



CHILDREN NOW



OPEN LETTER REGARDING LAUSD'S LCAP AND FOSTER YOUTH

April 22, 2014

The Los Angeles Unified School District (LAUSD) recently released and presented to its board a draft Local Control Accountability Plan (LCAP). LAUSD's LCAP contains a number of promising provisions focused on closing the foster youth achievement gap that other districts may want to consider and build on as they develop their LCAPs.

Specifically, LAUSD's LCAP:

- **Includes foster youth specific targets within the achievement goals.** Goals such as increasing attendance, decreasing suspensions, increasing the number of students scoring Proficient or above on the CCSS/SBAC benchmark English language arts and mathematics exams established in 2014---2015, and increasing the graduation rate all have foster youth specific targets that increase over time.
- **Includes foster youth specific goals.** LAUSD's draft LCAP commits to ensuring all foster youth have a comprehensive academic assessment and individualized learning plan.
- **Includes foster youth specific actions.** LAUSD's LCAP includes a new foster youth specific program, initially staffed by 75 new foster youth counselors, responsible for developing and monitoring individual learning plans and ensuring the educational services and supports specified in such plans are delivered. The number of foster youth counselors increases to 85 in the second year of the plan and 95 in the third year. This represents a staffing level of one foster youth education counselor per 115 students.
- **Proposes an initial investment of \$9.9 million in foster youth.** This investment increases to \$10.9 million in year two and increases to \$11.9 million in year three.

Foster youth are identified as a distinct at-risk subgroup in California's Local Control Funding Formula and Academic Performance Index because of the unique educational challenges they face and their heartbreakingly poor educational outcomes, outcomes significantly worse than even other at-risk subgroups. By including academic outcomes specific to foster youth, goals specific to foster youth, and actions, services, and expenditures specific to foster youth, the District has laid important groundwork to develop system-wide, institutional support for our most vulnerable students.

The Coalition for Educational Equity for Foster Youth, a Los Angeles-based coalition that includes the county child welfare agency, foster youth advocates and former foster youth has praised LAUSD for making a serious commitment to addressing the educational needs of foster youth, and has also offered recommendations for improving the final version of LAUSD's draft LCAP (recommendations attached).

We urge all districts to include goals, actions and expenditures specific to foster youth in their LCAP. Attached is the sample LCAP for foster youth endorsed by the Coalition for Educational Equity for Foster Youth and California Foster Youth Education Task Force.

Best wishes,

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#1: Foster Youth

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Overview: LAUSD serves over 11,604* foster youth, which is 12% of the total foster youth in California.

Expected Outcomes:

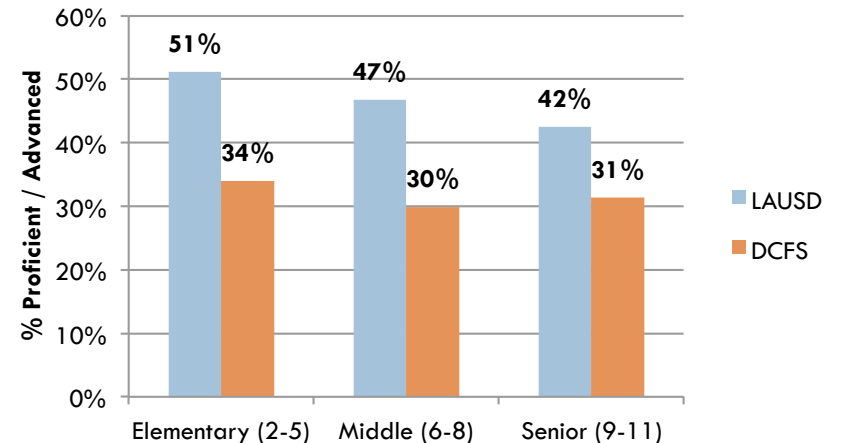
- 100% of elementary foster youth will receive a comprehensive academic assessment
- 100% of secondary foster youth will have an individualized culmination or graduation plan

Examples of Supports:

- 1:100 PSA Counselor/Psychiatric Social Worker to student ratio
- Increase in tutoring services
- Partnership with city of Los Angeles to expand Family Source center
- Portion of funding allocated directly to schools

*Foster youth number is from March CALPADS– does not include affiliated charters

Performance on California Standards Test for Students in Foster Care (DCFS) Compared to LAUSD, Mathematics, 2012-13



Budget (LCFF Total is Supplemental and Concentration amount for each year)

	2013-14	2014-15	2015-16	2016-17
LCFF		\$9.9M	\$10.9M	\$11.9M

LAUSD FOSTER YOUTH NEED A STRONG LCAP

LAUSD's budget allocation for foster youth is a historic investment.

