FOSTER YOUTH LCFF & LCAP

January, 2018

What is LCFF & LCAP

- The State of California has changed the way it funds public education allowing school districts to better serve our high-needs students.

- This new funding system is called the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).

- Plans (LCAPs) are created with stakeholder engagement.

- Local – that means all of us – putting more decision making where is most effective – at the local level

- Equality – providing all students the same/equal access to learning; providing resources where they are needed.

- LCFF provides the opportunity to outline and plan for the needs of students, including those with the most need (Low Income, Foster Youth, English Learners

Overview of the Law

- Foster youth have a right to remain in their school of origin if it is in their best interest, as determined by their ERH.

- Definition of School of Origin: A youth's school of origin may be:
  - *(1) the school the youth attended at the time they entered the foster care system;*
  - *(2) the school the youth most recently attended; or*
  - *(3) any school the youth attended in the preceding 15 months with which they have a connection (e.g., sports team, relationships with peers or teachers).*

- Feeder Patterns: If youth are transitioning between elementary and middle or middle and high school, then school of origin includes the next school within the school district's feeder pattern.

LCFF Definition of Foster Youth

- Any child who is the subject of a juvenile dependency court (whether or not the child has been removed from his or her home;

- Any child who is the subject of a juvenile delinquency court petition and who has been removed from his or her home by the court and placed into foster care under a "suitable placement" order.

- This includes youth who have been placed in a foster home, relative home, or group home. It does not include youth who have been placed in a juvenile detention facility, such as a juvenile hall or camp

- Any youth age 18 to 21 who is under the transition jurisdiction of the juvenile court

LEAs must:

- Develop, implement *Local Control and Accountability Plans* that accompany their LCFF.

- Engage in Stakeholder Engagement

- Produce plans that include thoughtful provision for Foster Youth:

  - *Goals/action steps*
  - *Describe the specific actions the LEA will take to achieve their goals*
  - *Identify the budget that accompanies the actions/services*

COE Plans

- Must describe how the COE will coordinate services for foster children, including, but not limited to, all of the following:

  - *Working with the county child welfare agency to minimize changes in school placement.*

  - *Providing education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.*

  - *Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.*

  - *Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.*

Needs of Foster Youth

- Identification

- Evaluation

  - *Intervention*

- Placement

- Case Management

- Educational Planning

  - *Special Education Needs*

  - *Graduation*

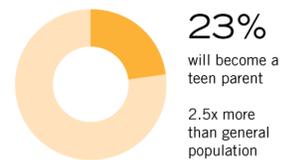 - *High school credit/course planning*

  - *Other*
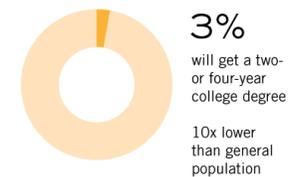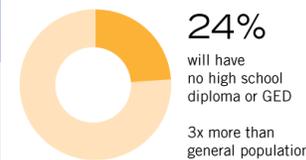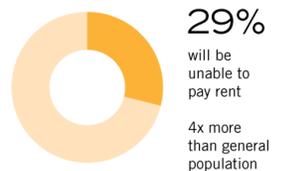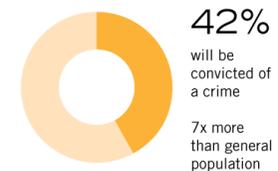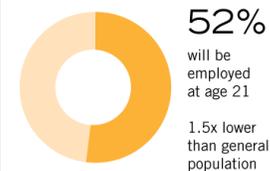
LCAP Process -

■ Identify Stakeholders and partners
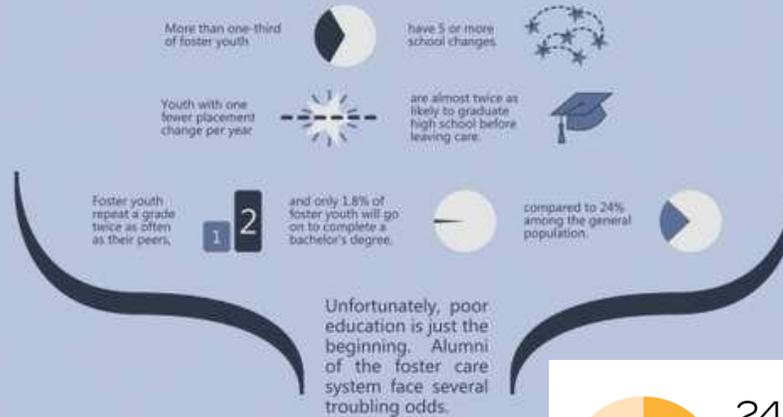
  – *COE*

  – *Probation*

  – *Juvenile Court*

  – *LCI*

  – *Community-based organization*

■ California is the first state to include Foster Youth as student group in the accountability system (numerical significant student group 15+)

1: Identify your stakeholders and potential partners

- COE—Foster Youth Program
- County Welfare
- County Probation
- Juvenile Courts
- Parents/Guardians
- Community-based organizations
- Youth organizations

2: Gather demographic data on foster youth

- How many foster youth in your district
- Disaggregate data by age—clusters?
- Look at data by school—clusters?
- Look at data by placement (living with parents, living in LCI, Group homes, etc..

