Students (in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

12 Middle Schools

9434 **Socioeconomically Disadvantaged Students** Took Math Test

1805 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1805/9434 = 19.1% = % Socioeconomically Disadvantaged Students in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

12 Middle Schools

2233 **Homeless Students** Took Math Test

394 **Homeless Students** Met or Exceeded State Standards

**394/2233 = 17.6% = % Homeless Students in Middle Schools with more than 99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Chronic Absenteeism**

8 Middle Schools

8743 **All Students** Chronic Absenteeism Eligible Enrollment

665 **All Students** Chronic Absenteeism Count

**665/8743 = 7.6% = % All Students Chronic Absenteeism Rate in Middle Schools with more than 99 Homeless Students)**

8 Middle Schools

7333 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

612 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**612/7333 = 8.3% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate in Middle Schools with more than 99 Homeless Students**

8 Middle Schools

1926 **Homeless Students** Chronic Absenteeism Eligible Enrollment

178 **Homeless Students** Chronic Absenteeism Count

**178/1926 = 9.2% = % Homeless Students Chronic Absenteeism Rate in Middle Schools with more than 99 Homeless Students**

# 2020-21 High Schools with Fewer than 25 Homeless Students Enrolled

## ELA Test

24 High Schools

12066 **All Students** Took ELA Test.

9521 **All Students** Met or Exceeded State Standards

**9521/12066 = 78.9% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

24 High Schools

2954 **Socioeconomically Disadvantaged Students** Took ELA Test

1716 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1716/2954 = 58.1% = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

3 High Schools

32 **Homeless Students** Took ELA Test

8 **Homeless Students** Met or Exceeded State Standards

**8/32 = 25% = % Homeless Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## Math Test

24 High Schools

12987 **All Students** Took Math Test.

9383 **All Students** Met or Exceeded State Standards

**9383/12987 = 72.2% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

24 High Schools

3002 **Socioeconomically Disadvantaged Students** Took ELA Test

1480 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1480/3002 = 49.3% = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

3 High Schools

32 **Homeless Students** Took Math Test

4 **Homeless Students** Met or Exceeded State Standards

**4/32 = 12.5% = % Homeless Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## Graduation

24 High Schools

7931 # of **All Students** in Graduation Cohort

7456 # of **All Students** Who Were Cohort Graduates

**7456/7931 = 94% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Graduated**

24 High Schools

3277 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3000 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3000/3277 = 91.5% = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Graduated**

5 High Schools

103 **Homeless Students** in Graduation Cohort

92 **Homeless Students** Who Were Cohort Graduates

**92/103 = 89.3% = % Homeless Students (in High Schools with Fewer than 25 Homeless Students) Who Graduated**

## Chronic Absenteeism

24 High Schools

44704 **All Students** Chronic Absenteeism Eligible Enrollment

3037 **All Students** Chronic Absenteeism Count

**3037/44704 = 6.8% = All Students Chronic Absenteeism Rate**

24 High Schools

12529 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

1870 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**1870/12529 = 14.9% = Socioeconomically Disadvantaged Students Chronic Absenteeism Rate**

24 High Schools

274 **Homeless Students** Chronic Absenteeism Eligible Enrollment

121 **Homeless Students** Chronic Absenteeism Count

**121/274 = 44.2% = Homeless Students Chronic Absenteeism Rate**

# 2020-21 High Schools with 25-49 Homeless Students Enrolled

## ELA Test

19 High Schools

7550 **All Students** Took ELA Test.

5471 **All Students** Met or Exceeded State Standards

**5471/7550 = 72.5% = % All Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

19 High Schools

3287 **Socioeconomically Disadvantaged Students** Took ELA Test

2085 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**2085/3287 = 63.4% = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

19 High Schools

152 **Homeless Students** Took ELA Test

64 **Homeless Students** Met or Exceeded State Standards

**64/152 = 42.1% = % Homeless Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

19 High Schools

6884 All Students Took Math Test.

3711 All Students Met or Exceeded State Standards

**3711/6884 = 53.9% = % All Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

19 High Schools

3023 **Socioeconomically Disadvantaged Students** Took Math Test

1213 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1213/3023 = 40.1 = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

