

# Sample LCAP 2023 for Youth in Foster Care Goals, Outcomes, and Actions and Additional Activities and Services

## Overview<sup>1</sup>

California’s landmark Local Control Funding Formula (LCFF) legislation explicitly recognizes the unique educational needs and challenges of students in foster care; provides supplemental funding to local educational agencies (LEAs) for youth in foster care, low-income students, and English Language Learners; requires each LEA to develop a Local Control and Accountability Plan (LCAP), including goals, actions and funding for youth in foster care (as well as for other high-needs populations and for all students); and creates a framework for data collection and reporting of educational outcomes so that LEAs are held accountable for educational outcomes specific to youth in foster care and other high-needs populations.

This document provides recommended goals, outcomes, and actions, and additional implementation activities and services for LEAs to incorporate into their LCAPs to strive towards improved educational outcomes for youth in foster care. Each of the eight goals below addresses a key area of need for youth in foster care. LEAs can determine which issues to focus on in their LCAP for this cycle, depending on the unique needs of the youth in foster care they serve. The goals below are further broken down into three-year outcome targets with suggestions for accompanying appropriate actions, and additional activities and services. Each LEA should identify its own baselines and tailor the goals, outcomes, actions, and additional activities and services to meet its needs and the needs of the local population of youth in foster care.

In creating this sample, important fields were pulled from California’s 2023-24 LCAP Template, as adopted by the State Board of Education in November 2021, so that LEAs may cut and paste relevant and desired portions into their complete LCAPs.<sup>2</sup>

### Goal Areas

1. School Stability
2. Immediate Enrollment
3. School Placement in the Least Restrictive Environment
4. Academic Supports and Counseling
5. High School Needs
6. Information Sharing & Data Infrastructure
7. Coordination of Social-Emotional Supports
8. Early Intervention & Prevention for Children Ages 0-4

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<sup>1</sup> This document was originally created by the Coalition for Educational Equity for Foster Youth (CEEFY) and updated in 2023 by Children Now and the Alliance for Children’s Rights. CEEFY was a stakeholder coalition including advocates, child welfare representatives, and foster youth education experts. CEEFY worked to engage school districts in Los Angeles County around LCFF implementation to close the achievement gap between youth in foster care and other students by promoting school stability and other best practices to address the unique needs of youth in foster care. CEEFY members included Advancement Project, All Saints Church Foster Care Project, Alliance for Children’s Rights, Associated Administrators of Los Angeles, California Youth Connection, Children’s Law Center of CA, First Star Academies, Hillside, LA Area Chamber of Commerce/UNITE-LA, LA County Department of Children & Family Services, LA County Office of Education, National Center for Youth Law, Public Counsel, United Friends of the Children.

<sup>2</sup> <http://www.cde.ca.gov/re/lc/>

For additional information on how to implement successful education programs for youth in foster care, see the following resources from the Alliance for Children’s Rights:

- *Foster Youth Education Toolkit*, found at <https://allianceforchildrensrights.org/resources/foster-youth-education-toolkit/>
- *Best Practices Guide for Developing a District System to Improve Education Outcomes for Youth in Foster Care*, found at <https://allianceforchildrensrights.org/resources/best-practices-guide/>

**Using the Sample LCAP:** To effectively utilize this Sample LCAP for Youth in Foster Care, it is recommended that LEAs work backwards, going through the below outlined process to ultimately arrive at an achievable goal(s).

1. **Identify Baseline Data and Areas of Need:** First, LEAs should look at their baseline data to identify their targeted areas of need. This could include areas where the LEA is ‘in the red’ on their Dashboard, is recommended for Technical or Differentiated Assistance, areas where there is a large gap between general student population performance and the outcomes of youth in foster care, or areas where youth in foster care have not seen appropriate improvement over the past few years.
2. **Engage Stakeholders:** Once the targeted area(s) have been identified, it is recommended that an appropriate group of LEA experts (e.g., Foster Youth Liaison, counselors, data staff) and community stakeholders (e.g., youth, education rights holders, social workers) are brought together.
3. **Identify Barriers and Solutions:** This group should work to identify the barriers to youth in care progressing in the identified area(s), as well as problem solve solutions to those barriers. These solutions are likely additional activities or services that youth in care need in order to access and benefit from their education. They can be ‘new’ supports, or ways of providing equity or trauma-informed access to youth in care of already existing services and supports.
4. **Determine Actions and Resources:** Then, LEAs can determine what actions are needed, as well as what financial and personnel resources must be allocated, to provide the identified activities and services.
5. **Create Goal:** Finally, LEAs can determine what improvements can be expected, and create an achievable goal, based upon all the information gathered throughout the process. Please see the LCAP Goal Development for Youth in Foster Care Worksheet and Sample Form included herein.

**Defining Youth in Foster Care:** There are multiple legal definitions of youth in foster care that LEAs should be aware of:

- **LCFF Definition** (Education Code § 42238.01(b)): This definition is important since it covers those youth for which an LEA receives supplemental dollars, for whom they are accountable for serving, and the youth included in their Dashboard data under the foster youth student group. This definition includes: (1) all youth who have an open Welfare and Institutions Code (WIC) 300 foster care case in dependency court, regardless of where those youth live (e.g., foster home, relative home, biological home, Short Term Residential Therapeutic Program); (2) youth who are in extended foster care from ages 18-21 under AB 12; (3) youth with a WIC 602 petition through the delinquency court/those on probation, who are living with someone other than their biological parent under a ‘suitable placement’ order; (4) youth in voluntary placement agreements; and (5) youth in foster care being served by Tribal Courts. LEAs can identify all these youth through their weekly data match through CALPADS, with the exception of Tribal Youth. All LCFF youth must be addressed through an LEA’s LCAP.
- **AB 490 Definition** (Education Code § 48853.5(a)): It is also important to consider the AB 490 definition of youth in foster care, which includes all those youth above AND WIC 602/probation/delinquency youth, regardless of where they live. Although LEAs do not receive supplemental dollars for these youth, and are not specifically responsible for addressing their needs through their LCAP, studies show that up to 80% of youth on probation have prior child welfare involvement. Youth in foster care and youth on probation are often the very same youth, facing many of the same educational struggles, and to which LEAs have a duty to provide all the AB 490 education rights (i.e., school stability, immediate enrollment, partial credits, AB 167/216 graduation). One difficult aspect of serving probation youth not living in a suitable placement is identifying these youth in order to serve them. Accordingly, we suggest that LEAs at least consider these additional youth when identifying needs and barriers, and problem solve how to address their needs.