The Coalition for Educational Equity for Foster Youth appreciates this recognition that the current staffing level of 3 to serve over 11,000 students in foster care is woefully inadequate. How this funding is allocated and the Foster Youth Support Plan implemented will be critical to achieving actual improved educational outcomes for foster youth. (For example, district-level leadership and staffing are also needed to train and supervise the foster youth counselors, develop and implement district wide policies, and establish collaborations with other county agencies and community partners; and dedicated funding is needed for services to implement foster youths' Individual Learning Plans)

The Coalition recommends: Review and discussion of the Foster Youth Support Plan with stakeholders and partners who will be key in implementing the Plan, to ensure that the Plan includes all necessary district-level coordination, policy, MOUs, as well as school-site level services and supports for foster youth.



Desiree received one-on-one support to graduate from high school and start college. Only 3% of foster youth will attend a four-year university. "I realized my life was about struggling through challenges that I had no control over," she said.

LAUSD's LCAP goals for foster youth could be strengthened.

- Funding for the Foster Youth Support Plan will only benefit foster youth if coupled with ambitious goals for improved education outcomes.
- The LCAP goal for foster youth states that every student who is a foster youth will receive an educational assessment and an Individualized Learning Plan. These are key first steps, but they are not educational outcomes. This goal should also explicitly state that the new foster youth counselors will provide concrete help to address the needs identified in the assessment and to implement the Plan.

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THE COALITION FOR EDUCATIONAL EQUITY FOR FOSTER YOUTH

Advancement Project * Alliance for Children's Rights * Children's Law Center of California *
California Youth Connection * California Youth and Family Collaborative * County of Los Angeles
Department of Children and Family Services * Hillside * National Center for Youth Law * Public Counsel

- The Coalition applauds LAUSD for setting specific outcome goals on key measures such as attendance, graduation, test scores, etc., for foster youth, but the goals should aim higher to be similar to improvement projections to students in other target sub-groups, such as ELLs and low-income students. Setting achievement goals for foster youth parallel to those for their same-age peers validates the resilience and potential for success of foster youth, and creates accountability for the new Foster Youth Support Plan.

The Coalition recommends: Revision of the Foster Youth LCAP goal to add “... and all foster youth will receive services and supports to meet needs identified in the assessment, and to implement their Individual Learning Plan.”

The Coalition recommends: Revision of the attendance, missed days, suspension, and test score goals to require higher incremental improvements each year.

LAUSD’s LCAP should include a goal to improve school stability - one of the key barriers to foster youth’s education success.

Currently, foster youth change school four times as often as other students; one-third of foster youth attend 2 or more schools in a given school year. LAUSD foster youth will continue to struggle

unless the new foster youth counselors focus specifically on preventing unnecessary and harmful school disruptions by working with other districts and with DCFS to prevent unnecessary transfers when a foster youth’s placement changes; preventing push-out of foster youth into alternative and continuation schools; and minimizing delay and disruption of educational progress when transfers do occur.

The Coalition recommends: An additional LCAP goal of incrementally reducing school transfers, and minimizing disruption when transfers occur, as detailed in the Coalition’s sample LCAP.

The Coalition for Educational Equity for Foster Youth has developed a sample Local Control Accountability Plan (LCAP) with action steps and accountability measures that school districts can use to assist foster youth. We are former foster youth, advocates, service providers, and representatives from the Los Angeles County Department of Children and Family Services and the juvenile court. The LCAP is based on our experience in helping foster youth succeed in school and beyond. **Find the Coalition for Educational Equity Sample LCAP online at publiccounsel.org or kids-alliance.org.**

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Sample District LCAP for Foster Youth

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>I. FOSTER YOUTH STAKEHOLDERS:</p> <p>A. County child welfare agency: [contact persons, dates, how involved]</p> <p>B. County office of education foster youth services program: [contact persons, dates, how involved]</p> <p>C. Court-appointed special advocates (CASA) and volunteer education rights holders: [contact persons, dates, how involved]</p> <p>D. Foster youth organizations (CYC, Foster Club, etc.) and individual foster youth: [contact persons, dates, how involved]</p> <p>E. Foster parent and kinship care organizations (FFAs, Grandparents as Parents, Community Coalition, etc.): [contact persons, dates, how involved]</p> <p>F. Other foster care stakeholders, including minors’ counsel: [contact persons, dates, how involved]</p> <p>II. PARENT ADVISORY COMMITTEES:</p> <p>A. Foster youth stakeholders were represented on parent advisory committees as follows:</p> <p>B. Parents were trained as to the unique educational challenges facing foster youth as follows:</p>	<p>A: Comments/feedback received:</p> <p>B: Changes made in LCAP:</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?