19 High Schools

157 **Homeless Students** Took Math Test

42 **Homeless Students** Met or Exceeded State Standards

**42/157 = 26.8% = % Homeless Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

19 High Schools

8536 # of All Students in Graduation Cohort

8002 # of All Students Who Were Cohort Graduates

**8002/8536 = 93.7% = % All Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

19 High Schools

4292 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3924 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3924/4292 = 91.4% = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

19 High Schools

334 **Homeless Students** in Graduation Cohort

275 **Homeless Students** Who Were Cohort Graduates

**275/334 = 82.3% = % Homeless Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

### **Chronic Absenteeism**

19 High Schools

35,933 **All Students** Chronic Absenteeism Eligible Enrollment

2284 **All Students** Chronic Absenteeism Count

**2284/35933 = 6.3% = %All Students Chronic Absenteeism Rate**

19 High Schools

16324 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

1539 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**1539/16324 = 9.43% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate**

19 High Schools

581 **Homeless Students** Chronic Absenteeism Eligible Enrollment

149 **Homeless Students** Chronic Absenteeism Count

**149/581 = 25.6% = Homeless Students Chronic Absenteeism Rate**

## **2020-21 High Schools with 50-99 Homeless Students Enrolled**

### **ELA Test**

20 High Schools

6698 **All Students** Took ELA Test.

4302 **All Students** Met or Exceeded State Standards

**4302/6698 = 64.2% = % All Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

20 High Schools

2811 **Socioeconomically Disadvantaged Students** Took ELA Test

1319 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1319/2811 = 46.9% = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

20 High Schools

382 **Homeless Students** Took ELA Test.

131 **Homeless Students** Met or Exceeded State Standards

**131/382 = 34.3% = % Homeless Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

20 High Schools

7151 **All Students** Took Math Test.

3135 **All Students** Met or Exceeded State Standards

**3135/7151 = 43.8% = % All Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

20 High Schools

3189 **Socioeconomically Disadvantaged Students** Took Math Test

822 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**822/3189 = 25.8% = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

20 High Schools

430 **Homeless Students** Took Math Test.

72 **Homeless Students** Met or Exceeded State Standards

**72/430 = 16.7% = % Homeless Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

20 High Schools

8068 # of **All Students** in Graduation Cohort

7380 # of **All Students** Who Were Cohort Graduates

**7380/8068 = 91.5% = % All Students (in High Schools with 50-99 Homeless Students) Who Were Cohort Graduates**

20 High Schools

3704 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3254 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3254/3704 = 87.9% = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Were Cohort Graduates**

20 High Schools

638 **Homeless Students** in Graduation Cohort

526 **Homeless Students** Who Were Cohort Graduates

**526/638 = 82.4 = % Homeless Students Graduation Rate (in High Schools with 50-99 Homeless Students)**

## **Chronic Absenteeism**

20 High Schools

33446 **All Students** Chronic Absenteeism Eligible Enrollment

3298 **All Students** Chronic Absenteeism Count

**3298/33446 = 9.86% = % All Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

20 High Schools

15968 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

2003 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**2003/15968 = 12.5% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

20 High Schools

1345 **Homeless Students** Chronic Absenteeism Eligible Enrollment

382 **Homeless Students** Chronic Absenteeism Count

**382/1345 = 28.4% = Homeless Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

# **2020-21 High Schools with 100-199 Homeless Students Enrolled**

## **ELA Test**

11 High Schools

3913 **All Students** Took ELA Test.

2519 **All Students** Met or Exceeded State Standards

**2519/3913 = 64.4% = % All Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

11 High Schools

2351 **Socioeconomically Disadvantaged Students** Took ELA Test

1153 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1153/2351 = 49% = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

11 High Schools

532 **Homeless Students** Took ELA Test.

219 **Homeless Students** Met or Exceeded State Standards

**219/532 = 41% = % Homeless Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

11 High Schools

3724 **All Students** Took Math Test.