## Engaging Educational Partners

Students in Foster Care and Educational Partners include:

- Youth currently or formerly in foster care;
- County child welfare and probation departments and county office of education foster youth services programs (FYSCPs);
- Court-appointed education rights holders;
- Caregivers of youth in foster care; and
- Other advocates and service providers working with youth in foster care.

Some ways to engage students in foster care and educational partners include:

- Survey students in foster care and educational partners in order to gather input;
- Create a Foster Youth Advisory Committee;
- Recruit students in foster care and educational partners to participate in district LCAP Advisory Committee; and
- Create or enhance the information available on your website to ensure educational partners have appropriate contact information, are aware of rights, and know how they can engage with the district. For more information on district webpages, see *Best Practices Guide*, pp. 18-20, found at <https://allianceforchildrensrights.org/resources/best-practices-guide/>

# Goals and Actions

## 1. SCHOOL STABILITY FOR YOUTH IN FOSTER CARE

Goal #	Description
Goal 1	All education rights holders (ERH) / youth who have not determined it in the youth's best interest to transfer schools following a home placement change will remain in their school of origin through the support of the LEA, including transportation support as needed and outlined in the transportation plans required by the Every Student Succeeds Act (ESSA).

An explanation of why the LEA has developed this goal.

Youth in foster care change schools an average of 8 times while in care, losing 4-6 months of learning each time. During the 2021-22 school year, 35% of students in foster care changed schools one or more times, compared to 10% of students overall. Ensuring school stability will reduce the amount of trauma that youth experience, help mitigate learning loss resulting from the COVID-19 pandemic, and support gains in all other education areas.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
% of youth who remain stable in one school all year long. <sup>3</sup>	[Respond here]	25%	50%	75%	[Respond here]
% of youth whose ERHs are informed of school-of-origin rights.	[Respond here]	50%	75%	100%	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	ESSA Transportation Plan with Partners	Review and update the Every Student Succeeds Act (ESSA) transportation plan for youth in foster care to their school of origin, including child welfare and probation agencies, and as appropriate, other school districts and the County Office of Education Foster Youth Services Coordinating Program, to ensure all eligible youth receive a best interest determination (BID) and have access to developmentally appropriate transportation options.	[\$ 0.00]	[Y/N]
Action 2	Policies and Procedures	Develop and/or update policies, procedures and infrastructure to increase school stability, including (1) enrollment/disenrollment practices to ensure each youth in foster care has a best interest determination (BID) meeting including their education rights holder, and (2) a data and accountability infrastructure to monitor that each youth receives a BID meeting and how many youth are remaining in their school of origin.	[\$ 0.00]	[Y/N]
Action 3	Staff Allocation and Training	Allocate sufficient staff and provide staff training to implement school stability measures, including conducting best interest determination meetings for all youth enrolling or disenrolling from the district.	[\$ 0.00]	[Y/N]

<sup>3</sup> The metric “% of youth who remain stable in one school all year long” can be a step toward measuring the “percent of youth who stay in their school of origin after a home placement change.” The latter metric is a true measure of school stability, yet it requires regular collaboration between the LEA and the child welfare agency. If an LEA is able to calculate the true measure of school stability, the LEA should also track the percent of youth whose ERHs decided it is in their best interest to remain in the school of origin and the percent who utilize transportation support provided by either the LEA, child welfare agency, or jointly by these agencies.

## Activities

1. Develop policies/procedures and infrastructure necessary to increase school stability including:
  - a. A practice where each youth and their education rights holder (ERH) are notified of the youth's school of origin rights at both enrollment and disenrollment (e.g., develop, provide, and review a school of origin flyer with youth/ERH at enrollment and disenrollment);
  - b. Provide the ERH with a written explanation, if recommending against utilizing school of origin;
  - c. Ensuring a youth's school of origin rights are immediately implemented unless an ERH determines it is in the youth's best interest to change schools, including allowing the youth to remain in their school of origin during any dispute resolution;
  - d. When necessary to address transportation needs, the school quickly convenes a team (including the youth, education rights holder, caregiver, social worker/probation officer and school staff) to fulfill the need;
  - e. Transportation funding options are identified or allocated and a method to consistently utilize them is determined, along with a plan for addressing immediate/short term transportation needs while long term options are explored, including planning for how transportation will be provided during resolution of a conflict around method or responsibility for funding transportation;
  - f. Ensuring youth can retain access to their technology and connectivity required to access remote learning to their school of origin when required due to emergency declarations, natural disasters or other disruptions; and
  - g. Metrics are developed to measure school stability (e.g., types of schools youth in foster care are enrolled in, reasons for enrollment and whether ERH consented, how many youth remain in their school of origin after a home placement change), including establishing baseline data on those metrics.
2. Implement policy: Ensure that all ERHs/youth are informed of a youth's right to remain in their school of origin at enrollment and disenrollment, are offered counseling by district staff when making their best interest determination, and for all ERHs/youth who determine it is not in the youth's best interest to transfer out of their school of origin, they are supported to remain there by:
  - a. Ensuring staff has sufficient training and availability to provide counseling to all ERHs/youth as they make their best interest determination;
  - b. Supporting child welfare and probation agency efforts to ensure that youth are placed within a reasonable distance of their school of origin, including by recruiting and/or identifying potential temporary or long-term placement options;
  - c. When necessary to address transportation needs, the school quickly convenes a team (including the youth, education rights holder, caregiver, social worker/probation officer and school staff) to fulfill the need;
  - d. Quickly access child welfare agency and district transportation options/funding to ensure no school absences are caused by a home placement change;
  - e. Allowing youth to keep their technology and connectivity required to access remote learning to their school of origin when required due to emergency declarations, natural disasters or other disruptions; and
  - f. When requested to do so by a social worker/probation officer, provide relevant information to be relayed to the court to help resolve school of origin disputes pursuant to California Rule of Court 5.651(e)(4).
3. Utilize data infrastructure to regularly measure (at least each semester) school of origin rates, modifying policies and procedures as necessary to ensure increases in school stability.

