

ALAMEDA COUNTY LCAPS

Overview of 2015-16 Foster Youth Provisions



Purpose of Document

This document is to provide an overview of the 2015-16 Alameda County district LCAPs¹ and the Alameda County Office of Education's LCAP with a focus on the investments made to support students in foster care. This overview is not meant to be a listing of best practices for improving foster youth educational outcomes or a critique of any one district's LCAP. Instead, it is intended to provide a snapshot in time of foster youth goals, actions, and services. It is important to acknowledge that districts only had one year of LCAP drafting experience (2014-2015), and that the LCAP template changed from last year to this year. As such, we recognize that LCAP drafting is a dynamic process for local education agencies. The intent of this document is to provide readers a comprehensive overview of what is currently being done to advance the education of foster youth across Alameda County.

¹ Only those districts with fifteen or more foster youth are included in this analysis.

Overview of Foster Youth Provisions in 2015-16 Alameda County LCAPs
Date: July 10, 2015

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Summary

- This overview includes only those districts in Alameda County that contain 15 or more foster youth (based on data gathered from Ed-Data) and the Alameda County Office of Education (ACOE).
- Most districts did not include any goals or actions/services that specifically and singularly applied to foster youth.
- In lieu of these foster youth specific actions/services, districts included actions/services that applied to foster youth in addition to other subgroups (low income, English Learner, RFEP, etc.):
 - Most of these actions/services were relatively general, making it difficult to ascertain how foster youth, as a specific subgroup with unique educational needs, would benefit.
- The district that gave foster youth the most consideration in its 2015-16 LCAP was **Oakland Unified School District**.
 - Oakland was the only district that included foster youth specific percentages in its goals.
 - Actions/services to be provided with LCFF money in Oakland include:
 - 1 FTE Case Manager for foster youth
 - 1 FTE Foster Youth Coordinator (based on May Revise Proposal)
 - GoalBook licenses for 50 Foster Youth (allows for coordination between teachers, case managers, social workers, and caregivers)
 - 27 Foster Youth Liaisons at the middle and high schools
 - Stipends for participation in a Foster Youth Advisory
- **Livermore Valley Unified School District** included two actions/services that apply specifically and singularly to foster youth.
 - 1) Professional development for the Foster Youth Liaison, and training/support to administrators on foster youth issues.
 - 2) Designate one Child Welfare and Attendance staff to provide support and facilitate success in school (for foster youth).
 - In Livermore Valley's 2014-15 LCAP, there were five actions/services that applied specifically and singularly to foster youth.
 - Over the past year, they have worked to better identify foster youth by having the Foster Youth Liaison coordinate with county officials.
 - One of their goals was to recruit foster youth (as well as other subgroups) to Honors and AP courses. They were successful at recruiting other subgroups (including EL, African American, low income, and Hispanic students) to these advanced courses, but were unsuccessful at recruiting foster youth. They state that recruitment efforts targeted to foster youth are challenging due to privacy issues.
- **San Leandro Unified School District** included one action/service that specifically and singularly applies to foster youth.
 - They plan to provide behavioral and health services to support foster youth in having access to schooling and services outside of the instructional day.
- The **Alameda County Office of Education's** 2015-16 LCAP includes several foster youth specific provisions.
 - Goal 5 (matching up with State Priority 10) states that, "Alameda County Foster Youth will receive additional supports needed for students to complete their educational plans."
 - ACOE has several "expected annual measurable outcomes" for foster youth such as, "100% of Alameda County Districts will be supported to adopt partial credit policies in the next three years" and "75% of eligible foster youth in the 12th grade will graduate on time"



- There are also six actions/services in the 2015-16 LCAP that apply specifically to foster youth:
 - An after school program including academic, enrichment, and job readiness components
 - Consultation and trainings for schools on best practices, foster youth education laws, and foster youth specific educational challenges; coordination with child welfare and probation departments to deliver services to foster children, including minimizing changes in school placement
 - Establish infrastructure to support tracking and expeditious transfer of foster youth data; FYS will assist in identifying foster youth by utilizing data from the county Department of Children and Family Services, and will collaborate with LEA's to track education outcomes in the Foster Focus database
 - Educational mentoring for foster youth at risk of not completing high school
 - In-home tutoring for foster youth
 - Services for crossover youth (youth in both the juvenile justice system and child welfare system)
- ACOE's Annual Update:
 - In the 2014-15 LCAP, ACOE established the goal of "Foster Youth educational outcomes will mirror that of the general student population," which was not achieved. However, they have made progress toward that goal.
 - In 2014-15, 100% of students served by FYS received an educational needs assessment, which includes an individualized learning plan.
 - The annual update also states that FYS also provided training to districts in creating partial credit policies.
 - It is somewhat concerning that none of the district LCAPs mention creating partial credit policies for foster youth.
- On the district level, progress made during the past school year in regard to foster youth was difficult to assess, because most school districts did not have any foster youth specific goals or actions/services in their 2014-15 LCAPs.
 - Oakland did include foster youth specific actions/services in their 2014-15 LCAP, but many of those actions/services were not implemented.
 - For example, Oakland had planned to implement foster parent/family engagement, but did not do so as a result of limited funding. What is particularly concerning is that in their LCAP, Oakland states that foster parent/family engagement is no longer a strategy for 2015-16, without providing an explanation.

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Alameda Unified School District

Goals

Alameda's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

It also does not include any actions that specifically and singularly apply to foster youth, but it does include many that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
103	Maintain staffing to support McKinney Vento families/students in obtaining information, materials, and access to resources necessary to engage in school. Action 103: Maintain 1.0 FTE McKinney Vento staffing (Classified Salaries and Benefits)	1 McKinney Vento FTE	Low income, foster youth	\$57,496 Source: LCFF Supp. \$15,388 Source: McKinney Vento Grant
105	Additional counseling services to provide additional academic monitoring and support Action 105: Additional counseling (1.45 FTE and additional contracted services) to support PBIS implementation and provide additional socioemotional and academic support	1.45 FTE and additional contracted services for counseling	Low income, EL, foster youth, RFEP	\$139,969 Source: LCFF Supp.
106	Additional psychological services to provide socioemotional monitoring and support to targeted students Action 106: Psychologist interns to provide targeted school services to students	Psychologist interns	Low income, EL, foster youth, RFEP	\$25,806 Source: LCFF Supp.

107	Provide socio-emotional recess-based curriculum for elementary students to support positive school climate and culture Action 107: Playworks professional development and curriculum for K-5 students	Playworks professional development and curriculum	Low income, EL, foster youth, RFEP	\$46,968 Source: LCFF Supp.
108	Provide variety of after-school activities and services to support students at school beyond the normal school day Action 108: Bay Area Community Resources (BACR) partnership with targeted high schools	After school activities and services	Low income, EL, foster youth, RFEP	\$68,770 Source: LCFF Supp.
109	Provide range of site-based services to support Family Engagement and implement site Equity vision Action 109: 1.0 FTE Equity and Family Engagement Coordinator	1.0 FTE Equity and Family Engagement Coordinator	Low income, EL, foster youth, RFEP	\$62,789 Source: LCFF Supp.
203	Provide academic intervention support to students both after and during school hours. Action 203: Hourly time to provide additional intervention support after school, substitute release time to provide intervention during school hours	Academic intervention support	Low income, EL, foster youth, RFEP	\$55,692 Source: LCFF Supp.
205	Provide additional Literacy support to targeted students in need of intervention Action 205: Additional FTE (0.2 FTE) and substitute release days (8) for Title 1 Literacy teacher	Literacy support	Low income, EL, foster youth, RFEP	\$20,857 Source: LCFF Supp.
206	Provide additional administrator support to elementary school with highest unduplicated student percentage and mobility rate in district Action 206: 1.0 FTE Vice Principal at targeted elementary school site	1.0 FTE Vice Principal	Low income, EL, foster youth, RFEP	\$102,816 Source: LCFF Supp.

209	Professional Development to support improved teaching and learning for unduplicated students. Action 209: Conference opportunities for teachers and administrators to improve their work to serve unduplicated students.	Professional development	Low income, EL, foster youth, RFEP	\$14,107 Source: LCFF Supp.
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Alameda Annual Update

Alameda's 2014-15 LCAP did not have any goals or actions that addressed foster youth singularly and specifically, but many of them did apply to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
Continue development and implementation of a districtwide Positive Behavioral Intervention and Support (PBIS) system. Actions: Maintain .5 FTE coordinator position to manage PBIS and Response to Intervention. Provide professional development to teachers to support PBIS.	Continued development and implementation of a districtwide Positive Behavioral Intervention and Support (PBIS) system. Actions: Maintained .5 FTE coordinator position to manage PBIS and Response to Intervention. Provided professional development to teachers to support PBIS.	\$77,247 Source: LCFF Supp.	\$87,099 Source: LCFF Supp.
Continue support of Anti-bullying initiative and teacher work to support FAIR Education Act. Action: Professional development and collaboration time for teachers to implement anti-bullying curriculum and Senate Bill 48.	Continued support of Anti-bullying initiative and teacher work to support FAIR Education Act. Action: Provided professional development and collaboration time for teachers to implement anti-bullying curriculum and Senate Bill 48.	\$20,000 Source: LCFF Supp.	\$3,752 Source: LCFF Supp.

