



City of Oakland  
Human Services Department  
**Oakland Fund for Children and Youth**



## Meeting of the Planning and Oversight Committee

May 5<sup>th</sup>, 2021 ■ 6:00pm-9:00pm

### **Zoom Teleconference**

<https://zoom.us/j/98966327201>

**Pursuant to the Governor's Executive Order N-29-20, all members of the Oakland Fund for Children and Youth Planning and Oversight Committee (POC) as well as city staff will join the meeting via phone/video conference and no teleconference locations are required.**

### **TO OBSERVE:**

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### **TO COMMENT:**

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- 2) To comment by phone, you will be prompted to **"Raise Your Hand"** by pressing **"\* 9"** to request to speak when Public Comment is being taken on the eligible Agenda Item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.

### **ADDITIONAL INSTRUCTIONS:**

- 1) Instructions on **how to join a meeting by video conference** is available at: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting#>
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- 3) Instructions on **how to "Raise Your Hand"** is available at: <https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar>

# AGENDA

1. Call to Order
  - *Roll Call, Introductions & Announcements*
  - *Review of the Agenda*
2. Open Forum
3. Approval of Prior Meeting Minutes from April 7<sup>th</sup>, 2021 *action*
4. Approval of Revised Grant Renewal Recommendations for FY 2021-2022 Programs *action*
5. Summary of March Community Engagement Events for Strategic Planning *informational*  
*Presented by Bright Research Group*
6. Racial Equity Analysis/ Community Needs Assessment Report *informational*  
*Presented by Hatchuel Tabernik Associates*
7. Next Steps in the OFCY Strategic Planning Process *informational*
8. Administrative Matters
  - *General Announcements*
  - *Upcoming Meetings*
9. Adjournment



## MINUTES TO BE APPROVED

Oakland Fund for Children and Youth (OFCY)  
*Planning and Oversight Committee (POC) Meeting*

April 7, 2021 - 6:00pm-9:00pm  
Zoom Teleconference

Committee Members present: Bill Riley, Sofia Guerrero, Kimberly Aceves, Langston Buddenhagen, Anakarita Allen Pecolia Manigo, Jorge Velasco, Tasion Kwamilele

Committee Members absent: Anthony Bibiano, Peter Lê, Dwayne Davis

Staff Members present: Sandra Taylor, OFCY Director; Kia Wallace, OFCY Program Analyst; Liston Hulse, OFCY Program Analyst; Kaitlin Forgash, OFCY Administrative Assistant

### 1. Call to Order

The meeting was called to order at 6:10 p.m. by POC Co-Chair Langston Buddenhagen.

### 2. Open Forum

There were three speakers. Assata Olibala stated that data presented to Oakland City Council in March 2020 was misleading in presenting the number of African American children served in OFCY-funded programs. Vernajah Walker, East Bay Asian Youth Center, announced the results of a youth survey that found that 90% of respondents said that the following Oakland services were very important to them: job readiness, domestic violence situations, homeless youth shelters, and school wellness centers that provide health care, including mental health care. Y'Anad Burrell, CEO of Youth Uprising, announced that the center is officially reopened and they will have spring break programming. Their skate park will be open and there will be outdoor dancing, and they are offering their job readiness program.

### 3. Approval of Prior Meeting Minutes from March 3, 2021

Bill Riley moved to accept the prior minutes as submitted and Langston Buddenhagen seconded. A roll call of the vote followed, and all members voted to approve the motion.

### 4. Mid-Year Report FY 2020-21

OFCY Director Sandy Taylor updated the POC on the Mid-Year Report for FY 2020-2021, prepared by Social Policy Research Associates. She presented the summary and preliminary numbers of youth served per program by strategy area. Director Taylor emphasized that programs pivoted in the midst of the pandemic to meet the needs of children and families.

### 5. Approval of Grant Renewal Recommendations for FY 2021-2022

OFCY Director Sandy presented on the OFCY 2021-2022 Grant Renewal Recommendation Memo. OFCY continues to be focused on reaching youth and children and less on hours of service, as programs continue to pivot during the pandemic and as children and youth experience zoom burnout. The amount of Kids First! Revenues (set at 3% of unrestricted General Purpose Funds) available for FY 2021-2022 is projected to decline to approximately \$15 million. To make up the difference, OFCY has utilized



## **MINUTES TO BE APPROVED**

Oakland Fund for Children and Youth (OFCY)  
*Planning and Oversight Committee (POC) Meeting*

April 7, 2021 - 6:00pm-9:00pm

Zoom Teleconference

\$2 million in grant funding left over from previous years. Director Taylor announced that there will be a 6% reduction in grants across OFCY programs. Bill Riley moved to approve the grant renewal recommendation for FY2021-2022 as outlined in the staff memo, granted the necessary correction that Girls Inc. will replace Higher Ground Neighborhood Development Corporation as the afterschool agency for Parker Elementary School. Langston Buddenhagen seconded, and the memo was unanimously approved.

### **6. Administrative Matters**

Director Taylor announced that there will be OFCY strategic planning town halls taking place in May; the dates are to be determined. The next POC Meeting was scheduled for May 5, 2021. Tasion Kwamilele said that she appreciated the comments made during open forum, understands the speaker's concern about Oakland's African American children, and wants to make sure that the public has a clear understanding of OFCY's numbers. Director Taylor stated that, while in absolute numbers OFCY-funded programs serve more Latinx children than any other group, proportionally a higher percentage of African American children are being served. She recognized that the numbers can be confusing, but thinks it is important that the public is given both of those numbers.

### **7. Adjournment**

The meeting was adjourned at 6:57 p.m.



City of Oakland, Human Services Department  
Oakland Fund for Children and Youth



**To:** Planning and Oversight Committee  
**From:** Sandra Taylor, OFCY Director  
Mike Wetzel, Health & Human Services Program Planner  
**Date:** May 5, 2021  
**Re:** OFCY 2021-2022 Grant Renewal Recommendation

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### Summary

The Oakland Fund for Children and Youth (OFCY) provides program grants to public and non-profit agencies through a three-year funding cycle awarded to implement the OFCY Strategic Investment Plan for Fiscal Years (FY) 2019-2022.

On April 7, the Planning and Oversight Committee (POC) approved \$17,149,400 for grants in FY 2021-2022, the third and final year of the grant cycle, with a six percent reduction in grant awards. The recommendation was based on projected Kids First! revenues for FY 2021-2022 and staff review of activity throughout the year and modifications needed for the grant package.

Subsequently, the City of Oakland has revised budget projections for FY2021-2022, which show that revenue declines in the General Purpose Fund are not as severe as initially projected. Based on the revised revenue that will be available for OFCY in FY2021-2022, staff recommends revising grant awards so reductions next year are only three percent below current year grant funding rather than the six percent approved in April. This will increase the total grant funding to \$17,690,900 for 149 program grants for FY2021-2022.

### Funds Available for OFCY Grants FY 2021-2022

The Kids First! revenue projection for the next two years will be approved in the City of Oakland Adopted Budget FY 2021-2023. OFCY funding is based on an allocation of 3% of unrestricted General Purpose Fund revenues. Total revenues are projected to reduce overall funding available for grant programs through 2022-2023.

The revised FY2021-2022 -2023 revenue allocation is estimated at \$17,453,587, with 90% of the funds (\$15,708,229) available for grants. This is up from the \$16.6 million estimated available that was used for the funding decision in April 2021.

Funds remaining from earlier years will provide an additional \$2 million for the expenditure on grants in FY2021-2022. With these funds, OFCY is able to minimize program reductions to 3% for program grants compared to the current year, to bring total grant funding for FY 2021-2022 to \$17,690,900, or \$428,489 less than in the current year.

## Staff Recommendation and Conclusion

OFCY staff recommends that the Planning and Oversight Committee adopt a motion to approve renewal of 149 program grants for FY2021-2022 with adjustments as approved in April 2021, with annual grants totaling \$17,690,900 as listed in **Attachment A**. This motion to revise grant awards will provide an additional \$541,500 cumulatively to community agencies in FY2021-2022 above the recommendation approved in April 2021. OFCY will bring the revised grant recommendation to Oakland City Council on June 1, 2021 for adoption.

## Attachments

Attachment A) FY 2021-2022 OFCY Grant Award List

## Attachment A: OFCY FY 2021-2022 Grant Award List

Agency Name	Program Name	FY 21-22 Grant Award
<b>Socioemotional Well-Being in Preschool and ECE Settings</b>		<b>\$888,600</b>
Family Paths, Inc.	Early Childhood Mental Health Consultation Collaborative	\$353,100
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	\$353,100
Lincoln	Early Child Mental Health Consultation (ECMHC)	\$182,400
<b>Parent Engagement and Support</b>		<b>\$1,361,800</b>
Alameda County Health Care Services Agency	Oakland WIC Father Cafes	\$114,000
City of Oakland Parks Recreation & Youth Development	Community Adventure Pre-K Playgroups (CAPP)	\$176,600
East Bay College Fund (dba Oakland Promise)	Oakland Promise: Brilliant Baby	\$278,100
Family Paths, Inc.	Abriendo Puertas/ Opening Doors Parent Education	\$48,500
LifeLong Medical Care	Project Pride	\$79,200
Oakland Unified School District	Kindergarten Readiness-Summer Pre-K	\$58,200
Our Family Coalition	Building Strong Children in LGBTQ Families	\$48,500
Prescott-Joseph Center for Community Enhancement	Fr. Charles D. Burns, SVD Pre-Pre-School Program	\$88,200
Refugee & Immigrant Transitions	Parent & Tot Initiative (PTI)	\$117,400
Safe Passages	Safe Passages Baby Learning Communities Collaborative	\$353,100
<b>Family Resource Centers</b>		<b>\$1,080,400</b>
BANANAS, Inc	Healthy Havenscourt Early Care & Kinder Readiness Hub	\$282,700
East Bay Agency for Children	Central Family Resource Center	\$115,200
East Bay Agency for Children	Hawthorne Family Resource Center	\$180,100
Lincoln	New Highland Academy and Rise Community School (NH/R)	\$91,100
Lotus Bloom	Multicultural Family Resource Centers	\$353,100
Lotus Bloom	School Readiness Playgroups	\$58,200
<b>Comprehensive Afterschool Programs</b>		<b>\$5,060,800</b>
Attitudinal Healing Connection	Community School for Creative Education	\$58,200
Bay Area Community Resources	Brookfield Elementary	\$80,000
Bay Area Community Resources	Elmhurst Community Prep	\$103,500
Bay Area Community Resources	Emerson Elementary	\$80,000
Bay Area Community Resources	Esperanza Elementary	\$80,000
Bay Area Community Resources	Fred T. Korematsu Discovery Academy	\$80,000
Bay Area Community Resources	Fruitvale Elementary	\$80,000
Bay Area Community Resources	Global Family	\$89,400
Bay Area Community Resources	Grass Valley Elementary	\$89,400

## Attachment A: OFCY FY 2021-2022 Grant Award List

Agency Name	Program Name	FY 21-22 Grant Award
Bay Area Community Resources	Greenleaf Elementary	\$80,000
Bay Area Community Resources	Hoover Elementary	\$89,400
Bay Area Community Resources	Howard Elementary	\$80,000
Bay Area Community Resources	LIFE Academy	\$103,500
Bay Area Community Resources	Lockwood STEAM Academy	\$140,000
Bay Area Community Resources	Madison Park Academy 6-12	\$103,500
Bay Area Community Resources	Madison Park Academy TK-5	\$80,000
Bay Area Community Resources	Markham Elementary	\$89,400
Bay Area Community Resources	Martin Luther King, Jr. Elementary	\$89,400
Bay Area Community Resources	Prescott	\$80,000
Bay Area Community Resources	Sankofa Academy	\$89,400
Citizen Schools California	Westlake	\$94,100
East Bay Agency for Children	Achieve Academy	\$80,000
East Bay Agency for Children	New Highland Academy	\$80,000
East Bay Agency for Children	Rise Community School	\$80,000
East Bay Asian Youth Center	Bella Vista Elementary School	\$80,000
East Bay Asian Youth Center	Edna Brewer Middle School	\$103,500
East Bay Asian Youth Center	Franklin Elementary School	\$89,400
East Bay Asian Youth Center	Frick Middle School	\$94,100
East Bay Asian Youth Center	Garfield Elementary School	\$89,400
East Bay Asian Youth Center	Lazear Charter Academy	\$94,100
East Bay Asian Youth Center	Lincoln Elementary School	\$89,400
East Bay Asian Youth Center	Manzanita Community School	\$80,000
East Bay Asian Youth Center	Manzanita SEED	\$89,400
East Bay Asian Youth Center	Roosevelt Middle School	\$103,500
East Bay Asian Youth Center	Urban Promise Academy	\$94,100
Girls Incorporated of Alameda County	Acorn Woodland Elementary	\$89,400
Girls Incorporated of Alameda County	Allendale Elementary School	\$89,400
Girls Incorporated of Alameda County	Bridges Academy	\$89,400
Girls Incorporated of Alameda County	Burkhalter Elementary	\$80,000
Girls Incorporated of Alameda County	Horace Mann Elementary	\$89,400
Girls Incorporated of Alameda County	La Escuelita Elementary	\$103,500
Girls Incorporated of Alameda County	Parker	\$86,600
Girls Incorporated of Alameda County	West Oakland Middle School	\$81,100
Higher Ground Neighborhood Development Corp.	East Oakland Pride	\$80,000
Lighthouse Community Public Schools	Lighthouse Community Charter School	\$103,500
Oakland Leaf Foundation	ASCEND	\$103,500
Oakland Leaf Foundation	Bret Harte Middle School	\$94,100
Oakland Leaf Foundation	EnCompass Academy	\$80,000



