Foster Youth Advisory Committee Recommendations

A Report on OUSD Foster Youth Needs and Funding

Abstract:

Despite high aspirations and resiliency, foster youth face an invisible academic achievement gap. Within California, foster students are less likely to graduate from high school, less likely to attend college and less likely to graduate from college. Foster students are more likely to score below grade level in math and reading tests statewide, and are more likely to have changes in their school placements throughout the academic year. Foster students also experience higher rates of disabilities and higher rates of school expulsions and suspensions. The state recognized the unique needs of foster youth in LCFF (Local Control Funding Formula) by identifying foster youth as one of the 3 student groups that experience greater needs and thus require more resources to address these needs. Along with low-SES (low socio-economic students) and English Language Learners, LCFF allocates additional funding, based on the number of foster youth in a district. These funds are then designated to provide for specific actions, resources, and services to support the unique needs of foster youth students, that increase their educational outcomes. Although foster students are considered low-SES by definition, the state has recognized foster youth as a distinct sub-group and therefore have needs that differ from other low-SES students, and additional programs are intended to be funded with LCFF dollars to meet these unique needs.

Within OUSD foster youth students are particularly struggling with only 9% meeting statewide English language arts standards and only 4% meeting math standards. This unique population has needs for additional academic support. To make up for missed material due to placement changes and extended absences, case managers are needed to coordinate tutoring and support to foster students. Case managers are also needed to ensure statewide laws that protect credits, enrollment, and special graduation rights of this population are implemented. Based on current outcomes for foster youth students in OUSD, additional support is still needed.

Under LCFF, OUSD receives funds based on the number of foster youth students enrolled in OUSD schools. When added together, estimates of foster youth who attend OUSD range from a low of 304 students enrolled to a high of over 600 students. Relying on an incomplete count that often excludes out of county youth and students who don't change schools within OUSD, there are at minimum 304 foster students currently in OUSD (based on interview Fall 2016 with ACOE Foster Youth Services Program Coordinator). Assuming only 304 foster students attend OUSD schools and considering estimates of the LCFF supplemental and concentration grant dollars for foster youth students, OUSD is under funding its foster care support services and actions by over $500,000.

Based on what we know about the foster youth achievement gap here in Oakland and what we know best serves foster youth students, we recommend four important but simple recommendations for meeting the district's obligation to begin to address the educational needs

of their foster youth students. In sum these recommendations are to: 1) Hire at least three additional case managers to support foster youth within the OUSD Foster Youth Services Program, 2) To provide for a 6 part resource series to allow for training to be accessible to foster families and care providers who have students in elementary, middle and high schools, 3) To provide for stipends to current and former foster youth to be involved in the LCAP (Local Control Accountability Plan) and Foster Youth Advisory Committee processes, and 4) to fund the OUSD Foster Youth Services tutoring program. The total of these investments is $302,000, significantly less than the gap between how much is currently spent on foster youth through the Foster Youth Services Program, and how much funding foster youth students bring into the district in LCFF supplemental and concentration grant funds intended to meet their unique needs.

Background: Why Foster Youth Need Additional Help In School:

Foster students are a unique population. The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in Public Schools is a report that highlights some of the troubling but important lessons about how our children in out-of-home care are doing across California[1]. First they found that students in foster care make up an at-risk subgroup that is "distinct from low-SES students." Second, foster youth are comparatively more likely to change schools in the middle of the year than non-foster youth. When compared to low-SES students, foster-youth are far more mobile; 10% of foster-youth attend 3 or more schools a year, while only 1% of low-SES students experience the same. Next, under the STAR testing program which assesses students in key subject areas, foster youth are the lowest performing group of students alongside low-SES students, English Language Learners, and students with disabilities. As general groups, foster youth STAR scores begin decreasing at grade 8, while other groups start decreasing at grade 9. Under the California Standards Test (CST) administered to grades 2-11, foster youth were the lowest performing group alongside English Language Learners and students with disabilities. All of these groups were outperformed by low-SES students. Compared to the statewide student population, foster youth fell into the two lowest standards (basic and far below basic) at twice the rate of other student groups. Lastly, High school students in foster care have the lowest graduation rate and the highest drop-out rate. The "single-year dropout rate for students in foster care was 8 percent, compared to the statewide dropout rate of 3 percent and dropout rates for the other at-risk groups between 3 and 5 percent."

Oakland's Foster Youth Achievement Gap

Overview: The California Department of Education Data Reporting Office released statewide searchable enrollment and test score data. The most recent information available is for the test results and enrollment in 2014-2015 school year for grades 3 through 8 and 11th. The data is searchable by county, district and even school. Using this information, it's clear to see Oakland Unified School District was failing its foster youth students. See addendums B, C, D, and E.

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[1] Barrat, V. X., and Berliner, B. (2013). *The Invisible Achievement Gap Part I: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco: WestEd. (All statistics were from the *Executive Summary available at pages i-iv: https://www.wested.org/resources/the-invisible-achievement-gap-education-outcomes-of-students-in-foster-care-in-californias-public-schools-part-1/)*

Foster youth students in OUSD perform at significant lower levels on English Language, Arts, and Math than OUSD non-foster youth students.

English Language Arts: Foster youth students are performing worse than OUSD non-foster students in English. Looking at overall achievement of foster students on the English Language Arts Smarter Balanced scores (*see Addendum B*.), over 200 foster students were tested and only 9% met standards or exceeded them compared to 32% district wide. Of non-foster students in OUSD, 44% fell into the "Standard Not Met" category while 67% of foster youth students fell into this category.