Maintain staffing to support McKinney Vento families/students in obtaining information, materials, and access to resources necessary to engage in school. Action: Maintain McKinney Vento Staffing	Maintained staffing to support McKinney Vento families/students in obtaining information, materials, and access to resources necessary to engage in school. Action: Maintained McKinney Vento Staffing	\$63,027 Source: McKinney Vento Funding	\$67,458 Source: McKinney Vento Funding
Provide additional counseling services to all students Action: 2.05 Counseling FTE, outside contract at Ruby Bridges ES	Provided additional counseling services to all students Action: 2.05 Counseling FTE, outside contract at Ruby Bridges	\$155,652.50 Source: LCFF Supp. \$38,415 Source: Title I	\$152,224.43 Source: LCFF Supp. \$19,533.97 Source: Title I
Provide additional psychological services to support all students Action: Contract psych interns to support elementary school students school wide	Provided additional psychological services to support all students Action: Contracted psych interns to support elementary school students school wide	\$33,660 Source: LCFF Supp. \$6,732 Source: Title I	\$8,240 Source: LCFF Supp. \$10,049 Source: LCFF Base
Provide professional development to staff to support Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RtI) implementation Action: PD for staff to support positive student climate and staff response to identified student needs	Provided professional development to staff to support Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RtI) implementation Action: Provided PD for staff to support positive student climate and staff response to identified student needs	\$2,904 Source: Title III – LEP	\$1,586 Source: Title III – LEP
Support school safety and security by providing campus supervisors. Action: Fund campus supervisor position - .875 FTE	Supported school safety and security by providing campus supervisors. Action: Funded campus supervisor position - .875 FTE	\$21,000 Source: Title I	\$36,338 Source: Title I

Support annual districtwide college fair offered to all community members. Action: Supplies to support college fair offered in partnership with College of Alameda (COA)	Did not carry out action as planned.	\$500 Source: LCFF Supp.	\$0
Provide strategic staffing support to Title I school in Program Improvement (PI) restructuring including restructuring coordinator. Action: Provide 2.8 teacher FTE to Wood Middle School to support PI restructuring	Provided strategic staffing support to Title I school in Program Improvement (PI) restructuring including restructuring coordinator. Action: Provided additional teacher FTE to Wood Middle School to support PI restructuring	\$187,219 Source: LCFF Supp. \$153,132 Source: Title I	\$248,971 Source: LCFF Supp.
Provide strategic staffing support to Title I elementary schools with significant needs as measured by demographics and mobility. Action: Provide additional staffing to Title I schools to support unduplicated students.	Provided strategic staffing support to Title I elementary schools with significant needs as measured by demographics and mobility. Action: Provided additional staffing to Title I schools to support unduplicated students.	\$136,000 Source: Title I \$68,500 Source: LCFF Supp. \$13,000 Source: Title III --Immigrant	\$260,617.89 Source: Title I
Provide strategic support to Arts Integration Innovative program at Maya Lin Elementary school – also Title I program. Action: Provide additional Title I funding to support Arts Integration program at Maya Lin.	Provided strategic support to Arts Integration Innovative program at Maya Lin Elementary school – also Title I program. Action: Provided additional Title I funding to support Arts Integration program at Maya Lin.	\$50,000 Source: Title I	\$169,128 Source: LCFF Supp.

Provide targeted Title I students and English Learners the opportunity to extend their learning during 4-week summer school. Includes math camps offered in collaboration with Math Initiative. Action: Deliver 4-week summer school program to targeted ELs and Title I students	Provided targeted Title I students and English Learners the opportunity to extend their learning during 4-week summer school. Included math camps offered in collaboration with Math Initiative. Action: Delivered 4-week summer school program to targeted ELs and Title I students	\$65,000 Source: LCFF Supp.	\$116,266 Source: LCFF Supp.
Maintain centralized district assessment services including staff and resources to support program evaluation and administration of Common Core State Standards (CCSS)-aligned state exams. Action: Maintain district Assessment staff and services.	Maintained centralized district assessment services including staff and resources to support program evaluation and administration of Common Core State Standards (CCSS)-aligned state exams. Action: Maintained district Assessment staff and services.	\$105,635 Source: LCFF Supp. \$34,700 Source: LCFF Base	\$134,713 Source: LCFF Supp. \$164,834 Source: LCFF Base \$63,987 Source: Title II
Provide resources and supplemental materials to support instruction for unduplicated students. Action: Books and other reference materials, supplies	Provided resources and supplemental materials to support instruction for unduplicated students. Action: Provided books and other reference materials, supplies	\$51,224 Source: LCFF Supp. \$11,477 Source: Title III – LEP \$22,943 Source: Title I	\$39,489 Source: LCFF Supp. \$15,551 Source: Title III – LEP \$16,993 Source: Title I
Provide staff with high quality professional development to support teaching and learning for all unduplicated students. Action: Travel and Conferences for instructors and administration.	Provided staff with high quality professional development to support teaching and learning for all unduplicated students. Action: Provided travel and conferences for instructors and administration.	\$41,278 Source: LCFF Supp. \$1,000 Source: Title I	\$10,124 Source: LCFF Supp. \$1,600 Source: Title I \$200 Source: Title III

<p>Provide unduplicated students support via funding of classified staff including instructional aids and student support providers</p> <p>Action: Fund classified FTE to support unduplicated students</p>	<p>Provided unduplicated students support via funding of classified staff including instructional aids and student support providers</p> <p>Action: Funded classified FTE to support unduplicated students</p>	<p>\$49,947 Source: LCFF Supp.</p> <p>\$9,013 Source: Title III – LEP</p>	<p>\$28,383 Source: LCFF Supp.</p> <p>\$6,985 Source: Title III – LEP</p>
<p>Support teachers in developing and implementing core programs and fostering collaboration. Includes coordinators for Advanced Placement, Assessment, PBIS, Common Core, and New Teacher Support</p> <p>Action: Stipends for teacher leaders to implement core programs and collaborate in instructional leadership</p>	<p>Supported teachers in developing and implementing core programs and fostering collaboration. Included coordinators for Advanced Placement, Assessment, PBIS, Common Core, and New Teacher Support</p> <p>Action: Provided stipends for teacher leaders to implement core programs and collaborate in instructional leadership</p>	<p>\$47,101 Source: LCFF Supp.</p>	<p>\$27,476 Source: LCFF Supp.</p>
<p>Provide targeted students additional support in Mathematics via Math consultant</p> <p>Action: Fund contracted Math consultant</p>	<p>Provided targeted students additional support in Mathematics via Math consultant</p> <p>Action: Funded contracted Math consultant</p>	<p>\$5,000 Source: LCFF Supp.</p>	<p>\$8,792 Source: LCFF Supp.</p>
<p>Continue development and implementation of a districtwide Response to Intervention (RtI) system.</p> <p>Actions: Maintain .5 FTE coordinator position to manage PBIS and Response to Intervention. Provide professional development to teachers to support RtI.</p>	<p>Continued development and implementation of a districtwide Response to Intervention (RtI) system.</p> <p>Actions: Maintained .5 FTE coordinator position to manage PBIS and Response to Intervention. Provided professional development to teachers to support RtI.</p>	<p>\$77,247 Source: LCFF Supp.</p>	<p>\$87,099 Source: LCFF Supp.</p>

<p>Establish districtwide Professional Learning Communities (PLC) program to engage teachers in collaboration to support improved outcomes for ELs and SED students. Includes PD for administrators/teachers and supporting materials.</p> <p>Action: Implement districtwide PLC pilot program.</p>	<p>Not implemented in 2014-15 school year</p>	<p>\$310,218 Source: LCFF Supp.</p>	<p>\$0</p>
<p>Engage teacher leaders in districtwide training and strategic planning through collaborative Instructional Leadership Team (ILT) professional development.</p> <p>Action: Provide teachers and administrators substitute release to attend Instructional Leadership Team (ILT) meetings with administrators.</p>	<p>Engaged teacher leaders in districtwide training and strategic planning through collaborative Instructional Leadership Team (ILT) professional development.</p> <p>Action: Provided teachers and administrators substitute release to attend Instructional Leadership Team (ILT) meetings with administrators.</p>	<p>\$75,464.80 Source: Title II</p>	<p>\$17,875 Source: Title II</p>
<p>Provide parents/guardians with a structured program that supports their development of strategies to support their child academically and socially in school.</p> <p>Action: Implement School Smarts program districtwide.</p>	<p>Provided parents/guardians with a structured program that supports their development of strategies to support their child academically and socially in school.</p> <p>Action: Implemented School Smarts program districtwide.</p>	<p>\$22,766 Source: LCFF Supp.</p> <p>\$5,584 Source: Title III – LEP</p> <p>\$1,650 Source: Title III – Immigrant</p>	<p>\$14,887 Source: LCFF Supp.</p> <p>\$14,870 Source: Title III – LEP</p> <p>\$0 Source: Title III – Immigrant</p>

<p>Maintain commitment to structured family involvement through Family Involvement and Community Engagement (FICE) Coordinator to support School Smarts, PTAs, After School Programs, and more.</p> <p>Action: Maintain FICE Coordinator</p>	<p>Maintained commitment to structured family involvement through Family Involvement and Community Engagement (FICE) Coordinator to support School Smarts, PTAs, After School Programs, and more.</p> <p>Action: Funded 0.8 FTE FICE Coordinator</p>	<p>\$75,930 Source: After School Education and Safety</p> <p>\$26,655 Source: LCFF Supp.</p> <p>\$25,310 Source: 21st Century Grant</p>	<p>\$79,243.27 Source: After School Education and Safety</p> <p>\$26,414.37 Source: LCFF Supp.</p> <p>\$0 Source: 21st Century Grant</p>
<p>Support regular communication with parents/guardians of unduplicated students.</p> <p>Action: Provide basic resources to communicate with homes of unduplicated students including duplication and postage.</p>	<p>Supported regular communication with parents/guardians of unduplicated students.</p> <p>Action: Provided basic resources to communicate with homes of unduplicated students including duplication and postage.</p>	<p>\$6,211 Source: LCFF Supp.</p> <p>\$6,150 Source: Title I</p> <p>\$1,000 Source: Title III – LEP</p>	<p>\$1,570 Source: LCFF Supp.</p> <p>\$0 Source: Title I</p> <p>\$0 Source: Title III – LEP</p>

Berkeley Unified School District

Goals

Berkeley's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

It also does not include any actions that specifically and singularly apply to foster youth, but it does include many that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
1.2	Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS) including the support of formative and summative assessments and Next Generation Science Standards (NGSS) including the integration of technology. Instructional Focus on the differentiation of instruction to meet the needs of our unduplicated pupils.	Professional development on Common Core	All (with a focus on low income, EL, foster youth)	\$293,600 Source: BSEP (Berkeley Schools Excellence Program) \$257,400 Source: CCSS
1.4S	Improve districtwide best practices in three-tier model of literacy instruction and intervention by providing additional RtI ² (Response to Instruction and Intervention) teacher leaders to monitor and provide services to students. In middle school, the Common Core Allocation will provide Literacy Teacher Leaders to compliment the RtI ² allocation to include a case-management model for Literacy. Students will be identified using multiple measures in Reading / Language Arts including the TCRWP, teacher formative assessments and a collaborative Student Study Team.	Literacy teacher leaders	Low income, EL, foster youth (focus on unduplicated, African-American and/or Latino students)	\$507,100 Source: LCFF Base \$514,200 Source: BSEP \$877,600 Source: LCFF Supp.



