Local Control Funding Formula Provisions Related to Students in Foster Care
Key Provisions

• School Districts
  • California is the first state to include foster youth as a subgroup in their education accountability framework.
  • School districts are required to develop and implement plans specifying how the district will improve the educational outcomes of foster youth.

• County Offices of Education
  • FYS is preserved as a categorical program.

• State Agencies
  • CDSS and CDE are required to share data and to inform school districts which of their students are in foster care.
  • CDE is required to track and report the educational outcomes for foster youth.
School Districts: Academic Performance Index

• No Child Left Behind requires states to evaluate schools and school districts based on the progress of different subgroups of children, including
  • Low income students
  • Students with disabilities
  • Students of color
  • Students who primarily speak a language other than English

• California became the first state to include foster youth as a subgroup in their accountability framework, the Academic Performance Index (API).

• Schools and school districts with 15 or more foster youth will be held accountable for their academic performance.

Section 52052.
School districts must develop, present and adopt a local control and accountability plan (LCAP).

The plans must:
- Identifies goals for foster youth as a district subgroup
- Describes the specific actions the districts will take each year to achieve these goals.
- Contains the budget associated with these actions.
• California’s Foster Youth Services (FYS) program is a national model. It provides funding to county offices of education (as well as six “core districts”) to support the educational success of students in foster care county-wide.

• The FYS program was fully preserved.

• FYS will be funded at its current level of $15 million per year.
• The California Department of Social Services (CDSS) must share the following with the California Department of Education (CDE):
  • Information that is necessary for CDE to identify which students are in foster care; and
  • Information that is helpful to meet the educational needs of these students.

• CDE must share this information with school districts and county offices of education on a weekly basis.
State Agencies: Reporting

• Every even numbered year, the CDE must report on the educational outcomes of students in foster care to the Legislature and Governor.

• This report must include, but is not limited to:
  • Educational outcome data
  • Suspensions and expulsion data
  • Truancy and attendance rates
  • Dropout rates

• Data must be reported at the schoolsite level, district level, and county level, so long as there are 15 students in foster care.

Section 49085.
Critical Next Steps

• School districts
  • Develop and implement meaningful plans for improving the educational outcomes of foster youth

• County offices of education
  • Coordinate efforts between school districts and county agencies
  • Ensure students in foster care have an educational plan reflective of their strengths and needs

• State agencies
  • Effectively implement the new data-sharing provisions
  • Ensure school districts receive adequate technical assistance when developing and implementing their plans