

Oakland Fund for Children and Youth

Oakland Demographic Profile

OFCY 2016-2019 Strategic Planning



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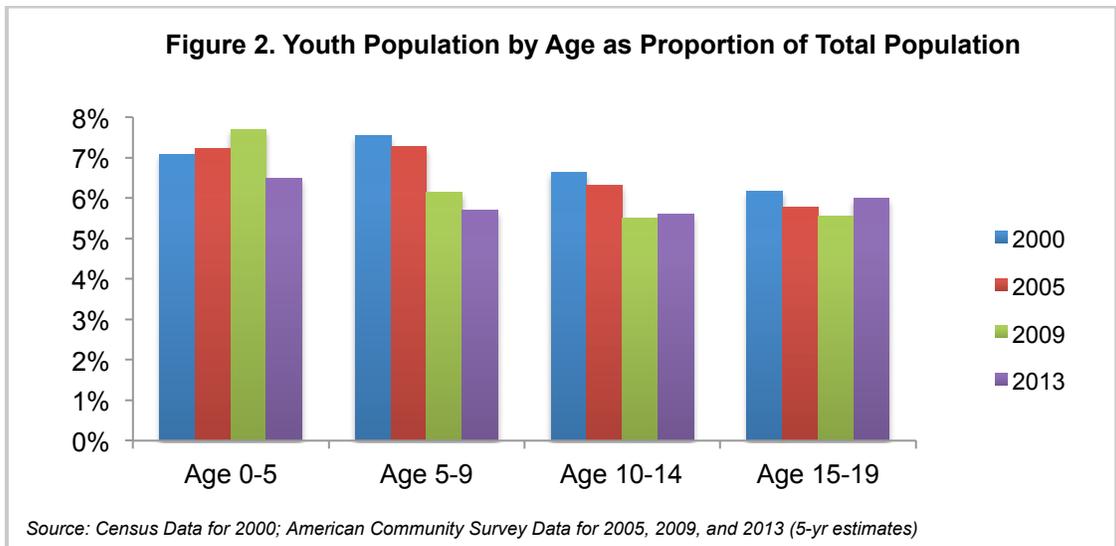
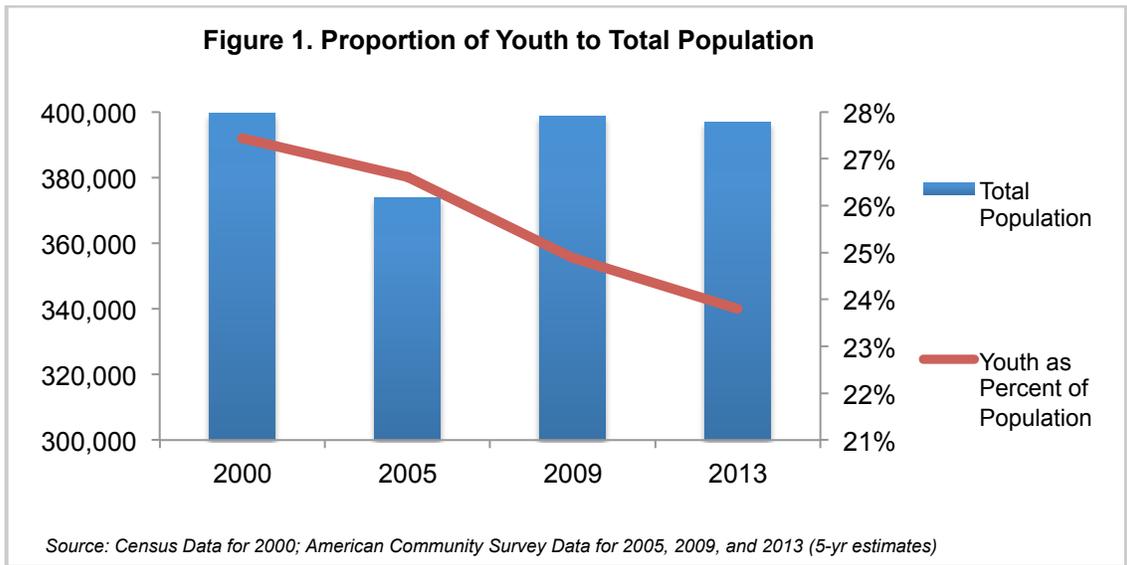
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Oakland's Children and Youth Population

Total Population

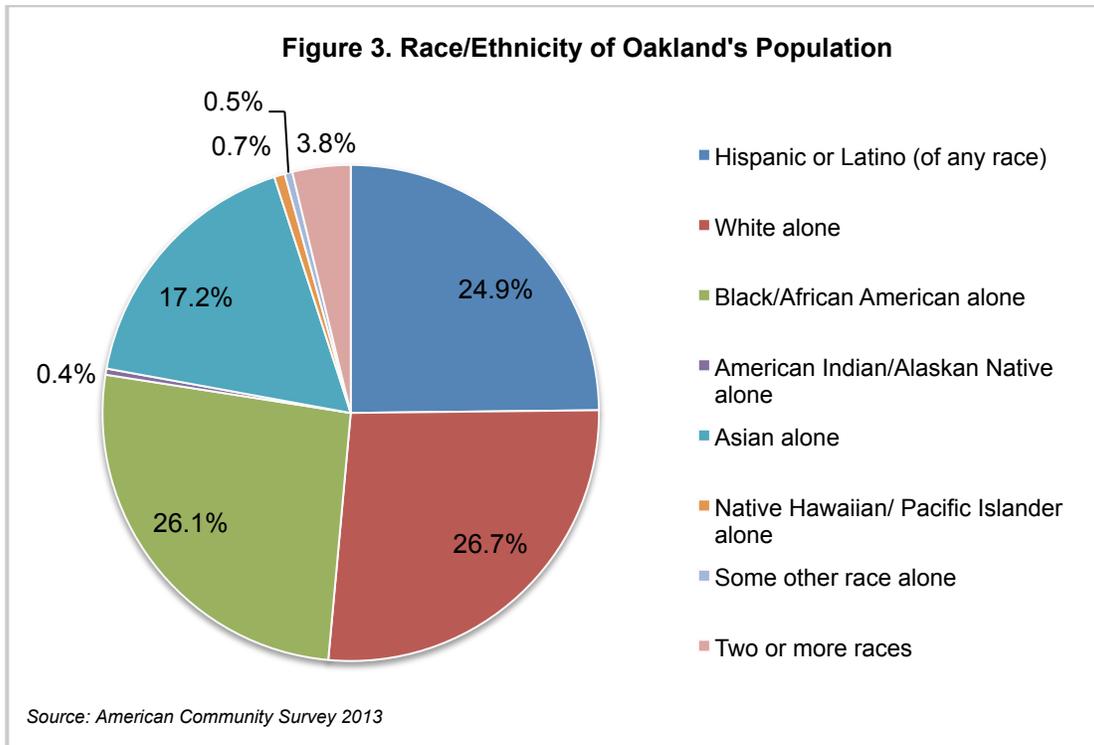
Oakland's total population is 397,011, with 94,489 children and youth ages 0-19, just under one-quarter (24%) of the total population¹. According to the U.S. Census Bureau, in 2012, 18,580 residents moved to a new home in Oakland from outside of Alameda County². Although Oakland's total population has remained relatively constant since 2000, the number of youth in Oakland has decreased from 109,592 in 2000 to 94,489 in 2013—a 14% decline. Youth represented 27% of Oakland's population in 2000, and 24% in 2013, as seen in Figure 1. The decrease in the youth population in Oakland is primarily among school-age children under the age of 10, as seen in Figure 2.





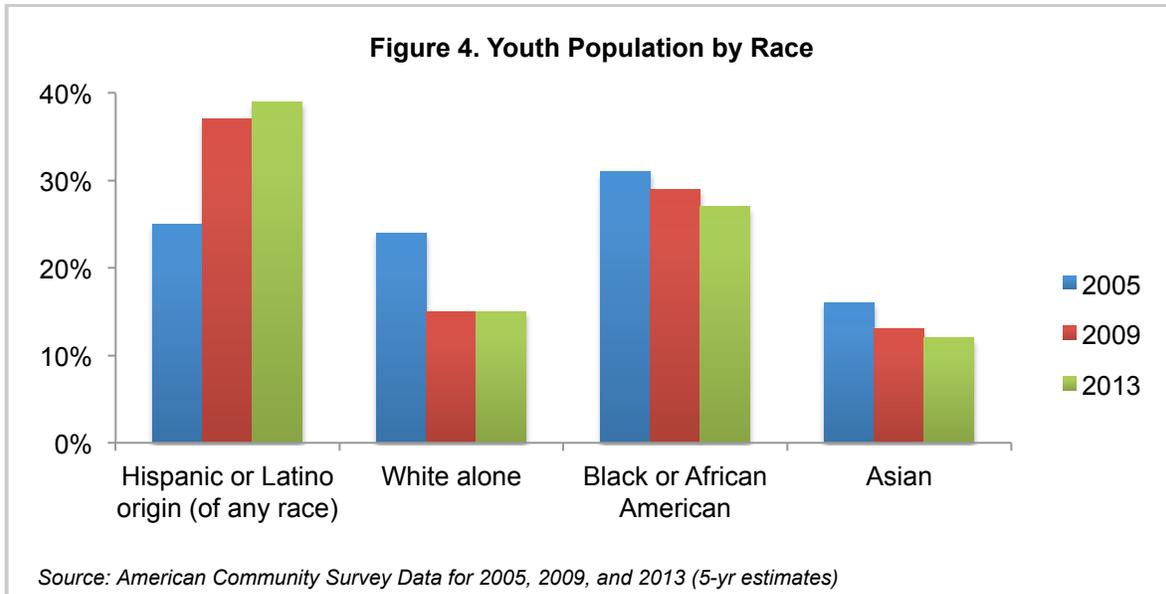
Race & Ethnicity

Oakland is recognized as one of the most ethnically diverse cities in the nation. Within racial/ethnic categories, there is great diversity in nationalities and heritages. Oakland’s Hispanic/Latino population includes Mexicans (19.1%), Puerto Ricans (0.6%), Cubans (0.3%), and other nationalities (4.9%)—representing almost a quarter (24.9%) of Oakland’s population. Oakland’s Asian population is also diverse, with Chinese (9.2%), Filipino (2.1%), Vietnamese (1.9%), Korean (0.7%), Japanese (0.5%), Asian Indian (0.6%), and other Asian nationalities (2.2%) together comprising 17.2% of Oakland’s population.