1.5S	Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching. 1.0 FTE K-5; 1.0 FTE for 6-9; 0.6 for BHS plus stipends for Math Teacher Leaders.	Common Core math coaches	All + low income, EL, foster youth (Training will include identifying and supporting unduplicated students based on their needs within the Math Pathway.)	\$260,000 Source: LCFF Supp. \$200,000 Source: CCSS \$30,000 Source: BSEP
1.6S	Improve district wide, best practices in three-tier model of math instruction and intervention with additional RtI ² (Response To Instruction and Intervention) teacher leaders to monitor and provide services to students with a focus on Unduplicated Students identified through the use of formative, summative assessments and teacher observation as struggling in mathematics.	Math teacher leaders	Low income, EL, foster youth	See A1.4S above
1.8	Provide teachers with the high-quality math curriculum supports and enhancement materials needed to support students struggling in math at the elementary and middle schools.	Math curriculum	Low income, EL, foster youth, students identified through the use of formative, summative assessments and teacher observation as struggling in mathematics	\$30,000 Source: LCFF Base \$40,000 Source: LCFF Supp.
1.9S	Provide Science, Technology, Engineering and Math (STEM) activities outside the school day in Gr. 1-5 through the Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science.	STEM activities	Low income, EL, foster youth, unduplicated students of color who have been identified using multiple measures as qualifying participants (needing support	\$30,000 Source: LCFF Base \$40,000 Source: LCFF Supp.

			in math and science)	
1.10S	Oversee high-risk students to increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Counselor/counselor at BHS	Intervention counselor	Low income, EL, foster youth, students as identified by a transitional rubric from Middle School to High School	\$119,000 Source: LCFF Supp.
1.11	Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant.	Career and Technical Education	Low income, EL, foster youth, students as identified by a transitional rubric from Middle School to High School	\$121,000 Source: LCFF Base \$46,000 Source: Carl Perkins Grant \$20,000 Source: Lumina Grant \$126,000 Source: CPT Grant
1.14	Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-8 Summer School program.	Summer School program	Low income, EL, foster youth, students identified through TCRWP as needing support in reading and writing in K-5 and through Bridge and AVID and Long-Term English Learners for Middle School	\$93,000 Source: TBD (LCFF Base, Title I, EDC)
1.15S	Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.	AVID expansion	Low income, foster youth, African-American and Latino Students with a focus on unduplicated students	\$155,000 Source: LCFF Supp. \$160,000

				Source: LCFF Base
1.16S	Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.	Bridge programs	Low income, foster youth, African-American, Latino, and first generation college students with a focus on unduplicated students identified using multiple measures	\$335,000 Source: LCFF Supp. \$70,000 Source: City of Berkeley – HS Bridge \$40,000 Source: One-Time
1.17	Provide summer school for high school students not on track to graduate.	Summer school	Low income, EL, foster youth, RFEP, students not on track to graduate as identified by credits, grades or CAHSEE non-pass rate	\$56,200 Source: LCFF Base
2.1	Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants per seminar	Seminars on cultural competence	All + strategies targeted to further focus on issues of Equity and Cultural Competence for low income, EL, foster youth, RFEP, and students of color including African-American, Latino students, students with disabilities and other disenfranchised students	\$45,000 Source: BSEP PD
2.2	Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence.	Equity Teacher Leader	Low income, EL, foster youth, students of color including African-American, Latino students, students with disabilities and other disenfranchised students	\$34,000 Source: BSEP PD

			with a focus on the unduplicated pupils	
2.3C	Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators	Professional Learning Communities for site principals	Low income, EL, foster youth PLCs will focus on issues of equity and cultural competence for unduplicated students and students of color	\$40,000 Source: LCFF Contingency
2.4S	Hire a teacher on special assignment to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color.	Equity teacher leader	Low income, EL, foster youth With the goal of having more role models for unduplicated students of color	\$80,000 Source: LCFF Supp.
3.3S	Provide Family Engagement Liaisons at the High Schools to conduct outreach and attendance intervention with families of Unduplicated pupils around the importance of attendance and being on time.	Family Engagement Liaisons	Low income, EL, foster youth Families will be identified with a specific focus on unduplicated students identified as in danger of missing school based on prior absences or tardies	See Action Step 3.12S
3.4S	Create a Restorative Justice (RJ) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) through: - <i>Elementary School:</i> Pilot a RJ model at one K-5 site providing support professional development to staff.	Restorative Justice program	Low income, EL, foster youth Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and African-American Students	\$140,000 Source: LCFF Supp.

	<p>- <i>Middle Schools</i>: Expand the RJ model at the three middle schools to specifically reduce the disproportionality in student discipline.</p> <p>- <i>High Schools</i>: Pilot a RJ model at BTA and BHS to provide support to staff and students using restorative practices and restorative conferencing.</p>		with a high incidence rate of 1 or more suspensions	
3.6	Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system. Site Incident Management data entry will be monitored through a quarterly system audit.	Site Incident Managers	Low income, EL, foster youth Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and African American students with 1 or more suspensions	No expense Training during scheduled meetings Departments of Student Services and BREA
3.7S	Provide increased behavioral health services to support students dealing with trauma and other emotional issues. Trauma informed and Restorative Practices will become a priority.	Behavioral health services	Low income, foster youth	\$200,000 Source: LCFF Supp.
3.8S	Provide coordination of school-based services to develop, train and support sites in the consistent implementation of culturally relevant Restorative practices, positive behavioral intervention supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension.	Restorative practices, PBIS, Toolbox	Low income, EL, foster youth Principal focus on unduplicated students in danger of suspension (increased pattern of incidences, etc.)	\$62,000 Source: LCFF Supp.

3.9S	Implement Lifelines Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration. Students who have been selected as participating in Lifelines as an alternative to expulsion will also be mandated to attend.	Lifelines Program	Low income, EL, foster youth	\$20,000 Source: LCFF Supp.
3.10S	Provide case-management and intervention services such as Restorative Justice and other restorative practices for students identified as at-risk of suspension.	Case management	Low income, foster youth Targeted Student Group for Intervention – unduplicated pupils including African-American students with more than 1 suspension	See Action Step 3.4S and 3.9S
3.11S	Provide coordinators for family engagement for all K-5 schools and support for BHS to partner with parents and guardians to support their children’s’ education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of unduplicated students	Coordinators for family engagement	Low income, EL, foster youth	\$383,000 Source: LCFF Supp. \$369,000 Source: BSEP

Berkeley's 2014-15 LCAP did not have any goals or actions that addressed foster youth singularly and specifically, but many of them did apply to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
<p>A1.4 (Now 1.4S) Provide certificated staff for all K-5 schools to support the implementation of Rtl² in literacy and math.</p> <p>Provide one part time district Rtl² certificated Teacher on Special Assignment.</p>	<p>Hired 11 Rtl² teachers across 11 elementary schools</p> <ul style="list-style-type: none"> 71% of the over 1000 elementary students served are Unduplicated students (1/3 of these students being English Learners) In addition, of the students served, 26% are African-American and 34% are Latino Rtl² teachers form flexible groups based on students needs, usually with fewer than 5 students each <ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) Guided reading Strategy groups in literacy areas Math <ul style="list-style-type: none"> Do the Math Program David Berg Math <p>Could not recruit 1 part time (.6FTE) district Rtl² certificated TSA due to a forced late start in recruitment because of budget approval, however central coordination was picked up by Director of K – 8 Schools</p>	<p>\$507,100 Source: LCFF Base</p> <p>\$507,100 Source: BSEP</p>	<p>\$470,599 Source: LCFF Base</p> <p>\$463,808 Source: BSEP</p> <p>\$369,038 Source: LCFF Supp.</p>
<p>B1.7 Provide a summer school credit recovery program for students not on track to graduate</p>	<p>Will be providing a summer school credit recovery program for students not on track to graduate</p> <ul style="list-style-type: none"> BHS and BTA counselors notify students of credit deficiencies in May Once spring semester grades are posted, a new round of notifications and outreach occurs to targeted seniors Program for incoming 12th graders <ul style="list-style-type: none"> Courses offered consistently are Chemistry, World History, 	<p>\$56,200 Source: LCFF Base</p>	<p>\$56,000 Source: LCFF Base</p>