Mathematics: Foster youth students are also performing worse than OUSD non-foster students in Math. Looking at the mathematics scores by grade (*see Addendum C*.), the numbers are even more troubling for foster youth students. Not a single foster youth in OUSD exceeded standards and only 4% of foster youth students met standards. In total three-quarters of foster youth students, or 75% were not even close to meeting standards in mathematics. Again these numbers are far worse that district wide data. District wide, 11% of non-foster students exceeded standards, 15% met standards, and another 26% nearly met standards.

The Racial Achievement Gap: The invisible achievement gap facing OUSD foster youth, also seems to deepen within the racial achievement gap facing African American and Hispanic students. OUSD already has tough odds for African American and Hispanic students meeting or exceeding standards, but African American and Hispanic foster youth students have even more fleeting odds of meeting either language arts or math standards. See addendums D and E. In 2014-2015, OUSD had just 1 in 5, (19%) African American students meet or exceed English Language Arts standards, and only 1 in 20 (just 5%) of African American foster youth students meet or exceed standards. Of non-foster Hispanic students 22% of had met or exceeded, and only 7% of Hispanic foster youth students met or exceeded standards. In math the disparities between African American and Hispanic foster youth and non-foster youth students are also noticeable. Twelve percent (12%) of African American and (17%) of Hispanic students met or exceeded the mathematics standards, while only four percent (4%) of African American or Hispanic *foster youth* students did so. To highlight the problem another way, of the 119 African American foster youth students tested in 2015, only about five met the mathematics standards.

To conclude, foster youth students have extremely troubling rates of meeting academic standards, and these rates are worse than other students. Further when broken down by race, not accounting for other differences, African American and Hispanic foster youth students are doing even worse than other African American and Hispanic students in the district.

Who are our Foster Students? We know, but we don't know.

Enrollment: Turning towards the numbers, 2014-2015 OUSD had 635 foster youth students. See Addendum A. There were 239 foster youth students in kindergarten to fifth grade, 129 foster youth students in sixth through eighth grade, and 267 foster youth students enrolled in high school. Foster youth students were enrolled in over one hundred different schools within the district; big schools, small schools, comprehensive, continuation, middle, charter, elementary and high schools. Across the city, higher numbers of foster youth were present in the larger comprehensive high schools: Castlemont (30 foster youth), Fremont High (26), McClymonds (28), Oakland High (34), Oakland Technical (22), and Skyline (44). Foster youth were very spread out across middle and elementary schools in the district with some schools only having one or a handful of foster students and larger schools having 9 or more foster

students such as: Alliance Academy (11), Franklin (13), Frick Middle (9), Futures Elementary (12), Hoover Elementary (11), Howard Elementary (9), Lafayette Elementary (14), Markham Elementary (9), Reach Academy (10), ROOTS (12), and Westlake Middle School (16).

Today, we know that the population of youth in the foster care system statewide has fallen, and as such the foster care population in most districts has fallen as well. The 2015-2016 school year enrollment data from the California Department of Education hasn't yet been released. Internally, OUSD maintains multiple data systems to track foster youth students, but it is incomplete. For this school year (in October 2016) there are 304 "identified" foster youth students. OUSD systems of identifying foster youth students is not without error so there have been students who were not identified as foster youth until a later time. Because this data is incomplete, 304 is the minimum number of foster students in OUSD, and the calculations in this report are conservatively based on this minimum.[2]

What goals should school districts set for foster youth?

Given the unique needs of foster students, there are three main goals that foster youth and education policy experts across the state have recommended. The Coalition for Educational Equity for Foster Youth a group of key stakeholders who serve and advocate for foster youth, sets out three main goals. First, districts should seek to "Close the achievement gap between foster youth and the general student population as measured by metrics such as improved attendance rates, course passage, standardized testing participation rates and scores, disciplinary rates, and graduation rates." Second, that districts and child welfare agencies should, "Promote school stability and prevent push out of foster youth to alternative schools so they have a full range of educational opportunities and don't experience disruptions in their education." And finally to insure that, "foster youth are promptly enrolled in school and in the right classes so they do not fall further behind when they must change schools." To accomplish these goals around closing the achievement gap, school stability and ensuring proper enrollment in the right classes the California Coalition for Educational Equity for Foster Youth explains that school districts must[3]:

1. **"Establish district wide infrastructure to support and monitor the educational progress of foster youth.** Examples of systemic changes include updating school information data systems to allow the accurate identification of foster youth and to track foster youth LCAP metrics; developing policies and trainings such as a partial credits

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[2] DATA NOTE: The state has developed a system for accounting for foster youth students for allocating funds for LCFF. On the CDE website there was a question and answer section explaining that the count happens in October. "Which foster youth are included in the unduplicated count for purposes of calculating supplemental and concentration grants under the LCFF? (Revised 04-Dec-2015) The foster youth included in the unduplicated count are those who the LEA report to the CALPADS as enrolled in a school in the LEA on Census Day (first Wednesday in October) and who have been identified as a foster youth through the statewide match or who have been identified through a local data matching process and submitted to and validated by CALPADS." Source: http://www.cde.ca.gov/fg/aa/pa/pa1617rates.asp#cola. Since the data includes any students in the statewide match or the local match the number identified by the state must be equal to or larger than the number of foster youth known by OUSD.

[3] "Our Stories Foster Youth Experts Release Plan to Help Neglected and Abused Children Succeed in School." *Public Counsel: Nation's Largest ProBono Law Firm*. N.p., n.d. Web. 15 Nov. 2016. Available at <http://www.publiccounsel.org/stories?id=0138>.

policy; collaborating with county child welfare agency to promote school stability and connection to resources.

2. **Ensure district foster youth liaisons have the adequate time, knowledge and resources to do their job.** This includes additional staff if needed.
3. **Ensure that upon full implementation of LCFF, every foster youth receives services from a foster youth counselor** who can provide individualized assistance in education planning and coordination. Foster youth counselors will help students enroll in school and gather educational records, plan for graduation, access academic support, obtain tutoring, counseling and other support, and monitor progress to help students stay on track.
4. **Allocate funds to meet LCAP goals and for all services foster youth are entitled to under the law.”**

Coalition for Educational Equity for Foster Youth also has developed a sample LCAP to help districts set high standards and achievable goals for foster youth student success.