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Agency Name	Program Name	FY 21-22 Grant Award
Oakland Leaf Foundation	International Community School	\$80,000
Oakland Leaf Foundation	Learning Without Limits	\$89,400
Oakland Leaf Foundation	Think College Now	\$80,000
Safe Passages	Coliseum College Prep Academy	\$103,500
Safe Passages	Laurel Elementary	\$89,400
Safe Passages	United for Success Academy	\$103,500
Ujimaa Foundation	Carl Munck	\$80,000
Young Men's Christian Association of The East Bay	Piedmont Avenue Elementary School	\$80,000
Young Men's Christian Association of The East Bay	REACH Academy	\$79,000
<b>Engagement and Success for Elementary and Middle School Students</b>		<b>\$546,000</b>
Chapter 510 Ink	Writing to Readiness	\$34,000
Destiny Arts Center	Arts in Oakland Schools	\$150,700
Lincoln	West Oakland Initiative (WOI)	\$176,600
S.P.A.A.T. (Student Program For Academic And Athletic Transitioning)	Athletes CODE (TAC) MS Engagement	\$93,100
Safe Passages	Elev8 Youth	\$91,600
<b>Summer Programming</b>		<b>\$1,131,100</b>
Aim High for High School	Aim High Oakland	\$157,200
Boys & Girls Clubs of Oakland, Inc.	Summer Gains	\$157,200
City of Oakland Parks Recreation & Youth Development	Oakland Fine Art Summer School (OFASS)	\$61,400
East Bay Asian Youth Center	Camp Thrive	\$145,500
East Bay Consortium of Educational Institutions, Inc.	Pre-Collegiate Academy	\$72,800
East Oakland Youth Development Center	Summer Cultural Enrichment Program	\$157,200
Family Support Services	Kinship Summer Youth Program	\$113,000
Girls Incorporated of Alameda County	Concordia Summer	\$66,900
Lincoln	Oakland Freedom Schools (OFS)	\$157,200
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	\$42,700
<b>Youth Development and Leadership</b>		<b>\$4,106,100</b>
Alameda County Health Care Services Agency	ACCASA Mentors for Oakland Youth in Foster Care	\$94,100
American Indian Child Resource Center	Culture Keepers	\$71,300
Asian Pacific Environmental Network	AYPAL: Building API Community Power Youth Development and Leadership	\$80,000
Attitudinal Healing Connection	West Oakland Legacy Project	\$184,700
Bay Area Girls Rock Camp	Girls Rock Summer Camp & Girls Rock After School Program	\$87,800
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	\$60,200

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Agency Name	Program Name	FY 21-22 Grant Award
Bay Area SCORES	Oakland SCORES	\$177,400
Brothers on the Rise	Brothers, UNITE!	\$103,600
Communities United for Restorative Youth Justice	CURYJ Leadership Development	\$70,600
Community Works West	Project WHAT!	\$94,100
Covenant House California	DreamCatcher Youth Program	\$50,100
Dimensions Dance Theater	Rites of Passage	\$70,600
East Bay Asian Local Development Corporation	Lion's Pride	\$176,600
East Oakland Youth Development Center	K-8 Year-Round Youth Development	\$176,600
EastSide Arts Alliance	Youth Community Culture Builders	\$178,800
First Place for Youth	Young Adult Leadership Program (YALP)	\$176,600
Fresh Lifelines for Youth, Inc.	FLY Mentoring and Leadership Services	\$89,900
Friends of Peralta Hacienda Historical Park	Peralta Hacienda Youth Programs	\$159,200
Health Initiatives for Youth	Leadership in Diversity	\$57,500
La Clinica de La Raza, Inc.	Youth Brigade	\$156,900
Motivating, Inspiring, Supporting and Serving Sexually Exploited Youth	STAR Leadership Collaborative	\$66,400
Music is eXtraordinary, Inc	Explorations in Music	\$94,100
Native American Health Center, Inc.	Indigenous Youth Leadership Development Program	\$176,600
Oakland Kids First	REAL HARD- Youth Leadership Program	\$94,100
Oakland Leaf Foundation	Oakland Leaf Internship Program	\$94,100
Oakland LGBTQ Community Center	LGBTQ Youth Development Program	\$94,100
Oakland Public Education Fund	Youth Beat	\$58,200
Project Avary	Leadership Program for Children with Incarcerated Parents	\$157,400
Refugee & Immigrant Transitions	Newcomer Community Engagement Program (NCEP)	\$153,400
Safe Passages	Get Active	\$165,600
Spanish Speaking Unity Council of Alameda County, Inc.	The Latinx Mentoring & Achievement (LMA)	\$176,600
The East Bay Spanish Speaking Citizens' Foundation	LIBRE (Leading the Independence of our Barrios for Raza Empowerment)	\$94,100
The Hidden Genius Project	Oakland Programming Series	\$176,600
Youth ALIVE!	Teens on Target Violence Prevention Youth Leadership & Peer Education	\$94,100
Youth Together	Youth Leadership Development Program	\$94,100
<b>High School and Postsecondary Student Success</b>		<b>\$1,164,300</b>
Catholic Charities of the East Bay	Experience Hope	\$176,600
Centro Legal de la Raza	Youth Law Academy (YLA)	\$176,600

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Agency Name	Program Name	FY 21-22 Grant Award
College Track	Empowering Oakland Students To and Through College	\$176,600
Oakland Kids First	Knight Success: College Ready, Career Ready and Community Ready	\$94,100
Oakland Unified School District	African American Male Achievement	\$220,700
Oakland Unified School District	Oakland International High School: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative	\$80,000
Oakland Unified School District	Student Engagement in Restorative Justice	\$181,500
The Mentoring Center	EMERGE	\$58,200
<b>Career Awareness and Employment Support</b>		<b>\$2,351,800</b>
Alameda County Health Care Services Agency	Alameda County Health Care Services Agency - Career Exploration Program	\$176,600
Alameda Health System	Oakland Health Careers Collaborative	\$318,000
Biotech Partners	Biotech Partners' Biotech Academy at Oakland Technical High School	\$138,600
Bridges from School to Work, Inc.	Bridges from School to Work	\$109,900
Center for Young Women's Development	Siblings on The Rise	\$147,900
Civicorps	Civicorps Academic and Professional Pathway	\$181,800
East Bay Asian Local Development Corporation	Havenscourt Youth Jobs Initiative	\$123,100
Lao Family Community Development, Inc. (LFCD)	Oakland Youth Industries Exploration (YIE) Program	\$176,600
Lao Family Community Development, Inc. (LFCD)	Youth on the Move Summer Employment Program	\$87,300
New Door Ventures	New Door Ventures Employment Program for Oakland Opportunity Youth 16-21	\$181,600
Oakland Unified School District	Exploring College and Career Options (ECCO)	\$174,600
The Youth Employment Partnership, Inc.	Level Up - Options for Real Careers	\$176,600
The Youth Employment Partnership, Inc.	Summer Jobs	\$131,000
Youth Radio dba YR Media	Digital Media Pathways	\$140,900
Youth UpRising	YU Achieve (Summer Youth Employment)	\$87,300
	<b>TOTAL:</b>	<b>\$17,690,900</b>



# OFCY 2022-25 STRATEGIC PLANNING

SUMMARY OF FINDINGS FROM COMMUNITY WORKSHOPS



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## ACKNOWLEDGEMENTS

This report was prepared by Bright Research Group (BRG) on the behalf of the City of Oakland's Oakland Fund for Children and Youth (OFCY).

OFCY contracted with BRG, an independent research firm to facilitate community workshops and to produce this report. BRG is a women- and minority-owned firm and a certified small local emerging business in Alameda County. Learn more at [www.brightresearchgroup.com](http://www.brightresearchgroup.com).

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## INTRODUCTION

Oakland Fund for Children and Youth (OFCY) commissioned Bright Research Group (BRG) to design and implement a community-engagement process to inform the development of the OFCY's 2022–2025 Strategic Investment Plan. Every three years, OFCY conducts a strategic-planning process to determine the priorities and strategies for its upcoming funding cycle. The goal of community engagement is to gather feedback from Oakland families and stakeholder groups, including youth, parents and caregivers, service providers, City of Oakland departments, and elected officials. Through a series of four community workshops and 21 stakeholder interviews, BRG solicited input regarding the strengths and needs of youth in Oakland, as well as recommendations and feedback regarding OFCY's funding strategies. This report details the summary of findings from community workshops.

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## METHODS

### Community Workshops

Four workshops were conducted by BRG in March 2021, each targeting a different population within Oakland:

1. Parents and Caregivers
2. Older, Transitional-Age Youth (ages 18–25)
3. Youth (ages 14–21)
4. Community Providers (i.e., directors and program staff of community-based organizations that serve Oakland families)

Due to the coronavirus pandemic and required countywide shelter-in-place measures, BRG conducted these workshops virtually using the Zoom platform. Zoom breakout rooms were utilized to mimic a small focus group with the attendees who participated in each workshop. The workshops began with opening remarks provided by either OFCY director Sandra Taylor or a BRG staff member about OFCY's role in the City of Oakland and the strategic-planning process. Participants were then invited to smaller breakout groups facilitated by BRG staff to answer open-ended questions on different topics specific to their stakeholder group. For the Youth workshop, three youth leaders cofacilitated the breakout sessions with BRG staff. To support the needs of monolingual parents, in addition to an English workshop, BRG held parent workshops in Spanish facilitated by bilingual speakers and notetakers and in Cantonese with a bilingual interpreter.

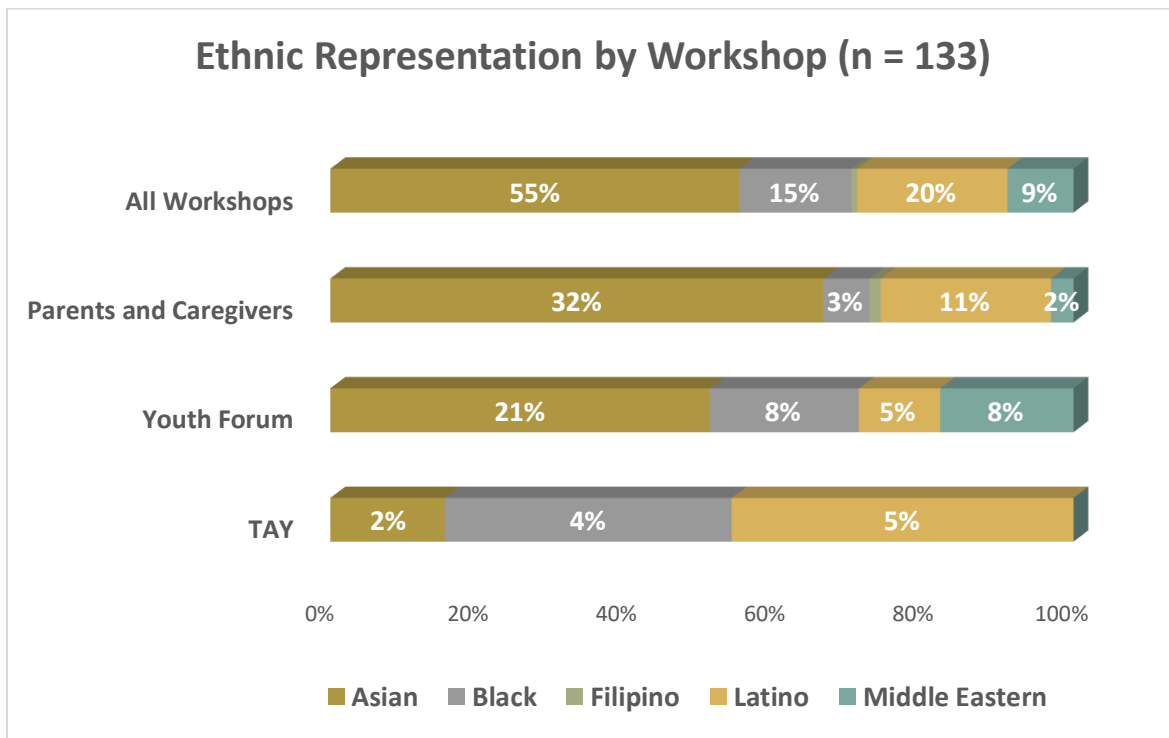
### *Participant Demographics*

A total of 177 individuals participated in the four community workshops. More than half of the participants attended the Parents and Caregivers (65 participants) and Youth (55 participants) workshops. Of those who attended the Parents and Caregivers workshop, 36 participated in the Cantonese-language workshop, and 14 participated in the Spanish-language workshop. A smaller group of 13 participated in the TAY workshop. Forty-four director and program staff attended the Provider workshop, representing 30 different community-based organizations that serve Oakland youth.