3. Review FY Data by Priority/Metric:

- **How are they doing in comparison to other student groups?**
- **Analyze**
- **Adjust**

4. Consider additional metrics

- **Are FY lagging?**
- **Additional Metrics**
  - **Attendance**
  - **Transfers-%change school due to placement**
  - **Participation rates**

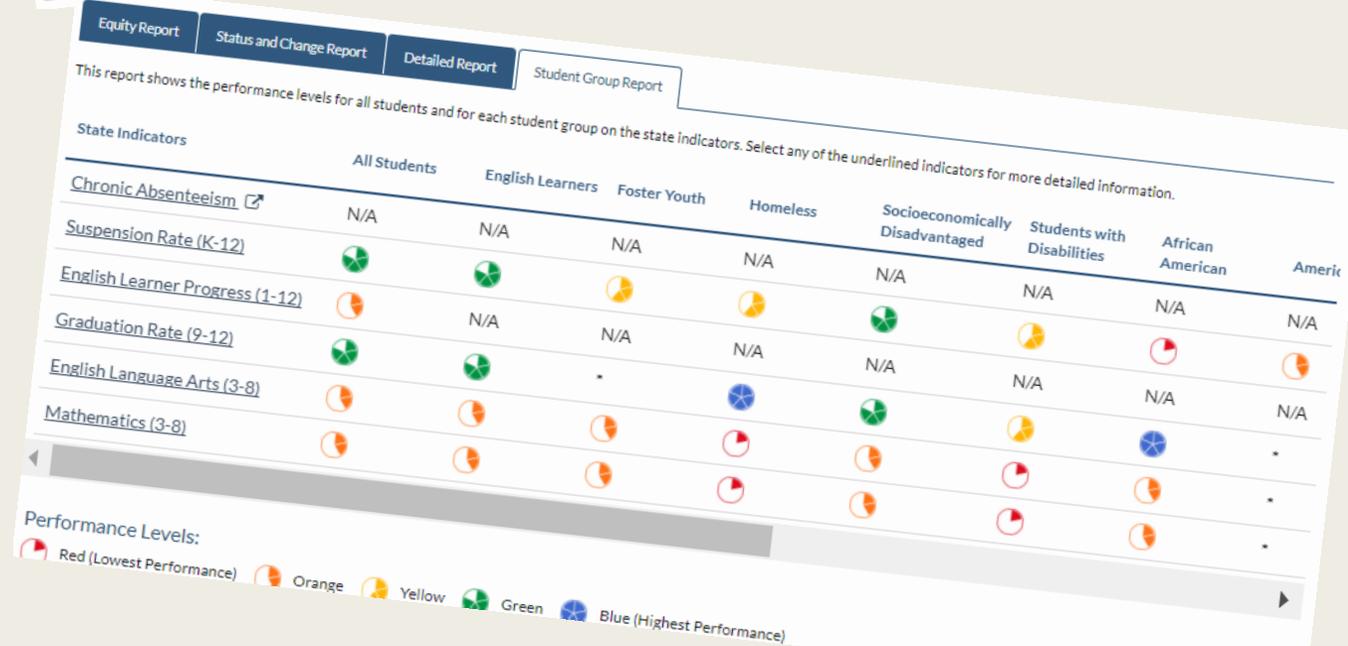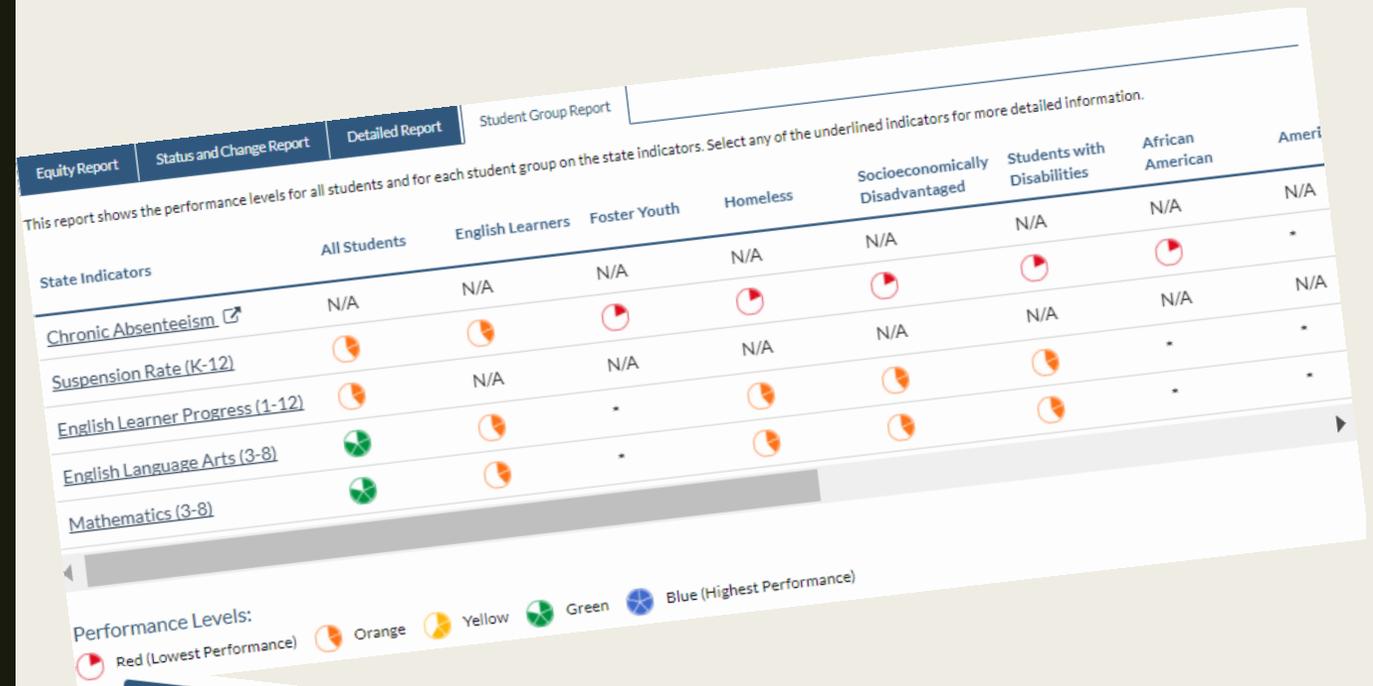# 8 State Priorities

