Sample Foster Youth LCAP
Goals, Outcomes, Actions, and Services

Overview

California's landmark Local Control Funding Formula (LCFF) legislation explicitly recognized the unique educational needs and challenges of students who are in foster care, provided supplemental funding to local educational agencies (LEAs), including low-income students and English Learners), required each LEA to develop a Local Control and Accountability Plan (LCAP) including goals, actions and funding for foster youth as well as for other disadvantaged populations and for all students, and created a framework for data collection and reporting of educational outcomes so that LEAs will be held accountable for educational outcomes specific to foster youth and other disadvantaged populations.

This document, created by the foster youth education experts and advocates who make up the Coalition for Educational Equity for Foster Youth (CEEFY)[1], outlines recommended goals, outcomes, actions, and services for LEAs to incorporate into their LCAPs to strive towards improved educational outcomes for foster youth. Each of the eight goals below addresses a key area of need for foster youth. LEAs can determine which issue(s) to focus on in their LCAP for this cycle, although it is strongly recommended that each LCAP address at least one issue specifically designed to meet the unique needs of foster youth, one of the three targeted at-risk subgroups in the Local Control Funding Formula.

The goals below are further broken down into three year outcome targets with suggestions for accompanying appropriate actions and services. Each LEA should identify its own baselines and tailor the goals, outcomes actions, and services to meet its needs and the needs of the local population of foster youth. Additional Implementation Activities for the actions and services set forth in this document can be found at: http://kids-alliance.org/programs/education/lcff/

In creating this sample, important fields were pulled California's LCAP Template, as adopted by the State Board of Education in November 2016, so that LEAs may cut and paste relevant and desired portions into their complete LCAPs.[2]

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 Young Children 0-4

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1 CEEFY is a stakeholder coalition including advocates, child welfare representatives, and foster youth education experts. CEEFY works to engage school districts in Los Angeles around LCFF implementation to close the achievement gap between foster youth and other students by promoting school stability and other best practices to address the unique needs of foster youth. CEEFY members include 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, Hillsides, 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.

2 http://www.cde.ca.gov/re/lc/

SCHOOL STABILITY FOR FOSTER YOUTH

Goal 1	All education rights holders (ERH) / youth who determine it is in the youth's best interests to remain in their school of origin 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).

Identified Need	Foster youth change schools an average of 8 times while in care, losing 4-6 months of their education each time. Ensuring school stability will reduce the amount of trauma that youth experience and will support gains in all other education areas.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of youth who stay in school of origin after transfer whose ERHs decide it is in their best interest, including through support provided by both LEA and child welfare		25%	50%	75%
% of youth whose ERHs are informed of school of origin rights		50%	100%	100%

PLANNED ACTIONS / SERVICES

Action	1	Develop Memoranda of Understanding with child welfare and probation agencies, other school districts as appropriate, and County Office of Education Foster Youth Services Coordination Programs to develop joint plans to improve school stability
Action	2	Develop policies, procedures and infrastructure to increase school stability, including data infrastructure, and enrollment/disenrollment policies.
Action	3	Allocate sufficient staff and provide staff training to implement school stability

IMMEDIATE ENROLLMENT OF FOSTER YOUTH

Goal 2	Ensure that all foster youth are enrolled in school and attending classes within 24 hours of arriving at their new home, when an education rights holder (ERH) determines that remaining in their school of origin is not in the youth's best interests.

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of youth enrolled within 24 hours of an education rights holder making a determination regarding school placement		25%	50%	75%

PLANNED ACTIONS / SERVICES

Action	1	Collaborate with county child welfare, probation agencies, and foster caregivers/group homes to identify barriers to enrollment and develop procedures for quickly enrolling foster youth in school.
Action	2	Create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches.
Action	3	Develop and use data metrics to evaluate the length of time it takes for a foster youth to be enrolled in school and attending classes from the moment of home placement.

FOSTER YOUTH SCHOOL PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage reduction of gap between rates of foster youth enrolled in alternative schools (including continuation or independent study schools) and the rates of the general population enrolled in such schools.		10%	20%	30%
When foster youth are enrolled in alternative schools, percentage of students for whom written consent of education rights holder is obtained.		50%	75%	100%

PLANNED ACTIONS / SERVICES

Action 1
Develop metrics to determine baselines and continuously evaluate how many foster youth attend or enter alternative schools, the duration attendance, number of credits earned, rates of graduation from alternative schools, rates of youth returning to local schools, etc.

Action 2
Develop, modify, and implement policies/practices to reduce disproportionate foster youth enrollment in continuation schools, for example, by creating clear and consistent criteria for transfer recommendations, ensuring that an education rights holder is provided with key information, etc.

ACADEMIC SUPPORTS AND COUNSELING FOR FOSTER YOUTH

Goal 4	**Gap between foster youth and general student population will narrow 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, and academic counseling); 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.**

Identified Need	Area of Need: Foster youth have lower academic achievement rates than any other student population. For example, on the 2014-2015 California Assessment Student Performance and Progress ("CAASPP"), only 19% of foster youth scored Standard Met or Exceeded in English Language Arts, compared to 44% of students statewide. In Math, only 11% of foster youth met or exceeded standards compared to 33% of students statewide.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of gap reduction from baseline between foster youth and general population with regard to standardized testing participation rates and scores.		5%	10%	20%
Percentage of gap reduction from baseline between foster youth and general population with regard to participation in academic supports (including but not limited to tutoring, academic enrichment programs, summer school, credit recovery programs, and academic counseling).		5%	10%	20%
Percentage of gap reduction from baseline between foster youth and general population with regard to course passage rates.		5%	10%	20%
Percentage of gap reduction from baseline between foster youth and general population with regard to A-G, AP, and Honors enrollment and passage rates.		5%	10%	20%
Percentage of gap reduction from baseline between foster youth and general population with regard to career/technical/ vocational/transition planning, courses, and services.		5%	10%	20%

PLANNED ACTIONS / SERVICES

Action 1 Establish data infrastructure and metrics necessary to identify and monitor all relevant indicators for all foster youth in comparison to non-foster youth (e.g. state testing scores and participation, enrollment in academic supports, A-G completion, CTE participation)

Action 2 Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school) and opportunities (such as AP and A-G enrollment) for foster youth

Action 3 Provide relevant, trauma-informed training to all staff (foster youth liaison, central office, site based) regarding foster youth needs.