1343 **All Students** Met or Exceeded State Standards

**1343/3724 = 36.1% = % All Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

11 High Schools

2219 **Socioeconomically Disadvantaged Students** Took Math Test

523 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**523/2219 = 23.6% = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

11 High Schools

486 **Homeless Students** Took Math Test.

101 **Homeless Students** Met or Exceeded State Standards

**101/486 = 20.8% = % Homeless Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

11 High Schools

5489 # of **All Students** in Graduation Cohort

4980 # of **All Students** Who Were Cohort Graduates

**4980/5489 = 90.7% = % All Students (in High Schools with 100-199 Homeless Students) Who Were Cohort Graduates**

11 High Schools

3497 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3080 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3080/3497 = 88.1% = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Were Cohort Graduates**

11 High Schools

754 **Homeless Students** in Graduation Cohort

629 **Homeless Students** Who Were Cohort Graduates

**629/754 = 83.4% = % Homeless Students Graduation Rate (in High Schools with 100-199 Homeless Students)**

## **Chronic Absenteeism**

11 High Schools

21811 **All Students** Chronic Absenteeism Eligible Enrollment

3058 **All Students** Chronic Absenteeism Count

**3058/21811 = 14% = % All Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

11 High Schools

13859 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

2439 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**2439/13859 = 17.6% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

11 High Schools

1663 **Homeless Students** Chronic Absenteeism Eligible Enrollment

466 **Homeless Students** Chronic Absenteeism Count

**466/1663 = 28% = % Homeless Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

## 2020-21 High Schools with 200-299 Homeless Students Enrolled

### ELA Test

9 High Schools

3931 **All Students** Took ELA Test.

2330 **All Students** Met or Exceeded State Standards

**2330/3931 = 59.2% = % All Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

9 High Schools

2491 **Socioeconomically Disadvantaged Students** Took ELA Test

1234 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1234/2491 = 49.5% = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

9 High Schools

710 **Homeless Students** Took ELA Test.

314 **Homeless Students** Met or Exceeded State Standards

**314/710 = 44.2% = % Homeless Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

### Math Test

9 High Schools

3911 **All Students** Took Math Test.

1403 **All Students** Met or Exceeded State Standards

**1403/3911 = 35.9% = % All Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

9 High Schools

2457 **Socioeconomically Disadvantaged Students** Took Math Test

628 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**628/2457 = 25.6% = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

9 High Schools

720 **Homeless Students** Took Math Test.

180 **Homeless Students** Met or Exceeded State Standards

**180/720 = 25% = % Homeless Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

9 High Schools

4526 # of **All Students** in Graduation Cohort

4340 # of **All Students** Who Were Cohort Graduates

**4340/4526 = 95.6% = % All Students (in High Schools with 200-299 Homeless Students) Who Were Cohort Graduates**

9 High Schools

2831 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

2700 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**2700/2831 = 95.37% = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Were Cohort Graduates**

9 High Schools

722 **Homeless Students** in Graduation Cohort

681 **Homeless Students** Who Were Cohort Graduates

**681/722 = 94.3% = % Homeless Students Graduation Rate (in High Schools with 200-299 Homeless Students)**

## **Chronic Absenteeism**

9 High Schools

20439 **All Students** Chronic Absenteeism Eligible Enrollment

1928 **All Students** Chronic Absenteeism Count

**1928/20439 = 9.4% = % All Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

9 High Schools

14665 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

1732 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**1732/14665 = 11.8% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

9 High Schools

2326 **Homeless Students** Chronic Absenteeism Eligible Enrollment

366 **Homeless Students** Chronic Absenteeism Count

**366/2326 = 15.7% = Homeless Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

## 2020-21 High Schools with More Than 300 Homeless Students Enrolled

### ELA Test

3 High Schools

1086 **All Students** Took ELA Test.

346 **All Students** Met or Exceeded State Standards

**346/1086 = 31.9% = % All Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

3 High Schools

989 **Socioeconomically Disadvantaged Students** Took ELA Test

**318 Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**318/989 = 32.2% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

3 High Schools

320 **Homeless Students** Took ELA Test.

99 **Homeless Students** Met or Exceeded State Standards

**99/320 = 30.9% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

### Math Test

3 High Schools

1083 **All Students** Took Math Test.