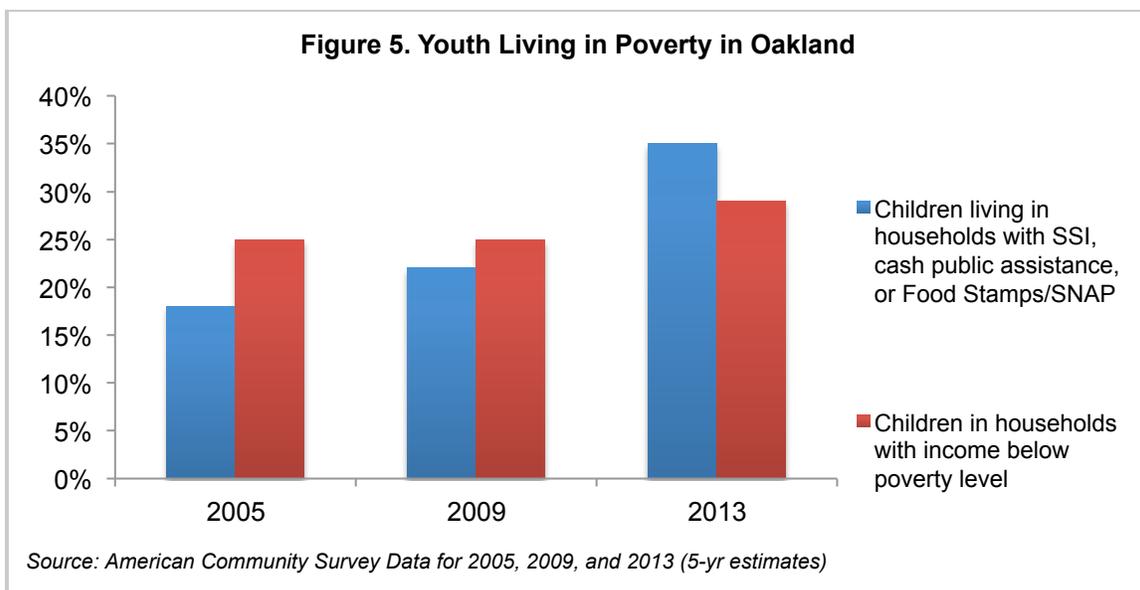


Recent demographic trends have seen growth in the Latino population in Oakland and a decline in the White and African-American populations.³ Latino youth now represent the largest ethnic group in Oakland for youth under the age of 20.



Income & Poverty

According to 2013 federal poverty guidelines, a single person earning less than \$11,490 or a family of four earning less than \$23,550 are living in poverty.⁴ In 2013, 30% of children in Oakland lived in households with incomes below the federal poverty level. Nearly 35% of children lived in households that receive some sort of public assistance like food stamps, SSI, or cash assistance. The number of children living in poverty in Oakland has increased since 2005, as seen in Figure 5 below.

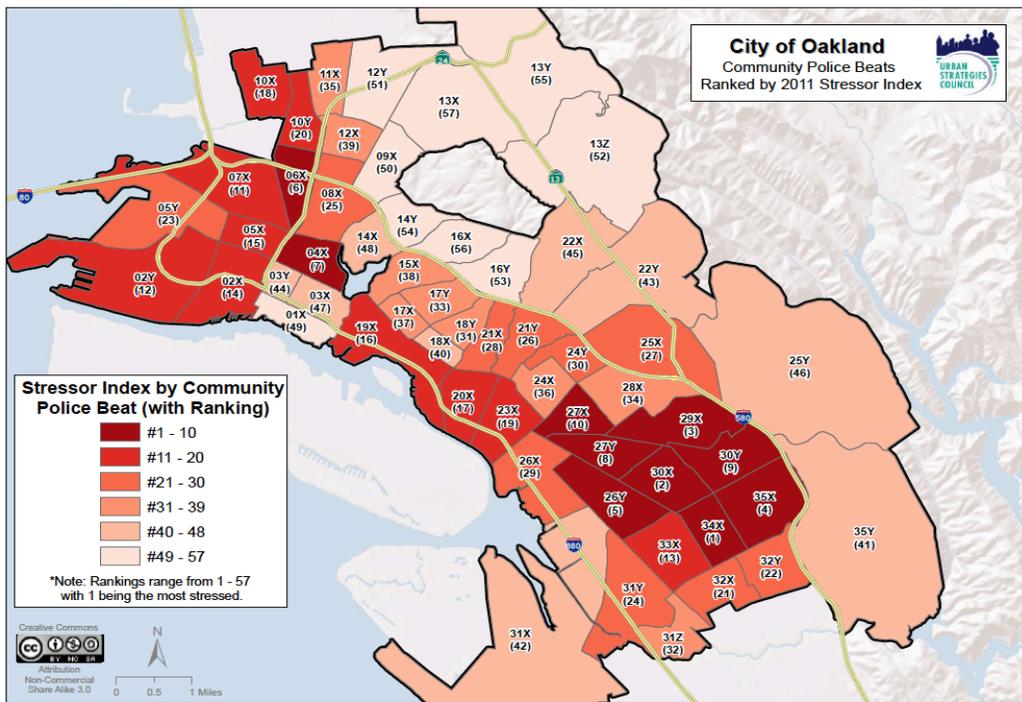




High-Stress Neighborhoods

Youth living in high-stress neighborhoods face profound challenges to their academic success, health and safety, as well as future transitions to adulthood. The City of Oakland’s Department of Human Services’ Measure Y has developed a neighborhood stressor index using data on arrests, crime reports, food stamp recipients, youth incarceration and probation, violent suspensions and chronic absence for OUSD students. This stressor index is mapped to the city’s 57 police beats to inform community policing efforts. OFCY has used this information to prioritize strategies and programs that reach youth living in these high-stress areas.

Figure 6. Oakland’s Neighborhood Stressor Index

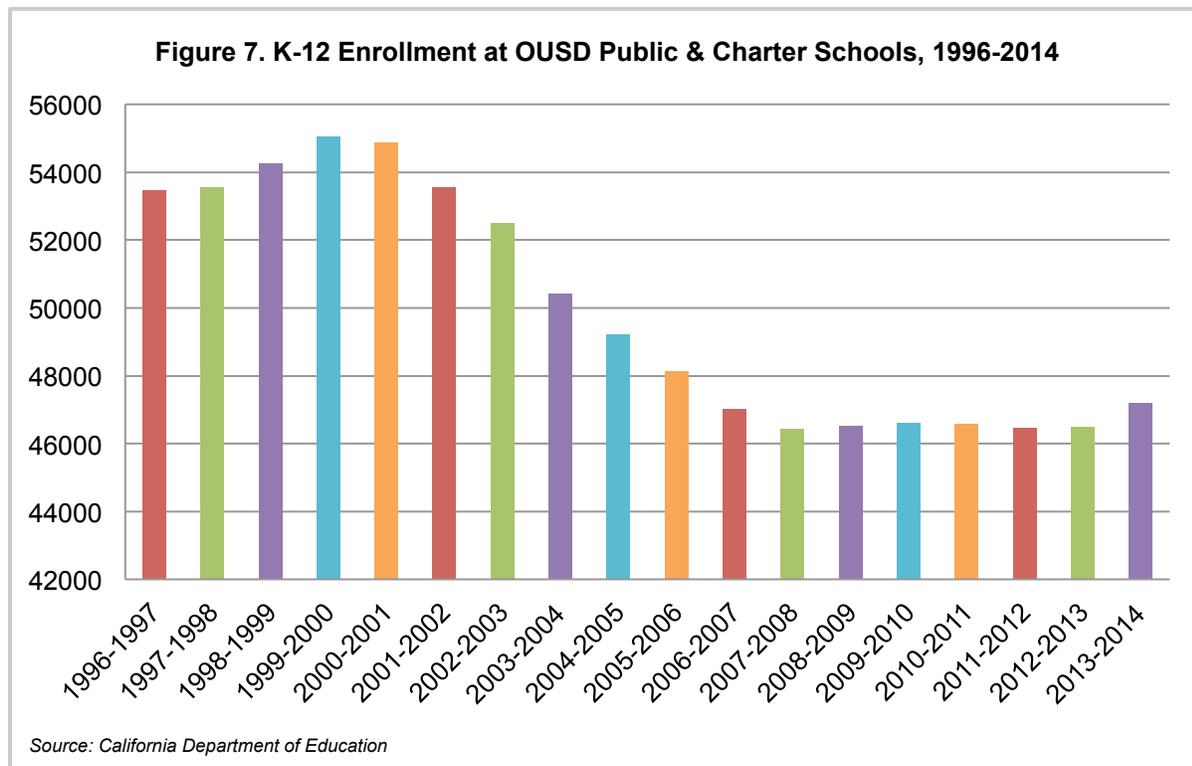




Oakland's Student Population

OUSD School Enrollment

In the 2013-2014 school year, 47,194 K-12 students were enrolled in Oakland Unified School District (OUSD) public and charter schools. There are 68,683 school-age youth (ages 5-19) in Oakland, meaning that 69% of Oakland's youth are enrolled in OUSD public or charter schools.