PRIORITY 1: *Basic*	Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. • Appropriate teacher assignment (e.g. HQT report, SARC)** • Sufficient instructional materials (e.g. Board IM Resolution, SARC) • Facilities in good repair (e.g. SARC)
PRIORITY 2: *Implementation of State Standards*	Implementation of academic content and performance standards adopted by the state board for all pupils. • How the programs and services will enable students to access the common core academic content standards • How the programs and services will enable English learners to access the common core academic content standards • How the programs and services will enable English learners to access the English language development standards
PRIORITY 7: **Course Access**	Pupil enrollment in a broad course of study that includes all of the subject areas. *(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)*
Category B: *Pupil Outcomes*	
PRIORITY 4: *Pupil Achievement*	Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. • Statewide assessment data (CST Science?, SBAC 2014-15) • API (2016-17) • College Readiness • % of pupils completing A-G or CTE Sequences or ROP or Partnership Academies • Language proficiency(CELDT, ELPAC 2016-17) • English learner reclassification rate • % of pupils passing AP exam with score of 3 or higher • % of pupils who participate in EAP • % of pupils demonstrate college preparedness (EAP) • Other _____ (Dibels and/or Lexiles) • Other _____ (District Benchmarks) Other _____ (Enrollment in Gate/Honors?)
PRIORITY 8: **Other Pupil Outcomes**	Pupil outcomes in the subject areas. *(e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)*
Category C: *Engagement*	

PRIORITY 3: *Parental Involvement*	Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.
	• Efforts the school district makes to seek parent input in making decisions for the school district
	• Efforts the school district makes to seek parent input in making decisions for each individual school site
	• How the school district will promote parental participation in programs for:
	  o Economically disadvantaged pupils
	  o English learners
	  o Foster youth
	  o Individuals with exceptional needs

PRIORITY 5: *Pupil*	School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

LCAP Process - continued

Use your district Dashboard

5. Review existing goals and actions

- Do any existing match the identified need?
- Are there sufficient staff to implement
- Is there funding?
- Is there a clear timeline?
- Are there any additional action steps needed?

Document, Document, Document

6. Add/Revise FY goals/actions

- Add action to support goals to include FY
- Increase/create MOUs with partners
- Training and support for staff

Resources:

- Local Control Funding Formula Provisions Related to Students in Foster Care:

https://www.scoe.org/files/lcff-fys-presentation.pdf

- Foster Youth Education Toolkit:

http://kids-alliance.org/wp-content/uploads/2015/03/EdToolkit.pdf

- The Invisible Achievement Gap:

https://www.wested.org/wp-content/files_mf/1400283692Invisible_Achievement_Gap_Full_Report.pdf