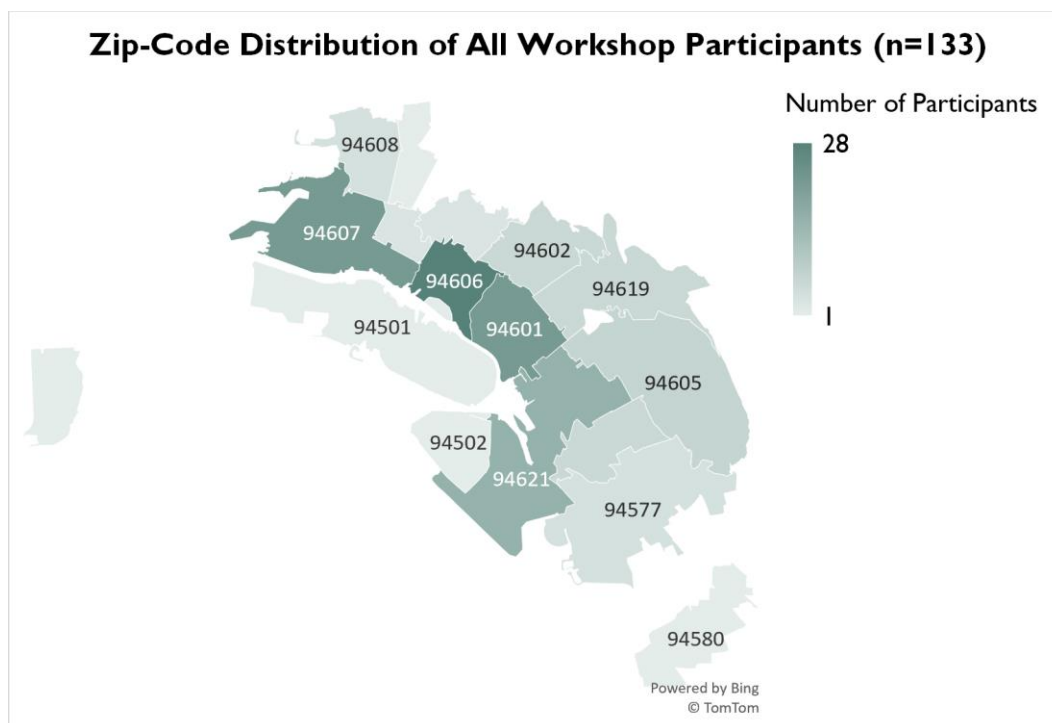
Demographic data provided by parents and youth revealed that participants primarily resided in four zip codes throughout West, East, and Central Oakland: 94606, 94601, 94607, and 94621. The 94606 zip code covers neighborhoods such as East Lake, Highland Hospital, and San Antonio. The 94601 zip code covers Central and East Oakland neighborhoods such as Fruitvale, Foothill, Patten, and Fremont. The 94607 zip code includes the

Downtown and West Oakland neighborhoods of Chinatown, the Lower Bottoms, and McClymonds. The 94621 zip code in East Oakland includes neighborhoods such as Coliseum, Havenscourt, and Seminary. A few participants indicated that they reside in zip codes of areas outside Oakland, such as San Leandro and Alameda.

A majority of the Parents and Caregivers and Youth workshop participants were Asian or Latino. Many parents, regardless of ethnicity, were immigrants who spoke English as a second language or were monolingual Spanish or Cantonese speakers. While a small number of Black parents attended, nearly half of the participants in the TAY workshop were Black. A dedicated workshop on the needs of Black families hosted by a trusted community organization could provide OFCY with the insights of Black Oakland residents.







## Stakeholder Interviews

In addition to the community workshops, BRG conducted 21 key informant interviews with 24 stakeholders in staff and leadership positions at youth-serving and community-based organizations; Oakland city departments; and members of the Oakland City Council and their staff.<sup>1</sup> Please see the appendix for a full list.

Stakeholders were asked about the strengths and needs of Oakland youth, their priorities for OFCY, and the changing funding landscape. They were also asked questions about around uplifting racial equity within OFCY funding strategies. Some stakeholders were asked specific questions on the basis of their expertise and service areas about OFCY goals and programming areas, such as early childhood, after school activities, mental and behavioral health, violence prevention and community safety, support for families, and training for careers and college. BRG provided OFCY with separate summaries of each interview.

## PARENTS AND CAREGIVERS WORKSHOP

### Overview of Parents' and Caregivers' Participation

In March 2021, BRG convened three workshops with parents to learn more about the experiences of families in Oakland, their priorities for their children, and their perspectives on the strengths and needs of families that OFCY should consider in the development of its 2022–2025 Strategic Investment Plan. Sixty-five parents participated in these workshops. One workshop was facilitated in Spanish and attended by 14 Latino immigrant parents. Thirty-

<sup>1</sup> See the Appendix for the list of stakeholders interviewed.

six monolingual Cantonese-speaking Chinese parents attended a separate workshop, which was facilitated in English with Cantonese interpretation. Fifteen parents attended a workshop that was facilitated in English, the majority of whom were immigrants who spoke English as their second language. The workshops were overwhelmingly attended by immigrant families. African American families were underrepresented.

The workshop participants received a brief overview of OFCY, their role as a funder, and OFCY's key goals and strategies. The participants were then asked a series of open-ended questions that covered topics such as family life during the pandemic, early-childhood care and education, educational equity, mental health, and how to best support older youth in their transition to adulthood.

## Summary of Findings from Parents' and Caregivers' Participation

This section summarizes key findings from these workshops. While the participants were asked to look forward post pandemic toward what families would need in order to emerge from the pandemic strong and healthy, the participants focused much of their conversation and input on the here and now—on the experiences they were facing as a family and how the COVID-19 pandemic and sheltering in place had impacted their lives.

### Family and Community as Strengths and Assets

There was a strong emphasis on the importance of investing in families. That is, if OFCY wants to support children and youth, they need to support the entire family and engage parents and family members as partners in creating an Oakland where children, youth, and families thrive. While participants reported many challenges due to the pandemic, such as loss of income and fear for their health and safety, they emphasized that families are strong, connected, and supportive. They noted a number of community and family strengths: the sharing of information, networks, and community resources; a strong valuing of education and academic achievement; and care for friends, family, and neighbors. They cited the diversity, resourcefulness, and strong network of community-based organizations as unique strengths in their city. Immigrant parents said they trust each other, along with schools and community-based organizations, to address the challenges they are facing in their families and communities.

*"Family is the most important and is the base of everything. We need to keep that connection going."*

*"The beauty of our culture is that we share information, and we have a common mentality that we attend community events and model for our children that we want to be a part of change in our community."*

## Financial Challenges, Basic Needs, and Resource Navigation

### Income, Food, and Basic Needs

Many families reported challenges with making ends meet, i.e., paying rent, losing their jobs due to the pandemic, and worrying about having enough food for their families. Parents reported that they had lost their jobs during the pandemic, experienced delays in receiving unemployment payments, and suffered financially. For some mothers, having the opportunity to spend more time created a deeper bond with their children—an unexpected benefit of the pandemic—but that was coupled with an increase in financial stress and pressure on the family. Parents who were part of the essential workforce were navigating the challenges of balancing their need for childcare, income, and supporting their children with remote learning at the same time.

### Resource Navigation for Monolingual Families

Whether it was due to pandemic-related financial stress, recent immigration to the US, or other family needs, parents reported a strong demand for bilingual resource navigation, parent support, and peer support. Parents are looking for resources and information to address their families' basic needs, including guidance for enrolling in public benefits, navigating the American educational system, obtaining legal status, or trying to access a service or community resource. Also, parents who had recently immigrated to the US highlighted the need for legal services to assist with the immigration process. Some participants emphasized that Oakland benefits from a deep well of resources, programs, and benefits that are designed to help low-income families. The challenge, they explained, is that some families do not know that these resources exist or find navigating them with limited English proficiency particularly challenging. The absence of translation, particularly in Cantonese and Arabic, makes system navigation impenetrable for these families, with young people often playing the role of translator or families going without support.

*"Being able to be home with my daughter and teach her—we developed a very beautiful connection. But returning to school—the separation was very difficult."*

*"There has been a financial and emotional impact from the pandemic. It was negative financially and positive in terms of my relationship with my children."*

Many immigrant families cited the internet, Facebook, other social media channels, along with friends, family members, schools, and community-based organizations, as the primary channels through which they seek information and community resources. Latino parents expressed confidence in getting the information they need through these channels. This was not the case for Cantonese-speaking Chinese parents in particular; they came to the OFCY Parents and Caregivers workshop in search of information about COVID-19, vaccines, returning to school, and public benefits and resources. For this group, the pandemic had left them more isolated, with fewer channels for accessing information.

*"When we first get here, we need to know that we are not alone. We need places to go for support. I try to offer that now to people who show up alone. Young people who come without their families—I try to support them."*

*"Because the community is not safe, I try not to go out much."*

## Safety and Wellness

### Community Safety

The participants shared a wide range of perspectives with regard to community safety and shared a general sentiment of concern and fear when asked about safety and wellness. Some parents said that fears of anti-immigrant violence, mass shootings, and hate crimes against people in their families and communities kept them and their children from leaving the house. Many were concerned about increases in crime in their neighborhoods. That is, immigrant communities are concerned about their physical safety. This fear was highlighted in all breakout groups with parents; coupled with the shelter-in-place mandate and concerns about contracting COVID-19, many families were feeling socially isolated and worried for the health and safety of their family members. Families expressed a need for protection from domestic terrorism, political violence, hate crimes, criminal activity, and COVID-19.

Many participants also noted that families, neighbors, and community members are strong and best positioned to meet this need for protection, while others looked to law enforcement. One parent highlighted natural community building, information and resource sharing, and care for each other as a particular strength in Oakland and noted that the city should continue to create opportunities for neighbors to build relationships with each other and to advocate for the resources that families need. Some participants also suggested that police, better police response times, and/or neighborhood patrols would make them feel safer.

### Social Isolation

Participants were concerned about social isolation when asked about mental health needs. Parents of young children were concerned that their children might be missing out on socializing with other children. Parents spoke of the need for families to have someone to talk to about what they were experiencing. Parents of older children in the Spanish-speaking group spoke about challenges with social isolation and depression, which they observed in their adolescent children in particular. They noted a loss of motivation, greater social anxiety, and reluctance to leave the house. Several parents spoke of the need for more resources in the community that help immigrant parents navigate the American school system and other systems. Parents also were concerned about the amount of time their children were connected to their devices and the lack of public spaces and recreation opportunities for young people. Having the opportunity for their children to be able to play and engage in physical activity while still maintaining social distance was a priority for many parents. Some parents recommended that the city expand the availability of safe and clean parks and outdoor spaces.

*"It was a terrible year for young people in high school. They were out of school, depressed, disconnected from their friends."*

*"There is a need for a safe place for families to talk about what they are going through."*

### Education

#### Remote Learning

Participants expressed a wide range of opinions about, perspectives on, and experiences with remote learning. While some parents experienced challenges with technology, especially internet connectivity, and with balancing work with their children's virtual learning, many appreciated the opportunity to be more involved in their children's education and to see what they were learning. Some found that their engagement in their child's education had improved during remote learning, and many appreciated having the opportunity to spend more time with their children and teach them.

*"The kids have stayed home for a year, and my son wants to go back to school, but my daughter wants to stay home."*

*"One positive of virtual learning is that the teachers check in more, and I can see what the kids are learning."*

Participants were frustrated and disappointed with the lack of communication from OUSD in particular around the plan to return to in-person instruction. They wanted clear information about what the plan was and what precautions OUSD was taking to ensure that students were adequately protected from COVID-19. While parents expressed a wide range of perspectives about their level of comfort, as well as that of their children's, with returning to in-person school, there was near consensus on the desire for clearer information from the district. Some participants came to the workshop seeking information on the plan for reopening.