Foster Youth Advisory Committee Recommendations:

This year the Foster Youth Advisory Committee is making four recommendations built upon related recommendations from last year's PSAC (Parent and Student Advisory Committee) and an additional recommendation regarding continuing funding for an existing tutoring program .

Recommendations for Support of Foster Youth and Corresponding Impact

1. *OUSD should hire three (or more) additional Case Managers for the Foster Youth Program. Cost Estimate $210,000.*

A top priority of the committee is securing district funding for three additional Case Managers who can work directly with foster youth at their school sites. These case managers should be well trained to help foster youth by being advocates for them at their school site, assisting with extra-curricular activities, and supporting students in managing their academic planning needs.

Currently the Foster Youth Services program at OUSD has two full time and one part time case managers. Services such as attending IEPs and helping youth enroll in support services are needed at all levels. Currently the staff of 2.5 case managers is only able work with students enrolled in OUSD's comprehensive high schools, and none of the middle or elementary school students. Case Managers currently have a caseload of about 40 students each, and with over 300 students in the district, 8 staff or 5.5 additional case managers would be needed. We would like the district to hire as many as possible but <u>at least three additional staff</u> this next year to be able to service all high schools (including students attending continuation schools) and some middle and elementary schools. Three full time staff, approximate cost $70,000 per employee, totaling $210,000.

2. *Resource Training Series for Foster Youth and Caregivers. Cost Estimate $30,000.*

The Foster Youth Advisory Committee would like to renew the PSAC's recommendation from last year to create a training series for foster parents and other care providers. Foster youth have unique needs and rights when it comes to school, and the knowledge and involvement of caregivers is tied to educational achievements of the young people in their care.

We are requesting, OUSD contract for a Resource and Support Series for Foster Youth Parents, Guardians, and Caregivers: 6 sessions at the Pre-School and Elementary level; 6 sessions at the Middle School Level; and 6 sessions at the Secondary Level in alignment with the start of the school year and marking periods. The resource series must address the specific needs of foster students with special needs and IEP's. Also, a web page must be developed and maintained to ensure that parents, guardians and caregivers can connect to the resources outside of the live sessions. An outreach plan and support must also be developed so that parents, guardians, and caregivers participate in the resource series to the maximum extent possible.

Last year OUSD agreed to provide "a quarterly workshop series (4 over the course of the school year), which will be implemented by utilizing internal OUSD presenters (e.g. workshop about IEP's by Programs for Exceptional Children) and external partner organizations," with workshops "developed based on topics identified by parents, caregivers, and guardians."

Currently this workshop series needs more staff time to develop specialized trainings. For example, the educational needs of a first grader with ADHD and their family's support plan will vary tremendously from a 7th grade boy with dyslexia, or a ninth grade LGBT student experiencing bullying, or an 11th grade student behind in credits who wants to graduate on time. The trainings will likely need to be tailored both to age and subtopic to meet the diverse needs of the families. Therefore we renew the more robust initial request for 18 sessions, including 6 pre-school and elementary school sessions, 6 middle school sessions, 6 high school sessions sessions, in addition to providing the content from the series from the series online and accessible to families.

In order to successfully carry out the resource series OUSD will likely need to hire someone at .5FTE to conduct outreach to foster families, foster youth, special educational advocates, Foster Youth Support Services staff, and partner organizations, in order to develop the curriculum, run the trainings, and upload and update the content. Estimated cost is based on hiring one part time staff person within foster youth services. .5FTE times $60,000(salary) = $30,000 for the year.

>   3. Stipends to support foster youth participation in the LSAC PSAC, and Foster Youth Advisory Committee processes. Cost Estimate: $12,000.

The third recommendation is a renewal of last year's PSAC recommendation to provide stipends to support the participation of current and former foster youth students in the advisory process and to support their communication with the community about that process. Efforts must be made to support for the participation of diverse foster youth in the advisory process, such as foster youth students with special needs/IEP's which address their specific needs.

Last year OUSD responded saying they would "aim to provide stipends for up to 4 former OUSD foster youth and 4 current OUSD foster youth."   At this time the Foster Youth Advisory Committee is unsure if, or how much was actually allocated to supporting the stipends of current and former foster youth participating in the process, or how those stipends could be accessed by youth participating. We request exact figures in this year's LCAP/District budgets and the Foster Youth Services Program budget. If OUSD provided for twelve students stipends at $500 per semester iit would likely reduce the burden for these youth to have to otherwise work during the meetings, and would afford them the opportunity to participate in the process for and about them. Last year the district response was vague about funding, and now we would like the actual stipend funding in all appropriate budgets made available so the Foster Youth Advisory Committee is able to identify foster youth and former foster youth participating in the 2017-2018 school year.

>   4. Foster Youth Tutoring Program, to provide individualized tutoring to foster youth. Cost Estimate: $50,000

As we know, OUSD foster youth face an invisible achievement gap. Foster youth are more likely to move from school to school and miss vital lessons and content. As the OUSD test scores reveal foster youth students are also far less likely to meet or exceed grade level in both language arts and in mathematics.

