

# Toolkit for Foster Youth Education Success

## *Writing LCAP Goals*

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Foster Youth Education Toolkit



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# Writing LCAP Goals - Overview

1. LCFF and State Priorities
2. Preparing to Write LCAP Goals
3. Writing LCAP Goals
4. Implementation

# LCFF & STATE PRIORITIES

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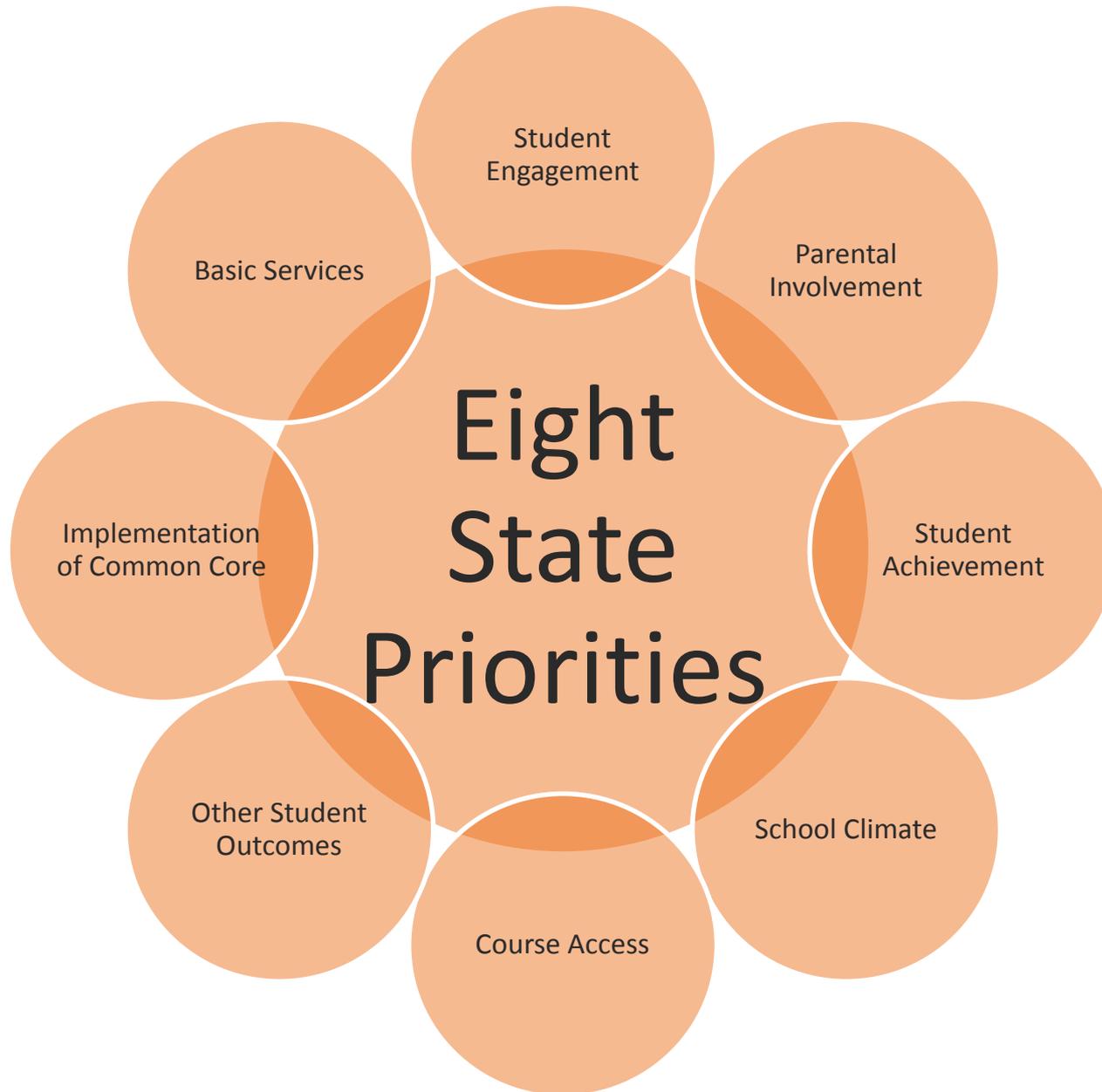
# LCAPS

- LEAs should use the template provided by the state to construct their LCAP, which should be posted online.
- LCAPs must be approved by the local County Office of Education
- In the coming year, rubrics will be developed to guide the completion of the statewide templates.
- LCAPS should be reviewed and updated every year.