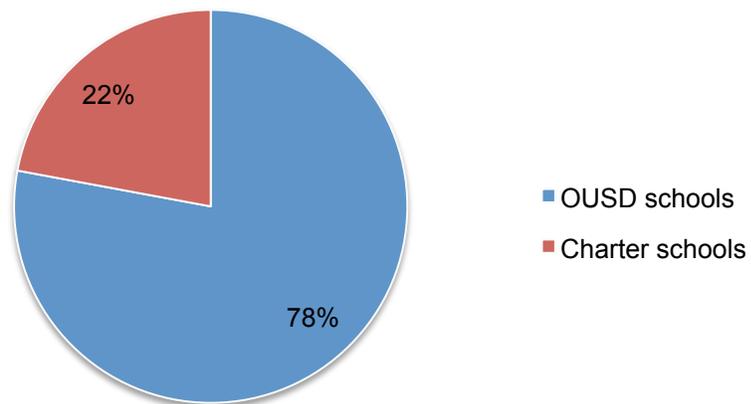




Charter Schools

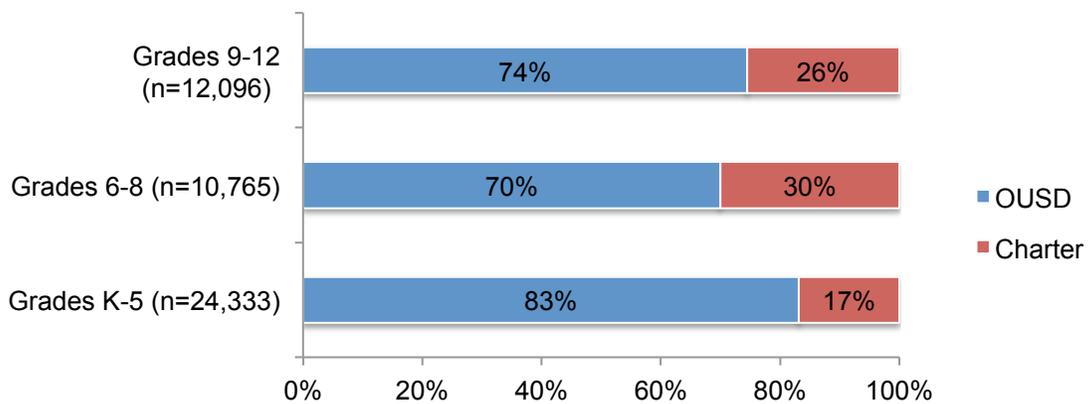
There has been a growth in charter schools in Oakland over the past decade and a corresponding increase in the number of children enrolled into charter schools. While a large majority of students attend traditional OUSD public schools, approximately one in five (22%) students are now attending OUSD charter schools.⁵ Nearly one in three middle school students attend charter schools in Oakland, as seen in Figure 9 below.

Figure 8. Student Body Enrolled in Public v. Charter Schools in Oakland, 2013 - 2014



Source: California Department of Education 2013-2014

Figure 9. Proportion of Student Body Enrolled in Public & Charter Schools by Grade, 2013 - 2014

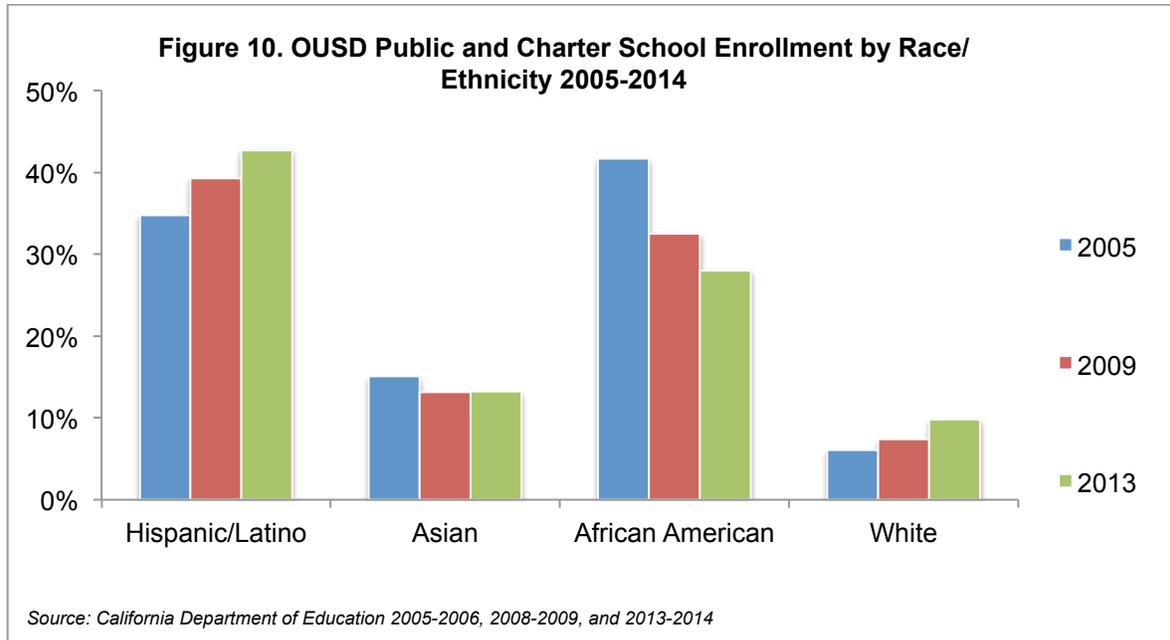


Source: California Department of Education 2013-2014

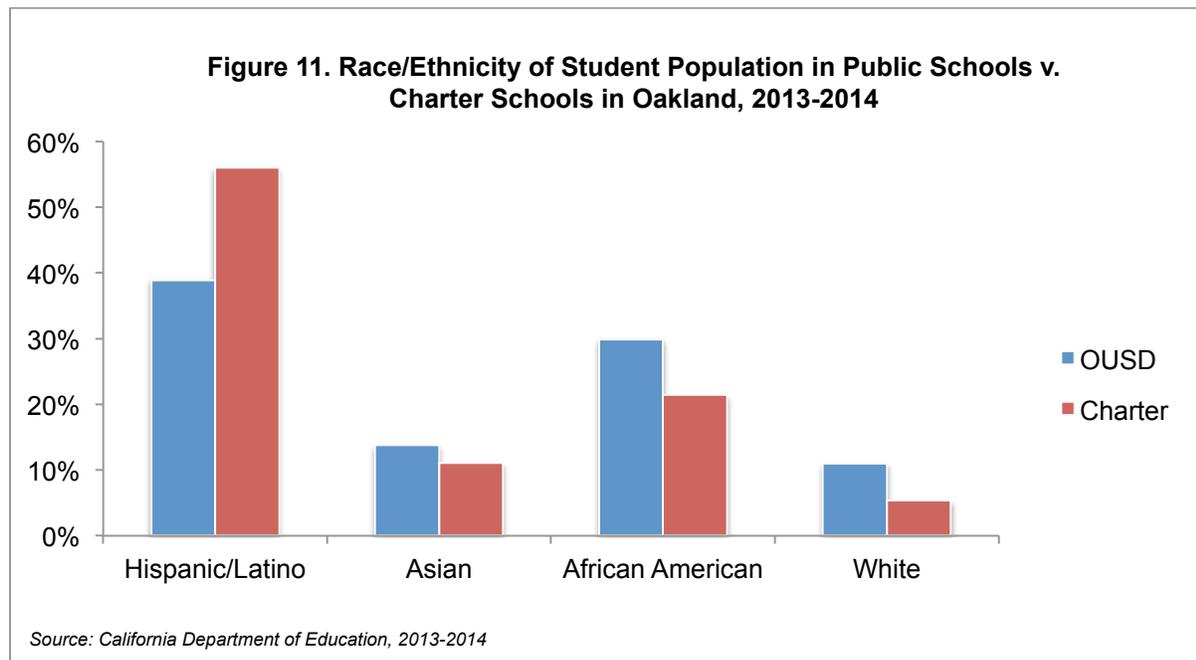


Race & Ethnicity of Students

Hispanic/Latino student enrollment in Oakland’s public and charter schools has increased since 2005, while African American student enrollment has declined.