OUSD has had a tutoring program accessible to foster youth students and provided it through the Foster Youth Services program in partnership with the Buddy System. This program served about 80 students per year but the funding source is no longer available. It was funded through

Title 1 funds through 2015-2016 with some additional funds left over for part of 2016-2017. There will be no additional Title I funds to keep this program going so in 2017-2018 the program will need to be funded through LCFF dollars. Note, the expectation under LCFF is that districts will be providing these kinds of direct educational supports to foster youth students and the County Offices of Education have been directed to stop providing tutoring services. This school year the Alameda County Office of Education foster youth tutoring program was cut accordingly. Clearly there is a great need to provide academic support in the form of tutoring to foster youth students. ***The cost to continue this program is $50,000 and should be included in the LCAP.***

OUSD Foster Youth Estimated LCFF Target Funding Amounts

Foster youth, although a small population within OUSD, bring in a significant amount of funds to the district.

School District Funding Under LCFF:

Under LCFF districts are funded based on each student bringing in a base grant and unduplicated pupils bringing in additional supplemental grant funds and possible concentration grant funds. Unduplicated pupils are defined as low-SES, English Language Learner, or Foster Youth. On top of supplemental grant funds, school districts like Oakland receive concentration grant funds for every student above 55% of the student body whom are unduplicated pupils. The target entitlement is being phased in over time so OUSD received additional funds because of LCFF but not its full calculated entitlement as yet.

Like all students, foster youth bring in a base grant between $7,000 and $9,000 per student. The total in base grant funds brought into OUSD by foster youth is calculated by multiplying the number of youth in each grade category times the amount of the base grant for that category. For foster youth, that total base grant allocation under LCFF for 2016-2017 target estimate is $2,512,151. Base grant funds district wide are intended to address everything from teacher salaries to supplies and classroom learning. In addition to the base grants foster youth bring in, they also qualify the district for supplemental and concentration grant funds. Those dollars surpass three quarters of a million dollars.

In Addendum F we show the estimated target funding foster youth brought into OUSD as supplemental and concentration grant funds. The LCFF estimated target for the 2015-2016 school year was $848,781. Because the target funding and actual funding aren't in alignment yet, the portion of funds brought into the district by foster youth ended up, at $766,225. For the 2016-2017 school year, although district enrollment is going down, the amount of base grant and supplemental funding per-student is increasing so the foster youth target supplemental and concentration grant funding is estimated to be $837,605.

Although all estimates point to foster youth bringing in over $750,000, currently the budget for Foster Youth Services is estimated at $250,000, leaving over a half million-dollar gap. Foster youth literally bring in more than three times the concentration grant and supplemental grant funding than is currently being allocated to the Foster Youth Services.

Foster Youth Advisory Committee Conclusion:

Based on what we know about the foster youth achievement gap here in Oakland and about what works for serving foster youth statewide, we recommend four important but simple recommendations.

> 1) Hire at least three additional case managers within the Foster Youth Services Program to support foster youth (estimated cost $210,000);
>
> 2) Provide for a 6 part resource series to allow for training to be accessible to foster families in elementary, middle and high schools (estimated cost $30,000);
>
> 3) Provide for stipends to current and former foster youth to be involved in the LCAP and Foster Youth Advisory Committee processes (estimated cost $12,000), and;
>
> 4) Fund the Foster Youth Services tutoring program which now needs to be supported with LCFF supplemental and concentration funds (estimated cost $50,000).

The total cost of these investments is just $302,000, significantly less than the over $500,000 gap between how much is currently spent on the foster youth services program in OUSD, and the amount foster youth students bring into the district in LCFF supplemental and concentration grant funds intended to serve their unique needs.

We would like to thank the staff for putting $300,000 into their presentation to the Board earlier this month and we ask that the Board of Education adopt our recommendations and proposed budget of $302,000.

Thank you!

California Department of Education
Data Reporting Office

CDE » DataQuest » Foster Enrollment Report

Count of Matched Foster Students by School of Enrollment and Grade for 2014-15

Oakland Unified Report

Year: [2014-15 ⬍]
Subgroup: [All ⬍]
Gender: [All ⬍]

Glossary of Terms for Foster Reports

School	Grade															Total
	KN	1	2	3	4	5	6	7	8	UE	9	10	11	12	US	
Achieve Academy	0	0	1	1	2	1	0	0	0	0	0	0	0	0	0	5
ACORN Woodland Elementary	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Allendale Elementary	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	7
Alliance Academy	0	0	0	0	0	0	2	8	1	0	0	0	0	0	0	11
American Indian Public Charter School II	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
American Indian Public High	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
ARISE High	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
ASCEND	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Aspire Berkley Maynard Academy	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	4
Aspire College Academy	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Aspire ERES Academy	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Aspire Golden State College Preparatory Academy	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	4
Aspire Lionel Wilson College Preparatory Academy	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Aspire Triumph Technology Academy	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Bay Area Technology	0	0	0	0	0	0	2	1	0	0	0	2	1	0	0	6
Bella Vista Elementary	1	0	0	0	0	4	0	0	0	0	0	0	0	0	0	5
Bret Harte Middle	0	0	0	0	0	0	2	1	3	0	0	0	0	0	0	6
Brookfield Elementary	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Burckhalter Elementary	0	2	2	4	1	0	0	0	0	0	0	0	0	0	0	9
Carl B. Munck Elementary	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	4
Castlemont High	0	0	0	0	0	0	0	0	0	0	6	7	7	10	0	30
Civicorps Corpsmember Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Claremont Middle	0	0	0	0	0	0	3	1	3	0	0	0	0	0	0	7
Cleveland Elementary	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Coliseum College Prep Academy	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	3
Community Day	0	0	0	0	0	0	0	0	0	0	1	3	1	0	0	5
Community United Elementary	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	3
Dewey Academy	0	0	0	0	0	0	0	0	0	0	0	1	4	4	0	9