	<p>Algebra 2, and Geometry</p> <ul style="list-style-type: none"> Other course credits can be recovered through the online Cyber High program where students work at their own pace while being monitored and supported <ul style="list-style-type: none"> Program for “graduating” BHS and BTA seniors <ul style="list-style-type: none"> Enrolled in the Senior Diploma Program which functions similarly to Independent Studies Transcript evaluation process creates in individual course of study up to 15 credits Students meet weekly with instructors to go over assignments and move through the course to graduate in the summer Those who need more than 15 credits can continue to work towards their diploma at Berkeley Adult School in the fall 		
A2.1 Provide 3 seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one	<p>Provided 3 seminars on Cultural Competence for 30 or nearly 30 teachers, administrators, and instructional assistants at each one</p> <ul style="list-style-type: none"> August 12th-14th, 2014 – 30 people August 18th-20th, 2014 – 27 people December 2nd, 9th, 2014, January 13th, 2015 – 30 people March 5th, 12th, 19th, 2015 – 27 people <p>Day 1: Exploring the Influence of Culture on Individual Identity and the Schooling Experience</p> <ul style="list-style-type: none"> Exploring culture and diversity as it applies to educators, students, and families by exploring the influence of culture on individual identity development, everyday interactions, and educational experiences <p>Day 2: Examining the Influence of Power and Privilege on the Educational Process</p> <ul style="list-style-type: none"> Examining social power and privilege as it plays out in society and in education. We also explore how power and privilege disparities within schools create inequitable educational opportunities and 	<p>\$45,000 Source: BSEP PD</p>	<p>\$45,000 Source: BSEP PD</p>

	<p>outcomes for Students of Color, students whose first language is not English, students who are economically disadvantaged and students who are labeled with special education needs.</p> <p>Day 3: Discovering Culturally Responsive Pedagogy and Practices to Facilitate Learning</p> <ul style="list-style-type: none"> How to use culturally responsive pedagogy and practices to facilitate and support the achievement of all students by defining the dimensions of culturally responsive education, developing an understanding of how to create a culturally responsive classroom, and identifying features of culturally responsive curriculum. 		
A2.2 Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence	<p>Equity Teacher Leader identified at each site</p> <ul style="list-style-type: none"> Meeting 1-2 times monthly Coordinated elementary-wide professional development day to train teachers on researched-based equity strategies <p>Facilitated Professional Learning Communities for site principals focused on issues of Equity and Cultural Competence</p> <ul style="list-style-type: none"> Director of K- 8 Schools facilitated PLS for all Preschool – 8th grade principals Focus on supervision and evaluation, having difficult conversations, and actionable equity strategies implementation <p>Principals led PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators</p> <ul style="list-style-type: none"> Part of their regular, weekly staff meetings Focus on district-wide collaboration on specific topics that impact student achievement reflection in needed areas 	None needed, District Facilitators are district managers	None needed, District Facilitators are district managers
B3.1 (NOW 3.7S): Provide increased mental health services to support students dealing with trauma and other emotional issues.	<p>Increased mental health services to support students dealing with trauma and other emotional issues with contracted services</p> <ul style="list-style-type: none"> Bay Area Community Resources (5 schools) <ul style="list-style-type: none"> 1 part time counselor at each school who splits time between MediCal and non-MediCal 	<p>\$56,000 for K-5 Source: City of Berkeley</p> <p>\$93,000</p>	<p>\$11,560 Source: City of Berkeley</p> <p>\$64,000</p>

	<ul style="list-style-type: none"> Berkeley Mental Health (3 schools) <ul style="list-style-type: none"> 1-2 interns at each school supervised off-site 2 sites supplemented with 1-2 days with a district-hired counselor Lifelong Mental Health (1 school) <ul style="list-style-type: none"> 1 counselor oversees 6 interns Child Therapy Institute (2 schools) <ul style="list-style-type: none"> 1 site has 3 part-time counselors 1 site has 1 counselor who does case management for the 1 intern, but no counseling 	Source: LCFF Supp.	Source: LCFF Supp.
B3.2 (NOW 3.8S) Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension	<p>Provided a .6FTE PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension</p> <ul style="list-style-type: none"> Supported 17 school sites (PreK – 8) <ul style="list-style-type: none"> Toolbox training School-wide behavioral supports for primary prevention Check-in/check-out and intensive individual interventions Training and coaching in data analysis using the district-wide discipline data system 	<p>\$38,500 Source: LCFF Supp.</p> <p>\$18,400 Source: Title II</p> <p>\$38,700 Source: Special Education</p>	<p>\$40,180 Source: LCFF Supp.</p> <p>\$20,090 Source: Title II</p> <p>\$40,180 Source: Special Education</p>
B3.3 (NOW 3.9S) Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff	<p>Implemented Alive and Free and Lifelines Programs:</p> <p>Alive and Free</p> <ul style="list-style-type: none"> Contracted with the Omega Boys Club (OBC) of San Francisco to provide the program Weekly participants learn about the risk factors for violence and how to avoid them and make choices that will keep them alive, free, and educated in lieu of making choices that could lead to suspension, expulsion, incarceration, or loss of life Program participation moved from mandatory for all BTA students to voluntary this year, which resulted in fewer participants but higher levels of engagement and less disruption 	<p>\$39,000 Source: LCFF Supp.</p>	<p>\$39,000 Source: LCFF Supp.</p>



	<p>Lifelines Programs:</p> <ul style="list-style-type: none"> Contracted with the Omega Boys Club of San Francisco to provide the program <p>Students are referred based on engagement in risky behavior and/or in lieu of suspension or a recommendation for expulsion, grouped by grade (4th – 8th, 9th – 12th) for weekly meetings</p> <ul style="list-style-type: none"> The number of expulsions has been reduced by using the Lifelines Academy as "other means of correct" for non-mandatory offenses. Students who participate regularly indicate that they have benefited from what they have learned in the program. For students who are in the juvenile justice system, probation and the juvenile court recognize the value of the program and consider a student's regular participation in the program when reviewing a student's compliance with terms of probation Attendance and engagement are challenges for many participants as the program is viewed as punishment by some participants Some participants have stated that the program, which consists largely of film study, direct instruction regarding the risk factors for violence, and some written reflection, is not engaging There have been several instances this year in which the program had to be cancelled due to unavailability of OBC staff. Cancellations have disrupted the flow of the program. The program serves a small number of very high needs students, filling an important niche but is somewhat costly <p>Provided PD for staff</p>		
B3.4 Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at- risk of suspension.	<p>Provided case-management and interventions services</p> <p>Youth Court implemented using restorative justice to divert suspensions</p> <ul style="list-style-type: none"> Referred student is paired with an advocate that represents them in a restorative circle led by a UC Berkeley law student and includes BHS peers and a community advocate Student members of the circle ask referred student questions, deliberate, and then decided on an alternative consequence plan 	No additional cost, services provided on campus by intervention staff and Dean of Students	No additional cost, services provided on campus by intervention staff and Dean of Students

	<p>Partial Restorative Justice practices have been initiated</p> <ul style="list-style-type: none"> The offender and community of care collaborate to explore the context of the offense, the harm that it caused, and repair the harm Victim is interviewed by an advocate who speaks on their behalf In order to make it a truly restorative process, program leaders would like to phase in including the victim themselves into the restorative collaboration <p>Lifelines</p> <ul style="list-style-type: none"> See B3.3 		
<p>B3.5 (NOW 3.11S) Provide coordinators for family engagement for all K-5 schools and support for BHS to partner with parents and guardians to support their children's' education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners.</p>	<p>Provided coordinators for family engagement for all K-5 schools and support for BHS</p> <p>Provided parent education sessions and support needs for families of English Learners</p> <p>Black Parent Affinity Group (BPAG): Focus on literacy and advocacy</p> <ul style="list-style-type: none"> Retreat: 9/6/14 Meetings: 10/14/14, 11/18/14, 12/9/14, 1/3/15, 2/10/15, 3/10/15 <p>District-level English Learner Advocacy Committee (DELAC): Focus on state and federally mandated and topics and how to support their child/ren academically at home</p> <ul style="list-style-type: none"> Meetings: 11/4/14, 12/2/14, 1/6/15, 2/3/15, 3/3/15 <p>Berkeley Youth Alternatives (BYA): Collaboration and shared information on how to navigate BUSD resources</p> <ul style="list-style-type: none"> Event: 9/17/14 <p>Family Literacy Event with Author Andrea Pinkney: Discussion on how to make literacy a staple in your home</p> <ul style="list-style-type: none"> Event: 9/19/14 <p>Parents and Children of African Decent (PCAD) Special Education Summit: Day long training on how parents with students can support each other and what resources are available in the community</p> <ul style="list-style-type: none"> Event: 3/7/15 • Immigration Informational Meeting Event: 12/3/14 	<p>\$215,000 Source: LCFF Supp.</p> <p>\$411,000 Source: BSEP funding</p>	<p>\$214,862 Source: LCFF Supp.</p> <p>\$21,947 Source: One-time LCFF Base</p> <p>\$286,915 Source: (BSEP funding)</p>

Prepared by Connie Wang,
National Center for Youth Law

Fremont Unified School District

Goals

Fremont's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

It also does not include any actions that specifically and singularly apply to foster youth, but it does include many that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
Goal 1, 4	Action 4: Systematically address the gaps found through the Smarter Balanced Assessment Consortium (SBAC) Technology Readiness Tool by: 1. Purchasing supplemental technology equipment for all schools across the district to ensure equity for unduplicated students; 2. Identifying and purchasing district-supported hardware, software, and web-based applications that support unduplicated students by decreasing the digital divide.	Technology equipment	Low income, EL, foster youth, RFEP	\$250,000 Source: LCFF Supp.
Goal 1, 5	Action 5: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in mathematics.	Supplemental math materials	Low income, EL, foster youth, RFEP	\$200,000 Source: Other
Goal 1, 6	Action 6: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in English Language Arts.	Supplemental ELA materials	Low income, EL, foster youth, RFEP	\$200,000 Source: Other
Goal 1, 8	Action 8: Provide teacher collaboration time on formative assessments, vertical articulation, and academic literacy to support unduplicated students' achievement.	Teacher collaboration time	Low income, EL, foster youth, RFEP	\$2,608,200 Source: LCFF Supp.