### Educational Equity

Oakland parents said they look for a high-quality education; caring teachers; schools that are free from racism, discrimination, and violence; and pathways to higher education. Parents are seeking caring teachers who hold high expectations for all students regardless of class, race, or ethnicity. Immigrant parents, some noted, need help navigating the American educational system, including how to communicate with teachers, advocate for their children, and assess school quality. Many parents believe that they have a key responsibility to learn about how the system works here, to hold high expectations for their children, and to instill the value of education in their families. Some participants suggested that parent-education workshops, family resource centers, and family navigators can support families to help them learn these skills. Recent immigrants emphasized the need for this information to be communicated by people who speak their primary language in community-based settings.

Latino parents in particular expressed disappointment with the quality of education available through OUSD. They felt that many schools did not offer a rigorous, college-bound education to their children and that parents were often pushed to enroll them low-quality schools in their neighborhoods by the district. Several had sought out charter schools as an alternative.

### Early-Childhood Needs and Expectations

Parents are looking for caring and safe environments for their young children when it comes to early care and education. They want their children to feel comfortable, and they want to trust that the teachers are well qualified and nurturing. Many immigrant parents explained that preschools provide a good forum for their children to learn English and for parents to connect with other families. Essential workers expressed that they need childcare in order to work. Parents of young children are concerned that their children will not be ready for kindergarten, are missing out on the chance to socialize with other children, and are not getting enough physical activity due to COVID-19 and the shelter-in-place order.

*“The current academic program in Oakland is weak. They have low expectations, and students do not have to work hard enough. They are not developing the discipline they need for college.”*

*“My child is entering kindergarten in August. I want to know whether she will be ready for that level.”*

### Transition to College and Career

#### Pathways to Living-Wage Jobs and College

Parents of older youth expressed a wide range of perspectives and hopes for their older children; many shared the hope that their children would find a living-wage job and attend college. Some expressed that they came here first for economic opportunity but have learned that this country offers unique educational opportunities and that they want their children to access a four-year-college education. These parents experienced a tension with their children when it comes to their educational and career goals. For example, one parent explained that her son wants to work and earn money quickly, while she wants him to enroll in community college and then a four-year college. Parents are looking for resources that can help them navigate the college application process with their children, help them play for college, and that can help their children understand the requirements for college

entry. Some schools offer these types of supports; parents reported being highly satisfied with those schools that do.

Some parents also felt that college was not for everyone and that it really depended on the unique strengths and interests of their children. They emphasized that it is important for their children to have access to education and training programs that prepare them for a living-wage job as opposed to an entry-level job in retail or at Amazon. Some were concerned that young people had lost their motivation to stay in school or pursue a career. Others felt that schools do not offer an engaging-enough educational experience and that there is a need for more job readiness and career-pathway opportunities for older youth. Parents would like schools to do a better job at offering learning experiences that prepare young people for the real world—through internships, financial education, and the information and skills they need to function as adults.

*“I would like there to be more programs for older youth to enter into college or good careers. Young people say they want to work. They want easy money. That is not what I want for my children.”*

*“We need to focus on jobs in the trades, where they can use their hands, not just computer jobs.”*

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## YOUTH INPUT

### Overview of Youth Participation

In March 2021, BRG convened two workshops with youth ages 14–24 to learn about their experiences as well as their perspectives on what youth need to thrive while growing up in Oakland. A total of 68 young people participated. The first workshop aimed to engage disconnected transition-age youth between the ages of 15 and 24; 13 young people attended. The second workshop was open to Oakland youth ages 14–21 years old; 55 young people were present. About half of the youth participants were Asian, and a plurality of the remaining youth were Latino, Black, or Middle Eastern.

Each Youth workshop began with an icebreaker question followed by a brief overview of OFCY, including OFCY funding-goal areas and some examples of the types of programs and organizations that have received funding within those goal areas. Participants were then divided into smaller groups to facilitate more intimate conversations, where they were asked questions about the experiences of young people growing up in Oakland, educational equity, mental health concerns, leadership and career-development opportunities, and how Oakland can better support its young people.

### Summary of Findings from Youth Input

This section summarizes key findings from the Youth workshops. It is important to note that many participants’ responses were framed within the lens of the impact of the current global COVID-19 pandemic.



## Lived Experiences of Young People in Oakland

### **Strength in Community—Town Pride**

Young people are proud to be from Oakland. A strong sense of community was frequently mentioned when youth were asked what they appreciated about growing up in Oakland. Cultural diversity (music, art, and food), the celebration of different traditions, and the city's history of

community organizing around social justice issues were highlighted as Oakland's greatest strengths. Young people spoke highly about community unity in times of injustice, referencing the recent crimes in Chinatown and the current George Floyd trial. Witnessing and participating in organizing and protests for social change work feels affirming and healing, and cultivates a sense of community among Oakland's youth.

*"Nowhere else is like Oakland. It's like we are our own kind."*

*"When there's injustice, everyone in the community comes together, and I love that."*

### **Youth Systems of Support**

Young people who have lived in other cities not only spoke about the city's unique and rich culture but also noted that there were more resources and systems of support in Oakland compared to other cities they had lived in. When asked about places they go to for support, many youth cited a number of Oakland-based nonprofit organizations. Young people said the adults care about them and are people whom they can trust. They emphasized how important it is for youth to have places outside their homes where they can connect with friends and trusted adults.

*"My school provides counselors that you can talk to over the phone. They ask you if you need anything...problems with food, not just school. That means a lot, because people need that stuff."*

*"[I] should not have to go to jail to find out about programs. If I had [known about] these programs before, I feel like I wouldn't have even thought about doing the stuff I was doing, because I would have had support. Some of these programs give out gift cards and jobs. It's the little things that matter."*

Although youth had high praise for Oakland-based organizations, some commented that that more could be done to raise awareness about programs and services that are available to them. When asked how they had heard about programs they are currently involved in, school and word of mouth were the most common responses from attendees, with the exception being youth from the TAY workshop, who commented that they were referred to a program from a case manager. Several attendees feel that their schools could do a better job of communicating about and connecting them to opportunities that Oakland community-based organizations provide. Youth emphasized the need to provide upstream supports before a young person becomes involved with the juvenile justice system. Safe spaces, mental health support, academic support, and job placement were the most common systems of support referenced across both Youth workshops.

The following are organizations that were specifically mentioned by young people as places they have gone to for support or whose programs they have participated in:

Teens on Target	Californians for Justice	Roots Clinic
Vision Quilt	East Bay Asian Youth Center	Wellness Center at Oakland High School
FLY Mentor Program	Brighter Beginnings (Ralph J. Bunche)	Oakland Unite
Homies 4 Justice	Manos	Girls Inc.
Youth Law Academy	The Posse Foundation	

### Community Safety and Police Presence

Most youth associate safety as being with their friends and family, and indoors. Oftentimes when youth mentioned what they loved about Oakland, it was coupled with the phrase: “despite all the violence.” Youth reported that they seldomly feel

safe outside. Gun violence and fear of being the victim of a crime were the most common reasons youth highlighted. Older youth in particular did not feel that Oakland was safe, citing the unpredictability of gun violence and the unreliability of the police. Young women from both workshops said that they do not feel safe outdoors without the presence of a male figure (a family member, friend, or partner); catcalling is common and can quickly escalate to harassment or assault. In addition, young women expressed frustration with the common response from adults when they do report harassment. Instead of protecting girls and young women, adults spend too much time policing their bodies and clothing.

*“I feel like I need my boyfriend or brother to walk around. I never feel safe without a man around, and the police don’t care.”*

When asked about what they needed to feel safe in their communities and schools, most young people spoke in support of the current defund-the-police movement and the removal of police and school-resource officers from the schools. Young people expressed distrust of the police, noting that a police officer’s presence does not make them feel safe. Some youth named the police as contributors to Oakland’s crime and safety problems. Youth described experiencing or witnessing racial profiling and overly aggressive behavior of police toward young people. When crimes do occur in their neighborhoods, slow police response times leave communities feeling helpless.



Black and Latino youth in particular were more likely to say they felt targeted by violence within their community and by the police, while several Asian youth mentioned recent anti-Asian hate crimes and expressed worry that defunding the police would increase crime toward them or members of their community. Some youth questioned how police were trained and said police need anti-bias and

*“Police often scare youth with their aggressive scare tactics.”*

*“Use funding [referring to the removal of OPD from OUSD] for more counselors or mentors that can guide youth in a positive direction.”*

psychological training to better understand and approach communities of color and engage with young people.

Lastly, youth were asked for their suggestions about how to reduce youth contact with the juvenile justice system. As previously mentioned, youth said the city and schools need to do more to raise awareness about opportunities available to youth as well as reduce barriers to participating in programs (i.e., stipends, BART/bus fare, place-based programming, and programming that occurs before it gets dark outside). Older youth displayed an acute awareness of historical and institutionalized systems of oppression and explicitly named economic oppression via capitalism and the prison industrial complex as systemic forces that perpetuate the school-to-prison pipeline among Black and Latino youth. Youth believe that people in their communities will continue to commit crimes if their basic needs are not being continually met. Several young people lamented that their community had plenty of liquor stores that were within walking distance but an absence of grocery stores.

## Priorities and Needs of Youth and Young Adults

### Basic Needs

Overall, general basic needs, including money, food, and shelter, were expressed as the most pressing needs of young people growing up in Oakland.

Additional needs mentioned included access to free/reduced-price menstrual products, services for teen mothers, resource navigation for housing

*“I have had to work since I was 15 to support my parents because they are immigrants, and it’s hard for an immigrant to get a good job and resources, especially when there is a language barrier.”*

insecure young people, and access to healthy foods. Young people stated that there are not enough services for homeless youth and advocated that the city should be doing more to help adolescents and young adults who are unstably housed, couch-surfing, or homeless. Young people also cited safety concerns at homeless shelters. Young women said that coed shelters are not safe for young women, as the men harass them there.

### Youth Mental Health

Youth reported an increase in their levels of anxiety, stress and depression, social isolation, and concerns about their physical safety and/or their home environment as a result of sheltering in place and the COVID-19 pandemic. Lack of opportunities to socialize and engage with their peers during remote learning has contributed to social anxiety. Some youth are feeling timid about returning to the classroom. Young women from both workshops were most likely to express anxiety regarding their physical safety, while many young men said that a lack of opportunities contributes to increased feelings of sadness and depression. Some youth reported feeling more stress and pressure from all angles, such as the pressure to do well in school, navigate college admissions, manage remote learning, and help their siblings with school and/or help out around the house more.

Young people would like to see easier access to school and community-based supports that help them navigate inter-generational differences with their parents, anxiety, and stress. Some immigrant and nonimmigrant youth expressed feelings of alienation from their parents, particularly with respect to their mental health and emotional challenges. Youth said they need access to moral and social support, whether in person or online. Some young women expressed a lack of confidence in their school's preparedness to provide the mental health support they need to succeed and would like to see more wellness programs and counselors collocated on their school campuses. Young people appreciate affinity spaces, spaces that welcome and respect cultural diversity and traditions, and gender-specific spaces. Youth also spent time discussing self-care. Several attendees positively spoke of a common grounding program that taught them about different forms of meditation and how different foods can impact their bodies. This program also provided them with the opportunity to participate in mindfulness and yoga classes.

*"Mental health [is important] because it influences other aspects in our lives. Poor mental health leads to poor performance in school, work, and relationships."*

*"It was my first year of college, and I never imagined it would be like this. I miss being with others, like working with classmates and being social. Also, parents really [are] asking for more and don't think we need to relax after classes because we're at home."*

Notably, during the older TAY workshop, which was segregated by gender, young women found the opportunity to speak freely in the presence of other women to be cathartic; many wished they had a space where they could freely discuss their experiences, validate each other's feelings, and share information with each other about available community resources.

## School Success and Transition to Adulthood

### **Distance Learning during COVID-19 and Educational Equity**

Young people are struggling with distance learning and reported feeling unmotivated by remote learning. In addition, young people feel like their teachers are less engaged since they transitioned to virtual learning and spoke of a negative feedback loop in which the absence of having a teacher or mentor to hold them accountable fuels their lack of motivation. Young people were acutely aware of the educational inequities in OUSD, citing a lack of adequate supplies, building maintenance, and technology within some OUSD schools. Many students said they had chosen to leave OUSD for charter schools or other school districts in neighboring towns (i.e., San Leandro, Hayward, etc.). One young person said that families in Oakland live in two different worlds, those who live in the "hills" (haves) versus those who live in the "flatlands" (have-nots).

*"When I was attending school full-time, I always had a teacher who would motivate me and hold me accountable for my work. Now teachers are overwhelmed with teaching online and don't have time to provide personalized attention to students."*

*"I just need to socialize with others. I honestly talk to no one. I watch anime and then sleep."*

### Youth Leadership and Job Readiness

Youth are interested in job training and leadership opportunities that build their résumés, such as internships, research, and community-service opportunities. Young people enjoy and want hands-on, experiential leadership and career-exploration opportunities, especially in the fields of health, law, and engineering. They particularly value opportunities based in Oakland with short travel times from their home. Job security and being able to earn a living wage

*“Students need academic support. The entire process of applying for scholarships and college is new to me as a first-generation college student.”*

*“I’m not sure about what I want to do, but I’d love an opportunity to try different jobs to help me decide what I want to do in the future.”*

are important factors that young people think about when assessing opportunities and programs. Young people discussed how competitive the job market is and recommended mentors who could guide and link youth to resources as they prepare for life after high school. Financial responsibilities can be barriers to program participation. Paid internships are important to youth not only because they allow them to contribute to their household’s needs but also because they allow them to obtain job and leadership experience.