## 2. IMMEDIATE ENROLLMENT OF YOUTH IN FOSTER CARE

Goal #	Description
Goal 2	Ensure that all youth in foster care are enrolled immediately upon notification that a youth has entered the LEA boundaries or catchment area (either via attempted enrollment or other notification), and that the youth is attending classes within 24 hours, when an education rights holder (ERH) determines that remaining in their school of origin is not in the youth's best interest.

An explanation of why the LEA has developed this goal.

There are often long gaps in school attendance due to delays in enrollment caused by missing records, being unable to reach an ERH, or school site level delays, including those caused by online enrollment processes. Ensuring youth in foster care are immediately enrolled is required by law and will contribute to academic and social-emotional growth and success.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
% of youth enrolled and attending classes within 1 day of notification that a youth has entered the LEA's boundaries, if the youth's education rights holder determines that remaining in their school of origin is not in their best interest.	[Respond here]	25%	50%	75%	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Develop Enrollment Procedures	Collaborate with county child welfare, probation agencies, and caregivers of youth in foster care including Short-Term Residential Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including online enrollment processes and need for distribution of technology and connectivity during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions.	[\$ 0.00]	[Y/N]
Action 2	Policies and Procedures: Identifying Youth in Foster Care	Create/implement policies and practices to ensure all youth in foster care, including all youth in foster care and on probation, regardless of where they live, are identified and given a special designation for purposes of data analysis in the district's student information system (SIS), during the enrollment process and through state and local data matches.	[\$ 0.00]	[Y/N]
Action 3	Metrics and Evaluation	Develop and use data metrics to evaluate the length of time it takes for a youth in foster care to be enrolled in school and attending classes from the moment of notification that a youth has entered the LEA boundaries.	[\$ 0.00]	[Y/N]

## Activities

1. Develop and implement appropriate policies/practices to ensure youth in foster care (under both the LCFF foster youth definition as well as all AB 490 foster youth)<sup>4</sup> are identified and are given a special designation for purposes of data analysis in the district's student information system (SIS) through the enrollment process and through state and local data matches by:
  - a. Training school-level staff at each school site on new procedures;
  - b. Revising/streamlining enrollment procedures to ensure youth in foster care and the adult enrolling them can complete procedures quickly (this includes online enrollment procedures);
  - c. Ensuring school site staff can secure current grade placement/course information and Individualized Education Program (IEP) from the youth's prior school within 1 school day;
  - d. Ensuring all school records are requested within 2 business days and received 2 business days from a request;
  - e. Ensuring all youth in foster care who transfer schools are placed in and attending appropriate grade level courses (including a majority of 'core' classes) within 24 hours of a change in home placement;
  - f. Ensuring that ERHs are informed of school of origin and immediate enrollment rights upon their first attempt at enrollment; and
  - g. Ensuring that special education status does not delay enrollment for youth by coordinating procedures for placement with any necessary special education support staff.
2. Utilize data infrastructure to regularly measure (at least each semester) immediate enrollment rates, modifying policies and procedures as necessary to ensure increased outcomes.

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<sup>4</sup> For more information, see *Foster Youth Education Toolkit*, p. 7.

### 3. SCHOOL PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT FOR YOUTH IN FOSTER CARE

Goal #	Description
Goal 3	Narrow the gap between percentage of youth in foster care enrolled in alternative education settings, such as continuation schools or independent study programs, and the percentage of the general population enrolled in such settings by 10% from baseline.

An explanation of why the LEA has developed this goal.

Youth in foster care are four times more likely to attend non-traditional schools than other students. Reasons include: LEA attempts to create smaller environments to meet the needs of youth in foster care and the perceived inability of comprehensive schools to serve youth who are credit deficient or have trauma-related and/or behavioral needs. Segregating youth in foster care in alternative schools, however, can deprive them of services needed to succeed (e.g., remedial classes, tutoring, special education services, advanced placement/honors courses, or career/technical classes and services) and programs designed to improve engagement in school (e.g., sports, clubs, extracurricular activities, performing arts). This problem is compounded when education rights holders (ERHs) are excluded from school placement decisions or not informed of the benefits and downsides of alternative schools.

#### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage reduction of gap between rates of youth in foster care enrolled in alternative schools (including continuation or independent study schools) and the rates of the general population enrolled in such schools.	[Respond here]	10%	20%	30%	[Respond here]
When youth in foster care are enrolled in alternative schools, percentage of students for whom written consent of education rights holder is obtained that such enrollment is in the youth’s best interests.	[Respond here]	50%	75%	100%	[Respond here]

#### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Metrics and Evaluation	Develop metrics to determine baselines and continuously evaluate how many youth in foster care attend or enter alternative schools, the duration of attendance, number of credits earned, rates of graduation from alternative schools, rates of youth returning to local schools, etc.	[\$ 0.00]	[Y/N]
Action 2	Policies and Procedures	Develop, modify, and implement policies/practices to reduce disproportionate enrollment in continuation schools of youth in foster care (e.g., creating clear and consistent criteria for transfer recommendations that do not disproportionately impact youth in foster care such as credit deficiencies and enrollment mid-term, ensuring that an education rights holder is provided with key information and makes an informed decision about school placement that is in the youth’s best interest, etc.). Develop policies that allow for youth to participate in their local comprehensive school despite potential challenges, such as through credit recovery programs, tutoring support, behavioral support services.	[\$ 0.00]	[Y/N]



## Activities

1. Develop, modify, and implement policies/practices to reduce disproportionate enrollment of youth in foster care in continuation schools by:
  - a. Creating clear criteria for recommending voluntary placement in continuation schools so that it is consistently applied to all youth regardless of foster status;
  - b. Conduct an equity analysis to ensure that criteria utilized to recommend youth for voluntary transfer to continuation schools does not have a disproportionate impact on youth in foster care (e.g., utilizing credit deficiency and/or mid-semester enrollment as a referral criteria will likely lead to a disproportionate number of youth in foster care being referred);
  - c. Creating additional opportunities for youth in foster care to earn credits and maintain their enrollment in comprehensive school, given that the COVID-19 pandemic and resulting school closures may have exacerbated credit deficiencies among youth in foster care compared to their peers;
  - d. Identifying the reason(s) a youth is being considered for placement in continuation school (e.g., credit deficiency, school discipline);
  - e. Prior to transfers, requiring attempts to implement prior interventions at the comprehensive high school (e.g., school-based tutoring, partial credits retrieval) to address reason(s) for proposed placement change to alternative school and documenting outcomes of prior interventions;
  - f. Meeting with ERHs prior to enrollment/transfer to alternative school to discuss: reason(s) for proposed placement, prior interventions attempted and their results, whether it is in the youth's best educational interest to enroll in alternative school, and procedure for returning to comprehensive school;
  - g. Immediately implementing the ERH's best interest decision regarding school enrollment/placement;
  - h. Ensuring written consent is received from ERH prior to voluntary placement in alternative school; and
  - i. When transferring a youth, setting a clear timeline for consideration of a move back to the local comprehensive high school.
2. Utilize data infrastructure to regularly measure (at least every semester) number of transfers, length of time enrolled, number of credits earned, graduation rates, the number of youth in foster care who return to their local school after attending an alternative school, the number of youth in foster care who drop out after attending a continuation school, participation rates in state standardized testing, and number of voluntary and involuntary transfers to continuation schools, modifying policies and procedures as necessary to ensure increased outcomes.

