Oakland Youth Demographic Profile

Strategic Investment Plan 2016 – 2019
Appendix

May 2015
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Prepared by Bright Research Group
Oakland’s Children and Youth Population

Total Population

Oakland’s total population is 397,011, with 94,489 children and youth ages 0–19, which accounts for just under one-quarter (24%) of the total population. According to the US Census Bureau, in 2012, 18,580 residents moved to a new home in Oakland from outside Alameda County. 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 in the total youth population. Youth represented 27% of Oakland’s population in 2000 and 24% in 2013, as shown in figure 1. The decrease in the youth population in Oakland has primarily been among school-age children under the age of 10, as shown in figure 2.

Figure 1. Proportion of Youth to Total Population


Figure 2. Youth Population by Age as Proportion of Total Population

Race and Ethnicity

Oakland is recognized as one of the most ethnically diverse cities in the nation. Within racial and 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 and includes 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%), which together comprise 17.2% of Oakland’s population.

![Figure 3. Race and Ethnicity of Oakland's Population](image-url)

Source: American Community Survey, 2013
Recent demographic trends have shown growth in the Latino population in Oakland and a decline in the White and African American populations. Latino youth now represent the largest ethnic group in Oakland for youth under the age of 20.

![Figure 4. Youth Population by Race](image)

**Source:** American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

**Income and 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. 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, such as food stamps, SSI, or cash assistance. The number of children living in poverty in Oakland has increased since 2005, as shown in figure 5 below.
High-Stress Neighborhoods

Youth living in high-stress neighborhoods face profound challenges with respect to their academic success, health, and safety as well as their future transition into adulthood. The Oakland Department of Human Services’ Measure Z 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 OUSD public and charter schools. There are 68,683 school-age youth (ages 5–19) in Oakland, which means that 69% of Oakland’s youth are enrolled in OUSD public or charter schools.

Figure 7. K–12 Enrollment at OUSD Public and Charter Schools, 1996–2014

Source: California Department of Education
Charter Schools

The increase in the number of charter schools in Oakland over the past decade has corresponded with an increase in the number of children enrolled in charter schools. While a large majority of students attend traditional OUSD public schools, approximately one in five (22%) students is now attending OUSD charter schools. Nearly one in three middle school students attends charter schools in Oakland.

**Figure 8. Student Body Enrolled in Public vs. Charter Schools in Oakland, 2013–2014**


**Figure 9. Proportion of Student Body Enrolled in Public and Charter Schools by Grade, 2013–2014**

Race and 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 do. 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. Three-quarters of all students are eligible for a free or reduced-price lunch (FRL).

In the 2013–2014 school year, a third (34%) of all Oakland public schools had a student population in which 90%–100% of students were eligible for a free or reduced-price lunch.
Across OUSD’s public and charter schools, 90%–100% of the student body in 30 elementary schools is enrolled in the Free and Reduced Lunch (FRL) program. Over 70% of the student body in 11 of the 12 charter elementary schools is enrolled in the program.

In addition, 90%–100% of the student body in 54% of OUSD public middle schools is enrolled in the FRL program. In the two charter middle schools in OUSD, 70%–89% of the student body is enrolled in the FRL program. In all but one public high school and one charter high school, 70%–100% of the student body is enrolled in the FRL program.

![Figure 14. Distribution of Elementary Schools by Percentage of Student Body Enrolled in the FRL Program](source: California Department of Education 2013–2014)
Indicators of Academic Success

The future success and well-being of youth is often tied to their academic success. Youth success in school is tracked throughout their lives—from preschool through elementary, middle, and high school. In addition to examining the overall success of youth in schools in Oakland, there are significant gaps in achievement for students of color in Oakland.

Preschool
Attending preschool prepares children for kindergarten and future academic success in school. The Oakland Achieves Partnership’s 2014 Oakland Achieves: A Public Education Progress Report reveals that approximately 30% of young children in Oakland do not participate in formal preschool, as shown in figure 15 (from the report). Subsidized preschool options in Oakland include the California State Preschool Program, Head Start, and vouchers that are provided to families enrolled in CalWORKs or other public-assistance programs to apply to any formal or informal child-care provider.