School																Total
East Oakland Leadership Academy	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
East Oakland Pride Elementary	1	0	1	0	2	0	0	0	0	0	0	0	0	0	0	4
Edna Brewer Middle	0	0	0	0	0	0	0	3	4	0	0	0	0	0	0	7
Elmhurst Community Prep	0	0	0	0	0	0	3	1	3	0	0	0	0	0	0	7
Emerson Elementary	2	1	1	2	1	0	0	0	0	0	0	0	0	0	0	7
EnCompass Academy Elementary	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Epic Charter	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Esperanza Elementary	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Franklin Elementary	3	3	2	2	2	1	0	0	0	0	0	0	0	0	0	13
Fred T. Korematsu Discovery Academy	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Fremont High	0	0	0	0	0	0	0	0	0	0	6	8	8	4	0	26
Frick Middle	0	0	0	0	0	0	3	1	5	0	0	0	0	0	0	9
Fruitvale Elementary	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	4
Futures Elementary	0	3	3	0	1	5	0	0	0	0	0	0	0	0	0	12
Garfield Elementary	1	3	1	1	0	1	0	0	0	0	0	0	0	0	0	7
Gateway to College at Laney College	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Glenview Elementary	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Global Family	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Grass Valley Elementary	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Greenleaf Elementary	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	3
Hillcrest Elementary	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Hoover Elementary	2	0	2	3	2	2	0	0	0	0	0	0	0	0	0	11
Horace Mann Elementary	3	1	3	0	1	0	0	0	0	0	0	0	0	0	0	8
Howard Elementary	1	0	2	2	2	2	0	0	0	0	0	0	0	0	0	9
Independent Study, Sojourner Truth	0	0	0	0	0	0	0	0	0	0	0	1	1	4	0	6
International Community	1	1	0	1	1	2	0	0	0	0	0	0	0	0	0	6
Joaquin Miller Elementary	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Kaiser Elementary	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3
KIPP Bridge Charter	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
La Escuelita Elementary	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Lafayette Elementary	0	3	3	2	5	1	0	0	0	0	0	0	0	0	0	14
Laurel Elementary	3	0	0	1	2	1	0	0	0	0	0	0	0	0	0	7
Learning Without Limits	0	3	0	0	1	1	0	0	0	0	0	0	0	0	0	5
LIFE Academy	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	4
Lighthouse Community Charter	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Lighthouse Community Charter High	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Lincoln Elementary	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
LPS Oakland R & D Campus	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Madison Park Academy 6-12	0	0	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Madison Park Academy TK-5	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	4
Manzanita Community	2	0	0	2	1	0	0	0	0	0	0	0	0	0	0	5
Markham Elementary	4	2	0	2	1	0	0	0	0	0	0	0	0	0	0	9
Martin Luther King, Jr. Elementary	2	0	1	0	4	0	0	0	0	0	0	0	0	0	0	7
McClymonds High	0	0	0	0	0	0	0	0	0	0	10	10	4	4	0	28
Melrose Leadership Academy	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
MetWest High	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Montera Middle	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	3
New Highland Academy	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
NPS School Group for Oakland Unified	0	0	1	3	0	0	1	6	1	0	4	4	4	3	0	27

Name	KN	1	2	3	4	5	6	7	8	UE	9	10	11	12	US	Total
Oakland Charter Academy	0	0	0	0	0	0	0	0	1	0	0	0	0	0		1
Oakland Community Day Middle	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Oakland High	0	0	0	0	0	0	0	0	0	0	14	7	8	5	0	34
Oakland International High	0	0	0	0	0	0	0	0	0	0	2	3	2	0	0	7
Oakland Military Institute, College Preparatory Academy	0	0	0	0	0	0	0	0	0	0	2	0	3	0	0	5
Oakland School for the Arts	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	4
Oakland Technical High	0	0	0	0	0	0	0	0	0	0	5	5	7	5	0	22
Oakland Unity High	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Parker Elementary	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	6
Peralta Elementary	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Piedmont Avenue Elementary	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Preparatory Literary Academy of Cultural Excellence	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	3
Ralph J. Bunche High	0	0	0	0	0	0	0	0	0	0	0	0	2	8	0	10
Reach Academy	3	0	3	2	1	1	0	0	0	0	0	0	0	0	0	10
Redwood Heights Elementary	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Rise Community	2	1	1	0	0	1	0	0	0	0	0	0	0	0	0	5
Roosevelt Middle	0	0	0	0	0	0	1	5	2	0	0	0	0	0	0	8
ROOTS International Academy	0	0	0	0	0	0	4	4	4	0	0	0	0	0	0	12
Rudsdale Continuation	0	0	0	0	0	0	0	0	0	0	0	0	3	7	0	10
Sankofa Academy	4	0	1	0	1	1	2	1	0	0	0	0	0	0	0	10
Sequoia Elementary	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Skyline High	0	0	0	0	0	0	0	0	0	0	14	7	7	16	0	44
Street Academy (Alternative)	0	0	0	0	0	0	0	0	0	0	2	2	5	0	0	9
Think College Now	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	3
Thornhill Elementary	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	3
United for Success Academy	0	0	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Urban Promise Academy	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Vincent Academy	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
West Oakland Middle	0	0	0	0	0	0	3	2	2	0	0	0	0	0	0	7
Westlake Middle	0	0	0	0	0	0	5	8	3	0	0	0	0	0	0	16

Report Total

Name	Grade															Total
	KN	1	2	3	4	5	6	7	8	UE	9	10	11	12	US	
Oakland Unified	44	32	42	42	44	35	39	49	41	0	67	62	72	66	0	635
Alameda County	88	74	86	84	104	83	86	92	112	0	156	177	227	218	0	1,587
Statewide	6,265	5,448	5,177	5,061	4,612	4,157	4,079	4,045	4,117	10	5,324	5,404	5,423	5,701	79	64,902

[Download Data] Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Year: 2014-15, Subgroup: All, Gender: All

Web Policy

B

California Department of Education
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CDE » DataQuest » Foster Enrollment Report