173 **All Students** Met or Exceeded State Standards

**173/1083 = 16% = % All Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

3 High Schools

988 **Socioeconomically Disadvantaged Students** Took Math Test

158 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**158/988 = 16% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

3 High Schools

322 **Homeless Students** Took Math Test.

54 **Homeless Students** Met or Exceeded State Standards

**54/322 = 16.8% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

3 High Schools

1470 # of **All Students** in Graduation Cohort

1335 # of **All Students** Who Were Cohort Graduates

**1335/1470 = 90.8% = % All Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

3 High Schools

1396 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

1277 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**1277/1396 = 91.5% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

3 High Schools

254 **Homeless Students** in Graduation Cohort

231 **Homeless Students** Who Were Cohort Graduates

**231/254 = 90.9% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

## **Chronic Absenteeism**

3 High Schools

7311 **All Students** Chronic Absenteeism Eligible Enrollment

828 **All Students** Chronic Absenteeism Count

**828/7311 = 11.3% = % All Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

3 High Schools

6644 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

769 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**769/6644 = 11.6% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

3 High Schools

1322 **Homeless Students** Chronic Absenteeism Eligible Enrollment

195 **Homeless Students** Chronic Absenteeism Count

**195/1322 = 14.8% = Homeless Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

# 2021-22 High Schools with Fewer than 25 Homeless Students Enrolled

## ELA Test

23 High Schools

8041 **All Students** Took ELA Test.

5725 **All Students** Met or Exceeded State Standards

**5725/8041 = 71.2% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

23 High Schools

2145 **Socioeconomically Disadvantaged Students** Took ELA Test

1222 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1222/2145 = 57% = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

23 High Schools

**Because fewer than 15 Homeless Student took ELA Test in any of the 23 high schools, schools instructed to not report results.**

## Math Test

23 High Schools

7999 All Students Took Math Test.

4268 All Students Met or Exceeded State Standards

**4268/7999= 53% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

23 High Schools

2117 **Socioeconomically Disadvantaged Students** Took Math Test

850 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**850/2117 = 40.2 = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Met or Exceeded State Standards on Math Test**

23 High Schools

**Because fewer than 15 Homeless Students took Math Test in any of the 23 high schools, schools instructed to not report results**

## Graduation

23 High Schools

7310 # of All Students in Graduation Cohort

6901 # of All Students Who Were Cohort Graduates

**6901/7310 = 94.4% = % All Students (in High Schools with Fewer than 25 Homeless Students) Who Graduated**

23 High Schools

2551 # of All Students in Graduation Cohort

2413 # of All Students Who Were Cohort Graduates

**94.6% = % Socioeconomically Disadvantaged Students (in High Schools with Fewer than 25 Homeless Students) Who Graduated**

23 High Schools

**Because fewer than 15 Homeless Students were in the Graduation Cohort in any of the 23 high schools, schools instructed to not report results.**

### **Chronic Absenteeism**

23 High Schools

31,692 **All Students** Chronic Absenteeism Eligible Enrollment

4986 **All Students** Chronic Absenteeism Count

**4986/31692 = 15.7% = All Students Chronic Absenteeism Rate**

23 High Schools

9455 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

2400 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**2400/9455 = 25.4% = Socioeconomically Disadvantaged Students Chronic Absenteeism Rate**

23 High Schools

247 **Homeless Students** Chronic Absenteeism Eligible Enrollment

99 **Homeless Students** Chronic Absenteeism Count

**99/247 = 40% = Homeless Students Chronic Absenteeism Rate**

## **2021-22 High Schools with 25-49 Homeless Students Enrolled**

### **ELA Test**

23 High Schools

9114 **All Students** Took ELA Test.