#### 4. ACADEMIC SUPPORTS AND COUNSELING FOR YOUTH IN FOSTER CARE

Goal #	Description
Goal 4	Narrow the gap between youth in foster care and the general student population with regard to standardized testing participation rates; standardized test scores; participation in academic resources and supports (including but not limited to tutoring, academic enrichment programs, summer school programs, credit recovery programs, academic counseling, and learning loss recovery opportunities); course passage rates with C or higher; A-G enrollment and passage rates; AP/Honors enrollment and passage rates; and career/technical/vocational/transition planning, courses, and services including career pathways and linked learning opportunities.

An explanation of why the LEA has developed this goal.

Area of Need: Youth in foster care have lower academic achievement rates than any other student population. For example, on the 2021-22 California Assessment Student Performance and Progress (CAASPP), only 21% of youth in foster care scored Standard Met or Exceeded in English Language Arts, compared to 47% of students statewide. In Math, only 10% of youth in foster care met or exceeded standards compared to 33% of students statewide. In addition, youth in foster care have been disproportionately impacted by the COVID-19 pandemic and have experienced greater learning loss during school closures and online instruction, compared to their peers. As a result, the achievement gap between youth in foster care and their peers is expected to widen.

#### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage of gap reduction from baseline between youth in foster care and general population with regard to standardized testing participation rates and scores.	[Respond here]	5%	10%	20%	[Respond here]
Percentage of gap reduction from baseline between youth in foster care and general population with regard to participation in academic supports (including but not limited to tutoring, academic enrichment programs, summer school, credit recovery programs, academic counseling, and learning loss recovery opportunities).	[Respond here]	5%	10%	20%	[Respond here]
Percentage of gap reduction from baseline between youth in foster care and general population with regard to course passage rates.	[Respond here]	5%	10%	20%	[Respond here]
Percentage of gap reduction from baseline between youth in foster care and general population with regard to A-G, AP, and Honors enrollment and passage rates.	[Respond here]	5%	10%	20%	[Respond here]
Percentage of gap reduction from baseline between youth in foster care and general population with regard to career/technical/vocational/transition planning, courses, and services.	[Respond here]	5%	10%	20%	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Data and Metrics	Establish data infrastructure and metrics necessary to identify and monitor all relevant indicators for all youth in foster care in comparison to non-foster youth (e.g., state testing scores and participation, enrollment in academic supports, A-G completion, CTE participation).	[\$ 0.00]	[Y/N]
Action 2	Policies and Procedures	Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and opportunities (such as AP and A-G enrollment) for youth in foster care.	[\$ 0.00]	[Y/N]
Action 3	Staff Training	Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, school site based) regarding the needs of youth in foster care.	[\$ 0.00]	[Y/N]
Action 4	Staff Hiring	Hire and train personnel necessary to provide educational case management including a comprehensive needs assessment and intensive specialized academic counseling for youth in foster care.	[\$ 0.00]	[Y/N]

## Activities

1. Establish policy and data infrastructure necessary to support and monitor educational success including but not limited to:
  - a. Policies that ensure that youth in foster care have equal access to all academic resources available to the general student population, regardless of enrollment dates, sign-up deadlines, or lack of timely access to education records;
  - b. Policies that strive to provide youth in foster care with access to supplemental academic resources necessary to ensure equity and close the academic achievement gap, including by providing transportation services as necessary to ensure participation of youth in foster care;
  - c. Policies that prioritize youth in foster care for any compensatory educational opportunities, recoupment services, or supplemental learning opportunities provided to students to address learning loss due to COVID-19 pandemic, given that students in foster care have experienced disproportionate learning loss;
  - d. Identifying what academic measures (e.g., state testing scores; state testing participation; participation rates in academic resources/services; GPA; A-G/honors/AP/Honors enrollment and success rates; career/technical/vocational/ transition planning, courses, and services including career pathways and linked learning opportunities) will be used to monitor academic outcomes of youth in foster care including both short-term and long-term measures (e.g., quarterly grades vs. annual state testing scores);
  - e. Identifying district staff to monitor and analyze relevant data at identified intervals (e.g., each quarter, each semester);
  - f. Ensure district decision-makers review data regularly and make policy/practice/programming adjustments as necessary to ensure improvement in academic measures for youth in foster care;
  - g. Policies to ensure that, during future school closures due to emergency declarations, natural disasters, or other disruptions, youth in foster care receive frequent and regular check-ins from school staff to address barriers to engaging in school.
2. Increase participation of youth in foster care in academic resources and support services, utilizing strategies that take into account the unique needs of and legal requirements for youth in foster care. Ensure youth in foster care are given priority access to academic supports and services.
3. Hire or assign, train and supervise sufficient liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting youth in foster care.

4. Develop a plan and hire necessary personnel to ensure youth in foster care have access to specialized academic counseling services at a ratio of 1 counselor for every 50 students to support their immediate enrollment and successful participation in academic resources/services and appropriate high school courses including A-G, Honors, AP, and CTE courses.
5. Develop a plan and hire necessary personnel to ensure that for youth in foster care: educational history and school records are comprehensively collected from all schools attended and reviewed, a high-quality needs assessment is conducted, and educational case management is provided by a designated counselor with the credential, skills, time and training necessary to fully meet the needs of youth in foster care.
6. Utilize data infrastructure to regularly measure (at least every semester), analyze, and utilize short and long-term academic outcome data (as identified in year 1) to evaluate effectiveness of academic programs/policies for youth in foster care, making necessary changes in order to improve outcomes.