Education Code § 52061-52067

# Local Control Accountability Plan (LCAP)

- Under Local Control Funding Formula (LCFF) local educational agencies (LEAs) must create LCAPs that show how services are provided and funding allocated to meet the needs of “unduplicated” pupils and to improve the performance of all pupils in eight state priority areas.
- Foster youth, along with low income and English learners, are identified as “unduplicated pupils.”



# Eight State Priority Areas & Required Metrics

1

- **BASIC SERVICES**, measured by
  - Degree to which teachers are appropriately assigned and credentialed in subject areas.
  - Degree to which schools have sufficient access to standards-aligned instructional materials
  - Degree to which school facilities are maintained in good repair.

2

- **COMMON CORE IMPLEMENTATION**, measured by
  - Implementation of the academic content and performance standards adopted by the State Board,
  - Programs and services enabling English learners to access the Common Core standards and the English-language development standards.

Education Code § 52060

# Eight State Priority Areas

3

- **PARENTAL INVOLVEMENT**, measured by
- Efforts to seek parent input in making decisions for the school district and each individual school site.
- Promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Education Code § 52060

# Eight State Priority Areas

4

- **PUPIL ACHIEVEMENT**, as measured by:
  - Statewide assessments
  - The Academic Performance Index
  - % of pupils who successfully completing A-G courses
  - % of students successfully completing Career Technical Education sequences or programs of study
  - The percentage of English-learner pupils who make progress toward English proficiency as measured by the California English Language Development Test
  - The English-learner reclassification rate
  - % of students passing Advanced Placement exams
  - % of students passing college entrance exams

Education Code § 52060

# Eight State Priority Areas

5

- **PUPIL ENGAGEMENT**, as measured by:
  - School attendance rates.
  - Chronic absenteeism rates
  - Middle school dropout rates
  - High school dropout rates
  - High school graduation rates

6

- **SCHOOL CLIMATE**, as measured by:
  - Pupil suspension rates.
  - Pupil expulsion rates.
  - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Education Code § 52060

# Eight State Priorities

7

- **COURSE ACCESS**, as measured by:
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all subject areas, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to LCFF.