Action 4 Hire and train personnel necessary to provide educational case management including a comprehensive needs assessment, and intensive specialized academic counseling

HIGH SCHOOL NEEDS OF FOSTER YOUTH

Goal 5	The gap between foster youth and general student population will decrease with regard to graduation rates.

Identified Need

Foster youth have the highest dropout rates and lowest graduation rates. The single year dropout rate for students in foster care is 8%, compared with 3% of students statewide. Likewise, just 58% of foster youth graduate from high school, compared with 84% of students statewide.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage reduction in gap between foster youth and general student population in graduation rates		5%	10%	20%

PLANNED ACTIONS / SERVICES (*In addition to actions and services outlined in Goal 4)

Action 1 — Identify relevant data points (e.g., number of youth leaving or entering the district mid-semester, percentage of partial credits issued or accepted, percentage of youth timely notified of their AB 167/216 eligibility or using the exemption to graduate, percentage of youth graduating under district requirements, dropout rates) and regularly monitor/analyze data to adjust as necessary to ensure graduation rate improvement.

Action 2 — Establish written partial credit policy, and ensure that staff are supported with training and resources to implement policy.

Action 3 — Establish written AB 167/216 graduation policy, and ensure that staff are supported with training and resources to implement policy

INFORMATION SHARING & DATA INFRASTRUCTURE FOR FOSTER YOUTH

Goal 6	All foster youth (both LCFF eligible and AB 490 eligible) are identified and tagged within the LEA's student information system(s) and aggregate baseline data is collected. Progress is demonstrated in a continuous improvement loop in two key foster youth areas.

Identified Need

Identifying foster youth is challenging because definitions of foster youth differ (e.g., the LCFF definition is narrower than the AB 490 one), foster youth may not self identify, and data matches are not 100% accurate. Complex legal requirements govern information sharing and LEAs struggle to share records without coordinated systems. Finally, some data are unique to foster youth (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 foster youth gains.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of foster youth (under LCFF and AB 490 definitions) flagged within the LEA's student information system(s).		100%	100%	100%
Percentage of identified key metrics for which baseline data is collected.		100%	NA	NA
Number of key metrics for which improvement from baseline data can be demonstrated and lead to program adjustment as needed.		NA	1	2

PLANNED ACTIONS / SERVICES

Action 1 — Work with the CDE, child welfare and probation agencies, and County Office of Education ("COE") to obtain, share and analyze data/education records to accurately identify foster youth and track progress.

Action 2 — Identify key indicators (such as number of foster youth, school stability data, number of youth/ERHs who graduate under AB 167/216, local requirements, and/or a after a 5th year, number/percentage of foster youth attending alternative schools or served by intervention programs), modify student information systems to track key indicators, and establish baselines to measure periodic improvement

Action 3 — Ensure all education records for foster youth 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.

COORDINATION OF SOCIAL-EMOTIONAL SUPPORTS FOR FOSTER YOUTH

Goal 7	The gap between foster youth and general population will decrease with regard to attendance and dropout rates, school discipline rates; and participation in social emotional supports.

Identified Need	Foster youth experience high rates of trauma, which is compounded by home and school instability. Research has demonstrated that trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of foster youth, all their education outcomes can be improved, including academic outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage reduction in gap from baseline between foster youth and general student population in attendance rates		5%	10%	20%
Percentage reduction in gap from baseline between foster youth and general student population in school discipline rates		5%	10%	20%
Percentage reduction in gap from baseline between foster youth and general student population in participation in social-emotional supports.		5%	10%	20%

PLANNED ACTIONS / SERVICES

Action 1 Hire or assign, train and supervise staff (including foster youth liaisons, district level oversite 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 foster youth.

Action 2 Develop and implement policies to increase access to and improve participation of foster youth 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 extra-curricular and after school/enrichment programs (regardless of missed enrollment dates).

Action 3 Create/revise and implement policies and practices to ensure that foster youth experiencing school discipline receive priority access to Positive Behavioral Intervention and Supports ("PBIS"), Restorative Justice ("RJ"), Pupil Services counseling, mental health services, and other positive behavior modification services.

EARLY INTERVENTION & PREVENTION FOR YOUNG CHILDREN IN FOSTER CARE 0-4

Goal 8	Increase in foster child enrollment in early education settings.

Identified Need	Foster children 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 a fear of caregivers about becoming involved in a public system. Ensuring foster children have equitable access to high quality early education allows them to be better prepared academically and socially for kindergarten.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage Increase of foster youth enrolled in early education settings		25%	50%	75%

PLANNED ACTIONS / SERVICES

Action 1 Establish Memoranda of Understanding ("MOU"s) with child welfare agency to identify preschool aged foster children living within the district to improve referrals and track successful and unsuccessful enrollment

Action 2

Action 3 Develop and implement policies to: (1) ensure priority enrollment of foster children 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; 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