## 5. HIGH SCHOOL NEEDS OF YOUTH IN FOSTER CARE

Goal #	Description
Goal 5	Decrease the gap between youth in foster care and general student population with regard to graduation rates.

An explanation of why the LEA has developed this goal.

Youth in foster care have the highest dropout rates and lowest graduation rates. During the 2021-22 school year, the statewide high school dropout rate for students in foster care was 22%, compared with 8% of students statewide. Likewise, just 61% of youth in foster care graduated from high school in four years, compared with 87% of students statewide.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage reduction in gap between youth in foster care and general student population in graduation rates.	[Respond here]	5%	10%	20%	[Respond here]
Percentage reduction in gap between youth in foster care and general student population in high school dropout rates.	[Respond here]	5%	10%	20%	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Data and Metrics	Identify relevant data points (e.g., number of youth leaving or entering the district mid-semester, percentage of earned partial credits issued or accepted, percentage of youth timely notified of and consulted with about their AB 167/216 eligibility, number and percentage of youth using the exemption to graduate and/or graduating under district requirements within 4 and 5 years of high school, disaggregated by student category, race and disability, dropout rates) and regularly monitor/analyze data to adjust as necessary to ensure graduation rate improvement.	[\$ 0.00]	[Y/N]
Action 2	Policies and Procedures: Partial Credits	Establish written partial credit policy, and ensure that staff are supported with training and resources to implement policy.	[\$ 0.00]	[Y/N]
Action 3	Policies and Procedures: AB 167/216	Establish written AB 167/216 graduation policy, and ensure that staff are supported with training and resources to implement policy.	[\$ 0.00]	[Y/N]

### Activities

1. Establish written partial credit policy including but not limited to:
  - a. Ensuring appropriate school staff at each school site (e.g., counselor, registrar) are trained in the partial credit policy;
  - b. A calculation formula for issuing partial credits, which takes into account seat time, enrollment, or both; check-out grades; and district scheduling needs (e.g., semesters of different length, block periods);

- c. Partial credits are immediately issued by sending school and included on an official transcript: 1) at the end of a semester in which a student enrolled after the first day of class, and/or 2) which is sent to the receiving school within 2 business days of withdrawal or 10 continuous days of non-attendance;
  - d. Partial credits from a sending school are immediately accepted by a receiving school and transferred onto an official transcript, keeping their original designation as being issued by the sending school;
  - e. Youth in foster care are immediately enrolled in the same or equivalent (i.e., meets the same graduation requirement) courses as those enrolled at the prior school;
  - f. Youth in foster care are given priority enrollment in credit recovery programs, as necessary; and
  - g. A process to request partial credits from a prior district if the student enters mid-semester without such credits within 2 days of enrollment.
2. Establish written AB 167/216 graduation policy including but not limited to ensuring:
    - a. Appropriate school staff at each school site (e.g., counselor, registrar) are trained in the AB 167/216 graduation policy;
    - b. All youth in foster care are certified as AB 167/216 eligible or not eligible within 30 days of enrollment, and those determined ineligible are reevaluated for eligibility within the first 30 days of a new academic year; and
    - c. All youth in foster care and their education rights holders receive written and verbal information and consultation necessary to make a best interest determination about the youth's graduation plan including credit recovery options, the ability to remain in school for a 5<sup>th</sup> year to complete state or district requirements, the impact of different choices on post-graduation options, and school of origin rights.
    - d. The ERH is the final decision-maker about whether the youth accepts the reduced graduation criteria, defers their decision, or rejects the option. The ERH may change their decision at any time prior to graduation.
  3. Utilize data infrastructure to regularly measure (at least every semester), analyze, and utilize partial credit and graduation data (as identified in year 1) to evaluate effectiveness of policies/practices for youth in foster care, making necessary changes in order to improve outcomes. Based on state guidance, report to the state which students are receiving state AB 167/216 graduation, disaggregated by student category, race, and disability.

## 6. INFORMATION SHARING & DATA INFRASTRUCTURE FOR YOUTH IN FOSTER CARE

Goal #	Description
Goal 6	All youth in foster care and on probation, regardless of where they live, are identified and given a special indicator for purposes of data analysis in the LEA's student information system(s) and aggregate baseline data are collected. Progress is demonstrated in a continuous improvement loop in key areas impacting youth in foster care.

An explanation of why the LEA has developed this goal.

Identifying youth in foster care and on probation is challenging because definitions of foster youth differ (e.g., the LCFF definition includes all youth in foster care regardless of where they live and youth on probation living in a suitable placement; the AB 490 definition includes all youth in foster care and on probation, regardless of where they live), youth in foster care and their caregivers may not self-identify as such, and data matches are not 100% accurate. Additionally, youth in voluntary placement agreements and youth served by Tribal Courts are now also eligible for all AB 490 education rights. Complex legal requirements govern information sharing, and LEAs struggle to share records without coordinated systems. Finally, some data are unique to youth in foster care (e.g., education rights holders, school of origin, etc.) and require additional infrastructure. Coordinated data sharing and infrastructure will enable LEAs to make and show gains in the education outcomes of youth in foster care.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage of youth in foster care identified and given a special designation for purposes of data analysis within the LEA's student information system(s).	[Respond here]	100%	100%	100%	[Respond here]
Percentage of identified key metrics for which baseline data are collected.	[Respond here]	100%	N/A	N/A	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Partnerships to Share Data and Records	Work with the CDE, child welfare and probation agencies, Tribal Courts, and County Office of Education (COE) Foster Youth Services Coordinating Program to obtain, share and analyze data/education records to accurately identify youth in foster care and on probation and to track their education progress.	[\$ 0.00]	[Y/N]
Action 2	Data and Metrics	Identify key indicators (such as number of youth in foster care served by the district each year; school stability data; percentage of eligible youth who received their partial credits; number of youth who graduate under AB 167/216 or local district requirements within 4 or 5 years of high school, disaggregated by race and disability status; number/percentage of youth in foster care attending alternative schools or served by intervention programs), modify student information systems to track key indicators, and establish baselines to measure periodic improvement.	[\$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
Action 3	Policies and Procedures: Education Records	Ensure all education records for youth in foster care are requested from their prior school within two days of enrollment and that copies of all education records are sent to the new school within two days of a request.	[\$ 0.00]	[Y/N]