## PROVIDER WORKSHOPS

### Overview of Provider Participation

In March 2021, BRG hosted one Provider workshop in which 44 participants from youth-serving organizations attended. The participants consisted of staff and leadership from 30 different organizations that provide services in Oakland. The areas of expertise or service for these organizations generally represent the following categories:

- Boys and Men of Color
- Direct Services and Basic Needs
- Homeless Youth and CSEC Youth
- Parent Engagement and Early Childhood
- Asian Youth and Families
- Nature and Outdoor Education
- Youth Violence Prevention
- Youth Arts and Education
- Education and Workforce Development
- Native and American Indian Families
- Services for Monolingual Spanish Families

Sandra Taylor, OFCY director, provided an overview of OFCY’s goals and the strategic-planning process. Participants were then invited to self-select and move into one of two breakout groups. One breakout group focused on the general needs of children, youth, and families. The other breakout group focused on educational equity. Both groups were asked general questions to gather providers’ perspectives the needs of youth and their families in Oakland as well as hear feedback and recommendations on OFCY strategies to inform the 2022–2025 Strategic Investment Plan. The educational-equity group was asked questions with a greater focus on OFCY strategies around school resources, learning opportunities, and educational success.

## Providers' Perspectives on the Needs of Families and Youth during the Pandemic

### Basic Needs

The impact of the COVID-19 pandemic on the basic needs of families was a passionate topic of discussion for providers. Many providers in their professional careers have not experienced the level of crisis the COVID-19 pandemic brought both to their organizations and to the families, children, and youth they serve in Oakland. Providers commented on the unprecedented increase in families' needs over the last year, including an increased demand for basic needs, such as food, employment, financial resources, and housing. Many families served by providers are struggling to meet multiple basic needs simultaneously. Many providers find themselves overwhelmed by trying to address the breadth of needs that families are facing.

Providers noted that housing instability is a core issue, as families are facing eviction and displacement due to job loss despite city moratoriums on evictions. Similarly, providers reported that youth are experiencing increased housing displacement because of violence and increased stressors at home. As a result, some youth are couch-surfing, on the street, or staying in shelters. These housing insecurities make youth vulnerable to the increased violence in Oakland as well as human trafficking.

### Mental Health

Providers are seeing an increase in mental health challenges for both families and youth during the pandemic. The sudden shift to remote learning and changing economic realities has increased levels of stress for youth and their families. Providers report that older youth are more aware of their families' need for food, money, and rent, leading many young people to look for ways to earn income to contribute financially to their families. Additionally, some children and youth are experiencing or witnessing violence in at home or in the community and/or have lost a loved one to violence.

Providers emphasized the need for increased mental health support. Many recognize that current mental health resources, especially outside school-based settings, are insufficient and at times culturally irrelevant. The lack of resources has led to provider and counselor burnout during the pandemic. Providers see an opportunity for OFCY to create a mental health strategy that focuses on the needs of both youth and families. Providers feel that a parent-family focus could help young people navigate challenging family dynamics, preserve the stability of their housing, and build parents' capacity to navigate adolescence. Parenting support and family counseling would provide parents with the tools needed to address issues at home.

As providers discussed solutions to addressing mental health challenges and the transition back to life after the pandemic, they felt there was a need to help youth process what they experienced in a way that is trauma informed and focused on healing. They believe that new and existing services should be trauma informed, with an understanding of PTSD and intergenerational trauma. However, providers want to see a broader range of therapeutic tools available to youth beyond clinical services. Providers would like to see more opportunities for group therapy, cognitive behavioral therapy (CBT), somatic or holistic therapies, art, peer support, and outdoor therapies. Providers want OFCY to direct funding for broad-based tools that support community cohesion; restorative justice; and healing practices. Providers expressed

*"It's not gonna flip back to how it used to be [pre-COVID-19]. There has been a lot of harm in our communities."*

interest in training for staff to better support the mental health and well-being of young people within enrichment programs. For example, OFCY could support the training of teachers and other adults to effectively work with youth and support their social-emotional development.

### **Remote Learning and Access to Technology**

Similar to mental health, the pandemic has had a significant impact on young people's educational experiences. Providers discussed the lack of access to technology, such as stable broadband internet connections or high-quality laptops and devices, as a barrier to participating in online instruction. Many students from large households do not have dedicated or quiet work spaces, as multiple children are participating in online instruction at the same time. Noise and unstable internet connections prevent young people from engaging in online learning. Providers are concerned that the achievement gap between low- and high-income youth has grown during the past year of remote learning. Providers report that some parents are unprepared to support kids in using technology to complete their assignments on platforms such as Zoom or Google Classroom. Some organizations have responded to this need by creating learning hubs with skilled support staff who can support students with assignments while also creating an emotionally supportive and dedicated space that the students may not be able to access at home.

Providers reported that for some students, the experience of online instruction is positive. They have found safety with online instruction because they do not have to deal with bullies or the anxiety of social interaction. Some students have expressed concern about being able to transition back to school, because they are no longer used to a traditional school day or setting, and they are concerned about having the social skills needed at school.

For students who are struggling academically, there is concern among providers that schools and educators will focus on trying to close the gap with remedial classes and programs that are not engaging to youth, which will further limit their growth. They believe that there needs to be a substantial plan in place on how to support students with the transition back to in-school settings. Providers expressed concern about the transition back to in-person learning, particularly because of the lack of communication from OUSD about its plan.

## **Educational Equity**

When asked about their ideas for improving educational equity, providers described the disparity in investment in low-income schools and communities in Oakland compared to higher-income neighborhoods. Providers would like for OFCY to define "educational equity" and make a commitment to it that is reflected in its language and strategies for the 2022–2025 Strategic Investment Plan. The pandemic only widened educational gaps for students who were already facing disparate access to education. Wealthier families have the space and resources to ensure that their students stay on track. Providers would like to see OFCY think about how Oakland can rebuild after the pandemic in a way that supports students' social, emotional, and educational success.

### **Resource Access and Outreach**

For families utilizing community resources, access and awareness are often the biggest barriers to meeting their needs. Some providers feel that there are ample resources in Oakland. There is a gap, however, in the

*"[it is important to have] an ally who speaks your language, possesses cultural knowledge and has a connection to the systems that you use."*

coordination of services, system navigation, and outreach to families to promote services. They reported that families who lack reliable transportation are more likely to forego services. Monolingual parents also struggle to navigate systems in which translation is not available. This impacts not only Spanish speakers but also those who speak Cantonese, Arabic, and Mam. Dedicated family liaisons or parent support staff are an important strategy to help providers address the needs of these families. These staff are trusted community members with the language skills and cultural access needed to advocate for families and help them navigate systems.

### **Racial Equity and Violence Prevention**

Providers report that Black and Latino students are most likely to experience inequities in Oakland schools. For Latino students, there are also often varying experiences on the basis of language access and class. In addition, providers noted that Native American and Indigenous students are often excluded or overlooked in discussions about school success and identifying student needs. Providers would like to see curriculum and programming in schools that are actively antiracist. Several participants pointed to the field of work on antiracist teaching and grading. They believe that OFCY can support capacity building to bring this framework into Oakland schools and organizations. Providers see restorative justice as a tool to prevent violence among young people. In schools, restorative-justice programming provides healing for students and school communities. It gives teachers and adults a better way to engage with youth that is trauma informed.

Some believe there needs to be a plan to address the harm and “systemic brutality” experienced by communities in Oakland, including the harm caused by inequitable schools. Providers explained that both the city and the police department harm Black and Brown communities and that OFCY has a role to play in informing the “reimagining police” conversation and should review recommendations about prevention and systems change outlined in the report of recommendations. Providers recommended that OFCY prioritize the needs of girls and young women of color, who have experienced gender-based violence and human trafficking.

### **Youth Transition to Adulthood**

When asked about what students need in order to address educational equity, many providers talked about the need to support older youth in their transition to adulthood. Providers emphasized that supporting young people requires more than a focus on only academic success. They highlighted how many students are required to support their families financially in jobs that are not career building. Providers want to see paid opportunities and internships that are pathways to living-wage employment and build professional skills that young people can put on their résumé.

*“Students can’t take advantage of the pipeline program because they can’t afford to stay in the prep programs.”*

Even for students who are interested in college, there is a need for programs to support college readiness to prepare them for the academic, social, and cultural experiences of a university setting. One provider shared the story of a student who received a scholarship to attend a private university outside California but returned home after one semester. There is a sense that supporting students up to the “entry point” of employment or higher education is not enough to help them succeed. Students need wraparound supports with a focus on technology, financial education, career preparation, and life skills.



## OFCY as a Grantmaker

### Reflections on Grant Funding

Providers shared their experiences as OFCY grantees and recommendations for OFCY to consider in its role as a grantmaker. The pandemic has resulted in a dramatic shift in the way providers deliver services, with most delivering virtual services. They appreciate that OFCY has been able to adapt to their changing situations and the need to adjust their scope of services. They would like to see that type of ongoing flexibility in their funding to address changes and needs as they emerge. Providers also like having allowable expenses in the grant budgets for things like parent and student incentives, participation, and youth stipends.

*“Youth are 25% of the population but only receive 3% through this fund. Three years isn’t enough for systems change.”*

*“We often have to compete with each other, and that acts as a barrier for collaboration. We need more unrestricted funding from funders.”*

Providers would like to see better equity in the grant-application process and how OFCY thinks about award cycles. Smaller organizations with limited staff are not able to apply for grants because they do not have the internal capacity to prepare grant applications or meet the reporting requirements. Many organizations commented that the reporting requirements are labor intensive and do not actually capture impact. Providers recommended that OFCY move away from requiring grantees to report on hours and that they should instead report on outcomes. Currently, metric requirements in grant reports do not capture the true impact that organizations are trying to make on young people and their families. For example, some providers are reluctant to focus needed services on parents because their grant funding requires them to report only on youth. Cityspan is frustrating for some providers because the system limits tracking of engagement and outreach activities.

Finally, when asked about the role of OFCY within the funding landscape, many providers felt the funding from OFCY was insufficient, given the needs of youth in Oakland. Providers recommended that the city increase its investment in children, youth, and families.

### Field Building and Collaboration

Beyond OFCY’s role as a grantmaker, providers see an opportunity for OFCY to serve as a convenor and field builder of youth-serving organizations in Oakland.

Many providers are interested in collaboration and alignment of resources, but they do not always know which organizations are active in Oakland, which populations those organizations are working with, or which services they provide. Program staff are also interested in deeper collaboration opportunities outside

quarterly grantee meetings. They are sometimes out of touch with additional resources outside their area of expertise, and intentional networking and cross-collaboration may improve cross-referrals and the linkage of clients to the services they need. Many providers felt that OFCY could play more of a convening role.