6202 **All Students** Met or Exceeded State Standards

**6202/9114 = 68% = % All Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

23 High Schools

4931 **Socioeconomically Disadvantaged Students** Took ELA Test

2905 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards  
**2905/4931 = 58.9% = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

23 High Schools

**Because fewer than 15 Homeless Student took ELA Test in any of the 23 high schools, schools were instructed to not report results.**

## **Math Test**

23 High Schools

9021 All Students Took Math Test.

3847 All Students Met or Exceeded State Standards

**3847/9021 = 42.6% = % All Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

23 High Schools

4874 **Socioeconomically Disadvantaged Students** Took Math Test

1564 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1564/4874 = 32.1 = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Met or Exceeded State Standards on Math Test**

23 High Schools

**Because fewer than 15 Homeless Students took Math Test in 22 of the 23 high schools, those schools were instructed to not report results. Only one of the 23 schools reported more than 15 students taking the Math Test**

## **Graduation**

23 High Schools

9859 # of All Students in Graduation Cohort

9246 # of All Students Who Were Cohort Graduates

**9246/9859 = 93.8% = % All Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

23 High Schools

5917 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

5442 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**5442/5917 = 92% = % Socioeconomically Disadvantaged Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

23 High Schools

453 **Homeless Students** in Graduation Cohort

381 **Homeless Students** Who Were Cohort Graduates

**381/453 = 84.1% = % Homeless Students (in High Schools with 25-49 Homeless Students) Who Were Cohort Graduates**

## **Chronic Absenteeism**

23 High Schools

39,643 **All Students** Chronic Absenteeism Eligible Enrollment

7826 **All Students** Chronic Absenteeism Count

**7826/39643 = 19.7% = %All Students Chronic Absenteeism Rate**

23 High Schools

21977 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

5275 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**5275/21977= 24% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate**

23 High Schools

821 **Homeless Students** Chronic Absenteeism Eligible Enrollment

330 **Homeless Students** Chronic Absenteeism Count

**330/821 = 40.2% = Homeless Students Chronic Absenteeism Rate**

# **2021-22 High Schools with 50-99 Homeless Students Enrolled**

## **ELA Test**

16 High Schools

5856 **All Students** Took ELA Test.

3717 **All Students** Met or Exceeded State Standards

**3717/5856 = 63.5% = % All Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

16 High Schools

2563 **Socioeconomically Disadvantaged Students** Took ELA Test

1280 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**1280/2563 = 49.9% = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

16 High Schools

209 **Homeless Students** Took ELA Test.

76 **Homeless Students** Met or Exceeded State Standards

**76/209 = 36.4% = % Homeless Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## **Math Test**

16 High Schools

5822 All Students Took Math Test.

2418 All Students Met or Exceeded State Standards

**2418/5822 = 41.5% = % All Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

16 High Schools

2538 **Socioeconomically Disadvantaged Students** Took Math Test

625 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**625/2538 = 24.6 = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

16 High Schools

209 **Homeless Students** Took Math Test.

34 **Homeless Students** Met or Exceeded State Standards

**34/209 = 16.3% = % Homeless Students (in High Schools with 50-99 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

16 High Schools

6459 # of All Students in Graduation Cohort

6027 # of All Students Who Were Cohort Graduates

**6027/6459 = 93.3% = % All Students (in High Schools with 50-99 Homeless Students) Who Were Cohort Graduates**

16 High Schools

3432 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3148 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3148/3432 = 91.7% = % Socioeconomically Disadvantaged Students (in High Schools with 50-99 Homeless Students) Who Were Cohort Graduates**

16 High Schools

527 **Homeless Students** in Graduation Cohort

442 **Homeless Students** Who Were Cohort Graduates

**442/527 = 83.9% = % Homeless Students Graduation Rate (in High Schools with 50-99 Homeless Students)**

## **Chronic Absenteeism**

16 High Schools

25982 **All Students** Chronic Absenteeism Eligible Enrollment

4967 **All Students** Chronic Absenteeism Count

**4967/25982 = 19.1% = % All Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

16 High Schools

12066 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

2984 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**$2984/12066 = 24.7\%$  = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

16 High Schools

1242 **Homeless Students** Chronic Absenteeism Eligible Enrollment

512 **Homeless Students** Chronic Absenteeism Count

**$512/1242 = 41.2\%$  = Homeless Students Chronic Absenteeism Rate (in High Schools with 50-99 Homeless Students)**

## 2021-22 High Schools with 100-199 Homeless Students Enrolled

### ELA Test

13 High Schools

6168 **All Students** Took ELA Test.