## Activities

1. Establish baseline metrics in:
  - a. Number of youth in foster care served by the district each year;
  - b. Time between home placement changes and school enrollment;
  - c. School stability data including how many education rights holders (ERH) participate in school of origin best interest determinations, number of youth who remain in their school of origin after an ERH makes a best interest determination, and what district funds are utilized to provide school of origin transportation;
  - d. Percentage of eligible youth who receive their partial credits;
  - e. Number of youth/ERHs who are notified of and consulted with about their AB 167/216 eligibility within 30 days of enrollment or within 30 days of a new academic year after being determined ineligible;
  - f. Number and percentage of youth in foster care who graduate under AB 167/216 or local graduation requirements, within 4 or 5 years of high school, disaggregated by race and disability status;
  - g. Number/percentage of youth in foster care who attend alternative schools (including continuation schools) including whether ERHs gave written permission for such attendance;
  - h. Number/percentage of youth who participate in academic and social-emotional intervention programs/services;
  - i. Number of preschool-aged children in foster care who are served by the district<sup>5</sup>; and
  - j. Number/percentage of youth in foster care who are “chronically absent.”
2. Ensure the necessary student information system infrastructure modifications are made. Some examples of this include:
  - 1) ensuring youth in foster care are given a special designation for purposes of data analysis in the district’s student information system (SIS) for later data collection and disaggregation; 2) ensuring ERH information is gathered and stored in the student information system (in addition to caregiver/home placement information); 3) ensuring the student information system can accurately issue partial credits when appropriate; and 4) tracking timelines for AB 167/216 graduation notifications and graduation status.
3. Ensuring the district has appropriate policies/practices in place to ensure youth in foster care (under both the LCFF foster youth definition as well as all AB 490 foster youth) are identified and given a special designation for purposes of data analysis through the enrollment process and through state and local data matches.
4. Ensure that schools work with county child welfare and probation agencies and Tribal Courts to identify and engage education rights holders (ERHs) and ensure they have the information necessary to make well informed best interest determinations for their students.
5. Hire or assign, train, and supervise staff with the technical skills necessary to develop systems for tracking appropriate metrics against baseline data.
6. Regularly (at least every semester) measure, track, and evaluate education outcome data to evaluate effectiveness of programs/policies for youth in foster care, making necessary changes in order to improve education outcomes.

<sup>5</sup> For a more comprehensive (although not exhaustive) list of foster youth data points, see *Foster Youth Education Toolkit*, pp. 32-35.



## 7. COORDINATION OF SOCIAL-EMOTIONAL SUPPORTS FOR YOUTH IN FOSTER CARE

Goal #	Description
Goal 7	Decrease the gap between youth in foster care and general student population with regard to attendance and dropout rates, school discipline rates, and participation in social-emotional supports.

An explanation of why the LEA has developed this goal.

Youth in foster care experience high rates of trauma, which is compounded by home and school instability. In addition, the COVID-19 pandemic has disproportionately impacted youth in foster care and exacerbated the trauma they have already experienced. Research has demonstrated that trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of youth in foster care, their education outcomes can be improved, including academic outcomes.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage reduction in gap from baseline between youth in foster care and general student population in attendance rates.	[Respond here]	5%	10%	20%	[Respond here]
Percentage reduction in gap from baseline between youth in foster care and general student population in school discipline rates.	[Respond here]	5%	10%	20%	[Respond here]
Percentage reduction in gap from baseline between youth in foster care and general student population in participation in social-emotional supports.	[Respond here]	5%	10%	20%	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Staff Hiring and Training	Hire or assign, train and supervise staff (including foster youth liaisons, district level oversight staff, and school site staff such as registrars, clerk, teachers, and administrators) to ensure they have adequate time, knowledge, trauma-informed training, and resources to meet the social-emotional needs of youth in foster care.	[\$ 0.00]	[Y/N]
Action 2	Policies: Increase Foster Youth Participation	Develop and implement policies to increase access to and improve participation of youth in foster care in available school-based social-emotional resources and positive behavior intervention systems and/or restorative justice programs, including trauma-informed mental health services, as well as in extracurricular and after school/enrichment programs (regardless of missed sign-up dates).	[\$ 0.00]	[Y/N]
Action 3	Policies and Procedures: Priority Access for Foster Youth	Create/revise and implement policies and practices to ensure that youth in foster care experiencing school discipline receive timely notification to education rights holder, attorney, county social worker or the Indian child's tribal social worker, if applicable of such discipline and priority access to Positive Behavioral Intervention and Supports (PBIS), Restorative Justice (RJ), Pupil Services counseling, mental health services, and other positive behavior modification services.	[\$ 0.00]	[Y/N]

## Activities

1. Develop and implement policies to increase access to and improve success rate of youth in foster care participating in campus-wide attendance improvement initiatives, including but not limited to: consistent attendance monitoring (especially during remote learning required by during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions); home (including group home)/school coordination/communication including required notifications of school discipline under AB 740; connecting to community partners to assist the family with challenges that may be preventing consistent attendance (e.g., public transportation vouchers, medical/mental health services); utilizing tools from the Ad Council Campaign, available at [www.oah.ca.gov/truancy/toolkit](http://www.oah.ca.gov/truancy/toolkit) such as a tiered system for intervention that offers intensive, positive support; and engagement with group homes. See **Table 1** below for statewide data on suspension rates comparing all students, students in foster care, students with disabilities, and students in foster care with disabilities, that demonstrate the gaps in this area and the need for trauma-sensitive approaches.
2. Develop and implement policies to increase access to and improve success rate of youth in foster care participation in individualized reengagement, truancy, and dropout prevention programs.
3. Ensure that interested youth in foster care receive equal access (regardless of enrollment date/missed deadlines) to sports, extracurricular programs, afterschool/summer enrichment programs, and extended learning or learning loss recoupment programs and services.
4. Ensure, through data collection, that youth in foster care are participating on an equal footing with other student populations in school-based social-emotional resources, trauma-informed mental health services, positive behavior intervention systems and/or restorative justice programs, pupil services and attendance counseling, campus-wide and individually designed attendance improvement initiatives, truancy and dropout prevention programs, sports, extracurricular programs, and afterschool/summer enrichment programs.