<p>Need: Foster youth suffer from an educational achievement gap.</p> <p>Metrics: Attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; CAHSEE passage rates; dropout rates; graduation rates.</p>	<p>The educational outcomes of foster youth will mirror that of the general student population</p>	<p>Foster Youth</p>	<p>All</p>		<p>Gap between foster youth and general student population decreased 10% on each metric.</p>	<p>Gap between foster youth and general student population decreased 20% on each metric.</p>	<p>Gap between foster youth and general student population decreased 30% on each metric.</p>	<p>Pupil Engagement; Pupil Achievement; School Climate</p>
<p>Need: Foster youth experience a high rate of unnecessary and preventable school</p>	<p>Decreased transfer of foster youth to continuation and other alternative schools and decreased transfer of foster youth after a change in residential</p>	<p>Foster Youth</p>	<p>All</p>		<p>District will have policies and MOUs regarding foster youth school transfers, the infrastructure</p>	<p>10% decrease in foster youth transferred to continuation and other alternative schools; 10% decrease in the</p>	<p>20% decrease in foster youth transferred to continuation and other alternative schools; 10% decrease in the</p>	<p>Pupil Engagement</p>

<p>transfers.</p> <p>Metrics: Foster youth transfer rate to continuation and other alternative schools; overall foster youth school transfer rate.</p>	<p>placement.</p>				<p>necessary to measure these metrics, and baseline data on these metrics.</p>	<p>foster youth school transfer rate.</p>	<p>foster youth school transfer rate.</p>	
<p>Need: Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits.</p> <p>Metrics: Number of days before a transferring foster youth is enrolled in school and in appropriate classes; number of days before a transferring</p>	<p>Transferring foster youth will be promptly enrolled in the appropriate school and classes and transferring foster youth will be awarded credit for all work completed, including partial credits.</p>	<p>Foster youth</p>	<p>All</p>		<p>District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.</p>	<p>10% decrease in number of days before a transferring foster youth is enrolled in the appropriate school, appropriate classes, or awarded all credits earned.</p>	<p>20% decrease in number of days before a transferring foster youth is enrolled in the appropriate school, appropriate classes, or awarded all credits earned.</p>	<p>Pupil Engagement; Pupil Achievement</p>

foster youth is awarded all credits earned.								
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Close foster youth achievement gap; decrease foster youth school mobility; decrease adverse effects of school mobility on foster youth.	Pupil Engagement; Pupil Achievement; School Climate	For foster youth: Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth, as listed in Appendix A.	LEA-Wide		Achieve and document significant progress executing at least 5 of the 9 policy and data deliverables listed in Appendix A.	Achieve and document significant progress executing at least 7 of the 9 policy and data deliverables listed in Appendix A.	Achieve and document significant progress executing all 9 of the policy and data deliverables listed in Appendix A.
Close foster youth achievement gap; decrease foster youth school mobility; decrease adverse effects of school mobility on foster youth.	Pupil Engagement; Pupil Achievement; School Climate	For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5) has adequate time, knowledge, and resources (including additional staff if needed) to fully execute the responsibilities listed in Appendix B.	LEA-Wide		LEA will hire or assign, train and supervise sufficient foster youth liaison staff to achieve and document significant progress executing at least 6 of the 12 responsibilities listed in Appendix B.	LEA will achieve and document significant progress executing at least 8 of the 12 responsibilities listed in Appendix B.	LEA will achieve and document significant progress on all 12 of responsibilities listed in Appendix B.

<p>Close foster youth achievement gap; decrease foster youth school mobility; decrease adverse effects of school mobility on foster youth.</p>	<p>Pupil Engagement; Pupil Achievement; School Climate</p>	<p>For foster youth: Ensure that upon full implementation of LCFF, every foster youth receives educational counseling from a foster youth counselor with the skills, time and training necessary to carry out the responsibilities listed in Appendix C. Foster youth counselors' caseloads shall be limited to a number consistent with these responsibilities and not to exceed 50.</p>	<p>LEA-Wide</p>		<p>LEA will develop a plan to prioritize foster youth and systematically increase the number of foster youth served by foster youth counselors until every foster youth is receiving educational counseling; by July 2015 at least 20% of the LEA's foster youth will be receiving the educational counseling described in Appendix C from a foster youth counselor.</p>	<p>At least 30% of the LEA's foster youth will be receiving the educational counseling described in Appendix C from a foster youth counselor.</p>	<p>At least 40% of the LEA's foster youth will be receiving the educational counseling described in Appendix C from a foster youth counselor.</p>
<p>Close foster youth achievement gap; decrease foster youth school mobility; decrease adverse effects of school mobility on foster youth.</p>	<p>Pupil Engagement; Pupil Achievement; School Climate</p>	<p>For foster youth: Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs.</p>	<p>LEA-Wide</p>		<p>LEA will allocate funds sufficient to meet the needs of all foster youth served by foster youth education counselors.</p>	<p>LEA will allocate funds sufficient to meet the needs of all foster youth served by foster youth education counselors.</p>	<p>LEA will allocate funds sufficient to meet the needs of all foster youth served by foster youth education counselors.</p>

