

BUILD YOUR OWN MODEL LCAP FOR FOSTER YOUTH

Step 1: Identify stakeholders and potential partners

District's LCAP drafting committee and district/school staff working with foster youth should develop contacts with:

- COE FYS program
- County child welfare agency – education and data point person
- County probation department – education and data point person
- Juvenile courts – presiding judge or designee on education issues
- Children's and parents' attorneys
- Community-based organizations that work with foster children and/or caregivers (advocacy groups, tutoring/mentoring programs, CASA, kinship support programs, etc.)
- Placement and service providers (group homes, FFAs, mental health agencies, workforce programs)
- Youth organizations (CYC, Foster Club)

Step 2: Gather demographic data on foster youth

Create a foster youth flag for your student information systems:

- How many foster youth are students in your district?
- Look at data by age – do they cluster at certain grade levels?
- Look at data by school – do they cluster at certain schools/areas?
- Look at data by placement/supervision type - how many are living with parents? How many are in relative homes or foster homes? Group homes? How many are probation-supervised?

Step 3: Review Year 1 data disaggregated for foster youth on state-required metrics

All districts currently should have disaggregated data on foster youth on:

- Standardized test performance
- AP course passage
- High school dropout rate
- High school graduation rate
- Suspensions
- Expulsions

Analyze the data – are outcomes for foster youth different than for the general student population? In which areas?

Step 4: Develop data on additional metrics specific to foster youth

Create a foster youth flag for your student information systems:

Develop local capacity to obtain disaggregated data for foster youth on additional key metrics:

- Attendance
- Chronic absenteeism
- School transfers (% of foster youth who change schools due to change in placement or transfer to continuation/alternative school)
- Participation in statewide testing
- Enrollment in comprehensive vs. alternative/continuation high schools

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Step 5: Review Year 1 LCAP's Foster Youth-related goals, action steps, and funding.

In light of the demographic data reviewed in Step 2, and the outcome data reviewed in Step 3, consider:

- Do the goal(s) and actions match identified needs?
- Are there sufficient staff to fully implement the identified actions?
- Is there a clear timeline to implement the identified actions and achieve goals?
- Is there sufficient funding to implement the identified actions?

Step 6: Add/revise foster youth goals and actions

Year 2 LCAP Goals should include specific yearly benchmarks to close achievement gap in all areas shown by data in Step 3, where foster youth outcomes are lagging behind those of general student population.

Add Actions to support each goal:

- District level policies, data collection and analysis, MOUs with county child welfare and probation departments
- Hiring and/or assignment, training, and supervision of staff who will work with foster youth at school sites, and training/support of all staff in working effectively with foster youth
- School-site level academic and socioemotional counseling, supports and resources for foster youth, linking foster youth to school and district resources

Step 8: Review Year 1 budgeted and actual expenditures for actions and services for foster youth.

Revise/increase Year 2 budgeted expenditures as necessary to support all Actions/Services.

The Coalition for Educational Equity for Foster Youth is

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