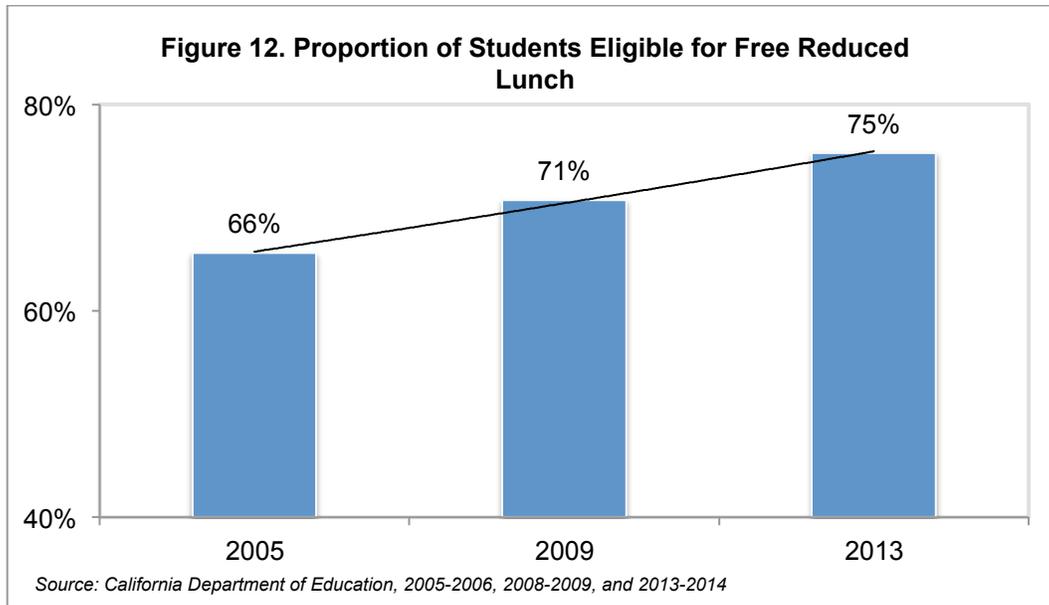
Most children enrolled in traditional public and charter schools are of Hispanic/Latino descent. Charter schools serve a higher proportion of Latino students than traditional public schools. Approximately 30% of all Latino students in Oakland attend charter schools.⁶



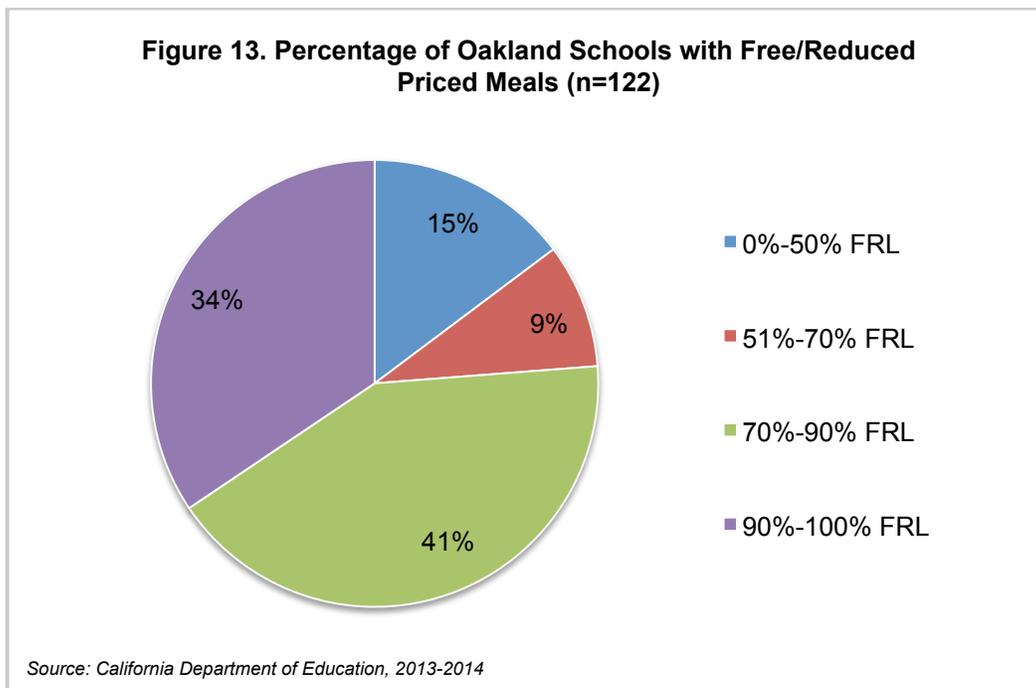


Free and Reduced Lunch

The number of students in Oakland’s schools who come from low-income households has increased significantly since 2005—with three-quarters of all students eligible for free and reduced price lunch.

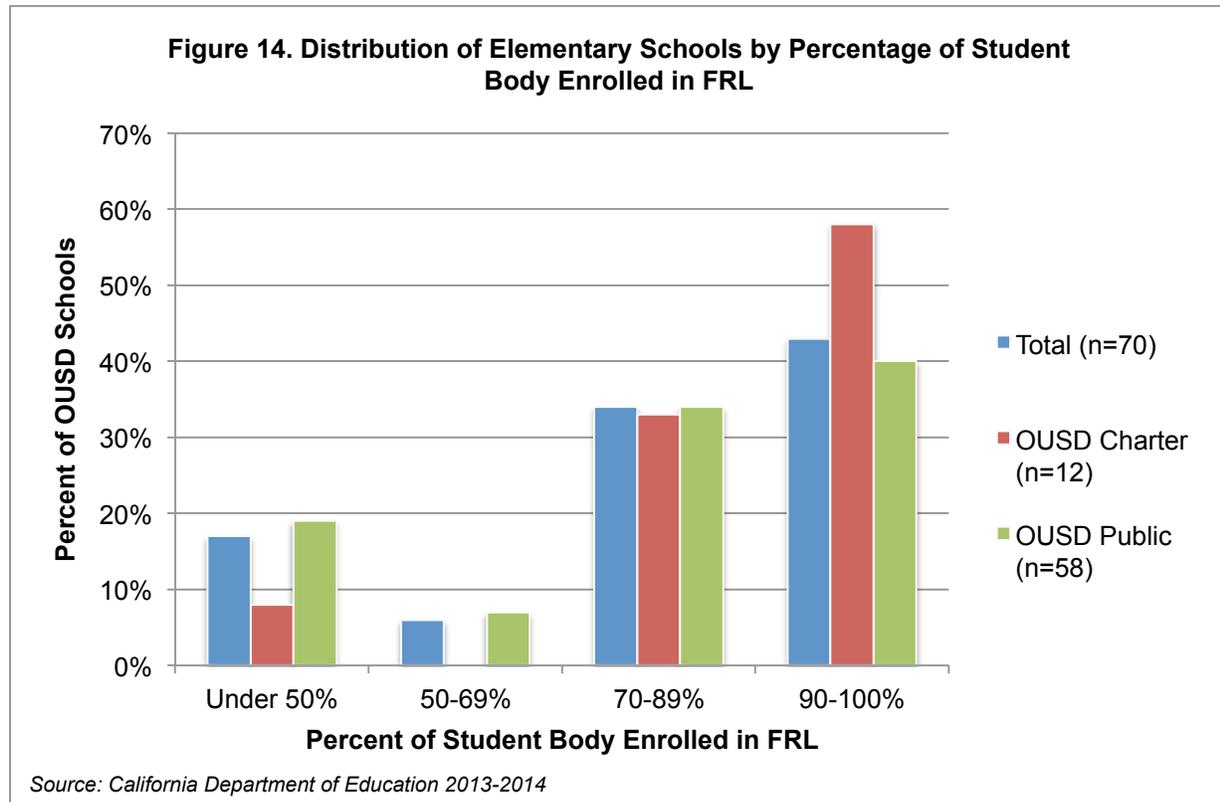


In the 2013-2014 school year, nearly a third (34%) of all Oakland public schools had a student population where 90% to 100% of students were eligible for free and reduced price lunch.





Across OUSD’s public and charter schools, there are 30 elementary schools where 90-100% of the student body is enrolled in the Free and Reduced Lunch (FRL) program. Eleven of the twelve charter elementary schools have over 70% of their student body enrolled in FRL.



In addition, 54% of OUSD public middle schools have between 90-100% of their student bodies enrolled in FRL. In both charter middle schools in OUSD, 70-89% of the student body is enrolled in FRL. All but one public high school and one charter high school have 70-100% of their student bodies enrolled in FRL.



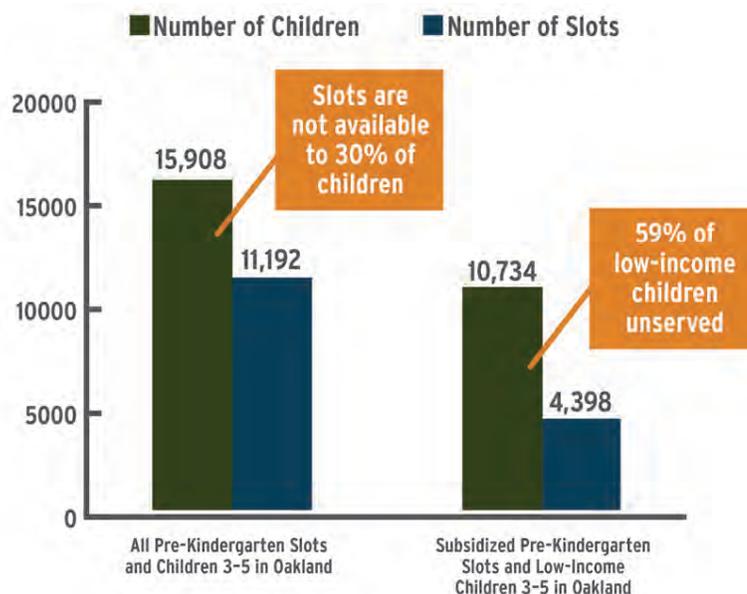
Academic Success Indicators

Research and literature on youth development point to several indicators and benchmarks in school that are associated with the future success and well-being of youth. Closing the achievement gap for students of color continues to be a need in Oakland.

Preschool

Attending preschool prepares children for kindergarten and future academic success in school. The Oakland Achieves Partnership’s 2014 Public Education Progress Report reveals approximately 30% of young children in Oakland do not participate in formal pre-school, as seen in Figure 15 (from the report).⁷ Subsidized pre-kindergarten options in Oakland include the California State Preschool Program, HeadStart, and Vouchers that are provided to families on CalWorks or other public assistance programs to apply to any formal or informal child care provider.