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

Table 1. Children Served in the California State Preschool Program, by Oakland Zip Code

<table>
<thead>
<tr>
<th>Zip Code</th>
<th># of Children who Qualify for CSPP</th>
<th>Total Spaces</th>
<th>% of Children not Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>94601</td>
<td>1,272</td>
<td>841</td>
<td>34%</td>
</tr>
<tr>
<td>94603</td>
<td>930</td>
<td>605</td>
<td>35%</td>
</tr>
<tr>
<td>94621</td>
<td>977</td>
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<td>32%</td>
</tr>
<tr>
<td>94602</td>
<td>374</td>
<td>134</td>
<td>64%</td>
</tr>
<tr>
<td>94610</td>
<td>263</td>
<td>58</td>
<td>78%</td>
</tr>
<tr>
<td>94611</td>
<td>229</td>
<td>26</td>
<td>89%</td>
</tr>
<tr>
<td>94608</td>
<td>360</td>
<td>159</td>
<td>56%</td>
</tr>
</tbody>
</table>
## Zip Code Demographics

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<thead>
<tr>
<th>Zip Code</th>
<th># of Children who Qualify for CSPP</th>
<th>Total Spaces</th>
<th>% of Children not Served</th>
</tr>
</thead>
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<tr>
<td>94605</td>
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<td>94609</td>
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<td>94618</td>
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<td>-3%</td>
</tr>
<tr>
<td>94607</td>
<td>321</td>
<td>389</td>
<td>-21%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,785</strong></td>
<td><strong>4,326</strong></td>
<td><strong>36%</strong></td>
</tr>
</tbody>
</table>

### 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, i.e. Preschool Learning Foundations, and creates a bridge to traditional kindergarten curriculum programming by adapting Common Core State Standards for young five-year-olds.

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 whether enrollment in TK is supporting the goals of kindergarten 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 kindergarten readiness—academics, self-care and 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.
School Quality
The 2013 average API for all public schools in OUSD is 721, which is a slight decrease from the average score of 728 in 2012. The average API for all charter schools in Oakland is 781, which is higher than the average score at OUSD public schools.

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 APIs but did not meet their Growth API Targets. However, 44 schools—or 54%—saw no changes or declines in their APIs from the previous year.
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 Absence

Chronic absence is an early-warning indicator for low literacy levels, other academic risks, and school-dropout rates. The average daily attendance at OUSD 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 days.\(^{19}\) Overall, this means that 4,658 K–3 students in Oakland are missing between 5% and 10% of the school year and are at risk for low literacy levels and low achievement levels in their academic lives.

Differences in chronic or at-risk absence appear among different race-and-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 is considered chronically absent, and an additional 30% is 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 and Gender**

*Source: Oakland Reads 2020 Baseline Report*
Middle School / 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 10th and 11th 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 OUSD has led a voluntary effort to reduce suspension rates 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. 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. 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.

**Figure 19. OUSD Special-Education Enrollment by Race**


**Graduation and Dropout 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 occurred in Alameda County and across California more broadly. Oakland’s dropout rates are twice those of county and state averages.
Figure 22. Change in School Dropout by Race and Ethnicity

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 be able to 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 with respect to 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 the following: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 2012–2013.”
- “OUSD’s African American males in grades 6–8 had by far the highest rate of suspensions (26%) in 2012–2013, 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%) males were less likely to be in the Gifted and Talented Education program than were White (19%), Asian, (18%), and Filipino male students (17%) in OUSD in 2010–2011.”
- “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 2011–2012.” 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 was under the age of 18.29 Although African Americans account for only 28% of Oakland’s population, they accounted for 60% to 78% of
homicide victims between 2006 and 2010. Nearly 40% of the victims killed were already on probation or parole.  

**Birthplace, 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 US citizens. A significant number of Oakland residents 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.

**English Learners in OUSD**

OUSD serves a large number of students who are English 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), i.e., students whose primary language is other than English. Over half of English Learner students are in kindergarten through third 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.