3495 **All Students** Met or Exceeded State Standards

**$3495/6168 = 56.7\%$  = % All Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

13 High Schools

3535 **Socioeconomically Disadvantaged Students** Took ELA Test

1597 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**$1597/3535 = 45.2\%$  = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

13 High Schools

393 **Homeless Students** Took ELA Test.

155 **Homeless Students** Met or Exceeded State Standards

**$155/393 = 39.4\%$  = % Homeless Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

### Math Test

13 High Schools

6115 **All Students** Took Math Test.

1817 **All Students** Met or Exceeded State Standards

**$1817/6115 = 29.7\%$  = % All Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

13 High Schools

3547 **Socioeconomically Disadvantaged Students** Took Math Test

545 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**545/3547 = 15.4% = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

13 High Schools

399 **Homeless Students** Took Math Test.

59 **Homeless Students** Met or Exceeded State Standards

**59/399 = 14.8% = % Homeless Students (in High Schools with 100-199 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

13 High Schools

5922 # of All Students in Graduation Cohort

5555 # of All Students Who Were Cohort Graduates

**5555/5922 = 93.8% = % All Students (in High Schools with 100-199 Homeless Students) Who Were Cohort Graduates**

13 High Schools

4102 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3803 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3803/4102 = 92.7% = % Socioeconomically Disadvantaged Students (in High Schools with 100-199 Homeless Students) Who Were Cohort Graduates**

13 High Schools

771 **Homeless Students** in Graduation Cohort

678 **Homeless Students** Who Were Cohort Graduates

**678/771 = 87.9% = % Homeless Students Graduation Rate (in High Schools with 100-199 Homeless Students)**

## **Chronic Absenteeism**

13 High Schools

25595 **All Students** Chronic Absenteeism Eligible Enrollment

6066 **All Students** Chronic Absenteeism Count

**6066/25595 = 23.7% = % All Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

13 High Schools

15752 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

4323 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**4323/15752 = 27.4% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

13 High Schools

1820 **Homeless Students** Chronic Absenteeism Eligible Enrollment

664 Homeless Students Chronic Absenteeism Count

**664/1820 = 36.5% = Homeless Students Chronic Absenteeism Rate (in High Schools with 100-199 Homeless Students)**

## 2021-22 High Schools with 200-299 Homeless Students Enrolled

### ELA Test

9 High Schools

4410 All Students Took ELA Test.

2722 All Students Met or Exceeded State Standards

**2722/4410 = 61.7% = % All Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

9 High Schools

3535 Socioeconomically Disadvantaged Students Took ELA Test

1597 Socioeconomically Disadvantaged Students Met or Exceeded State Standards

**1597/3535 = 45.2 = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

9 High Schools

393 Homeless Students Took ELA Test.

155 Homeless Students Met or Exceeded State Standards

**155/393 = 39.4% = % Homeless Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

### Math Test

9 High Schools

6115 All Students Took Math Test.

1817 All Students Met or Exceeded State Standards

**1817/6115 = 29.7% = % All Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

9 High Schools

3547 Socioeconomically Disadvantaged Students Took Math Test

545 Socioeconomically Disadvantaged Students Met or Exceeded State Standards

**545/3547 = 15.4% = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

9 High Schools

399 Homeless Students Took Math Test.

59 Homeless Students Met or Exceeded State Standards

**59/399 = 14.8% = % Homeless Students (in High Schools with 200-299 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

9 High Schools

5922 # of All Students in Graduation Cohort

5555 # of All Students Who Were Cohort Graduates

**5555/5922 = 93.8% = % All Students (in High Schools with 200-299 Homeless Students) Who Were Cohort Graduates**

9 High Schools

4102 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

3803 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**3803/4102 = 92.7% = % Socioeconomically Disadvantaged Students (in High Schools with 200-299 Homeless Students) Who Were Cohort Graduates**