2014-15 Smarter Balanced Test Results
for English Language Arts by Grade
for Foster and Non-Foster Students

Oakland Unified District Report
for All Genders and All Student Subgroup

Year: [2014-15 ⬍]

Test: [English Language Arts ⬍]

Gender: [All   ⬍]

Subgroup: [All   ⬍]

Overall Achievement for Foster Students

Glossary of Terms for Foster Reports

Foster Students	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	31	37	35	29	38	33	55	258
Number of Students Tested	29	35	34	24	35	29	36	222
Percent of Enrolled Students Tested	94%	95%	97%	83%	92%	88%	65%	86%
Number of Students with Scores	29	34	33	24	31	29	31	211
Achievement Levels	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded	3%	3%	0%	0%	0%	0%	0%	1%
Standard Met	3%	6%	18%	0%	6%	10%	10%	8%
Standard Nearly Met	7%	15%	18%	29%	19%	41%	39%	24%
Standard Not Met	86%	76%	64%	71%	74%	48%	52%	67%

Overall Achievement for Non-Foster Students

Non-Foster Students	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	4,121	3,887	3,861	3,726	3,543	3,663	2,974	25,775
Number of Students Tested	3,964	3,751	3,704	3,596	3,414	3,486	2,453	24,368
Percent of Enrolled Students Tested	96%	97%	96%	97%	96%	95%	82%	95%
Number of Students with Scores	3,922	3,705	3,661	3,527	3,360	3,426	2,282	23,883
Achievement Levels	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded	12%	12%	12%	7%	8%	9%	15%	11%
Standard Met	14%	15%	22%	21%	25%	25%	28%	21%
Standard Nearly Met	23%	19%	21%	29%	24%	28%	24%	24%
Standard Not Met	52%	53%	45%	43%	42%	38%	32%	44%

Year: 2014-15, Test: English Language Arts, Gender: All, Subgroup: All

California Department of Education
Data Reporting Office

CDE » DataQuest » Foster Enrollment Report

2014-15 Smarter Balanced Test Results
for Mathematics by Grade
for Foster and Non-Foster Students

Oakland Unified District Report
for All Genders and All Student Subgroup

Year: [2014-15 ◆]

Test: [Mathematics ◆]

Gender: [All ◆]

Subgroup: [All ◆]

Overall Achievement for Foster Students

Glossary of Terms for Foster Reports

Foster Students	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	31	37	35	29	38	33	55	258
Number of Students Tested	28	35	32	23	33	30	34	215
Percent of Enrolled Students Tested	90%	95%	91%	79%	87%	91%	62%	83%
Number of Students with Scores	28	34	32	23	31	28	28	204
Achievement Levels	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded	0%	3%	0%	0%	0%	0%	0%	0%
Standard Met	4%	3%	6%	4%	3%	7%	0%	4%
Standard Nearly Met	21%	21%	28%	13%	19%	14%	21%	20%
Standard Not Met	75%	74%	66%	83%	77%	79%	79%	75%

Overall Achievement for Non-Foster Students

Non-Foster Students	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	4,121	3,887	3,861	3,726	3,543	3,663	2,974	25,775
Number of Students Tested	3,997	3,787	3,734	3,638	3,454	3,528	2,447	24,585
Percent of Enrolled Students Tested	97%	97%	97%	98%	97%	96%	82%	95%
Number of Students with Scores	3,950	3,741	3,696	3,593	3,389	3,478	2,291	24,138
Achievement Levels	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded	10%	10%	14%	10%	11%	13%	7%	11%
Standard Met	20%	17%	15%	12%	15%	13%	15%	15%
Standard Nearly Met	25%	32%	25%	29%	26%	22%	20%	26%
Standard Not Met	45%	41%	47%	49%	47%	52%	58%	48%

Year: 2014-15, Test: Mathematics, Gender: All, Subgroup: All

California Department of Education
Data Reporting Office

CDE » DataQuest » Foster Enrollment Report

2014-15 Smarter Balanced Test Results
for English Language Arts by Race/Ethnicity
for Foster and Non-Foster Students

Oakland Unified District Report
for All Genders and All Student Subgroup

Year: [2014-15 ▲▼]

Test: [English Language Arts ▲▼]

Gender: [All ▲▼]

Subgroup: [All ▲▼]

Overall Achievement for Foster Students

Glossary of Terms for Foster Reports

Foster Students	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two Or More Races	All
Number of Students Enrolled	148	3	15	4	59	2	7	11	258
Number of Students Tested	124	2	13	3	54	2	7	9	222
Percent of Enrolled Students Tested	84%	67%	87%	75%	92%	100%	100%	82%	86%
Number of Students with Scores	118	2	11	3	54	1	6	9	211

Achievement Levels	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	All
Standard Exceeded	1%	*	0%	*	0%	*	*	*	1%
Standard Met	4%	*	45%	*	7%	*	*	*	8%
Standard Nearly Met	20%	*	18%	*	30%	*	*	*	24%
Standard Not Met	75%	*	36%	*	63%	*	*	*	67%

Overall Achievement for Non-Foster Students

Non-Foster Students	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two Or More Races	All
Number of Students Enrolled	6,792	85	3,360	253	11,406	258	2,483	731	25,775
Number of Students Tested	6,363	81	3,203	236	10,811	243	2,366	676	24,368
Percent of Enrolled Students Tested	94%	95%	95%	93%	95%	94%	95%	92%	95%
Number of Students with Scores	6,191	79	3,134	232	10,624	241	2,333	669	23,883

Achievement Levels	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	All
Standard Exceeded	4%	8%	22%	13%	5%	4%	36%	26%	11%
Standard Met	15%	19%	33%	30%	17%	12%	32%	33%	21%
Standard Nearly Met	24%	16%	21%	30%	27%	27%	16%	20%	24%
Standard Not Met	57%	57%	24%	26%	51%	57%	16%	21%	44%