Goal 1, 9	Action 9: Provide Common Core professional development opportunities for ALL staff who touch and influence instruction of unduplicated students.	Common Core professional development	Low income, EL, foster youth, RFEP	\$916,251 Source: LCFF Supp.
Goal 1, 10	Action 10: Provide TK-12 instructional coaches to support teachers' implementation of Common Core in mathematics, English Language Arts, social science, and science, with a specific focus on building unduplicated students' content area literacy skills.	9 FTE Instructional coaches	Low income, EL, foster youth, RFEP	\$917,461 Source: LCFF Supp.
Goal 1, 11	Action 11: Fund a Common Core liaison at every TK- 12 site to plan CCSS implementation, professional development, and support to teachers of unduplicated students.	Common Core liaisons at 41 sites	Low income, EL, foster youth, RFEP	\$248,033 Source: LCFF Supp.
Goal 2, 1	Action 1: Support understanding and development of formative assessments and how they are used to monitor progress, adjust instruction, and prepare unduplicated students for accurate summative assessments.	Assessment development	Low income, EL, foster youth, RFEP	\$21,000 Source: LCFF Supp.
Goal 2, 2	Action 2: Develop district-wide common summative assessments that are practical and useful, including unduplicated students, school, and district indicators of success.	Summative assessments	Low income, EL, foster youth, RFEP	\$15,750 Source: LCFF Supp.
Goal 2, 4	Action 4: Create vertical articulation opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.	Vertical articulation opportunities	Low income, EL, foster youth, RFEP	\$21,000 Source: LCFF Supp.
Goal 2, 6	Action 6: Implement the College Board Advanced Placement Potential Program to increase AP participation and achievement for unduplicated students.	Advanced Placement Potential Program	Low income, EL, foster youth, RFEP	\$5,000 Source: LCFF Base \$35,000 Source: LCFF Supp.

Goal 2, 7	Action 7: Develop a district-wide approach to increase academic language and literacy skills across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical education.	Language and literacy skills improvement	Low income, EL, foster youth, RFEP	\$250,000 Source: Other
Goal 2, 8	Action 8: Maintain the after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support unduplicated students' engagement in the arts.	After-school band program	Low income, EL, foster youth, RFEP	\$75,000 Source: LCFF Supp.
Goal 3, 1	Action 1: Expand the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.	AVID program expansion	Low income, EL, foster youth, RFEP	\$437,687 Source: LCFF Supp.
Goal 3, 2	Action 2: Establish a multi-disciplinary Intervention Task Force that will assess current intervention activities within the district and develop a coordinated district-wide multi-tiered intervention system to address the full spectrum of unduplicated students' needs in grades TK-12.	Intervention Task Force	Low income, EL, foster youth, RFEP, at-risk students in all demographics	\$5,000 Source: LCFF Supp.
Goal 3, 3	Action 3: Provide summer school for targeted achievement in Common Core English Language Arts and math for all unduplicated students in need of support to meet standards.	Summer school	Low income, EL, foster youth, RFEP, at-risk students in all demographics	\$1,026,735 Source: LCFF Supp.
Goal 3, 4	Action 4: Train site administrators, support staff and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	Training on truancy interventions	Low income, EL, foster youth, RFEP, at-risk students in all demographics	\$5,000 Source: LCFF Supp.
Goal 3, 6	Action 6: Provide opportunities for TK-12 unduplicated students to become more aware of career choices and to experientially connect with the real world of careers throughout their years of education.	Career choice opportunities	Low income, EL, foster youth, RFEP	\$186,704 Source: LCFF Supp.

Goal 3, 7	<p>Action 7: Provide targeted support and resources to unduplicated students at high needs elementary sites: Blacow, Brier, Cabrillo, Durham, and Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Instructional coach • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • At-risk counselor • Parent workshops/engagement activities • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities 	Support and resources at elementary sites	Low income, EL, foster youth, RFEP, at-risk students in all demographics	<p>\$1,492,576</p> <p>Source: LCFF Supp.</p>
Goal 4, 3	Action 3: Increase EL parent participation at District English Learner Advisory Committee (DELAC) and other district advisory groups, providing high interest parent workshops and unduplicated pupils' parent participation at appropriate conferences.	Parent participation	Low income, EL, foster youth, RFEP	<p>\$60,000</p> <p>Source: LCFF Supp.</p>
Goal 4, 4	Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness.	Information/ education for college & career readiness	Low income, EL, foster youth, RFEP, at-risk students in all demographics	<p>\$5,000</p> <p>Source: LCFF Supp.</p>
Goal 4, 7	Action 7: Maintain and increase counselor positions at the secondary sites and add counseling interns at the elementary schools for unduplicated students' social- emotional and guidance support.	Counselors / counseling interns	Low income, EL, foster youth, RFEP	<p>\$1,512,926</p> <p>Source: LCFF Supp.</p>

Prepared by Connie Wang,
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Fremont Annual Update

In the 2014-15 LCAP, there was one sub-goal and action/service that applied specifically to foster youth:

Sub-Goal 2: ENG9

Foster Youth receive educational counseling from Foster Youth Staff with the skills, time and training necessary to carry out the support needed using the Coordination of Services Team

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
Action ENG1-5,9.2: Social worker will support the needs of homeless and foster care students	Social worker supported the needs of homeless and foster care students	\$62,371 Source: LCFF Supp.	\$29,278 Source: LCFF Supp.

Changes for Goal 2:

Action ENG1-5,9.2 (Social worker will support the needs of homeless and foster care students) will be discontinued or altered for the following reasons:

- Though the school social worker position will be discontinued in 2015-16, Student Support Services will work with the City of Fremont and the County of Alameda to increase community engagement.
- Staff will expand efforts to encourage parent engagement and student success for all unduplicated student groups.

Prepared by Connie Wang,
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Hayward Unified School District

Goals

Hayward's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

It also does not include any actions/services that apply specifically and singularly to foster youth, but it does include some that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
Goal 5 7. ONLY FOR YEAR 3	For low-income, English Learners, Foster Youth and all students needing additional support: Allocate funds to school sites based on the number of eligible students to provide site specific programs and services to meet these students' needs (in alignment with LCAP) and approved School Site Plan.	Site specific programs	ALL	\$5,996,565 Source: LCFF S&C
Goal 7 9. For Years 1, 2, 3	For low income pupils and foster youth and homeless (McKinney-Vento) youth, provide staffing to facilitate enrollment and access to services. Provide training of Child Welfare & Attendance staff and school staff including Office staff & Administrators on providing access and support to families. Training is offered outside of the work day and staff is compensated at applicable hourly rate.	Staffing Training for existing staff	Low income, foster youth, McKinney-Vento	\$119,019 Source: LCFF S&C
Goal 7 10. For Years 1, 2, 3	Support teen parents with child care during the school day. Teen parent child care center is located on the Tennyson High School campus. Provide certificated staff and para educator (formerly known as "CALSafe Program")	Child care 1 FTE & para educator	Low income, foster youth, teen parents	\$114,823 Source: LCFF S&C

Hayward Annual Update

Hayward's 2014-15 LCAP does not include any goals or actions that addressed foster youth singularly and specifically, but some of them did apply to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
9. (3B) For low income, English Learners and Foster youth: allocate funds to school sites based on the number of eligible students to provide site specific programs and services to meet these student's needs (in alignment with LCAP)	School sites used LCFF funds as described in the School Site Plan for programs, services and actions including to support student learning and parent engagement. Expenditures included staffing for academic support and enrichment, peer observation, bilingual staff, materials and supplies, attendance and school climate incentives, and parent engagement strategies.	\$3,500,000 Source: LCFF S&C	\$3,652,681 Source: LCFF S&C
9. (3B) For low income pupils and foster youth and homeless (McKinney- Vento) youth, facilitate enrollment and access to services. Training of Child, Welfare and Attendance staff on providing access and support to families.	CWA staff reviewed M.V. enrollment requirements this year. CWA also reviewed process with office managers at beginning of school year, provided enrollment information posters to all schools and D.O. CWA met with families of newly enrolling students who did not have address verification to assess M.V. status.	\$5,000 Source: Title I	\$7,300 Source: Title I

Livermore Valley Unified School District

Goals

Livermore Valley's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

There are 2 actions that should apply specifically and singularly to foster youth, but that in some cases list other subgroups under "applicable pupils":

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
2.G	Ensure the Foster Youth Liaison attends professional development to stay current on resources to support students and families to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to district and site administrators on foster youth issues and district/community services available.	Professional development for Foster Youth Liaison; training on foster youth issues	Foster youth *For Year 1, EL box also checked, and for Years 2 & 3, ALL checked, but probably transcription errors	\$135,228 Source: LCFF Supp.
2.H	Designate one Child Welfare and Attendance staff to provide support, intervention and access to community resources to facilitate success in school.	Child Welfare and Attendance staff	Foster youth *For Year 2, low income and EL checked, and for Year 3, just EL checked, but probably transcription errors	\$67,169 Source: LCFF Supp.