8

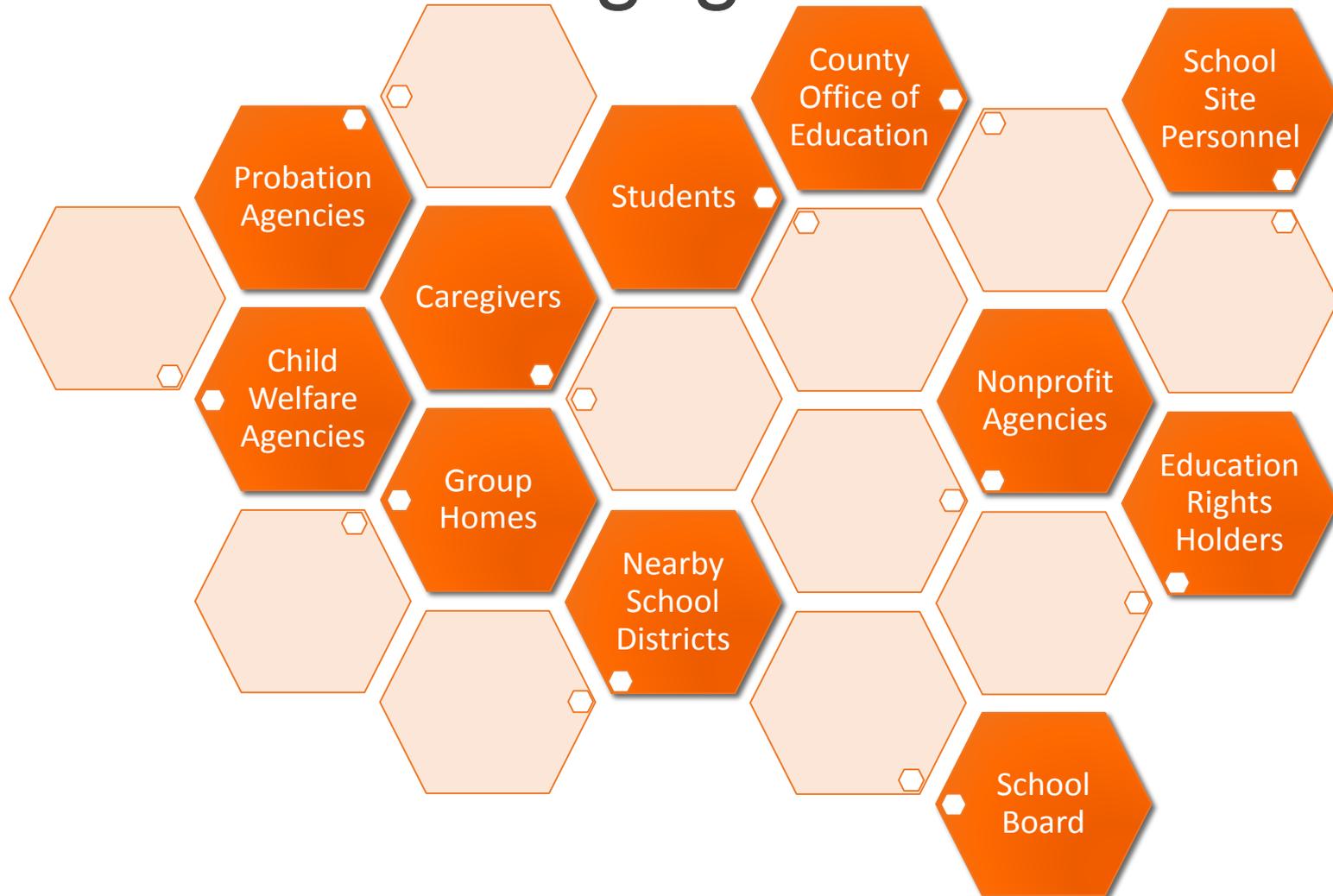
- **OTHER STUDENT OUTCOMES**
- Including, for elementary and secondary school subject performance.

Education Code § 52060

# PREPARING TO WRITE GOALS

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# Stakeholder Engagement



# District Data Review

- Identify your youth. Are they:
  - Older? Younger?
  - In group homes? Living with families?
  - Concentrated? Dispersed?
  - Child welfare agency? Probation department?
  - Stable? High turnover?
- Look for baseline data, including:
  - Graduation rates
  - College-readiness rates
  - Suspension & Expulsion rates
  - Participation in enrichment and/or extracurricular programs
  - Attendance rates

# Utilize Statewide Data

- ❑ Among students who had been in foster care for less than one year, 17% were enrolled in three or more schools during the academic year.
- ❑ Among high school students in foster care, 21% attended a nontraditional school.
- ❑ Approximately half of foster care students in high school scored below or far below basic in English Language Arts state standardized tests.
- ❑ There is a 35% graduation rate for students living in group homes as compared with 58% for all foster youth and 84% for the general population.

Data: The Invisible Achievement Gap, Parts I and II

# Utilize Statewide Data

- Sources:
  - **California Department of Education Foster Youth Services Website:**  
<http://www.cde.ca.gov/ls/pf/fy/>
  - Barrat, V. X., & Berliner, B. (2013). **The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools.** San Francisco: WestEd. [https://www.wested.org/wp-content/files\\_mf/1400283692Invisible\\_Achievement\\_Gap\\_Full\\_Report.pdf](https://www.wested.org/wp-content/files_mf/1400283692Invisible_Achievement_Gap_Full_Report.pdf)
  - Wiegmann, W., Putnam-Hornstein, E., Barrat, V. X., Magruder, J. & Needell, B. (2014). **The Invisible Achievement Gap Part 2: How the Foster Care Experiences of California Public School Students Are Associated with Their Education Outcomes.** <http://www.stuartfoundation.org/docs/default-document-library/IAGpart2.pdf?sfvrsn=4>
  - Frerer, K., Davis Sosenko, L., Henke, R. (2013). **At Greater Risk: California Foster Youth and the Path from High School to College**  
<http://www.stuartfoundation.org/docs/default-document-library/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6>

# WRITING GOALS

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# Identifying Appropriate Goal Areas

What does the data tell me?