*“It would be nice if OFCY could help facilitate these conversations.”*

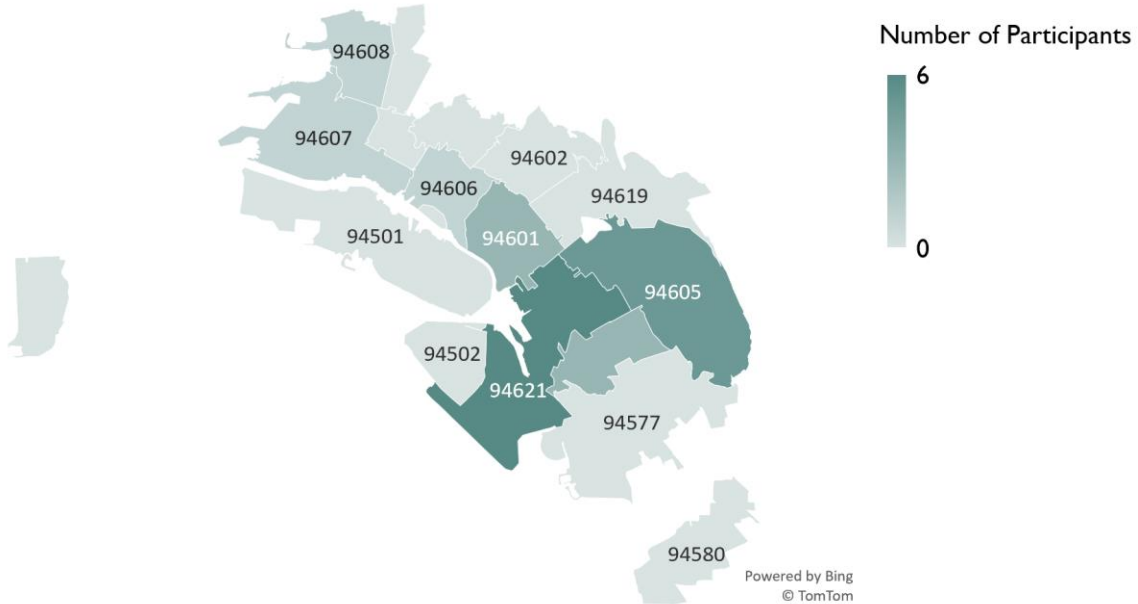
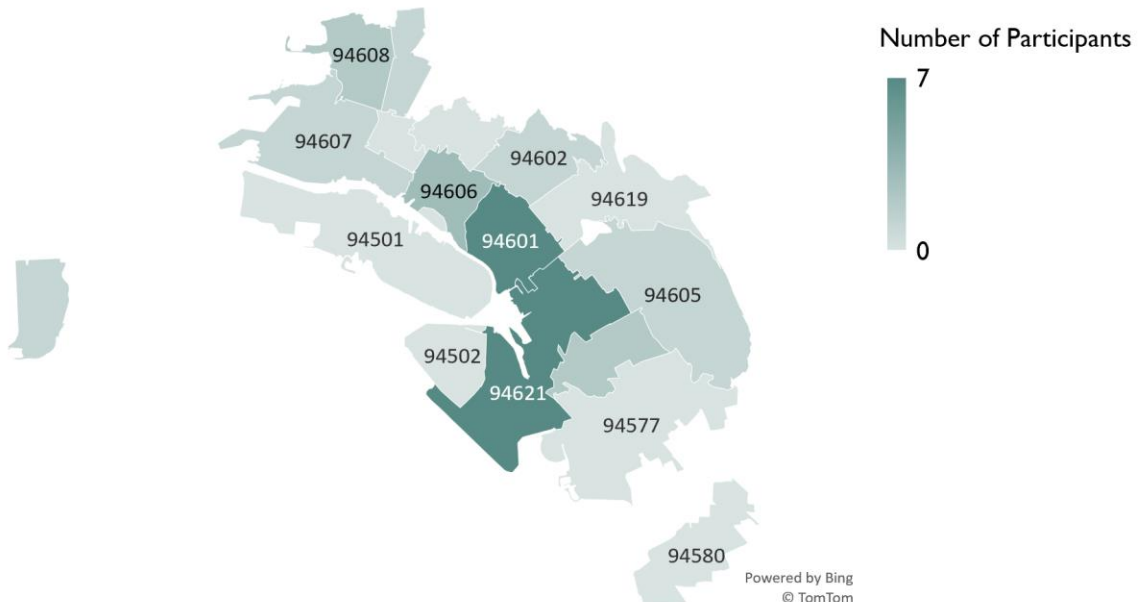
*“The more we know about what we really provide and what we can do together helps the community.”*

Providers are interested in having workshops and forums in which they can learn about topics to improve their services and skills. While providers are aware of the technology gaps for families, they, too, are experiencing

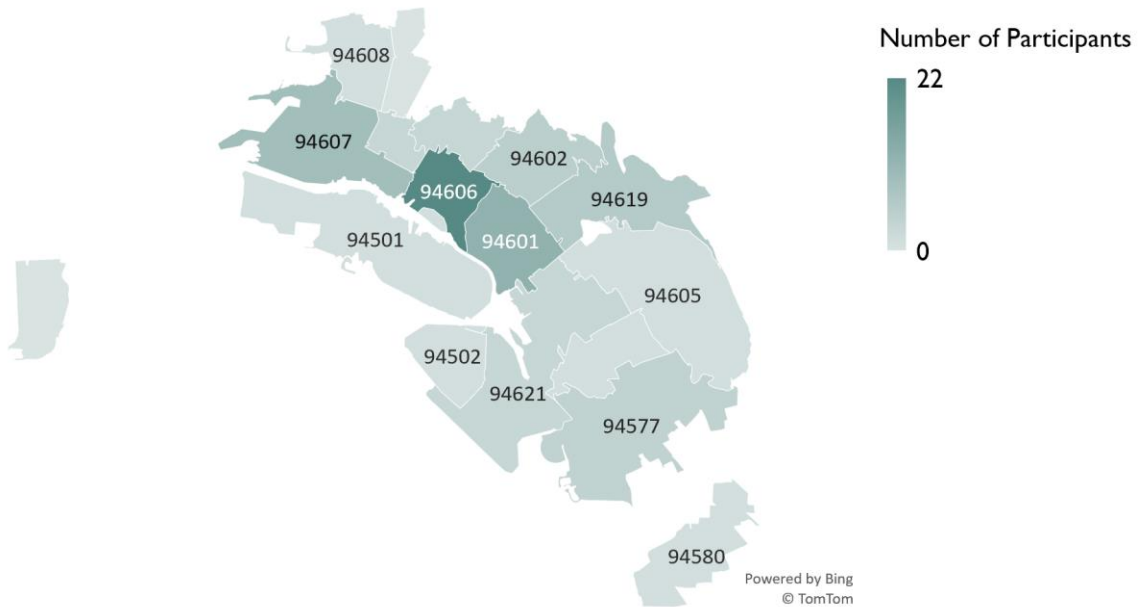
capacity gaps with respect to how they can support youth and families around the digital divide. For example, one provider who works with CSEC youth emphasized the need for training on social media platforms and in digital spaces where youth gather, because those platforms and spaces are grooming and recruiting tools for predators.



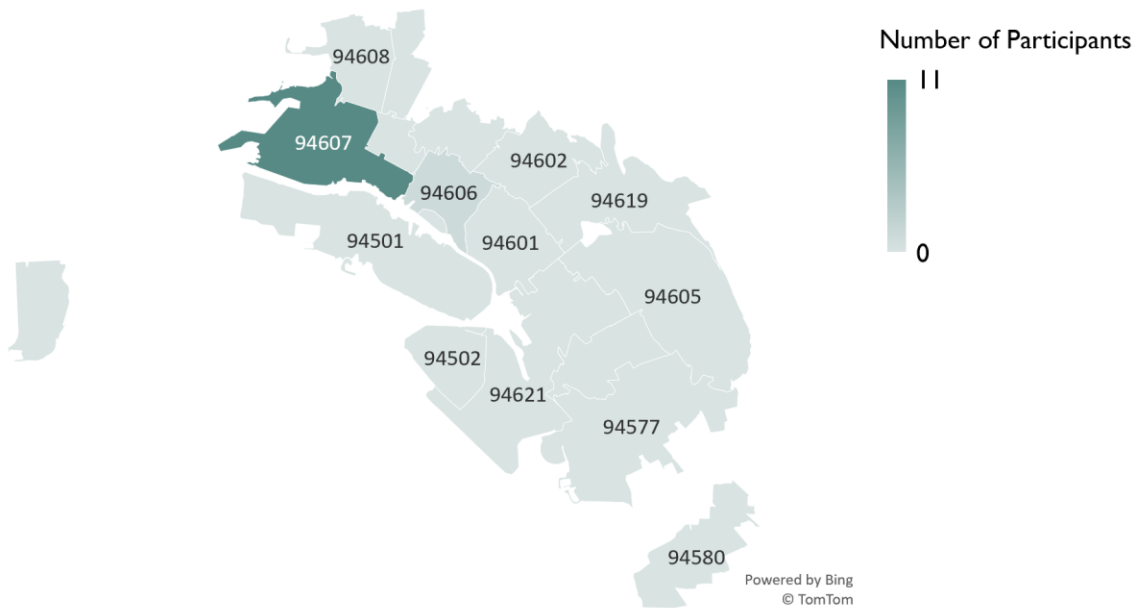
## APPENDIX A: COMMUNITY WORKSHOP DEMOGRAPHICS

**Zip-Code Distribution of Black Workshop Participants (n=20)****Zip-Code Distribution of Latino Workshop Participants (n=27)**

### Zip-Code Distribution of Asian Workshop Participants (n=73)



### Zip-Code Distribution of Middle Eastern Workshop Participants (n=12)



## APPENDIX B: STAKEHOLDER INTERVIEW LIST

Stakeholder Name	Affiliation
Councilmember Carroll Fife	City Councilmember D3
Councilmember Rebecca Kaplan	City Council Member at Large
Councilmember Treva Reid	City Councilmember D7
Councilmember Loren Taylor	City Councilmember D6
Councilmember Nikki Fortunato Bas	City Councilmember D2
David Silver	Office of the Mayor, Director of Education
Peter Kim	Department of Violence Prevention
Sarai Crain	Department of Violence Prevention
Anne Marks	Youth Alive
Curtiss Sarikey	Oakland Unified School District
Barbara McClung and Rebecca Prager	Oakland Unified School District, Alameda County Center for Healthy Schools and Communities, and Oakland Thrives Council
Kym Johnson	Bananas, Inc.
Melanie Moore	Oakland Thrives Leadership Council
Brooklyn Williams	New Door Ventures
Langston Buddenhagen	OFCY Planning and Oversight Committee and Reimagining Public Safety Youth Advisory Board
Dawn Edwards	Lotus Bloom and Oakland LGBTQ Community Center
Kristin Spanos and Carla Keener	First 5 Alameda County
Diveena Cooppan, Sara Bedford, Lara Tannenbaum	City of Oakland, Human Services Department
Nicholas Williams	Oakland Parks and Recreation
Margaretta Lin	Just Cities

# Oakland Fund for Children and Youth

## DRAFT Community Needs Assessment & Racial Equity Analysis 2021 Report

*Photo courtesy of Attitudinal Healing Connection Inc.*

## Acknowledgements

This Community Needs Assessment & Racial Equity Analysis acknowledges the original Indigenous residents of the Ohlone land. Oakland was founded on unceded Chochenyo Ohlone land, the land of Huichin, Confederated Villages of Lisjan. OFCY, which aims to invest in the wellbeing of Oakland's diverse children and youth, is committed to honoring the voices and needs of our Indigenous youth and families as an integral part of our work.

This work would not be possible without the contributions of Oakland youth, their families, City staff, and others who are dedicated to collectively investing in the wellbeing of all Oakland youth and addressing the disparities and challenges our youth face. This report acknowledges and thanks the youth, parents, providers, and other community members who graciously offered their time, knowledge, and expertise to inform this report.

## About the Oakland Fund for Children and Youth

The Kids First! Oakland Children's Fund was established by the voter-approved Oakland Kids First! Ballot initiative in 1996. It required the City of Oakland to allocate 2.5 percent of its annual unrestricted General Purpose Fund revenue to provide services and programming to support children and youth from birth to 21 years of age. In 2009, Oakland voters reauthorized the Oakland Children's Fund (known as the Oakland Fund for Children and Youth, or OFCY) for the next 12 years (2009-2020) through Measure D, which required Oakland to designate three percent of its unrestricted General Purpose Fund revenues to continue these efforts. In 2020, the City Council reauthorized the Fund for a third 12-year period. OFCY is administered by the City's Human Services Department.



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A photograph of two young children sitting on a patterned rug, playing with various toys. The child on the left is wearing a yellow hat and a blue shirt, smiling at the camera. The child on the right is wearing a striped shirt and a grey vest, focused on playing with a toy dinosaur. There are many yellow wooden blocks, a doll, and other toys scattered around them. A window is visible in the background.

# OFCY Community Needs Assessment & Racial Equity Analysis:

## Executive Summary

*Photo courtesy of Refugee Transitions*

# Executive Summary

---

This Community Needs Assessment and Racial Equity Analysis (CNA-REA), conducted in late 2020 and early 2021, aims to understand and present findings regarding the current experiences of youth 0-21 in Oakland, with a particular focus on data that reveal racial, economic, place-based and other types of inequity. Key findings of this Community Needs Assessment & Racial Equity Analysis include:

**1. There are Dramatic Racial and Geographic Disparities in Access to Resources and Outcomes**

Youth growing up in neighborhoods in East and West Oakland face the highest levels of poverty, environmental stressors, and arrests, and the poorest outcomes for early development, health, school success, and transitions to adulthood. Schools located in these neighborhoods serve students with the most compounding needs, often with fewer resources to do so.

**2. Many of Oakland Children and Youth Live in Constant Stress and Trauma**

Youth cited experiences with and trauma from violence, racism and discrimination, neighborhood conditions that are unhealthy and unsafe, high levels of poverty, and major stressors on youth mental health such as anxiety, depression, and social isolation.

**3. Massive Disparities Persist in Children and Youth's Readiness for, Engagement, and Success in School**

The majority of Oakland Unified School District (OUSD) students are not considered ready for Kindergarten, ready for high school, or ready for college and career. However, the rates for each show racial and geographic disparities, and the measures themselves compound other types of disparities – for example, disparities in suspensions disproportionately concentrated among Black/African American students carry over into the measure of high school readiness.