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There are 6 actions that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
1.C	Provide academic and career counseling and outreach to support student learning for first generation college bound students, English Learners, African American, low income and foster youth to ensure they are enrolled and successful in higher level courses to prepare them for college and career.	Academic/career counseling	Low income, EL, foster youth, RFEP, African American	\$175,812 Source: LCFF Supp.
1.E	Expand and support current STEM learning opportunities including Project Lead the Way courses and staff will recruit and support at-risk learners for success in the Livermore High School Green Engineering Program.	STEM learning opportunities	Low income, EL, foster youth, RFEP	\$65,394 Source: LCFF Supp.
1.K	Support transportation for field trips at schools with high percentages of unduplicated students as well as college trips with counselors for targeted students at middle and high school level.	Transportation for field trips, college trips	Low income, EL, foster youth, RFEP *Foster youth box checked in Year 1, but not in Years 2 or 3	\$30,000 Source: LCFF Supp.
2.I	Provide English Learners and at-risk youth, counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs.	Social emotional / mental health counseling	Low income, EL, foster youth, RFEP	\$277,990 Source: LCFF Supp.
3.A	Develop and implement a systematic and on-going communication, involvement and outreach strategy to ensure all parents have a voice and can therefore be equal partners in preparing students for college and career.	Outreach to parents	Low income, EL, foster youth, RFEP	\$84,173 Source: LCFF Supp.

3.F	Provide designated staff to connect parents and families with community resources to support student health, wellness, and education at schools with over 40% unduplicated students. Kid connection	Staff to connect parents with community resources	Low income, EL, foster youth, RFEP *Foster youth box checked for Year 1, but not for Year 2 or Year 3	\$255,105 Source: LCFF Supp.
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Livermore Valley Annual Update

In the 2014-15 LCAP, there were 5 actions that applied specifically and singularly to foster youth:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
28. Develop and maintain a system to readily identify foster youth for administrative, teaching and support staff.	The district Foster Youth Liaison continues to work with County officials to ensure we are able to identify foster youth to provide services. Enrollment staffs have received training to support efforts to identify foster youth while honoring privacy rights.	\$1,000 Source: LCFF Supp.	\$1,601 Source: LCFF Supp.
29. Recruit Foster Youth students for participation in Honors and Advanced Placement (AP) courses.	Increased recruitment resulted in increased numbers of English learner, African American, low income and Hispanic students in Honors and AP courses. Recruitment efforts targeted to low-income and foster youth is challenging due to privacy issues.	\$190,000 Source: LCFF Supp.	\$146,099 Source: LCFF Base
41. Ensure the foster youth liaison has adequate knowledge and resources to support students and families to decrease potential adverse effects of school mobility and increase opportunities for academic success.	Foster Youth Liaison attended meetings/professional development to gather information regarding resources and services for foster youth.	\$800 Source: LCFF Supp.	\$801 Source: LCFF Supp.

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42. Provide support, intervention and access to community resources to facilitate success in school. (Only foster youth box checked)	The Foster Youth Liaison worked to accurately identify foster youth in the district and to facilitate a connection with Child Welfare and Attendance staff.	\$1,000 Source: LCFF Supp.	\$1,601 Source: LCFF Supp.
43. Provide ongoing training/support to district and site admin on foster youth issues and district/community services available.	Administration, office personnel, Child Welfare and Attendance (CWA) staff receive annual training on their roles in supporting foster youth including enrollment and proper educational placement, school stability and checkout, transfer of grades, credits, and records and requests for school records.	\$800 Source: LCFF Supp.	\$801 Source: LCFF Supp.

There were also 2 actions that applied to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
17. Provide site funds for use to address specific needs of low income students through the following program options: Parent involvement, education and support, tutoring, instructional aide support, professional development, and instructional resources	All sites were provided funds based on enrollment and a formula accounting for the number of English learner, low income and foster students . Sites determined plans for meeting student needs which are outlined in the Single Plans for Student Achievement.	\$700,000 Source: LCFF Supp.	\$691,295 Source: LCFF Supp.
56. Develop and implement a systematic and on-going communication, involvement and outreach strategy to ensure parents can be equal partners in preparing students for college & career. (Only foster youth box checked)	Contracted for Communications and Community Engagement Services in January. Currently in the process of plan development and implementing outreach steps toward an ongoing strategy. (Now only EL box checked)	\$28,000 Source: LCFF	\$12,500 Source: LCFF Supp.

New Haven Unified School District

Goals

New Haven's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

There are no actions that apply specifically and singularly to foster youth, but there are 8 actions that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
A.1.2	Provide systemic reading intervention K-5.	Reading intervention	Low income, EL, foster youth, special needs *For Year 2 & 3, ALL checked instead	\$157,085 Source: LCFF & grant funded
A.3.1	Restore the Adult Education evening program.	Adult education	Low income, EL, foster youth, special needs	\$200,000 Source: LCFF
C.2.2	Develop structures in conjunction with Academic Parent Teacher Teams and Equity councils to ensure meaningful engagement of parents of EL's, Foster youth, Low SES.	Parent engagement	Low income, EL, foster youth	No cost
C.2.7	Provide parents of low SES students with materials needed to receive discounted internet service from Comcast (\$9.95) in Back to School information, at parent meetings when students come to pick up their Chrome books, and during the period when student classes and schedules are given.	Discount internet service	Low income, EL, foster youth, special needs	No cost

C.2.8	Provide parent education workshops and materials to assist parents who find the educational system challenging in supporting student success.	Parent education	Low income, EL, foster youth, special needs	\$47,078 Source: RTTT-D
C.3.5	Hire Social Workers to improve emotional health for students and support restorative practices.	Social workers	Low income, EL, foster youth, special needs	\$75,000 Source: LCFF
C.3.5	Hire Family Support Specialist positions as funds become available. Through home visits and a wide range of outreach strategies. Family Support Specialists work with families to identify causes of non-attendance and poor attendance, as well as connecting families with services in the community to assist them in overcoming adverse conditions that prevent them from being fully engaged in the life of the school.	Family support specialists	Low income, EL, foster youth, special needs	\$30,000 Source: LCFF
C.3.5	Explore / develop more partnerships with community organizations.	Partnerships with community organizations	Low income, EL, foster youth, special needs	No cost

*Foster youth are listed as an applicable subgroup for C.2.4 as well, but that action item is clearly applicable only to English Learners.

New Haven Annual Update

In New Haven's 2014-15 LCAP, there were no actions that applied specifically and singularly to foster youth, but there were 5 actions that applied to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
A.1.2 Provide targeted intervention at Kids' Zone sites.	In Progress – Providing targeted interventions for students at Kid Zone's sites.	\$157,085 Source: Grant	\$134,525 Source: Grant
A.3.1 Restore the Adult Education evening program.	Completed – We have added evening Adult Education classes.	\$200,000 Source: LCFF	\$200,000 Source: LCFF
C.2.2 Develop structures in conjunction with Academic Parent Teacher Teams (APTT) and Equity councils to ensure meaningful engagement of parents of EL's, Foster youth, Low SES.	In Progress – Structures are under development such as the African-American parent group that meets with one of the Co-Superintendents, workshops and meetings for Spanish Speaking parents, parent focus groups for data gathering.	No cost.	No cost.
C.3.5 Investigate feasibility of increasing Family Support Specialist positions.	In Progress – Data has been gathered and discussed regarding impact of current positions. Adding 4 full-time positions.	No cost.	\$320,000 Source: LCFF
C.3.5 Explore / develop more partnerships with community organizations.	In Progress – Approximately 10 new partner agencies have joined the Union City Kids' Zone Collaborative committed to providing services to Emanuele Elementary, Hillview Crest Elementary, Searles Elementary, Cesar Chavez MS.	No cost.	No cost.

Oakland Unified School District

Goals

In Oakland's 2015-16 LCAP, there are 11 goals that include foster youth specific goal targets:

Goal	Goal Description	Foster Youth Percentage Goals		
		Year 1	Year 2	Year 3
1.1	Increase the 4-year cohort graduation rate by 2 percentage points (Baseline data from 2013-14)	32.3%	34.3%	36.3%
1.2	Reduce cohort dropout rate by 3 percentage points (Baseline data from 2013-14)	33.4%	30.4%	27.4%
1.3	Increase the A-G completion rate with a grade of C or better by 2 percentage points (Baseline data from 2013-14)	2.0%	4.0%	6.0%
1.4	Increase student career pathway participation rate by 5 percentage points for Grades 10-12 annually (Baseline data from 2014-15)	38.6%	43.6%	48.6%
1.5	Increase the grade 10 CAHSEE pass rate by 2 percentage points annually (Baseline data from 2014-15)	30.6%	32.6%	34.6%
1.10	Increase percentage of students who pass an Advanced Placement exam with a score of 3 or higher by 3 percentage points annually. Advanced Placement courses are taught at a college level. A score of 3 is considered a passing score on an AP test, and a score of 4 or 5 makes a student eligible for college credit. Only one out of ten high school students scored 3 or higher in 2013-14. (Baseline data from 2013-14)	10.0%	13.0%	16.0%
3.1	Increase the percentage of students in Grade 3 reading at or above grade level by 5 percentage points annually (Baseline data from 2013-14)	18.3%	23.3%	28.3%
3.2	Increase the percent of students in Grade 6 reading at or above grade level by 5 percentage points annually (Baseline data from 2013-14)	18.3%	23.3%	28.3%



3.3	Increase the percent of students in Grade 9 reading at or above grade level by 5 percentage points annually (Baseline data from 2013-14)	9.6%	14.6%	19.6%
5.2	Reduce the rate of students missing 10% or more of school days by 0.5 percentage points annually (Baseline data from 2013-14)	25.4%	24.9%	24.4%
5.3	Reduce chronic absence for Native American, African American, Pacific Islander, and Foster Youth students by 1 percentage point annually. (Baseline data from 2013-14)	24.9%	23.9%	22.9%

Actions/Services

There are 6 actions that specifically and singularly apply to foster youth:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
A1.3	Provide the following to support A-G completion for Foster youth: a. Provide 1 FTE Case Manager to offer direct support to foster youth at school sites. The Case Manager will target and support identified foster youth to ensure success in school and A-G course completion. b. Provide materials, training, and direct services to support Foster youth. c. Purchase GoalBook licenses for 50 Foster Youth. This is an online case management tool designed specifically for foster youth. The tool allows the teachers, case managers, social workers, and care givers to communicate and coordinate supports and services for Foster Youth.	1 case manager; materials and training; GoalBook	Foster youth	\$97,128 Source: LCFF S&C; Title I
A1.5	Provide 1 FTE Teacher to offer credit recovery for Foster Youth in the Summer Learning Program.	1 summer school teacher	Foster youth	\$16,200 Source: Title I
A3.1	Contract services to provide home-based tutoring for foster youth	Home-based tutoring	Foster youth	\$40,000 Source: Title I