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

1-03-14 [California Department of Education]

APPENDIX A: Necessary LEA Infrastructure (Superintendent)

1. School information system that allows for accurate identification of foster youth; weekly updating of school information system with information from the CDE identifying which students are in foster care.
2. Data sharing MOU with county child welfare agency that specifies how data is to be exchanged; implementation of data sharing MOU.
3. Foster youth data policy passed by LEA school board detailing which district employees are to know the identity of those students in foster care; how district employees are to be informed; appropriate uses of such information; and the substance and frequency of training such employees should receive.
4. Data system that allows for tracking and monitoring of foster youth LCAP metrics; ensure proper use and access to such data system by district and school site personnel.
5. School stability and enrollment MOU entered into with county child welfare agency. MOU details how agencies will collaboratively minimize school changes and delays in appropriate enrollment.
6. Foster youth credit policy passed by LEA school board detailing method and practice for partial credit calculation (such as the Child Welfare Council's Partial Credit Model Policy), recovery of missing credits from other schools/districts, and determining whether foster youth are eligible for AB167/216 waiver of local graduation requirements.
7. The LEA's summer enrichment programs include credit recovery programs for high-school age foster youth.
8. The LEA's comprehensive high schools allow foster youth to remain for a 5th year if necessary to complete A-G requirements.
9. The LEA SARB process and suspension and expulsion policies and procedures take into account the unique needs and challenges of foster youth; school engagement and Positive Behavior Intervention and Support strategies are employed to address attendance and behavioral issues; policies are in place to avoid transfer of foster youth from comprehensive schools to continuation and other alternative schools.
10. The LEA's foster youth liaison and foster youth counselors have the skills, knowledge, qualifications and training needed to fully execute their job responsibilities, as listed in Appendix B and C.

APPENDIX B: Responsibilities of the Foster Youth Liaison

1. Develop and implement a plan to prioritize foster youth for assignment to foster youth counselors, and systematically increase the availability of foster youth counselors each year of LCFF implementation until every foster youth is receiving educational counseling.
2. Supervise and support foster youth counselors
3. Develop and provide trainings on foster youth data policy and practice; provide ongoing consultation to school level staff on foster youth data issues as needed.
4. Develop and provide trainings on foster youth credit policy; provide ongoing consultation to school level staff on foster youth credit issues as needed.
5. Ensure that all school site personnel have training and policy guidance on foster youths' rights to remain in school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools. Provide ongoing consultation to school level staff. Engage in ongoing collaboration with other school districts and child welfare agency staff to prevent unnecessary school changes and to ensure foster youth are transported to their school of origin when in their best interest.
6. Initiate and maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the LEA.
7. Initiate and maintain ongoing collaboration with local community colleges, Regional Occupational Programs, and/or other CTE providers to facilitate high-school age foster youths' participation in CTE programs.
8. Coordinate with the county child welfare agency and placement providers to ensure foster youth who need to make up credits have access to and are encouraged to attend summer enrichment programs that include credit recovery programs.
9. Work with county child welfare agency and placement providers to ensure foster youth have access to and are encouraged to participate in extracurricular activities including sports, music, student clubs, and afterschool enrichment activities; coordinate access to LEA funds made available to allow foster youth to participate in such activities (e.g. for transportation, uniforms, instrument rental, activity fees, etc.).

10. Ensure the LEA's SARB Board and Office of Student Discipline, including members of expulsion panels, receive training on the unique educational needs and challenges faced by foster youth.
11. Work with county child welfare agency staff and school site staff to promote engagement by foster youths' caregivers and education rights holders such as participation in parent-teacher conferences and other school site events, IEP meetings, and meetings with foster youth counselors.
12. Develop and train parents participating in the LCFF parent advisory committees on the educational challenges facing foster youth.