**4. The COVID-19 pandemic has exacerbated existing disparities in income, housing status, access to resources, and outcomes for Oakland children, youth, and families.**

Disparities in poor mental health, housing cost burden, access to technology, and stable living-wage employment have all been present in Oakland for years – the pandemic exacerbated them.

**5. Transition-aged youth balance competing priorities in their transition to adulthood as they strive to take care of themselves and their families, while getting on a path to self-sufficiency**

Many youth struggle to transition into college, job training, and full-time employment as they age out of the school system and other services, facing a competitive job market, high barriers to entry for career pathways, high housing prices, and an immediate drop in wraparound support availability. Black/African American youth 16-19 are twice as likely to be disconnected from both school and work, compared to their white peers.

**6. There is a need to center family and community to support thriving children and youth**

Youth, parents, providers, and community members have solutions to the challenges youth and families are facing, and should be active participants in investments in youth wellbeing.



# Introduction

---

Oakland, California - *The Town* - has a long history of celebrating youth at the forefront of leadership, community, and culture. Young people are proud to be from Oakland, and feel a strong sense of community here. When asked what they love about Oakland, youth highlight the Town's diversity (people, music, art, and food), celebration of everyone's different traditions, and opportunities for activism and building unity around social justice issues.

**"Nowhere else is like Oakland. It's like we are our own kind."**

*- Oakland teen, 2021*

This Community Needs Assessment-Racial Equity Analysis (CNA-REA) aims to identify the current needs of Oakland's children and youth and to highlight the disparate experiences and outcomes faced by vulnerable youth in Oakland, including but not limited to children and youth of color, low-income children, youth living in and going to school in high-stress neighborhoods, youth involved with the foster care/juvenile justice systems, youth experiencing homelessness, youth with disabilities, youth disconnected from school and from work, and newcomer youth. The CNA-REA specifically uses a racial equity lens to review and present data. It is designed to provide an overview of Oakland youths' current experiences and needs by synthesizing recent data across several topics, specifically as they relate to the Oakland Fund for Children and Youth (OFCY). This report braids together recent quantitative data from publicly available sources and surveys with qualitative data and perspectives collected directly through community engagement with Oakland youth, their families, service providers, and other community members via OFCY community workshops, community forums, focus groups, and interviews. This report is organized as follows:

## **1. Summary of Findings**

The first section summarizes the findings that emerged from the quantitative and qualitative data gathered as part of this Community Needs Assessment. It highlights key data points that provide context and understanding of the racial disparities and other equity concerns found in the data, each of which has more information available in the report that follows.

## **2. CNA-REA Report**

The report covers key areas of focus identified through OFCY's previous strategic planning efforts, as well as those that emerged from the community engagement process conducted in 2021.

## **3. Appendices**

Appendices include information about the guiding questions and methodology of this report, including the community engagement process conducted by Bright Research Group and HTA Consulting. Appendices also include data on Oakland demographics and populations of that informed the analysis of this report.



A photograph of a soccer practice session on a green artificial turf field. An adult male coach wearing a white t-shirt, dark shorts, and a straw hat is interacting with several young children. The children are wearing various casual clothing and holding white soccer balls with blue and yellow patterns. In the background, there is a modern building with large windows and a covered walkway. The scene is brightly lit, suggesting it is daytime.

# OFCY Community Needs Assessment & Racial Equity Analysis:

## Summary of Findings

*Photo courtesy of Bay Area Community Resources*



# Summary of Findings

## There are Dramatic Racial and Geographic Disparities in Access to Resources

- = Longstanding disparities persist, especially between racial/ethnic groups and between neighborhoods in the Oakland Hills and East and West Oakland. These disparities are reflected in outcomes related to readiness for and success in school, mental health, suspensions, experiences of safety and violence, and transitions to adulthood.
- = Schools located in neighborhoods with high levels of environmental stressors are more likely to serve students and families experiencing those same stressors, often with fewer resources available to do so. Schools are important anchor institutions, particularly in neighborhoods experiencing high levels of stress. They often play a role well outside of the scope of academics, providing a setting for families to meet, form community, and share resources; offering wraparound services such as health care, navigation for families, food pantries, extended learning, and other critical supports.
- = Gentrification is contributing to significant demographic shifts in the city, affecting communities of color and most significantly Black/African American, Latinx, and Native American populations. A decade ago, one in three Oakland Unified School District (OUSD) students was Black/African American. Now, it's one in five.
- = Immigrating children, as well as U.S.-born children of immigrants, often bear a disproportionate share of the burden for navigating their new environment. Monolingual families have less access to information and resources that could support them in meeting their needs and advocating effectively for their children and family.



People of color are 2-3x more likely to experience poverty than white people



Native American and Black/African American individuals are overrepresented among people experiencing homelessness by 4 x



Over 90% of OUSD students qualify for free/reduced price meals at some schools in East/West Oakland, compared to 72% district-wide

## More Data Highlights on Racial Inequity

- Oakland families that are housing burdened (paying more than 35% of their income on rent) are most likely to live in East Oakland and be Black or Latinx.
- 23% of kindergarteners in low-income households did not attend preschool, compared to 9% of kindergarteners from higher-income households.
- 40% of children over age five are growing up in a household that speaks a language other than English, and in some areas, more than two thirds of children do

## Many of Oakland Children and Youth Live in Constant Stress and Trauma

- = Oakland parents and young people are worried and afraid about neighborhood crime, violence, and their own safety. Many Oakland youth report they seldom feel safe outside, most commonly highlighting gun violence, fears of being the victim of a crime, and overly aggressive behavior of police

toward young people. For some parents, fears of anti-immigrant violence, mass shootings, and hate crimes against people in their families and communities keep them and their children from leaving the house.

- = Young women of color in particular said they do not feel safe because of experiences with catcalling and other gender-based violence, citing fears of harassment, assault, or sexual exploitation.
- = Many youth feel socially isolated, anxious, depressed, or unsafe at school. This is especially common among LGBTQ+ youth.
- = Juvenile arrests are concentrated in several neighborhoods, primarily in East Oakland, and concentrated with dramatic disproportionality on Black/African American males.
- = Youth also have powerful insights into what would make them safer, including more extensive restorative justice efforts and community-based supports.
- = Youth identified safe spaces that promote belonging (including cultural and gender-based affinity spaces) and mental health systems of support as particularly critical.



**Black/African American students are 7-10x more likely to be suspended than their white and Asian peers**



**81% of youth detained in Oakland were Black/African American. Nearly all of the other arrests (18%) were Latinx youth. Less than 1% were any other race/ethnicity. 85% were male.**

**In April 2019-March 20**

### More Data Highlights on Oakland Children and Youth's Mental Health

- Between 31% and 39% of students in grades 5-12 in OUSD, depending on the grade, report that at least one friend or family member has **died by violence**.
- One in three **OUSD students report feelings** of chronic sadness and hopelessness, with a peak among 8<sup>th</sup> graders.
- 56% of LGBTQ+ youth report **experiencing chronic depression** – more than twice the rate among youth identifying as straight (24%).
- 11% of high school students reported that they **skipped at least one day of school** because they felt unsafe.

### Massive Disparities Persist in Children and Youth's Readiness for, Engagement, and Success in School

- = Academic outcomes are generally below state standards for OUSD students, with severe disparities based on race and socioeconomic, homeless, and foster status.
- = Chronic absenteeism and suspensions are extremely disproportionate by race, gender, socioeconomic status, school, and special needs status. These are a major factor in measures such as “ready for high school” and “ready for college”, meaning that students who are chronically absent or are suspended at disproportionately high rates (Black/African American and Pacific Islander, primarily), experience compounded impact on their success in school and transitions to adulthood.



**17% of all OUSD students were chronically absent in 2019-20**  
compared to 10.1% statewide

**Pacific Islander, Black/ African American, and Native American students were 3-4x more likely to be chronically absent than their white and Asian peers.**

- = There are strong needs for culturally-responsive resources and approaches to services, rooted in racial equity and utilizing that lens, in order to tackle the racial, linguistic, and class disparities evident in academic achievement gaps and experiences with school systems.
- = Native American/Alaska Native students are often excluded or overlooked in discussions about school success and identifying student needs.



**Latinx, Pacific Islander, and African American 3rd graders were 2-3x more likely to be reading below grade level compared to their white peers**

### More Data Highlights on Children and Youth's Success in School

- **Kindergarteners in parts of East Oakland** are only half as likely as their peers in the Oakland hills to be “on track” in their academic and social development.
- Over 60% of all rising 9<sup>th</sup> graders in OUSD were deemed **not ready for high school**, with major disparities: just 23% of Black/African Americans were considered ready for high school, compared to 70% of Asians.
- **Students whose parents are college graduates** are twice as likely to be proficient in ELA or Math than their peers whose parents are not high school graduates.
- Less than 3% of English Learners in 11<sup>th</sup> grade **meet standards in ELA or Math**.
- Low-income Black/African American students with an Individualized Education Plan **are 29 times more likely to be suspended** than students who are not low-income, not African American, and do not have an IEP.

### **The COVID-19 pandemic has exacerbated existing disparities in income, housing status, access to resources, and outcomes for Oakland children, youth, and families.**

- = Service providers reported that during their professional careers they had not experienced the level of crisis the COVID-19 pandemic brought both to their organizations and to the families, children, and youth they serve in Oakland.
- = The pandemic only widened educational gaps for students who were already facing disparate access to education. Wealthier families have the space and resources to ensure that their children stay on track, and providers are concerned that the achievement gap between low- and high-income youth has grown during the past year of remote learning.
- = Youth reported an increase in their levels of anxiety, stress and depression, social isolation, and concerns about their physical safety and/or their home environment as a result of sheltering in place and the COVID-19 pandemic.

*“It was a terrible year for young people in high school. They were out of school, depressed, disconnected from their friends.”*

- Stakeholder interview

*“There is a need for a safe place for families to talk about what they are going through.”*

- Stakeholder interview

### **Transition-aged youth (TAY) balance competing priorities in their transition to adulthood as they strive to take care of themselves and their families, while getting on a path to self-sufficiency**

- = Supporting students up to the “entry point” for college and career is not always enough to help them succeed. As they age out of the school system (and/or foster care system), many students struggle to succeed in their first year of continuing education or career without wraparound supports such as financial literacy, workplace readiness skills, and a safety net.

- = Many older students need to support their families financially while in school and/or immediately after. Youth find themselves facing a competitive job market and frequently take jobs that are not on career-building pathways to living wage employment.
- = There are many complex factors that can contribute to becoming “disconnected/opportunity youth” who are not in school and not working. These can range from growing up in families with low economic resources or educational attainment, having a disability, living in neighborhoods with high rates of poverty, unemployment, and racial segregation, being involved in the foster care or criminal justice system, and having caregiving responsibilities at home, among others. It is clear, however, that without connecting to school and work, these young people will be at high risk of experiencing poverty, unemployment, homelessness or incarceration during their adult lives.

### More Data Highlights on TAY Transition to Adulthood

- 39% of OUSD high schoolers said they thought their school gave them the skills and knowledge needed to get a job after high school and/or pursue higher education or vocational training.
- There were an estimated 20,695 youth ages 16-19 not in school and not working (disconnected) in 2019 – a rate of 6.5% which is higher than the state average. This rate was double (13%) for African American youth, and lower (4%) for Latinx youth.
- Among TAY 18-24 in the SF-Oakland-Berkeley metro area, 47% live below the poverty line.
- 75% of TAY experiencing homelessness were unsheltered.

### There is a need to center family and community to support thriving children and youth

- = Community members and families provide irreplaceable knowledge in decision making.
- = There is a lack of representation among teachers that reflect the demographics and experiences of youth.
- = There is a lack of data that capture the nuances and experiences of many youth, notably including Native American/Alaska Native and the African American, Asian American, and Pacific Islander diasporas.
- = In order to effectively address inequities, there needs to be a strong partnership between OFCY and providers. With this partnership, there is a need for a clear structure so initiatives can be successful.
- = Providers expressed a clear need to create a network among themselves to be able to better assist children, youth and their families by linking them to services. A community hub model also gives providers the opportunity to collaborate on new methods of service and care.



*Photo courtesy of BANANAS Inc.*

## **Placeholder for Additional Analysis/Findings from POC & Staff**

DRAFT



A group of children are playing with a large, multi-colored parachute on a paved playground. The parachute has sections of red, yellow, green, and blue. The children are holding the edges of the parachute, and some are jumping or running. The background shows a clear sky and some trees in the distance.

OFCY Community  
Needs

Assessment &  
Racial Equity  
Analysis:

Shared Goals for  
Youth

*Photo courtesy of Oakland Lead Foundation*



# Shared Goals for Youth

In 2016, the Youth Ventures Joint Powers Authority (JPA) identified 31 collaborations supporting improved outcomes for Oakland's children, youth, and families. OFCY's strategic funding initiatives address these shared goals of moving the needle on the following shared indicators which were identified through a process of community engagement and planning within an equity framework. This section highlights data from secondary sources and insights from the community engagement efforts described in the introduction of the report.