9 High Schools

771 **Homeless Students** in Graduation Cohort

678 **Homeless Students** Who Were Cohort Graduates

**678/771 = 87.9% = % Homeless Students Graduation Rate (in High Schools with 200-299 Homeless Students)**

## **Chronic Absenteeism**

9 High Schools

25595 **All Students** Chronic Absenteeism Eligible Enrollment

6066 **All Students** Chronic Absenteeism Count

**6066/25595 = 23.7% = % All Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

9 High Schools

15752 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

4323 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**4323/15752 = 27.4% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

9 High Schools

1820 **Homeless Students** Chronic Absenteeism Eligible Enrollment

664 **Homeless Students** Chronic Absenteeism Count

**664/1820 = 36.5% = Homeless Students Chronic Absenteeism Rate (in High Schools with 200-299 Homeless Students)**

# 2021-22 High Schools with More Than 300 Homeless Students Enrolled

## ELA Test

4 High Schools

2063 **All Students** Took ELA Test.

725 **All Students** Met or Exceeded State Standards

**725/2063 = 35.1% = % All Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

4 High Schools

1707 **Socioeconomically Disadvantaged Students** Took ELA Test

573 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**573/1707 = 33.6% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

4 High Schools

392 **Homeless Students** Took ELA Test.

130 **Homeless Students** Met or Exceeded State Standards

**130/392 = 33.2% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on ELA Test**

## Math Test

4 High Schools

2064 **All Students** Took Math Test.

247 **All Students** Met or Exceeded State Standards

**247/2064 = 12% = % All Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

4 High Schools

1707 **Socioeconomically Disadvantaged Students** Took Math Test

188 **Socioeconomically Disadvantaged Students** Met or Exceeded State Standards

**188/1707 = 11% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

4 High Schools

396 **Homeless Students** Took Math Test.

38 **Homeless Students** Met or Exceeded State Standards

**38/396 = 9.6% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Met or Exceeded State Standards on Math Test**

## **Graduation**

4 High Schools

1985 # of All Students in Graduation Cohort

1846 # of All Students Who Were Cohort Graduates

**1846/1985 = 93% = % All Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

4 High Schools

1856 # of **Socioeconomically Disadvantaged Students** in Graduation Cohort

1732 # of **Socioeconomically Disadvantaged Students** Who Were Cohort Graduates

**1732/1856 – 93.3% = % Socioeconomically Disadvantaged Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

4 High Schools

392 **Homeless Students** in Graduation Cohort

361 **Homeless Students** Who Were Cohort Graduates

**361/392 = 92.1% = % Homeless Students (in High Schools with more than 300 Homeless Students) Who Were Cohort Graduates**

## **Chronic Absenteeism**

4 High Schools

9167 **All Students** Chronic Absenteeism Eligible Enrollment

2898 **All Students** Chronic Absenteeism Count

**2898/9167 = 31.6% = % All Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

4 High Schools

7757 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Eligible Enrollment

2528 **Socioeconomically Disadvantaged Students** Chronic Absenteeism Count

**2528/7757 = 32.6% = % Socioeconomically Disadvantaged Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

4 High Schools

1583 **Homeless Students** Chronic Absenteeism Eligible Enrollment

581 **Homeless Students** Chronic Absenteeism Count

**581/1583 = 36.7% = Homeless Students Chronic Absenteeism Rate (in High Schools with more than 300 Homeless Students)**

# TABLES

## SARC Performance Outcomes Comparison Tables – 2020-21

<b>Elementary Schools Chronic Absenteeism Rates</b>			
<b># of Homeless Students Enrolled</b>	<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
< 25	8.6%	13.5%	26.6%
25 - 49	12.8%	14.6%	30.3%
50 - 99	12.7%	15.1%	24.3%
100 - 199	13.1%	14.3%	17.5%
> 200	14.3%	15.2%	14.6%

<b>Elementary Schools % Students Who Met or Exceeded State Standards</b>						
<b># of Homeless Students Enrolled</b>	<b>All Students</b>		<b>Socioeconomically Disadvantaged Students</b>		<b>Homeless Students</b>	
	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>
< 25	59.9%	53.0%	43.7%	36.4%	35.4%	27.2%
25 - 49	42.5%	37.4%	34.2%	28.8%	26.3%	22.1%
50 - 99	39.2%	33.7%	32.6%	27.5%	28.9%	23.4%
100 - 199	32.2%	26.9%	32.2%	25.2%	26.9%	21.9%
> 200	42.2%	36.3%	37.1%	31.4%	30.6%	27.8%