Year: 2014-15, Test: English Language Arts, Gender: All, Subgroup: All

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Web Policy

California Department of Education
Data Reporting Office

E

CDE » DataQuest » Foster Enrollment Report

2014-15 Smarter Balanced Test Results
for Mathematics by Race/Ethnicity
for Foster and Non-Foster Students

Oakland Unified District Report
for All Genders and All Student Subgroup

Year: [2014-15 ▲▼]

Test: [Mathematics   ▲▼]

Gender: [All ▲▼]

Subgroup: [All   ▲▼]

Overall Achievement for Foster Students

Glossary of Terms for Foster Reports

Foster Students	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two Or More Races	All
Number of Students Enrolled	148	3	15	4	59	2	7	11	258
Number of Students Tested	119	2	11	3	55	2	6	9	215
Percent of Enrolled Students Tested	80%	67%	73%	75%	93%	100%	86%	82%	83%
Number of Students with Scores	113	2	10	3	53	1	6	9	204

Achievement Levels	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	All
Standard Exceeded	1%	*	0%	*	0%	*	*	*	0%
Standard Met	3%	*	10%	*	4%	*	*	*	4%
Standard Nearly Met	19%	*	20%	*	21%	*	*	*	20%
Standard Not Met	78%	*	70%	*	75%	*	*	*	75%

Overall Achievement for Non-Foster Students

Non-Foster Students	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two Or More Races	All
Number of Students Enrolled	6,792	85	3,360	253	11,406	258	2,483	731	25,775
Number of Students Tested	6,365	81	3,265	242	10,948	244	2,369	675	24,585
Percent of Enrolled Students Tested	94%	95%	97%	96%	96%	95%	95%	92%	95%
Number of Students with Scores	6,196	79	3,229	237	10,763	240	2,342	665	24,138

E

Achievement Levels	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	All
Standard Exceeded	3%	6%	31%	13%	4%	4%	32%	27%	11%
Standard Met	9%	10%	23%	21%	13%	13%	30%	26%	15%
Standard Nearly Met	24%	34%	24%	34%	28%	33%	21%	24%	26%
Standard Not Met	64%	49%	22%	32%	55%	50%	17%	23%	48%

Year: 2014-15, Test: Mathematics, Gender: All, Subgroup: All

Web Policy

LCFF Background/Basics:

In general, the Department of Education has explained that the Local Control Funding Formula "LCFF" allows for districts to get funding in three categories: base grants, supplemental grants, and concentration grants. Base grants are for each pupil. A supplemental grant is for each unduplicated pupil whose a foster youth, English Language Learner, or considered Low Socio-Economic status. A concentration grant is given to districts that have more than 55% of their pupils falling into one or more of the three categories, and its given based on the number of unduplicated pupils above 55% of the district. Supplemental and concentration grant amounts are calculated based on a percentage of the base grant. The table below, taken from the Department of Education website, explains that the supplemental grant is 20% of the base grant per pupil and the concentration grant is an additional 50% per pupil.

Funding	Percentage	Grant Calculation
Supplemental Grant *EC* Section 42238.02(e)	20%	**For each grade span:** Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times Unduplicated Pupil Percentage (UPP), times 20 percent.
Concentration Grant *EC* Section 42238.02(f)	50%	**For each grade span:** Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP[4] that exceeds 55 percent, times 50 percent.

The Department of Education produced the table on the next page as well to show the funding levels used in the LCFF Target Entitlement calculations. Note, "Most school districts and charter schools will receive less than the LCFF target because LCFF is being phased in over a number of years. Until the LCFF is fully implemented, LEAs will receive an entitlement known as the LCFF Transition Entitlement. For most LEAs, it is based on an LEA's 2012–13 funding level, adjusted for changes in student population, plus an additional amount each year to bridge the gap between prior funding levels and the new LCFF target levels." Note, Oakland is headed towards target but has not achieved target funding yet.

Base Grants are subject to change each year, on the next page we include the chart covering the base grant amounts for 2015-2016 and 2016-2017.

Base Grant Funding, *Education Code (EC)* Section 42238.02(d)

Grade Span	2015–16 Base Grant per ADA	2016–17 COLA (0.00%)	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2016–17 Base Grant/ Adjusted Base Grant per ADA
K-3	$7,083	$0	$737	$7,820
4-6	$7,189	$0	N/A	$7,189
7-8	$7,403	$0	N/A	$7,403
9-12	$8,578	$0	$223	$8,801

[4] For charter schools the UPP used for Concentration Grant funding is the lesser of its own UPP or the UPP of its determinative school district."

The state uses this base grant amount to calculate district budgets.

Example 1: So if you were to calculate how much ten 4th graders equal in LCFF target funding levels in 2016-2017 you would multiply $7,189 the amount per student by 10 and arrive at $71,890.

Example 2: If we wanted to calculate the 2016-2017 supplemental grant target amount for a single 4th grade foster youth we would take the base grant $7,189 and multiply it by 20% (or .2). the 2016-2017 supplemental grant target amount for a single 4th grade foster youth is $1,437.80.