Figure 14. Oakland Achieves 2014 Report Chart on Pre-K



A recent analysis from the Alameda County Early Care and Education Planning Council reveals that nearly 2,500 children in Oakland—or 36% of the eligible child population—are not served by the current capacity of subsidized pre-kindergarten slots.⁸ In 13 Oakland zip codes, the number of available slots for subsidized pre-kindergarten is less than the number of eligible children.⁹

Table 1. Children Served by Zip in Oakland for California State Preschool Program

| Zip Code | # of Children that Qualify for CSPP | Total Spaces | % of Children not Served |
|----------|-------------------------------------|--------------|--------------------------|
| 94601 | 1272 | 841 | 34% |
| 94603 | 930 | 605 | 35% |
| 94621 | 977 | 667 | 32% |
| 94602 | 374 | 134 | 64% |
| 94610 | 263 | 58 | 78% |
| 94611 | 229 | 26 | 89% |
| 94608 | 360 | 159 | 56% |
| 94619 | 383 | 213 | 44% |
| 94605 | 707 | 542 | 23% |



| Zip Code | # of Children that Qualify for CSPP | Total Spaces | % of Children not Served |
|--------------|-------------------------------------|--------------|--------------------------|
| 94609 | 211 | 102 | 52% |
| 94618 | 98 | 5 | 95% |
| 94612 | 185 | 97 | 48% |
| 94613 | 4 | 1 | 75% |
| 94614 | 0 | 0 | n/a |
| 94615 | 0 | 0 | n/a |
| 94620 | 0 | 0 | n/a |
| 94604 | 0 | 2 | n/a |
| 94701 | 0 | 2 | n/a |
| 94606 | 471 | 483 | -3% |
| 94607 | 321 | 389 | -21% |
| TOTAL | 6,785 | 4,326 | 36% |

Transitional Kindergarten (TK)

With the passage of the Kindergarten Readiness Act (SB 1381), Oakland Unified School District started offering Transitional Kindergarten (TK) in the 2012-2013 school year. TK is an early Kindergarten experience for “young five year olds”, or those students whose fifth birthday falls between September 2 and December 2. TK builds on skills that children may learn in preschool (Preschool Learning Foundations) and creates a bridge to traditional kindergarten curriculum programming by adapting Common Core Standards for young five year olds.

In addition to preschool, Head Start, and child care slots, TK provides free early education slots for young children who are not yet eligible to enroll in Kindergarten. As Oakland ramps up its TK program, additional data will be available on how enrollment in TK is supporting the goals of K-readiness. Preliminary data from an independent survey reveals that 6% of Oakland’s kindergarten population—or 271 students—enrolled in TK in 2012-2013, which is slightly less than the State’s estimated target of 8%.¹⁰

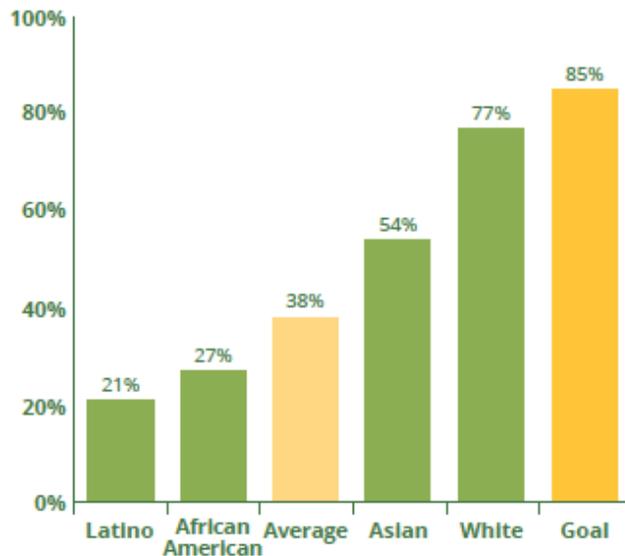
Kindergarten Readiness and Third Grade Reading Level

Less than half (40%) of kindergarteners are considered proficient in the five core areas used to measure K-readiness—academics, self-care & motor skills, self-regulation, social expression, and overall readiness.¹¹ Fewer than half of all students of color have early literacy skills, compared to 75% of white students.¹² Only 38% of third graders in OUSD are reading at grade level. Significant gaps in reading proficiency exist among children of color. Twenty-one percent of Latino students and 27% of African American students are proficient in third grade reading, compared to 77% of white students.¹³ OUSD’s Pathway to Excellence 2015-2020 Strategic Plan and the Oakland Reads 2020 Initiative are committed to increasing third grade reading proficiency in Oakland to 85% by 2020.



Figure 16: Third Grade Reading Proficiency in OUSD, 2014

Chart Source: Oakland Reads 2020 Baseline Report

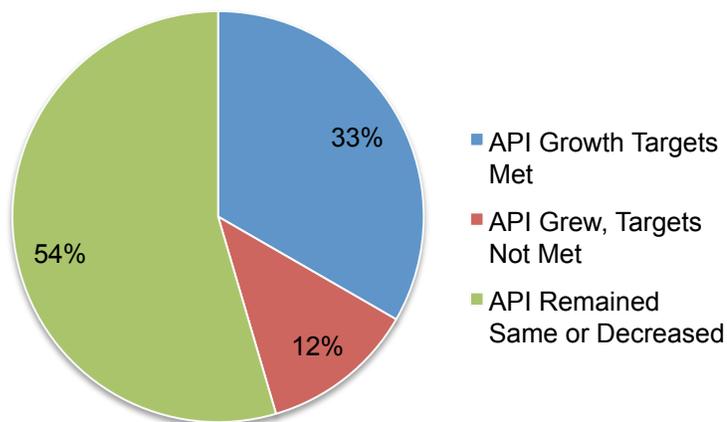


School Quality

The 2013 average API for all public schools in Oakland Unified School District is 721, which is a slight decrease from the average score of 728 in 2012.¹⁴ The average API for all charter schools in Oakland is 781-- higher than the average score at OUSD public schools.¹⁵

Across the district, 27 schools—or 33% of all schools—met their 2013 Growth API target. An additional 10 schools had increases in their average API but did not meet their growth target. However, 44 schools—or 54 percent—saw no changes or declines in their API from the previous year.

Figure 17. API Growth Scores in OUSD, 2013



Source: California Department of Education 2012-2013



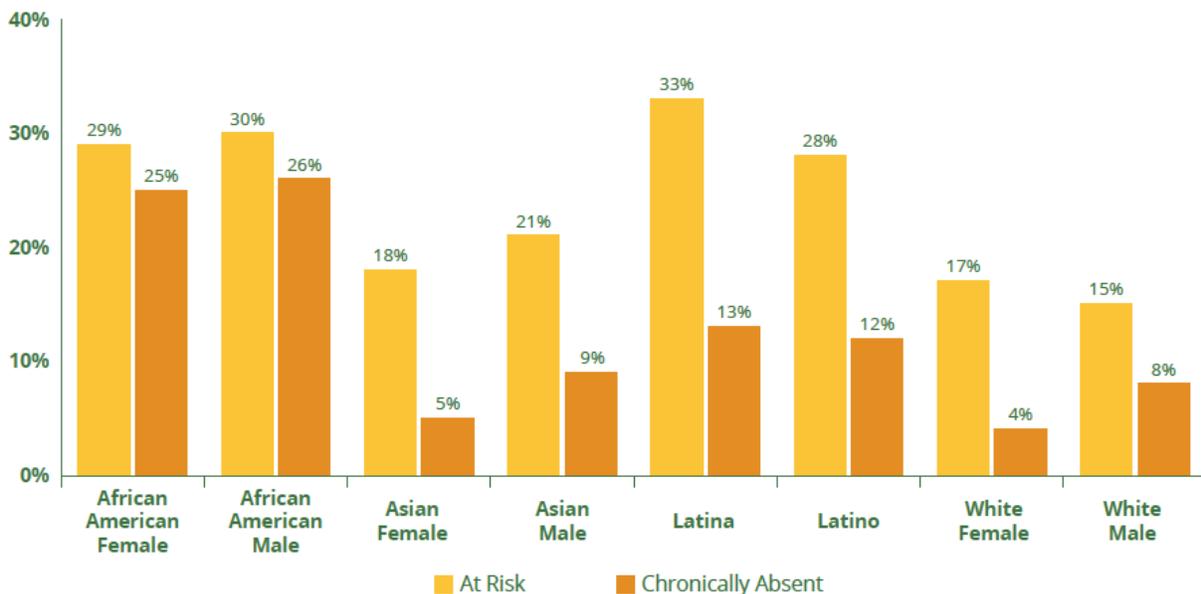
The average API score for public and charter elementary schools is about the same, at 770. There are four charter middle schools in Oakland with an average API score of 933. The average charter high school API is 751, compared to the average of 588 for the 12 district high schools.¹⁶

Chronic Absenteeism

Chronic absence is an early warning indicator for low literacy, other academic risks, and school dropout. The average daily attendance at Oakland Unified School District is 95.2%.¹⁷ Chronic absence at OUSD has declined from 16% in 2005-2006 to 11% in 2013-2014.¹⁸ An additional 23% of K-3 students in Oakland are considered to have “at risk” attendance for missing 5-9% of their school days¹⁹. Overall, this means that 4,658 K-3 students in Oakland are missing between 5-10% of the school year and at risk for low literacy and achievement in their academic lives.

Differences in chronic or at risk absence appear among different race/ethnicity and gender profiles of the K-3 student population in Oakland. African/American boys and girls in Kindergarten have the highest rates of chronic absence. One in four African American Kindergarteners are considered chronically absent, and an additional 30% are considered “at risk”.²⁰ The rate of chronic absence in Kindergarten among African American children is twice the rate of the next highest group—Latino children (at 13%). Latina Kindergarteners have the highest rates of “at risk” attendance—at 33%.