**Table 1. Student Suspension Rates and Percent with Multiple Suspensions by Race/Ethnicity and Student Group, 2021-22.**

Race/Ethnicity	All Students		Students in Foster Care		Students with Disabilities		Students with Disabilities in Foster Care	
	Suspension Rate	% with Multiple Suspensions	Suspension Rate	% with Multiple Suspensions	Suspension Rate	% with Multiple Suspensions	Suspension Rate	% with Multiple Suspensions
African American	8.0%	36.3%	19.1%	48.6%	11.9%	44.0%	22.9%	52.6%
American Indian or Alaska Native	6.5%	33.4%	13.8%	38.7%	9.8%	39.7%	17.2%	43.9%
Asian	0.9%	18.5%	5.4%	25.9%	1.9%	31.1%	6.7%	12.5%
Filipino	1.2%	17.7%	4.2%	25.0%	1.7%	34.6%	8.0%	25.0%
Hispanic or Latino	3.3%	27.2%	10.6%	42.1%	5.2%	35.8%	14.8%	50.0%
Pacific Islander	4.7%	25.8%	11.3%	44.4%	7.0%	38.5%	18.0%	77.8%
White	2.7%	28.3%	13.1%	43.2%	5.1%	38.6%	15.9%	50.5%
Multiple	3.1%	30.9%	14.2%	53.0%	5.9%	40.6%	16.6%	62.6%
<b>Statewide Total</b>	<b>3.2%</b>	<b>28.5%</b>	<b>12.6%</b>	<b>44.5%</b>	<b>5.5%</b>	<b>37.9%</b>	<b>16.8%</b>	<b>51.4%</b>

## 8. EARLY INTERVENTION & PREVENTION FOR CHILDREN IN FOSTER CARE AGES 0-4

Goal #	Description
Goal 8	Increase enrollment of children in foster care in early education settings.

An explanation of why the LEA has developed this goal.

Children in foster care ages 0-4 often experience early learning challenges due to high rates of disruption and trauma, which prevents many from developing the foundational pre-academic and social-emotional skills necessary to succeed in kindergarten and beyond. Yet, they are also the least likely student population to take advantage of early learning opportunities due to social-emotional or behavioral needs, home instability, or caregiver fear about becoming involved in a public system. This is expected to be exacerbated by delayed enrollment and remote learning due to the COVID-19 pandemic. Ensuring children in foster care have equitable access to high-quality early education allows them to be better prepared academically and socially for kindergarten.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Percentage increase of children in foster care enrolled in early education settings.	[Respond here]	25%	50%	75%	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	MOU with Child Welfare Agency	Establish Memorandum of Understanding (MOU) with child welfare agency to identify preschool-aged children in foster care living within the district to improve referrals and track successful and unsuccessful enrollment.	[\$ 0.00]	[Y/N]
Action 2	Policies and Practices	Develop and implement policies to: (1) ensure priority enrollment of children in foster care in district-run early education programs; (2) ensure at least equal access to necessary pre-academic/academic support services including tutoring, academic enrichment programs, and summer/intersession programs, and social-emotional and behavioral support services including trauma-informed mental health services; and (3) ensure no child is asked to leave their early education program due to behavioral concerns.	[\$ 0.00]	[Y/N]

### Activities

- Increase identification and enrollment of children in foster care in early education programs by filling all available early education slots;
- Increase identification and enrollment of children in foster care in early education programs by ensuring they have equity access to necessary pre-academic/academic support services including tutoring, academic enrichment programs, and summer/intersession programs and social-emotional and behavioral support services including trauma-informed mental health services;
- Develop or modify existing district data systems to track the type of early care and education programs children in foster care enroll in and at what frequency including the overall percentage of children in foster care residing within the district who are enrolled in an early care and education program; and
- Utilize data infrastructure to regularly measure (at least every semester) the enrollment of children in foster care in early education programs, modifying policies and procedures as necessary to ensure increased outcomes.

## LCAP Goal Development for Youth in Foster Care Worksheet

To effectively utilize this Sample LCAP for Youth in Foster Care, it is recommended that LEAs work backwards, going through the below outlined process to ultimately arrive at an achievable goal(s).<sup>6</sup>

**Step 1: Identify Baseline Data and Targeted Area(s) of Need:** This could include areas where you are ‘in the red’ on the Dashboard, areas where you are recommended for Technical or Differentiated Assistance, areas where there is a large gap between general student population performance and the outcomes of youth in foster care, or areas where youth in foster care have not seen appropriate improvement over the past few years.

**Step 2: Identify and Convene Stakeholders:** This should include an appropriate group of LEA experts (e.g., Foster Youth Liaison, counselors, data staff) and community stakeholders (e.g., youth, education rights holders, social workers) are brought together.

**Step 3: Identify Barriers:** Work with your stakeholder group to identify the barriers that youth in foster care face to progressing in the identified area(s).

**Step 4: Problem Solve Solutions to Barriers/Identify Activities and Services:** This may be the lengthiest part of your stakeholder discussion as multiple competing needs will likely have to be discussed and weighed. Solutions could include new activities or services that youth in care need in order to access and benefit from their education. They can also be ways of providing equity or trauma-informed access to youth in care of already existing services and supports.

**Step 5: Determine Actions:** Identify what needs to be done to implement the identified solutions. This should also include what financial and personnel resources must be allocated, to provide the identified activities and services.

**Step 6: Draft LCAP Goal and Metrics:** Determine what improvements can be expected based on the anticipated Actions and Activities, draft achievable metrics based upon all the information gathered throughout the process, and draft your goal. Ideally, you would create a goal in each targeted area. However, if you are unable to do so, consider which of your targeted areas would most benefit from memorialization in an LCAP goal. For example, if one area requires more resources, that might be a reason to include it in the LCAP. For target areas that do not make it into the LCAP, LEAs should determine how they want to separately proceed in addressing and tracking progress on them outside of the LCAP itself.

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<sup>6</sup> Please see below this empty form for a sample actually completed by a district.