A5.1	<p>Provide stipends for 27 middle and high school Foster Youth Liaisons to support Foster Youth student engagement and success in school. This is a best practice with foster youth and will be an upcoming requirement in pending state legislation on support to foster youth.</p> <p>Provide stipends for foster youth and foster youth advocates to participate in Foster Youth Advisory for input and decision making on implementation of Foster Youth actions and services, and integration of foster youth into LCAP Parent and Student Advisory.</p>	27 Foster Youth Liaisons; stipends to participate in Foster Youth Advisory	Foster youth	<p>\$14,500</p> <p>Source: LCFF S&C</p>
A5.2	Contract provider to serve as education mentor and case manager for foster youth in grades 6-12	Education mentor and case manager	Foster youth	<p>\$32,000</p> <p>Source: Restricted (Title 1 N&D)</p>
Under Goal 5	<p>Additional 1.0 Foster Youth Coordinator</p> <p><i>*Part of May Revise Proposal</i></p>	1 additional FY coordinator (2 total FTE)	Foster youth	<p>\$75,000</p> <p>Source: LCFF S&C</p>

There are additional actions that apply to foster youth in addition to other subgroups, not listed here.

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
<p>Provide comprehensive services at every site, including Foster Youth liaisons at elementary and middle schools and regional staffing to support all schools serving foster youth. The goal is for 90% of foster youth to be identified and connected to services at the school sites and with community-based organizations that work with foster youth.</p> <ul style="list-style-type: none"> Plan for increased site-based coordination of services for foster youth Plan for expansion of region-based staffing to support Foster Youth program 	<p>Plan is in place to support Foster Youth Liaison training in site-based coordination of services in 2015-2016.</p> <p>Plan is in place for expansion of staffing to support the Foster Youth program in 2015-2016.</p>	\$0	\$0
<p>Provide priority placement in afterschool and credit recovery programs, individualized high school transcript analysis with dedicated high school counselor to support student achievement and graduation.</p> <ul style="list-style-type: none"> Hire teacher and part-time counselor for summer school class for Foster Youth credit recovery Provide additional afterschool program spaces for new Foster Youth that enter OUSD Develop training for academic counselor working directly with Foster Youth 	<p>Hired 1 FTE Teacher and 0.5 FTE Counselor for summer school class for Foster Youth credit recovery during Summer 2014.</p> <p>Did not provide additional after school program spaces for Foster Youth due to limited funding.</p> <p>Developed training for academic counselors working directly with Foster Youth.</p>	<p>\$12,000 Source: LCFF general</p> <p>\$10,000 Source: LCFF general</p>	<p>\$12,457 Source: Title I</p>

<p>Actions/Services at 34 schools to raise achievement of Foster Youth. Examples include frequent contact with caregivers of foster youth to support students, mental health services and counseling, intellectual/physical/emotional coaching, and tiered intervention.</p> <ul style="list-style-type: none"> Site-based actions at 34 schools to raise achievement of Foster Youth. 	<p>Implemented actions and services at 34 schools to raise achievement of Foster Youth.</p>	<p>\$474,174 Source: LCFF general</p>	<p>\$355,904 Source: LCFF</p>
<p>Foster parent/family engagement: Develop and provide family engagement and parent educational materials and workshops linked to literacy and academic learning at home.</p> <ul style="list-style-type: none"> Provide materials and workshops for foster parents/families 	<p>This did not happen due to limited funding. This is no longer a strategy for 2015-2016.</p>	<p>\$10,000 Source: LCFF general</p>	<p>\$0</p>
<p>Changes that will be made: Plans to support foster youth included creating stronger school-student-caregiver connections. Liaisons were hired and 34 schools were targeted for support. Next year, we will expand our focus on the achievement of this particular subgroup through tiered intervention and expanded opportunities for summer school. We are targeting additional support and recommendations for Foster youth based on the LCAP PAC.</p>			

Prepared by Connie Wang,
National Center for Youth Law

San Leandro Unified School District

Goals

San Leandro's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

There is one action/service that singularly and specifically applies to foster youth:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
4.4	Behavioral and health services to support our foster youth in having access to schooling and services outside of the instructional day.	Behavioral and health services	Foster youth	\$60,000 Source: LCFF S&C

There is one action/service that applies to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
1.28	Implemented a centralized Avid programming across secondary schools and into elementary schools, in order to foster a college going culture and necessary instructional support for students who have been historically marginalized from the college pathway	AVID programming	Low income, EL, foster youth, RFEP	\$50,000 Source: LCFF S&C

San Leandro Annual Update

There were no actions/services from the 2014-15 LCAP that singularly and specifically applied to foster youth, but there were some that applied to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
Fund the salaries of K-2 teachers who serve at target sites with lowest levels of low-income student performance data, in order to implement early prevention and intervention initiative Applies to Low Income, EL, and Foster Youth	Funded the salaries of K-2 teachers who delivered instruction at target sites with lowest levels of low-income student performance data, in order to implement early prevention and intervention initiative	\$1,800,000 Source: LCFF S&C	\$1,932,514.13 Source: LCFF S&C
Design, develop, and implement programming and resources at the School Based Health and Wellness Center (SBHC). Fund Program Manager to manage SBHC. Applies to Low Income and Foster Youth	Designed and developed the plan for the School Based Health and Wellness Center (SBHC) scheduled to open in August 2015. Funded the Program Manager to manage the construction and program development process.	\$151,000 Source: LCFF S&C	\$124,057.34 Source: LCFF S&C
Changes that will be made: “The district needs to continue to focus targeted efforts for its English Learner, Redesignated, Foster Youth, and Low Income pupils. As mentioned, overall teacher quality is critical especially when serving our historically marginalized student populations. In addition to this root issue, the district will be amplifying specific services for these target groups by making commitments to behavioral and social support services specific to foster youth, the launching of newly board adopted English Learner master plan, and a variety of services in the five strategic areas committed to closing the opportunity gap and closing the digital divide for our neediest students who may lack resources outside of the building.”			

San Lorenzo Unified School District

Goals

San Lorenzo's 2015-16 LCAP does not include any goals that specifically and singularly address foster youth.

Actions/Services

It also does not include any actions/services that apply specifically and singularly to foster youth, but it does include some that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
Under Goal 1	Maintain increased preparation time for elementary teachers to prepare differentiated lessons for English Learners, low income students, students with specific identified needs and students with learning needs; provide students with additional physical education instruction by a certificated physical educator	Increased preparation time; additional PE instruction	ALL + Low income, EL, foster youth, RFEP	\$640,000 Source: LCFF S&C
Under Goal 1	Provide access to Summer School to students who are English Learner students, low income students, students with disabilities and students with learning needs, by providing bussing, instructional materials, staff salaries and benefits.	Summer School access	Low income, EL, foster youth, RFEP	\$400,000 Source: LCFF S&C
Under Goal 1	Provide Sobrato Early Academic Language (SEAL) professional development CCSS training to primary grade teachers PreK-3 on best practices for oral language development; supports English Learner, low income, students with disabilities, and students with learning needs.	Professional development for PreK-3 teachers	Low income, EL, foster youth, RFEP	\$100,000 Source: LCFF S&C
Under Goal 1	Maintain class size reduction for classes with newcomers, long term English Learners, students with disabilities, and students with learning needs	Class size reduction	Low income, EL, foster youth, RFEP	\$140,000 Source: LCFF S&C
Under Goal 2	Maintain one social worker to assist students who are low income, foster youth, students with exceptional needs, and English Learners; provide increased training on restorative practices, support to homeless/foster students, and address chronic absenteeism	Social worker; training on support to homeless/foster students	Low income, EL, foster youth, RFEP	\$80,000 Source: LCFF S&C

Under Goal 2	Maintain additional funding to Small Learning Communities for instructional resources, materials and supplies that support low income students, English learners, targeted students and students with learning needs to ensure passage of A-G courses with a grade of C or better and set the stage for successful college and career attainment.	Small Learning Communities	Low income, EL, foster youth, RFEP	Not specified
Under Goal 2	Increase after school enrichment opportunities at elementary, middle and high schools to support students with academic enrichment, homework, tutoring, and bussing/access to sports and recreation activities.	After school enrichment opportunities	Low income, EL, foster youth	\$350,000 Source: LCFF S&C
Under Goal 3	Hire administrative support to assist with the implementation, evaluation and monitoring of the Local Control and Accountability program and federal programs (Title 1, 2, and 3). Support budget development and implementation for new programs.	Administrative support for LCAP/ federal program implementation	Low income, EL, foster youth, RFEP	\$100,000 Source not specified
Under Goal 3	Maintain additional certificated staffing using the Weighted Student Formula (see Appendix) which provides additional staffing at school sites with higher levels of low income students, English Learners, foster youth. This provides a smaller adult/student ratio and increased access to services and support.	Additional certificated staff at school sites w/ higher levels of subgroups	Low income, EL, foster youth, RFEP	\$1,400,000 Source not specified
Under Goal 3	Maintain additional classified staffing (BIA's, IA's, clerical, computer media specialists, custodial) using the Weighted Student Formula (see Appendix) which provides additional staffing at school sites with higher levels of low income students, English Learners, foster youth. This provides a smaller adult/student ratio and increased access to services and support.	Additional classified staff at school sites w/ higher levels of subgroups	Low income, EL, foster youth, RFEP	\$1,100,000 Source: LCFF S&C
Under Goal 3	Maintain additional supplies funding to school sites using the Weighted Student Formula (see Appendix) at school sites with higher levels of low income students, English learners, and foster youth. The additional supplies are used to support increased services and materials to students.	Additional supplies at school sites w/ higher levels of subgroups	Low income, EL, foster youth, RFEP	\$530,000 Source: LCFF S&C

San Lorenzo Annual Update

In the 2014-15 LCAP, Goal 1 was “Student Achievement: The San Lorenzo Unified School district will ensure equitable learning outcomes for all students.” This goal did not include any actions/services that applied to foster youth. But in the “changes to be made” section of the annual update, the district states, “to assist teachers in conducting collaboration efforts around the new curriculum and instructional demands, and to serve our English Learner, low income and foster youth students, we want to offer voluntary paid collaboration time beyond the school day.”