Figure 18: Chronic Absence for Students in all OUSD Schools by Race & Gender
 Chart Source: Oakland Reads 2020 Baseline Report





Middle/High School Attendance

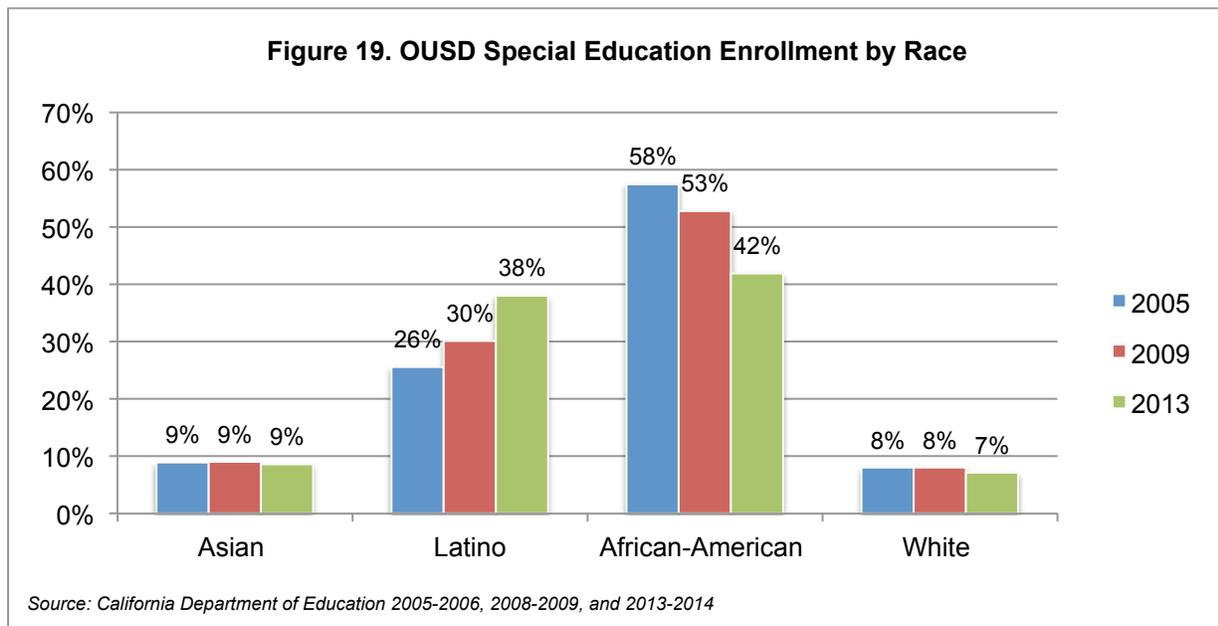
The chronic absence rate in Oakland is lowest among sixth graders—at a rate of 7%. Chronic absence increases again in high school. An average of 16% of tenth and eleventh graders are chronically absent in Oakland. Students in foster care and students with disabilities have high rates of chronic absence—at 19% and 18%, respectively.²¹

Suspensions

In OUSD, African American youth are twice as likely to be suspended for defiance than any other groups, and 16 times more likely to be suspended for defiance than white students.²² Although female students have lower suspension rates than males, African American females had higher rates of suspension than all other categories except for African American males and Pacific Islander males.²³ Oakland Unified School District has led a voluntary effort to reduce the suspension rate and address disproportionality in suspensions in its student population. Since 2010, suspensions of African American students have decreased from 14% of all suspensions to 11%.²⁴

Special Education

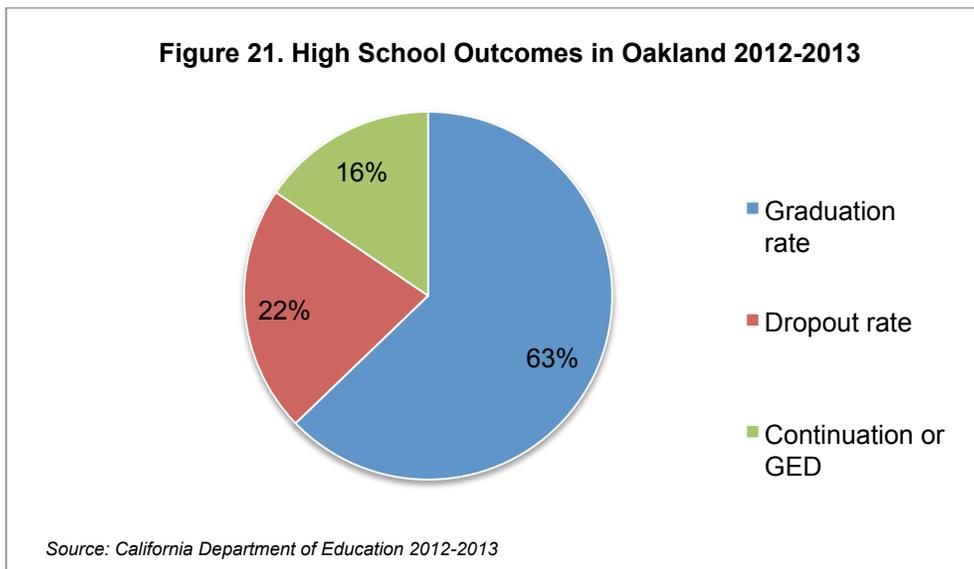
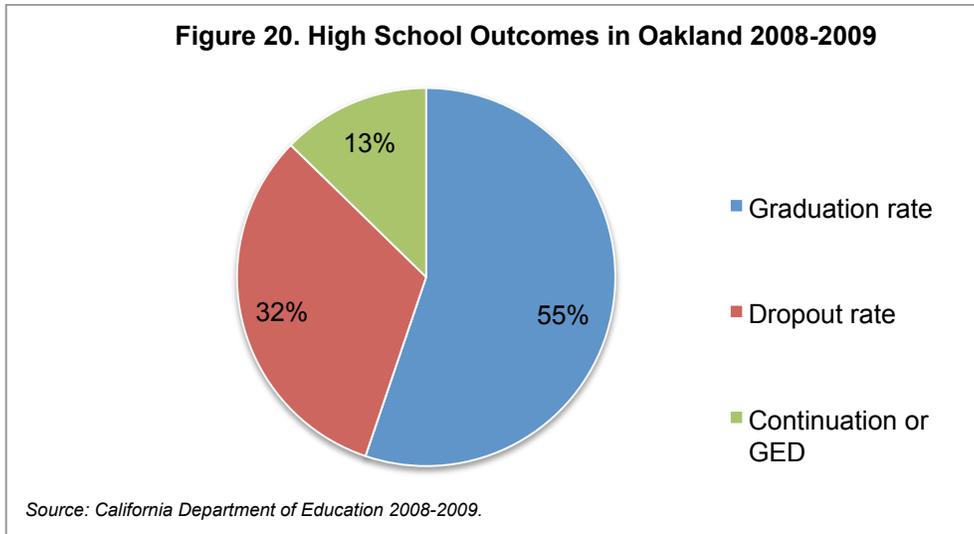
OUSD served 5,074 students with special needs in the 2013-2014 school year.²⁵ The majority of students enrolled in special education in Oakland have specific learning disabilities (37%), followed by speech or language impairment (25%), autism (12%), intellectual/mental retardation (12%), and emotional disorders (7%). Eighty percent of students enrolled in special education at OUSD are African American or Latino.²⁶ Since 2005, the proportion of Latino students in special education has increased, while the number of African American students in special education has decreased. The proportion of White and Asian students in special education has remained constant.



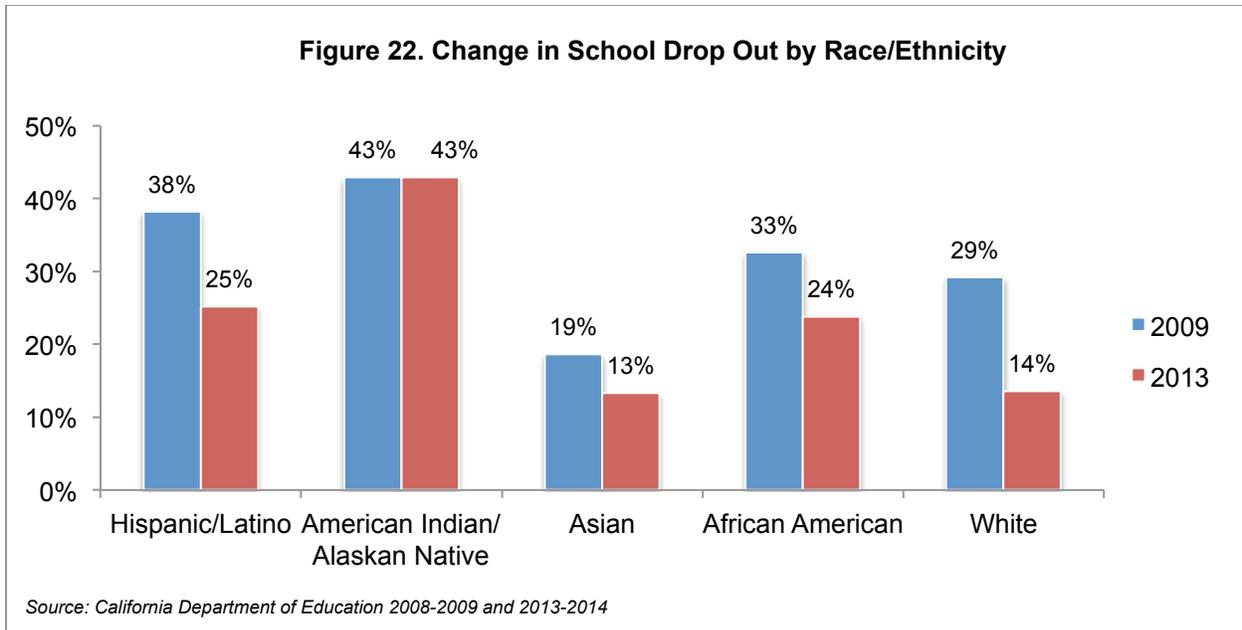


Graduation & Drop Out Rates

Since 2009, the high school graduation rate in Oakland has improved—from 55% to 63%. Oakland’s graduation rate remains below the average graduation rate of 80% for the state and county.