APPENDIX C: Responsibilities of the Foster Youth Counselors

For each foster youth on their caseload:

1. Regularly communicate and collaborate with the student's teachers, county child welfare agency social worker, caregiver, education rights holder, court appointed special advocate, and other entities providing care, support or services to the foster youth.
2. If the student is not enrolled in school, immediately enroll the student in their local comprehensive school unless the student's educational rights holder determines it is not in the student's best interest.
3. Promptly gather all information useful to identify the student's educational strengths and needs, including complete education records from previous schools, a current IEP when applicable, and speak with the student and current and former teachers and caregivers,
4. Once records and information are collected, conduct a comprehensive review, including but not limited to calculating partial credits owed from previous schools and districts, determining whether the student is eligible for an AB167/216 waiver of local graduation requirements, an analysis of their state standardized test results, grades, classroom performance, behavior and social-emotional needs. In collaboration with the team of stakeholders identified in paragraph 1, determine the youth's educational strengths, progress and needs.
5. Based on this review:
 - a. Ensure the student is enrolled in the school most appropriate for their academic strengths and needs.
 - b. Ensure each student is placed in appropriate classes in light of academic ability, credits needed for graduation, A-G requirements, and special needs if any.
 - c. Obtain missing full/partial credits from prior schools/districts.
 - d. Certify each eligible student for AB 167/216 graduation.
 - e. Ensure each student in need of academic supports receives one-on-one and/or small group tutoring and/or remedial academic services including CAHSEE prep support services. Students in need of academic supports are those with below basic or far below basic CST scores in ELA and/or math, grade(s) below C or its numerical equivalent in any core academic subject, or who fail either portion of the CAHSEE.

- f. Ensure each student is given priority enrollment in after-school or summer credit recovery programs if needed,
 - g. Ensure each student and their caregiver and ERH are informed of and encouraged to participate in CST testing.
 - h. Ensure each student in need of behavioral supports receives a behavioral support plan and that such plans are fully implemented.
 - i. For youth at risk of dropping out, ensure foster youth peer mentors are used to improve engagement.
 - j. Ensure each student in need of social-emotional supports receives school based mental health services.
 - k. Ensure each student with special needs receives appropriate special education services.
 - l. Ensure each student has access to and is encouraged to participate in extracurricular activities including sports, music, student clubs, and afterschool enrichment activities. Assist youth in obtaining LEA funds if necessary (e.g. for transportation, uniforms, fees, etc.)
 - m. Ensure each student has access to and is encouraged to utilize available school and community-based health or mental health resources as needed, and that foster youth are informed of supports available to address any issues of bullying, gang threats or other safety issues at the school site.
6. Conduct review described above (see #5) at least annually, including updating education records and information; collaboratively assessing the student's educational progress including whether he or she is passing classes, demonstrating competency on state standardized testing, and is on track to graduate; collaboratively reassessing the types of educational services and supports needed; and ensuring the student receives such opportunities.
7. Review and monitor attendance records on a weekly basis. Communicate with the team of stakeholders listed in paragraph 1 regarding attendance issues, and any classroom behavior issues. Ensure all truancy interventions are exhausted prior to referring a youth to a SARB hearing.
8. For each student in high school, meet with the youth and education rights holder to plan for college and/or career. This includes enrolling and successfully completing A-G requirements and AP classes, Linked Learning and/or CTE programs; preparing for college admissions tests; applying for financial aid; accessing tuition fee waiver programs; obtaining scholarships (including any funds available from the child welfare agency's ILP program); and partnering with community agencies to provide youth with internships and job coaching.

9. For each student who is suspended (including informal suspensions) or is at risk of expulsion, communicate with the team of stakeholders listed in paragraph 1 to address and resolve behavior issues through school engagement, school or community based mental health services, Positive Behavior Intervention and Support strategies, or special education services. Ensure that the student's attorney is notified of any suspension or expulsion proceedings as required by law.
10. Respond to requests for education records and other information from social workers.
11. When a student moves to a new school, or is at risk of being moved to a new school, coordinate with the student's education rights holder (ERH) and social worker to determine whether it is in the student's best interest to remain at their school of origin. If so, ensure that transportation is arranged if necessary. If the student's ERH determines that the student should transfer to a new school, work with the ERH to determine the best available school placement, ensure that the student is properly dis-enrolled from their current school, coordinate with the new school to ensure prompt enrollment, calculate and issue any partial credits and ensure the student's educational records, including an official transcript, are sent to the new school within 48 hours as required by law.
12. Promote engagement by each student's caregiver and ERH by meeting with them to discuss the student's educational strengths and needs and ensuring they are notified of, and invited to participate in, all education related meetings and events.