Under other goals, there were some actions/services that applied to foster youth in addition to other subgroups:

Planned Actions/Services	Actual Actions/Services	Planned Expenditures	Actual Expenditures
Provide additional certificated staffing using the weighted student formula at school sites with higher levels of low income students, English Learners, foster youth Applies to low income, EL, foster youth	Additional certificated staffing was provided at school sites with higher levels of low income students, English Learners, and foster youth as found in the Equity Allocations handbook on the district website.	\$780,000 Source: LCFF S&C	\$821,412 Source: LCFF S&C
Provide additional classified staffing (BIA's/IA's, clerical, computer media specialists, custodial) using the weighted student formula at school sites with higher levels of low income students, English Learners, foster youth Applies to low income, EL, foster youth	Additional classified staffing was provided at school sites with higher levels of low income students, English Learners, and foster youth as found in the Equity Allocations handbook on the district website.	\$850,000 Source: LCFF S&C	\$1,088,907 Source: LCFF S&C
Provide additional supplies funding to school sites using the weighted student formula at school sites with higher levels of low income students, English learners, and foster youth	Additional supplies funding was provided at school sites with higher levels of low income students, English Learners, homeless and foster youth as found in the Equity Allocations handbook on the district website	\$554,000 Source: LCFF S&C	\$451,933 Source: LCFF S&C

Alameda County Office of Education

Goals

In the ACOE's 2015-16 LCAP, there is one goal that specifically and singularly applies to foster youth:

Goal 5: (State Priority 10)	Alameda County Foster Youth will receive additional supports needed for students to complete their educational plans.
Identified Need:	The Alameda County Office of Education is responsible to ensure services and outcomes for foster youth in family, community, and detention placements county-wide, not just in our own programs. In the prior year there were 761 identified foster youth living in licensed foster homes and an additional 202 in juvenile detention facilities. These young people are highly transient changing homes and schools frequently. At each transfer they require support to transfer records and enroll. Many have significant gaps in their education and social development and require tutoring and/or mentoring to support the development of age-appropriate skills. Foster youth are also many times more likely to be involved in the juvenile justice system. Additionally, a baffling array of service agencies and rapidly changing laws affect these youth and create a need for advocacy and education at the school and interagency level.
Goal applies to:	Foster youth, county wide
Expected Annual Measurable Outcomes:	100% of Alameda County Districts will be supported to adopt partial credit policies in the next three years. 80% of foster youth receiving tutoring with valid pre-and post-assessment will demonstrate growth. 75% of foster youth receiving mentoring will achieve 95% attendance. 75% of eligible foster youth in the 12th grade will graduate on time. 80% of students leaving detention will receive placement assistance.

Actions/Services

There are six actions that apply specifically and singularly to foster youth:

Action	Action Description	Position	Applicable Pupils	Expenditure (2015-16)
1.5	After School: Provide an extended day program which includes academics, enrichment, and job readiness programs. Includes on site-childcare in teen parenting programs.	After school program	Foster youth	\$275,000 Source: 21 st Century ASSETS After School Grant

5.1	<p>Support schools by providing consultation and trainings on best practices, foster youth education laws, partial credit policy, identifying school of origin, school record acquisition, transfer, and trauma informed classroom strategies.</p> <p>Coordinate services with child welfare and probation departments, as well as post-secondary programs. Provide education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports. Work with the county welfare agency to minimize changes in school placement.</p>	School consultation & trainings on foster youth; coordination with child welfare & probation	Foster youth	<p>\$155,251 Source: Foster Youth Countywide</p>
5.2	<p>Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth. Maintain a system for the efficient expeditious transfer of health and education records. Foster Youth Services will assist in identifying foster youth by utilizing data from Alameda County's Department of Children and Family Services. Foster Youth Services in collaboration with LEA's will track education outcomes in Foster Focus database.</p>	Data tracking & transfer for foster youth; working with FYS	Foster youth	<p>\$181,476 Source: Foster Youth Countywide</p>
5.3	<p>Provide educational mentoring to foster youth identified by Child Welfare as at high risk of not completing high school.</p>	Mentoring	Foster youth	<p>\$146,138 Source: Foster Youth Countywide</p> <p>\$218,348 Source: Foster Youth Mentor</p> <p>\$31,500 Source: LCFF S&C</p>

5.4	Provide in home tutoring to foster youth in group and home placements who are recommended by child welfare students with an emphasis on English Language Arts and Mathematics. Support tutoring program logistics and data.	In-home tutoring	Foster youth	\$50,000 Source: Title ID \$39,699 Source: Foster Youth Countywide
5.5	Screen every student who enters juvenile detention for foster status. Provide school records to assist in smooth transition to placement. Provide a full time ACOE Transition Center specialist to assist students being released from juvenile detention to re- enter an educational placement. Transition Center services are also available to youth leaving court without having been detained. Respond to requests for the juvenile court for information and work with the juvenile court to ensure the delivery and coordination of necessary educational services. Participate in county-wide positive youth justice initiative to reduce the over-involvement of foster youth in the justice system and in other interagency initiatives.	Services for foster youth involved in juvenile justice system	Foster youth	\$163,209 Source: Title ID

There are two actions that apply to foster youth in addition to other subgroups:

Action	Action Description	Position	Applicable Pupils	Total Expenditure (2015-16)
3.4	Staff an Orientation and Assessment center for students arriving in juvenile detention to assess their current levels, track down records, and support transition to detention-based education	Orientation & Assessment Center	Foster youth, detained	\$109,438 Source: Title 1D
3.5	Provide classroom-based Instructional Assistants to provide additional individual tutoring to improve English and Math Skills and to individualize and differentiate instruction in court school.	Instructional Assistants	Foster youth, detained	\$197,655 Source: LCFF S&C \$94,304 Source: Title I

Alameda County Annual Update

Goal 5 (from 2014-15 LCAP):		Foster Youth educational outcomes will mirror that of the general student population:		
Expected Annual Measurable Outcomes:	75% of all foster youth will have an individualized Learning Plan	Actual Annual Measurable Outcomes:	100% of students served by Foster Youth Services received an educational needs assessment, which includes an individualized learning plan.	
Planned Actions/Services		Actual Actions/Services	Planned Expenditures	Actual Expenditures
Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth. MOU between Alameda County Office of Education and Foster Youth Services will be fully implemented. Foster Youth Services will support LEA's in creating partial credit policies.		County wide policy and data infrastructure necessary to support and monitor the educational success of foster youth is in place. Foster Youth Services has provided training to districts in creating partial credit policies. Foster Youth staff assists students, districts and educational rights holders to transition between school placements with minimal disruptions.	No cost	\$232,678 Source: FYS Grant
Foster Youth Liaison will provide consultation and training, coordinate services with child welfare and probation departments, as well as post-secondary programs.		Ongoing Training and consultation provided. Staff liaisons constantly with child welfare and probation departments.	No cost. Foster Youth Services.	\$31,380 Source: FYS Grant \$31,380 Source: Title 1D
Every foster youth receives educational counseling/mentoring from a designated staff.		Five mentors serve students at risk of failure as identified by social services.	\$34,000 Source: LCFF Supp.	\$34,000 Source: LCFF Supp. \$218,348 Source: FY Mentor

All SPAS sites will have a designated classified staff responsible for identifying youth at time of enrollment and determine eligibility for supplemental and additional services.	All SPAS sites have a designee responsible who screens youth at time of enrollment and determines eligibility for supplemental and additional services.	(See Goal 1, Action #2) Unclear	\$63,768 Source: LCFF Base
A formal and systematic process for utilizing Foster Youth Services will be established and implemented to include training of Student Programs and Services to designated staff in identifying foster youth, verifying foster youth status, coordinating the assessment of foster youth needs, and request all school records.	Training has been provided and all foster youth regularly receive supports in coordination of assessment and school records.	\$5,000-5,999 Source: Unclear \$1,000 Source: Foster Youth Services	\$930.12 Source: Foster Youth Services
Foster youth's progress will be reviewed regularly in collaboration with school site and Foster Youth Services staff. Progress report will include a transcript analysis for high school students.	Progress reviews and transcript analysis is happening regularly as described.	\$250 Source: Foster Youth Services	\$679.55 Source: Foster Youth Services
Foster Youth Services Program Manager will be consulted regarding school placement change prior to student release to ensure school stability and continued support by FYS and/or school districts.	Consultations happening as described.	\$500 Source: Foster Youth Services	No additional funds expended
Provide in home tutoring to students after school in all subjects with an emphasis on English Language Arts and Mathematics	51 students received tutoring	\$50,000 Source: Title I	\$50,000 Source: Title I CSUEB \$50,000 Source: Title I Par Excellence
Changes that will be made: The foster youth services program has been quite successful this year. However, pending legislation may mobilize a shift from direct services to a hybrid model in which FYS provides both direct services and supports districts and county-wide agencies to make systems changes. Based on our existing work across the county, ACOE's FYS is well positioned to support this change.			