Foster youth are graduating at lower rates than the general population

How does this relate to the eight state priorities?

Priority 4=Achievement  
Priority 5=Student Engagement  
Priority 7=Course Access

Where do I want the district to be in 3 years?

Foster youth graduation rates should be in line with the general population

# Identifying Appropriate Goal Areas

What does the data tell me?

Foster youth are disproportionately enrolled in continuation schools

How does this relate to the eight state priorities?

Priority 4=Achievement  
Priority 5=Student Engagement  
Priority 6=School Climate  
Priority 7=Course Access

Where do I want the district to be in 3 years?

The percentage of foster youth enrolled in continuation schools should more closely approximate the general population

# SMART goals

- Specific
- Measurable
- Attainable
- Results Focused
- Time Based



# SMART GOALS

Goal	Smarter Goal
Foster youth will have better attendance	Foster youth attendance rates, as measured by numbers of period absences and tardies, will equal those of the general population by Year 3.
Foster youth will be more college ready	The percentage of foster youth successfully completing A-G graduation requirements will increase from XX to XX percent by Year 3.
Foster youth will be more stable in school	The percentage of foster youth who remain in their school of origin 90 days after a home placement change will increase from 5% to 25% by Year 3.
Foster youth will be awarded more partial credits	All foster youth will be issued partial credit for work completed upon disenrollment pursuant to the model partial credit policy.

# SAMPLE GOALS

- Sample LCAP is available At: <http://kids-alliance.org/lcff/>
- See Foster Youth Education Toolkit Page 3, available at: <http://kids-alliance.org/edtoolkit/>

# Sample LCAP Goal

<b>GOAL:</b>	Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
<b>Identified Need :</b>	Foster youth experience a high rate of unnecessary and preventable school transfers due to changes in placement and due to transfers from comprehensive schools to alternative and continuation schools.	
<b>Goal Applies to:</b>	<b>Schools:</b> Applicable Pupil Subgroups:	All Foster youth

# Sample Goals

1. The educational outcomes of foster youth will mirror those of the general population.
2. Decrease the transfer of foster youth to continuation and other alternative schools and decrease the transfer of foster youth after a change in home placement to approximate rates of the general population.
3. Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credits.
4. Foster youth will receive a comprehensive academic assessment and will receive any services and supports needed.

# IMPLEMENTATION

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# LCAP Actions, Services, & Expenditures



# Sample LCAP Goal

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# LCAP Actions, Services, & Expenditures

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:		District will have policies and MOUs regarding reducing foster youth school transfers, the infrastructure necessary to measure these metrics, and baseline data on these metrics.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement policy ensuring:</p> <p>(a) At the time of any enrollment/disenrollment of a foster youth, there is a meaningful consideration of school of origin options with the education rights holder and the youth.</p> <p>(b) District data system tracks types of schools foster youth are enrolled in, reasons for enrollment, and how many youth remain enrolled in their school of origin after a home placement change.</p> <p>(c) District staff coordinate with county child welfare and probation agencies and COE FYS at time of any home placement change to ensure youth are placed within a reasonable distance of their school of origin whenever possible.</p> <p>(d) District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school of origin.</p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: (Specify) _____</p>	<p>District-level liaison and oversight staff.</p> <p>Funds for transportation when needed to allow foster youth to remain in school of origin</p>

