



Local Control Funding Formula Provisions Related to Students in Foster Care

**FYS Coordinators' Central Regional Meeting
January 31, 2014**

Key Provisions



Local Education Agencies

- California is the first state to include foster youth as a subgroup in its education accountability framework.
- LEAs are required to develop and implement plans specifying how the LEA will improve the educational outcomes of foster youth.

County Offices of Education – Countywide Provisions

- COEs have a special role in coordinating educational services for foster youth
- Foster Youth Services (FYS) was preserved as a categorical program.

State Agencies

- CDSS and CDE are required to share data and to inform LEAs which of their students are in foster care.
- CDE is required to inform COEs which students in the county are in foster care.

Academic Performance Index



- California is the first state to include foster youth as a subgroup in its accountability framework, the Academic Performance Index (API). (*EC § 52052*)
- Foster youth definition: a student who is -
 - Removed from his or her home pursuant to Section 309 of the Welfare and Institutions Code
 - The subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or
 - A nonminor under the transition jurisdiction of the juvenile court, as described in Section 450 of the Welfare and Institutions Code (*EC §§ 42238.01, 48853.5*)
- Numerically significant subgroup size: 15 (*EC § 52052*)

LCAP: Stakeholder Engagement



LEAs must develop and implement local control and accountability plans (LCAPs).

Stakeholder Engagement: How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel,

- county child welfare agencies,
- county office of education foster youth services programs,
- court-appointed special advocates,
- foster youth,
- foster parents,
- education rights holders and
- other foster youth stakeholders,

English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

LCAP: Goals, Actions, Expenditures



LCAPs must:

- Identify *goals* for foster youth
- Describe *the specific actions* the LEA will take each year to achieve these goals.
- Make clear the *budget* associated with these actions.

EC §§ 52060, 52061, 52066, 52067



COEs: Countywide Coordination



COE LCAPs 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.

State Agencies: Data Sharing



CDSS, at least once per week, must share the following with CDE:

- Disaggregated information on foster youth sufficient for CDE to identify which student are in foster care.
- Disaggregated information on foster youth that would be help ensure foster youth receive appropriate educational supports and services.

CDE, at least once per week, shall:

- Inform school districts and charter schools of any students enrolled in those school districts or charter schools who are in foster care.
- Inform COEs of any students enrolled in schools in the county who are in foster care.
- Provide LEAs disaggregated data helpful to ensuring students in foster care receive appropriate educational supports and services.

State Agencies: Reporting



- Every even numbered year, the CDE must report on the educational outcomes of students in foster care to the Legislature and Governor.
- This report must include, but is not limited to:
 - Educational outcome data
 - Suspensions and expulsion data
 - Truancy and attendance rates
 - Dropout rates
- Data must be reported at the schoolsite level, district level, and county level, so long as there are 15 students in foster care.

EC § 49085

Next steps



- Reach out to person at COE and school district writing LCAP
 - Districts – key messages
 - Research has conclusively found that providing the same services and supports to all at-risk youth will not close the foster youth achievement gap. Foster youth need targeted interventions.
 - Given frequency with which they move from district to district, probably best practice for districts in the same county to have similar goals and actions for foster youth.
 - You are the experts! What can/should districts do vs. counties?
 - COEs – key messages
 - LCFF requires COEs to coordinate education for all children with open dependency cases. Determine which of those children are currently supported by FYS; COE LCAP should have a plan for how the COE will serve the rest of the foster children.
- Develop separate goals and actions for foster youth being served countywide and those being educated in county-run schools.

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