**Steps 1-4: Identify Baseline Data, Targeted Areas, Barriers, and Solutions/Activities/Services\***

*\*This is a step that will inform your LCAP action and goal development, but not appear as part of it. This is a time to brainstorm and think of all the possible barriers and potential solutions.*

Baseline Data for Targeted Area(s):	Barrier	Solutions, Activities, and Services

**Step 5: Actions\***

*This portion would eventually appear as a part of your LCAP. This is where you take the ideas generated in steps 1-4 and determine what actions can actually be taken and will be most effective at addressing the targeted area.*

Action #	Title	Description	Total Funds	Contributing
Action 1			[\$ 0.00]	[Y/N]
Action 2			[\$ 0.00]	[Y/N]
Action 3			[\$ 0.00]	[Y/N]

**Step 6: Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
		NA	NA		
		NA	NA		
		NA	NA		
Goal #	Description				

An explanation of why the LEA has developed this goal.

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## Sample LCAP Completed by Redlands Unified School District<sup>7</sup>

Baseline Data for Targeted Area(s):	Barrier	Solutions, Activities, and Services
<b>Chronic Absenteeism 21/22 School Year</b>  District Average for All Students: 24.5%  District Foster Youth: 33.7%	Youth in foster care generally feel disconnected from school	Support youth in foster care youth to feel more connected to school by providing individualized support from Academic Case Carriers to help them connect to adults, peers, learning opportunities, and activities related to school
	Fees can prohibit students from participating in activities	Budget to pay for all Associated Student Body (ASB) fees so youth in care can participate in school activities
	Transportation can be a barrier to student participation in activities	Coordinate bus routes and late buses to allow youth to stay after school for activities
	Youth in care transferring into a school mid-semester likely don't know what clubs or activities are available at a school site	Utilize technology (5 Star and Minga) to enhance school site resource maps of activities and clubs
	GPA and attendance requirements can be a barrier to participate in some activities	Provide access to work permits, work/study, internships, and other career development opportunities with waivers for GPA and attendance requirements (i.e., 5 periods per day)
	There are likely barriers to participation in school activities/student engagement that are unknown	Utilize technology (5 Star and Minga) to identify and survey those youth who have not yet participated in a school-based activity about what their barriers are and what activities they would be interested in
	<b>Suspension Rate 21/22 School Year:</b>  District Average for All Students: 3.7%  District Foster Youth: 10.5%	PBIS program has gone district-wide but some sites are struggling with implementation or have not yet prioritized it
Lack of coordination between school site administration and foster youth support team/Academic Case Carrier program due to administrative movement in the past year in the district		ACC program staff will work to reestablish relationships with administrative teams on school sites to improve communication about youth who are struggling and need additional supports, hopefully before discipline occurs or absences become problematic
Lack of accountability at school sites to serve this high-needs population (i.e., although the district as a whole is identified as 'in the red' for foster		Increase education of staff at school sites about the needs of youth in foster care, as well as about the district's responsibility to improve education for these youth

<sup>7</sup> Special thanks to Rachel Malatesta, Director of Behavioral and Mental Health Services, and the entire Academic Case Carrier team at Redlands Unified School District for lending their work in this area to serve as an example for other districts.

	youth, their N size is so small that no schools are individually identified as 'in the red' which means that schools are focused on other issues as priorities)	
	50% of all foster youth suspensions are due to fighting; 20% are due to drugs	Work with school sites to support their implementation of existing social/emotional learning curriculum, especially at middle and high school levels

**Step 5: Actions\***

*This portion would eventually appear as a part of your LCAP. This is where you take the ideas generated in steps 1-4 and determine what actions can actually be taken and will be most effective at addressing the targeted area.*

Action #	Title	Description	Total Funds	Contributing
Action 1	Staff Retention and Training	Retain, train, and supervise Academic Case Carrier/Foster Youth Support staff to ensure they have adequate time, knowledge, trauma-informed training, and resources to meet the academic and social-emotional needs of youth in foster care.	[\$ 0.00]	[Y/N]
Action 2	Staff Trauma Training	Require all school site staff to participate in trauma-informed training.	[\$ 0.00]	[Y/N]
Action 3	Policies: Increase Foster Youth Participation	<p>Revise, develop and implement policies to increase access to and improve participation of youth in foster care in available school-based social-emotional resources and positive behavior intervention systems and restorative justice programs, including trauma-informed mental health services.</p> <p>Revise district policies to remove barriers (e.g., fees, transportation, uniforms, equipment, missed sign-up or try-out deadlines, allowing individual student contracts re: attendance, discipline, and grades) to accessing school and extra-curricular activities.</p> <p>Revise district graduation policy to provide additional pathways to exemptions from district requirements for highly mobile and/or traumatized youth, while allowing youth to continue to attend comprehensive school sites.</p>	[\$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
Action 4	Policies and Procedures: School Discipline	<p>Create/revise and implement policies and practices to ensure that youth in foster care experiencing school discipline receive timely notification to education rights holder, attorney, county social worker or the Indian child's tribal social worker, if applicable, of such discipline.</p> <p>Revise district policies around discipline for youth in foster care to ensure practices are trauma informed, focused on de-escalation, lagging skills have been identified and taught, unmet needs are identified and met, alternative means of correction have been consistently utilized with fidelity, that ACC counselors are involved in any disciplinary processes, that individualized student behavior support plans are created for youth in need including, as appropriate: disallowing off-campus suspensions, using restorative conferencing instead of discipline wherever possible and always upon return back to school, utilizing Saturday school.</p>	[\$ 0.00]	[Y/N]

### Step 6: Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Reduce gap by 30% between chronic absenteeism for youth in foster care and the district student average (reduce 3%)	9% gap between district average (24.5%) and foster youth (33.7%) chronic absenteeism	NA	NA		6% gap between district average and foster youth (30%) chronic absenteeism
Reduce gap by 30% between suspension rates for youth in foster care and the district student average (2%)	6.8% gap between district average (3.7%) and foster youth (10.5%) suspension rate	NA	NA		4.5% gap between district average and foster youth (8.2%) suspension rate
See a 50% increase in restorative conversations and participation in social-emotional learning curriculum		NA	NA		



Goal #	Description
Goal 7	<b>Decrease the gap between youth in foster care and general student population with regard to chronic absenteeism, school discipline rates, and participation in social-emotional supports.</b>

An explanation of why the LEA has developed this goal.

Youth in foster care experience high rates of trauma, which is compounded by home and school instability. In addition, the COVID-19 pandemic has disproportionately impacted youth in foster care and exacerbated the trauma they have already experienced. Research has demonstrated that trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of youth in foster care, their education outcomes can be improved, including academic outcomes.