In Oakland, the proportion of Latino, African American, and White students who dropped out of school without graduating has decreased significantly since 2009. This same trend is seen in Alameda County and across California more broadly. Oakland’s drop-out rates are twice county and state averages.





Specific Populations

Oakland's Diversity

The following section highlights specific populations and demographics within Oakland that experience disparities in achieving OFCY's vision that all children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives. This is not intended to be all-inclusive of the many diverse populations within the city that also face disproportionate challenges to benefiting from OFCY's vision.

Boys and Men of Color

The Oakland-Alameda County Alliance for Boys and Men of Color has developed a fact sheet that provides summative information about the current status of boys and men of color in Oakland and Alameda County. These data points include:²⁷

- Seventy-seven percent of males under the age of 18 in Alameda County are boys and young men of color. Thirty-two percent of young males under the age of 18 are Latino.
- "In OUSD, Pacific Islander, African-American, and Latino students were most likely to test *below* proficient in English Language Arts (79%, 71% and 70%, respectively) and Math (72%, 73% and 66%, respectively) on the California Standards Test in 2012-13."
- "OUSD's African-American males in grades 6-8 had by far the highest rate of suspensions (26%) in 2012-13, followed by African-American males in high school (21%) and Pacific Islander males in middle school (20%)."
- "African-American (6%), Latino (8%), Native (9%) and Pacific Islander (9%) were less likely to be in the Gifted and Talented Education program than were White male students (19%) and Asian, (18%), and Filipino male students (17%) in OUSD in 2010-11."
- "Native American and Pacific Islander males had the lowest graduation rates (38% and 39%, respectively, followed by Latino (54%) and African-American males (52%) among males of all racial/ethnic groups in OUSD in 2011-12." By comparison, 74% of White males and 75% of Asian males graduated from high school in Oakland.
- In Oakland, "African-American and Asian males were almost twice as likely not to be participating in the labor force, (i.e., not employed and not looking for work) than their Latino and White counterparts." Fifty-three percent of African American males and 45% of Asian males in Oakland were either unemployed or not in the labor force (i.e. looking for work).
- White males earn twice the average per capita income of all males in Alameda County. The average per capita income for White Males is \$56,267, compared to \$25,356 for African American males, \$28,205 for Asian males, and \$15,179 for Latino males.

Boys and men of color are disproportionately represented among victims and perpetrators of shootings and homicides. In 2010, 30% of people killed in Oakland were young adults between the ages of 18 and 25.²⁸ One in ten victims were under the age of 18.²⁹ Although African Americans only account for 28% of Oakland's population, they accounted for 60% to 78% of homicide victims between 2006 and 2010.³⁰ Nearly 40% of the victims killed were already on probation or parole.³¹

Foreign Born, Citizenship Status, and Primary Language

Oakland is one of the first sanctuary cities in the United States, and is home to many new immigrants. Over a quarter of Oakland residents are foreign-born, and a majority (58%) of those residents are not U.S. citizens. Oakland has a significant number of residents who do not speak English as their primary language. Forty percent of Oakland residents five years and older speak a language other than English as their primary language at home.³²

English Learners in OUSD

OUSD serves a large number of students who are English Language Learners. In 2013-2014, 31% of students (approximately 15,000) enrolled in grades K-12 in OUSD were English Learners (EL), while an additional 10,000 students were considered Fluent-English-Proficient (FEP)—students whose primary language is other than English. Over half of English Learner students are in kindergarten through 3rd grade, which is comparable to county and state statistics. English Learners at OUSD speak 41 different languages. By far, the most common language spoken by these students is Spanish, followed by Cantonese and Arabic.³³

Table 2. English Language Learners in OUSD, 2013-2014

| Language | Total | Percent of Total EL | Language | Total | Percent of Total EL |
|-----------------------------|--------|---------------------|----------------|-------|---------------------|
| Spanish | 11,033 | 76.16% | Somali | 8 | 0.06% |
| Cantonese | 1,078 | 7.44% | Tamil | 7 | 0.05% |
| Arabic | 605 | 4.18% | Turkish | 6 | 0.04% |
| Other non-English | 510 | 3.52% | Portuguese | 6 | 0.04% |
| Vietnamese | 450 | 3.11% | Punjabi | 5 | 0.03% |
| Khmer (Cambodian) | 164 | 1.13% | Armenian | 5 | 0.03% |
| Tongan | 105 | 0.72% | Russian | 4 | 0.03% |
| Mien (Yao) | 99 | 0.68% | Samoan | 4 | 0.03% |
| Filipino (Pilipino/Tagalog) | 85 | 0.59% | Thai | 4 | 0.03% |
| Mandarin (Putonghua) | 72 | 0.50% | Italian | 3 | 0.02% |
| Tigrinya | 61 | 0.42% | Bengali | 2 | 0.01% |
| Burmese | 37 | 0.26% | Serbo-Croatian | 2 | 0.01% |
| French | 33 | 0.23% | Mixteco | 1 | 0.01% |
| Lao | 19 | 0.13% | Polish | 1 | 0.01% |
| Korean | 13 | 0.09% | Urdu | 1 | 0.01% |
| Japanese | 13 | 0.09% | Chaozhou | 1 | 0.01% |
| Toishanese | 11 | 0.08% | Greek | 1 | 0.01% |
| Hindi | 10 | 0.07% | Hebrew | 1 | 0.01% |
| Farsi (Persian) | 8 | 0.06% | Hungarian | 1 | 0.01% |
| German | 8 | 0.06% | Ilocano | 1 | 0.01% |
| Pashto | 8 | 0.06% | | | |



Refugee Population

In the year between October 2013 and September 2014, 642 refugees arrived and were resettled in Alameda County. The majority of the refugees come from Afghanistan (376 individuals or 58%) followed by Burma (73, or 11%) and Iraq (59 individuals, or 9%).³⁴

Unaccompanied Minors

From October 2013 to July 2014, more than 62,000 Central American Children fled from their home countries to the United States.³⁵ Since June 2013, Oakland Unified School District (OUSD) has enrolled over 200 unaccompanied minors into classes. Approximately 75% are in high school, 10% in middle school, and 15% in elementary. Forty-nine percent are from Guatemala, 33% from El Salvador, and 18% are from Honduras.³⁶

Lesbian, Gay, Bisexual and Transgender Population Estimates

Oakland is also home to many gay and lesbian households, with 1,547 lesbian and 1,187 gay couples according to 2008-2012 American Community Survey data from the U.S. Census.³⁷ National studies of adolescent youth indicate that 3% to 6% of youth identified as lesbian, gay or bisexual (LGB), reported same-sex attraction, or engaged in same-sex sexual activity.³⁸ Recent studies found that the average age gay and lesbian teenagers first self-identify is between 13 and 16, compared to the 1980's when the age was between 19 and 23. Self-identification at an earlier age can lead to the stigmatization of youth, harassment, and discrimination, exposing youth to rejection at home and at school.^{39,40}

Foster Children and Youth

In California, the number of foster youth has tripled in the last 20 years.⁴¹ In Alameda County, there are 1,614 children living in foster care.⁴² There are 247 foster youth in grades K-12 in Oakland Unified School District.⁴³ There are significant gaps in academic outcomes for foster youth in Oakland. Only 40% of foster youth in first grade are reading at grade level, compared to 67% across the district; by ninth grade, only 13% of foster youth are reading at grade level, compared to 54% district-wide.⁴⁴ When foster youth age-out of the system, 65% emancipate without a place to live, less than 3% go to college, 51% are unemployed, and emancipated females are 4 times more likely to receive public assistance than the general population. Foster children comprise less than 0.3% of the state's population, and yet 40% of persons living in homeless shelters are former foster children.⁴⁵

Homeless Children and Youth

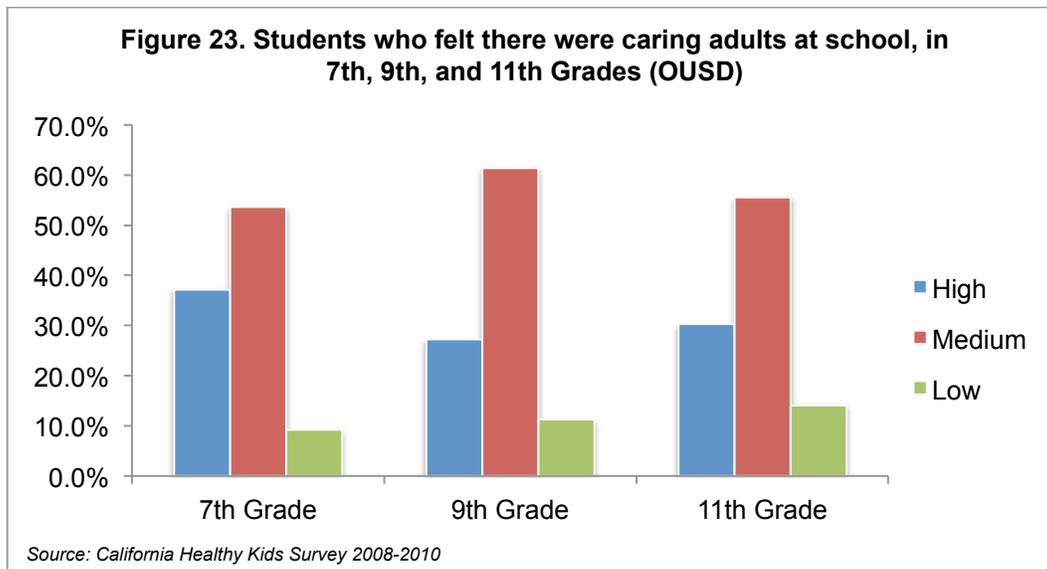
The most recently available data on the homeless population (2009) indicates that there were 356 homeless households with minor children under the age of 17 in Oakland.⁴⁶ Homeless families with children make up 32% of the overall homeless population in Alameda County, down from 56 percent in 2003.⁴⁷ A new homeless count was conducted on January 29, 2015 in Alameda County; updated data on the homeless population will be released in May or June 2015.