# LCAP Actions, Services, & Expenditures

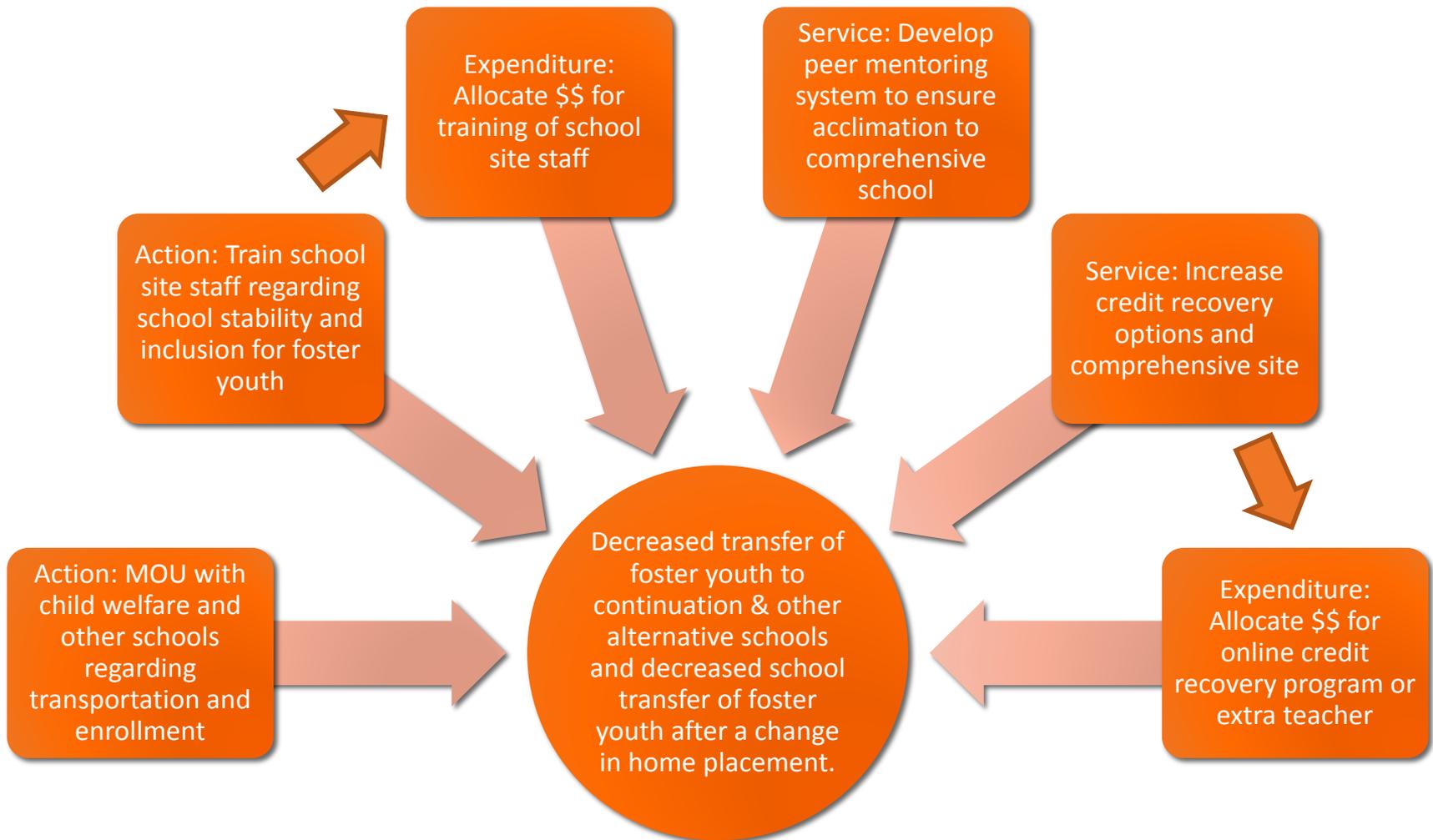
**LCAP Year 3: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>10% decrease in the foster youth school transfer rate (transfers caused by change in placement and transfers to continuation/alternative schools).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Monitor implementation of policy described in Year 2 LCAP and track data on school transfers.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>District-level liaison and oversight staff.</p> <p>Funds for transportation when needed to allow foster youth to remain in school of origin</p>

# Ongoing Data Collection and Revision



# Continuously Identify New Actions, Services, & Expenditures



# Review and Revision

- Gather data at least quarterly
- Adjust program in an ongoing manner
- Adjust LCAP actions, services, and expenditures annually
- Adjust LCAP goals triennially