2015-2016 Foster Youth Target LCFF Funds in OUSD

Grade	2015–16 Base Grant Per ADA	# of Foster Youth In Each Category	Supplemental Grant per ADA	Total Supplemental Grants	Concentration Grant Per ADA above 55% in Unduplicated Pupils	Concentration Grant Target Allocation Total Brought in By Foster Youth	Concentration Grant Target Allocation assuming only 29.55% of Foster Students bring in funds
K-3	$7,083	43	$1,416.60	$60,914	$3,542	$152,284	$45,000.54
4-6	$7,189	24	$1,437.80	$34,507	$3,595	$86,268	$25,492.54
7-8	$7,403	59	$1,480.60	$87,355	$3,702	$218,388	$64,534.54
9-12	$8,578	178	$1,760.20	$305,377	$4,289	$763,442	$225,600.19
	Total number of students: 304		Total Target Supplemental Grant Funds $488,153		Total Target Concentration Grant Funds OUSD would lose if Foster Youth Left: $1,220,383		Adjusted Target Foster Youth Concentration Grant Funds: $360,628

This addendum (and chart above) explains how we calculate how much additional supplemental and concentration grant funds foster youth bring into OUSD.

Supplemental Grants

In order to calculate supplemental and concentration grant funding to a District the LCFF grants 20% of the base grant in funding per student who qualifies. For example for a student in the second grade in 2015-2016 the base grant was $7,083, if that student was a foster youth the school district would get an additional supplemental grant of $7,083 times .2 or $1,416.60. To calculate how much supplemental grant funding foster students on the whole bring in you multiply the supplemental grant allocation per student times the number of students in each grade category and then add each of the four categories. For 2016-2017, as of October this year, there were 43 foster youth in grade K through 3 so we multiply 43 times the supplemental grant of $1,416.60 to arrive at $60,913.80. Adding all the categories of foster youth grade segments together $60,913 plus, $34,507 plus, 87,355 plus $305, 377 we get $488,153.

Concentration Grants

Concentration grants are even trickier to calculate. Districts with a high proportion of unduplicated pupils (low-income student, English Language Learners, and foster youth) receive additional funds. The equation under LCFF is that for every unduplicated student above 55% of the district, the district will receive 50% of the base grant in additional funding. For example in a theoretical district with one hundred thousand students, if 56,000 were unduplicated pupils than the district would be eligible for concentration grant funds for 56,000-55,000 or 1,000 students. Over 55% of OUSD students are unduplicated pupils so the target funding under LCFF would allocate 50% of the base grant more to each additional low-income, ELL, or foster student. For example the additional target LCFF concentration grant allocation for a foster student in 9th grade would be $8,578 times .5 or $4,289. $1,220, 383 is the total of additional concentration grant funds OUSD is entitled to under the target assuming each foster youth was responsible for bringing in those dollars. Or another way to put it is, it's the estimation of how much money OUSD would lose in target LCAP funds if all foster students left the district. However, using that total figure assumes every foster youth is responsible for bringing in the concentration grant funds while the responsibility is shared across all unduplicated students in OUSD.

In order to get an accurate estimate of the amount foster students bring in we multiply the total concentration grant amount that could be brought in by foster youth by 23%. Within OUSD unduplicated students make up 78.07% of the district, that is 23.07% above the 55% required to bring in concentration grant funds and means that 23.07/78.07 or a little more than 29.55% of unduplicated pupils bring in concentration grant funds. Therefore, a more equitable allocation from foster students would be 29.55% of the concentration grant allocation estimation for how much foster youth would bring in is more accurate. E.g. Foster youth would have brought in $1,220,383 under LCFF Concentration grant estimates at 50% of their base grants, however we multiplied $1,220,338 by the share each unduplicated pupil brings in based on proportions 29.55% in order to get **$360,628.**

Total TARGET Supplemental and Concentration Grant Funding 2015-2016:

To calculated the total supplemental and concentration grant funding brought in under the LCFF formula by foster youth, you just add the supplemental grant and the concentration grant amounts. The 2015-2016 Low estimated of LCFF target funding would have been brought in by foster students is : $488,153 + $360,628 = **$848,781**

ADDENDUM F: FUNDING CALCULATIONS

2015-2016 Actuals:

Assuming there were only 304 foster youth, foster youth made up 1.01% of the district's students eligible for supplemental and concentration grant funds. OUSD did not receive its full target LCFF amount but instead received an increase towards that target. So here's an estimated breakdown of actual supplemental and concentration grant funds received because of foster youth.

2015-2016	Actual OUSD Funds Allocated in the LCAP	Percent of Unduplicated Pupils are Foster Students in OUSD	Low Estimate of OUSD Funds Allocated in the LCAP because of Foster Youth
Supplemental Grant Funding Received by OUSD	$43,631,018	1.01%	$440,673
Concentration Grant Funding Received by OUSD	$32,232,855	1.01%	$325,552
		TOTAL	**$766,225**

Foster youth brought in a minimum of over three quarters of a million dollars in supplemental and concentration grant funds. We calculate the estimate of funds based on the actual OUSD supplemental grant and concentration grant funding brought into the district and multiply that amount by 1.01%, the percentage foster students make-up of the unduplicated pupils in OUSD.

5

2016-2017

Target Estimates

Grade Span	2016–17 Base Grant/ Adjusted Base Grant per ADA	Supplemental Grant Per Student	Number of Foster Youth In Each Category	Supplemental Funds Total Per Grade Category	Concentration Grant per ADA above 55% in Unduplicated Pupils	Concentration Grant Target Allocation Total	Concentration Grant Target Allocation assuming only 29.55% bring in funds
K-3	$7,820	$1,564.0	43	$67,252	$3,910	$168,130	$49,683.09
4-6	$7,189	$1,437.8	24	$34,507	$3,595	$86,268	$25,492.54
7-8	$7,403	$1,480.6	59	$87,355	$3,702	$218,389	$64,534.68
9-12	$8,801	$1,760.2	178	$313,315	$4,401	$783,289	$231,465.06
			Total 2016-2017 Target Supplemental Grant Funds	$502,430	Total 2016-2017 Target Concentration Grant Funds	$1,256,076	$371,175

Estimated target funding of OUSD foster assuming only 304 students in 2016-2017:

Total: $502,430 (Supplemental) + $366,138 (Concentration Grant) = $873,605.38