Other Indicators

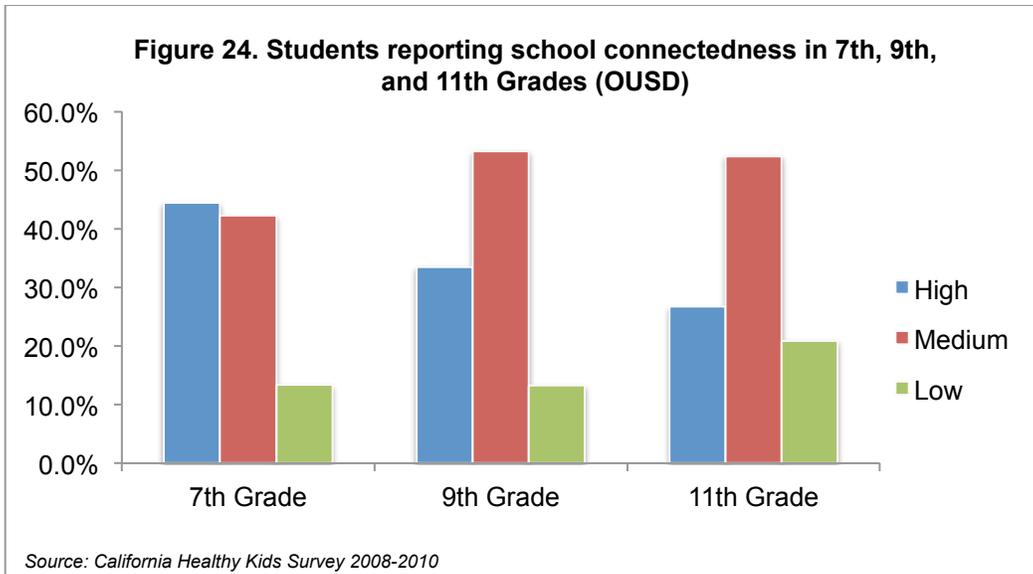
School Climate

According to the most recently available California Healthy Kids Survey data on School Climate, most students in OUSD public schools agree that they feel as if teachers or other adults at their school care about them. Students in 7th grade were more likely to report a “high” level of agreement with the statement that there are adults at their school who care about them. This level of connectedness with adults at school is an indicator of school climate and student comfort in their ability to succeed.



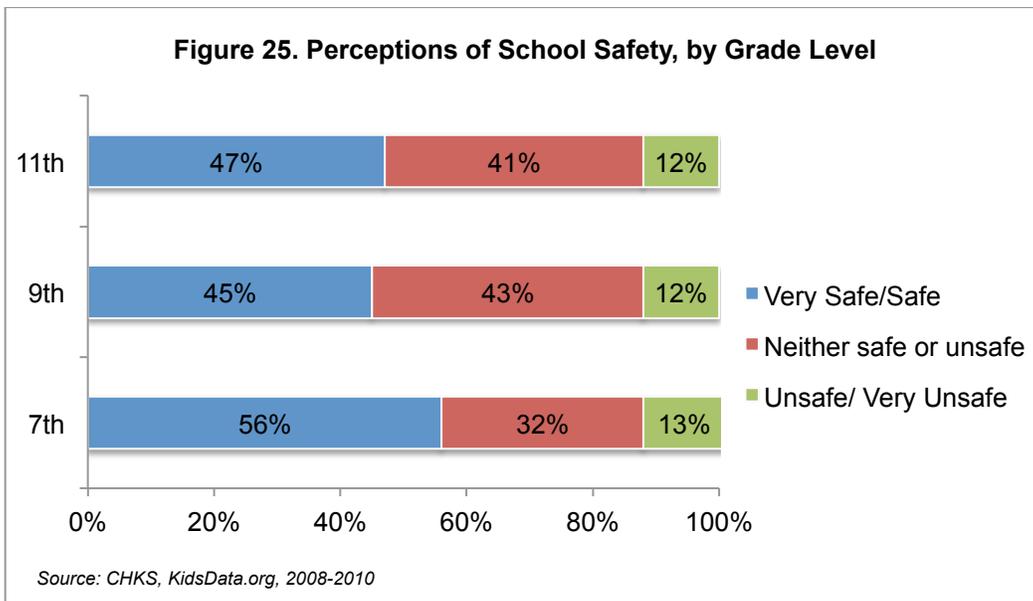
School Connectedness

CHKS also measures a “school connectedness” indicator, which is a summary measure based on student reports of being treated fairly, feeling close to people, feeling happy, feeling part of, and feeling safe at school. In Oakland, the likelihood that students report a high degree of school connectedness decreases as they age from middle into high school. In addition, nearly 20% of students in 11th grade reported a “low” level of school connectedness.



School Safety

Youth thrive in environments where they feel safe and connected to their peers, adults, and community. Students’ feeling of safety in school is an important indicator for positive youth development. Students in Oakland are more likely to report that they feel unsafe or very unsafe than compared to Alameda County, where 8% of students report feeling unsafe.⁴⁸

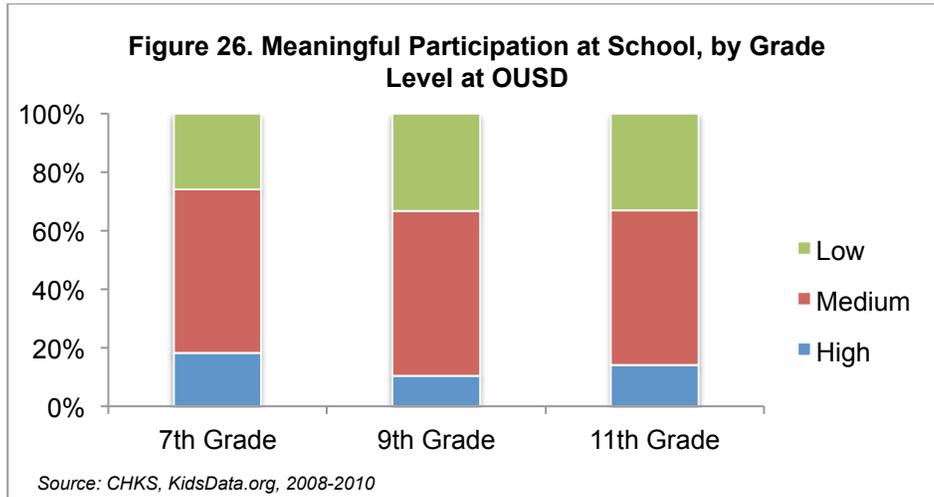


Meaningful Participation at School and in the Community

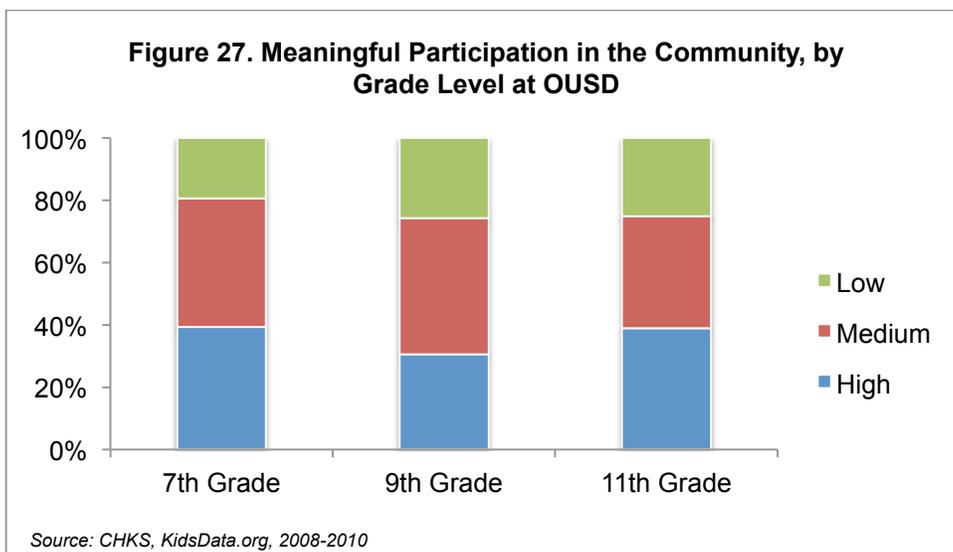
Between 20-30% of students at Oakland Unified School District report that they do not feel like they have opportunities for meaningful participation at their schools. The data is similar for students in



Alameda County and California more broadly. Female students in Oakland are more likely than male students to report that they do not have opportunities for meaningful participation. African American, American Indian/Alaskan Native, Asian and Latino students in Oakland are also more likely to report that they do not have meaningful opportunities to participate at their school; approximately 30% of these student groups report low participation compared to 25% of White students and 23% of Native Hawaiian/Pacific Islander students.⁴⁹



Oakland students are more likely to report meaningful participation in their communities than in their schools. Nearly 40% report that they have opportunities to meaningfully participate in their community. However, these rates are low compared to students in Alameda County and California more broadly—where approximately 50% report high levels of meaningful participation. In Oakland, females are again more likely than males to report low levels of meaningful participation in their community. Asian, Hispanic/Latino, and African American students are more likely to report low levels of meaningful participation in their communities (30%, 26%, and 20% respectively), compared to White students (6%).





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