<b>Middle Schools Chronic Absenteeism Rates</b>			
<b># of Homeless Students Enrolled</b>	<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
< 25	7.9%	8.2%	17.3%
25-99	6.8%	7.8%	13.8%

>100	7.6%	8.3%	9.2%
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<b>Middle Schools</b>						
<b>% Students Who Met or Exceeded State Standards</b>						
# of Homeless Students Enrolled	All Students		Socioeconomically Disadvantaged Students		Homeless Students	
	ELA	MATH	ELA	MATH	ELA	MATH
< 25	64.5%	54.5%	52.7%	38.6%	43.6%	27.0%
25 - 99	53.5%	44.0%	45.1%	33.8%	36.4%	22.8%
> 100	33.5%	21.2%	31.9%	19.1%	28.6%	17.6%

<b>High Schools - Chronic Absenteeism Rates</b>			
	All Students	Socioeconomically Disadvantaged Students	Homeless Students
< 25	6.8%	14.9%	44.2%
25 - 49	6.4%	9.4%	25.6%
50 - 99	9.9%	12.5%	28.4%
100 - 199	14.0%	17.6%	28.0%
200 - 299	9.4%	11.8%	15.7%
> 300	11.3%	11.6%	14.8%

<b>High Schools</b>						
<b>% Students Who Met or Exceeded State Standards</b>						
# of Homeless Students Enrolled	All Students		Socioeconomically Disadvantaged Students		Homeless Students	
	ELA	MATH	ELA	MATH	ELA	MATH
< 25	78.9%	72.2%	58.1%	49.3%	25.0%	12.5%
25 - 49	72.5%	53.9%	63.4%	40.1%	42.1%	26.8%
50 - 99	64.2%	43.8%	46.9%	25.8%	34.3%	16.7%
100 - 199	64.4%	36.1%	49.0%	23.6%	41.0%	20.8%
200 - 299	59.2%	35.9%	49.5%	25.6%	44.2%	25.0%
> 300	31.9%	16.0%	32.2%	16.0%	30.9%	16.8%

<b>High Schools Graduation Rates</b>			
<b># of Homeless Students Enrolled</b>	<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
< 25	94.0%	91.5%	89.3%
25 - 49	93.7%	91.4%	82.3%
50 - 99	91.5%	87.9%	82.4%
100 - 199	90.7%	88.1%	83.4%
200 - 299	95.6%	95.4%	94.3%
> 300	90.8%	91.5%	90.9%

<b>High Schools Graduation Rates</b>		
<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
93.9%	90.7%	86.8%

<b>Combined Elementary, Middle, and High Schools Chronic Absenteeism Rates</b>			
	<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
Elementary School	10.7%	14.3%	22.4%
Middle School	7.4%	8.0%	11.8%
High School	8.8%	12.9%	22.4%

<b>Combined Elementary, Middle, and High Schools Chronic Absenteeism Rates</b>		
<b>All Students</b>	<b>Socioeconomically Disadvantaged Students</b>	<b>Homeless Students</b>
9.4%	12.7%	20.5%

<b>% Combined Elementary, Middle, and High Schools Students Who Met or Exceeded State Standards</b>					
<b>All Students</b>		<b>Socioeconomically Disadvantaged Students</b>		<b>Homeless Students</b>	
<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>
55.7%	46.3%	42.6%	32.5%	31.7%	22.3%

<b>% Combined Elementary, Middle, and High Schools Students Who Met or Exceeded State Standards</b>						
	<b>All Students</b>		<b>Socioeconomically Disadvantaged Students</b>		<b>Homeless Students</b>	
	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>	<b>ELA</b>	<b>MATH</b>
Elementary School	51.7%	45.2%	39.9%	33.5%	28.9%	24.2%
Middle School	53.7%	43.2%	42.9%	30.3%	31.7%	19.8%
High School	72.5%	53.4%	52.6%	32.4%	39.2%	21.1%