**Table 2. English Learners in OUSD, 2013–2014**

<table>
<thead>
<tr>
<th>Language</th>
<th>Total</th>
<th>Percent of Total EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>11,033</td>
<td>76.16%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>1,078</td>
<td>7.44%</td>
</tr>
<tr>
<td>Arabic</td>
<td>605</td>
<td>4.18%</td>
</tr>
<tr>
<td>Other non-English</td>
<td>510</td>
<td>3.52%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>450</td>
<td>3.11%</td>
</tr>
<tr>
<td>Khmer (Cambodian)</td>
<td>164</td>
<td>1.13%</td>
</tr>
<tr>
<td>Tongan</td>
<td>105</td>
<td>0.72%</td>
</tr>
<tr>
<td>Mien (Yao)</td>
<td>99</td>
<td>0.68%</td>
</tr>
<tr>
<td>Filipino (Pilipino/Tagalog)</td>
<td>85</td>
<td>0.59%</td>
</tr>
<tr>
<td>Mandarin (Putonghua)</td>
<td>72</td>
<td>0.50%</td>
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<tr>
<td>Tigrinya</td>
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<td>Burmese</td>
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<td>French</td>
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<tr>
<td>Lao</td>
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<td>Korean</td>
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<td>Japanese</td>
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<tr>
<td>Hindi</td>
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<tr>
<td>Farsi (Persian)</td>
<td>8</td>
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<td>German</td>
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<td>Somali</td>
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<td>Turkish</td>
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<tr>
<td>Chaozhou</td>
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<td>0.01%</td>
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<td>Hebrew</td>
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<td>0.01%</td>
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<tr>
<td>Hungarian</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>Ilocano</td>
<td>1</td>
<td>0.01%</td>
</tr>
</tbody>
</table>
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 came from Afghanistan (376 individuals, or 58%), followed by Burma (73, or 11%) and Iraq (59 individuals, or 9%).

Unaccompanied Minors

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

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 US Census. National studies of adolescent youth indicate that 3%–6% of youth identified as lesbian, gay, or bisexual (LGB), reported same-sex attraction, or engaged in same-sex sexual activity. Recent studies found that the average age at which teenagers first self-identify as gay or lesbian is between 13 and 16, compared to the 1980s, when the age was between 19 and 23. Self-identification at an earlier age can lead to harassment and discrimination exposing youth to rejection at home and at school.

Foster Children and Youth

Since 2004, the number of foster youth in California has steadily declined by 32%, to 56,577 youth. In Alameda County, 1,614 children are living in foster care. There are 247 foster youth in grades K–12 in OUSD. 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. 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 four times more likely to receive public assistance than the general population. Foster children comprise less than 0.3% of the state’s population, yet 40% of persons living in homeless shelters are former foster children.

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. Homeless families with children make up 32% of the overall homeless population in Alameda County, down from 56% in 2003. 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.
School Climate

According to the most recently available California Healthy Kids Survey and California School Climate Survey data, most students in OUSD public schools agree that they feel as if teachers or other adults at their school care about them. Students in seventh 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 supports students’ comfort and ability to succeed in the school environment.

Source: California Healthy Kids Survey, 2008–2010

Figure 23. Students Who Felt There Were Caring Adults at School in 7th, 9th, and 11th Grades (OUSD)
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 the school, and feeling safe at school. In Oakland, the likelihood that students report a high degree of school connectedness decreases as they age from middle school 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 in which they feel safe and connected to their peers, adults, and community. Students’ feelings of safety in school are important indicators for positive youth development. Students in Oakland are more likely to report that they feel unsafe or very unsafe compared to students in Alameda County, where 8% of students report feeling unsafe.48
Meaningful Participation at School and in the Community

Between 20% and 30% of students at OUSD report that they do not feel like they have opportunities for meaningful participation at their schools. This 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 communities. However, these rates are low compared to those for 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 communities. 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%).

Figure 26. Meaningful Participation at School by Grade Level at OUSD

Source: CHKS, kidsdata.org, 2008–2010

Figure 27. Meaningful Participation in the Community by Grade Level at OUSD

Source: CHKS, kidsdata.org, 2008–2010
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