*"We need to do more than just lift up Oakland's most vulnerable populations – we need to build the capacity of the organizational leaders and staff that are POC in order to support a healthy ecosystem of supports for families in Oakland."*

- Stakeholder interview

[Kindergarten Readiness](#)

[3rd Grade Literacy](#)

[Academic Achievement Across the Grade Levels](#)

[Opportunities for Youth Development, Learning, and Enrichment](#)

[School Attendance](#)

[Suspension from School](#)

[High School Graduation & Transitions to Adulthood](#)

[Community Safety & Contact with the Criminal Justice System](#)

## I. Kindergarten Readiness

### Early Childhood Education Programs

High-quality early childhood education programs help children get ready for school. Children who participate in pre-kindergarten education are more likely to have better reading skills when they get to school. Some studies show that early education can fully close reading gaps, with the gains in skills being long-lasting for children from low-income families in particular.

Parents are looking for caring and safe environments for their young children when it comes to early care and education. They want their children to feel comfortable, and they want to trust that the teachers are well qualified and nurturing. During OFCY community engagement, many immigrant parents explained that preschools provide a good forum for their children to learn English and for parents to connect with other families. Essential workers expressed that they need childcare in order to work. Parents of young children are concerned that their children will not be ready for kindergarten, are missing out on the chance to socialize with other children, and are not getting enough physical activity due to COVID-19 and the shelter-in-place order.

The academic success of children in later years depends heavily upon their kindergarten readiness. The first few years of education and preparedness are the most crucial to establishing a solid foundation from which children can adapt to school systems and learn successfully. During this early period, children develop primary skills that form the foundations of reading, counting, and social interaction.<sup>i</sup>

Access to preschool in Oakland showed significant racial disparities. Oakland Unified School District (OUSD) preschools serve a diverse group of young Oaklanders, with a 2018-19 preschool population made up of 21.7% African American, 25.8% Asian, Filipino, and Pacific Islanders, 28% Latinx, and 5.8% white children. Young white children constituted 57.3% of those in private preschool and only 6.7% of those with no preschool. Latinx children made up only 7.4% of private preschool students but 24.8%, the largest group, of children with no preschool experience.

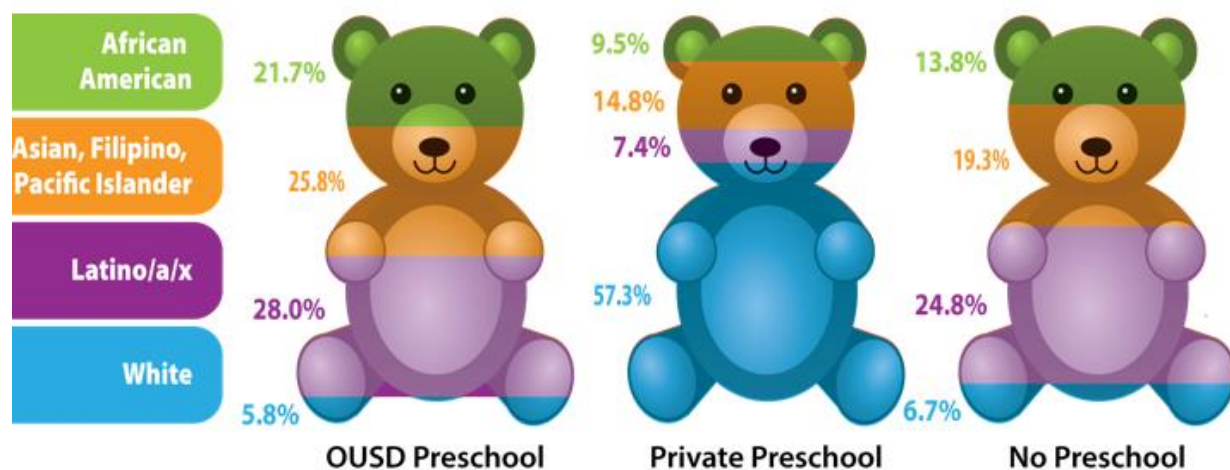
*"[We] need to provide a diverse pool of teachers with training and compensation so they can provide children of color the same quality preschool program."*

- Stakeholder interview

*"There is a need for greater childcare services and programs that are outside of the normal working hours, that don't require committing one's child to a specific schedule."*

- Stakeholder interview

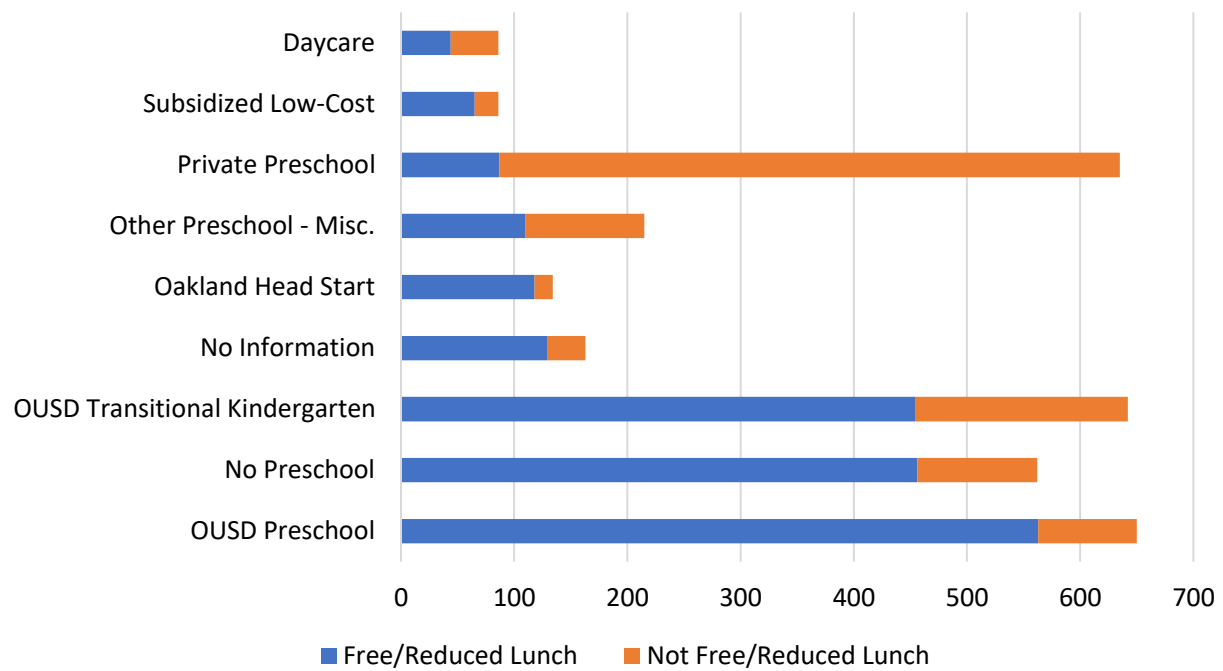
**Figure 1: Preschool Experience Types by Race 2018-2019**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

For low-income families, OUSD preschools play a significant role in early childhood experiences. Of the 2026 OUSD Kindergarteners receiving free or reduced meals, 56% attended an OUSD preschool, transitional kindergarten, or Head Start program. One in five (22.5%) did not attend any preschool. Comparatively, 90.8% of students not receiving free or reduced meals did attend some form of preschool.

**Figure 2: Type of Preschool Experience by Free or Reduced Lunch Status, 2018-2019**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

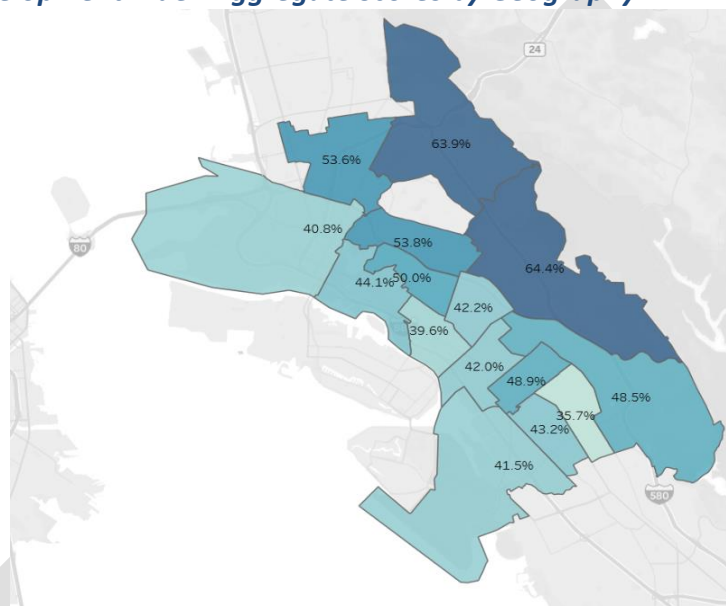


Photo courtesy of Refugee Transitions

### Kindergarten Readiness by Geographic Distribution

Disparities in kindergarten readiness also vary by geography which may be indicative of access to early childhood resources in Oakland's high stress neighborhoods. The map below shows an aggregate score for the Early Development Index,<sup>ii</sup> which measures development across five domains: emotional maturity, general knowledge, language and cognition, physical health and wellbeing, and social competence. The Oakland aggregate average is 47%, though scores across domains and geography demonstrate disparities in access to early childhood resources.

**Figure 3: Early Development Index Aggregate Scores by Geography**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

Young Oaklanders in zones 2,3,6, and 9 (primarily in the Oakland Hills and North Oakland) are more likely to exceed the city average for general knowledge, language and cognition, physical health and wellbeing, and social competence than their peers. Eleven out of fifteen zones exceed the average for emotional maturity, and nine do for social competence. Zone 1 (West Oakland) and Zone 14 (Eastmont, Castlemont, Cox, Iveywood, Las Palmas, Durant Manor, Cox, and Toler Heights neighborhoods) are the two areas where young Oaklanders are the least prepared for Kindergarten, scoring below the Oakland average in every category of the Early Development Index. Zone 14 also has the fewest number of preschools of any zone in Oakland. These two zones also have some of the lowest median incomes and highest poverty rates in Oakland. The categories with the biggest range by geography were General Knowledge and Language & Cognition. A detailed dashboard showing disaggregated data for each domain by zone can be found at <https://dashboards.ousd.org/views/EarlyDevelopmentalIndicators/EDIHeatMap>.

*"There are many...exceptional programs and experiences for kids to partake in but there are a lot of kids not getting those. We categorize them as "not kinder-ready" when in reality they just haven't had the opportunity."*

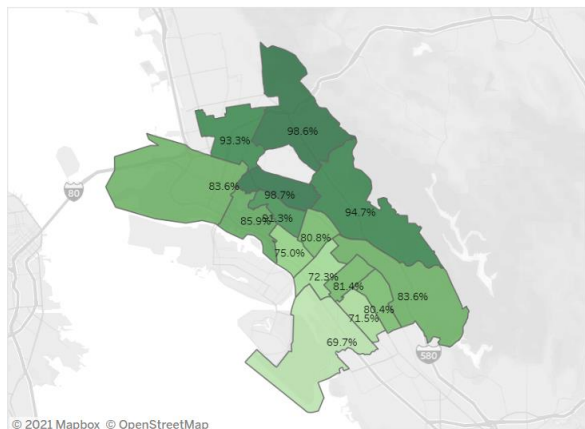
- Stakeholder interview



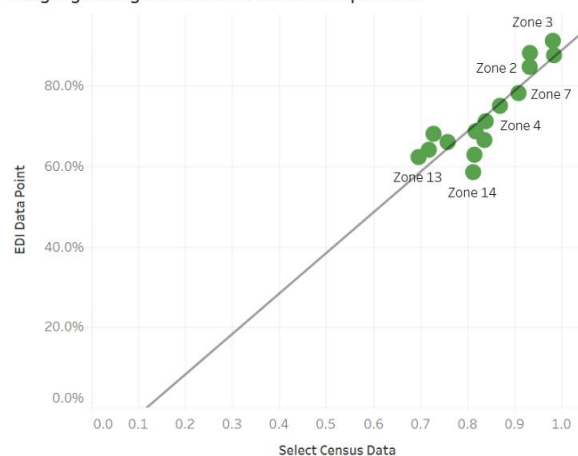
Some environmental factors make more of a difference than others in terms of EDI domain scores. The below side-by-side graphic shows the relationship between preschool experience and EDI scores for language and cognition. Areas where more children go to preschool are also areas where children score much higher in language and cognition early development measures. Young children in East and West Oakland are accessing preschool at lower rates, which corresponds with lower language and cognition early development scores in those areas.

**Figure 4: Early Development Index Comparisons for Select Indicators**

% Preschool Experience in Oakland



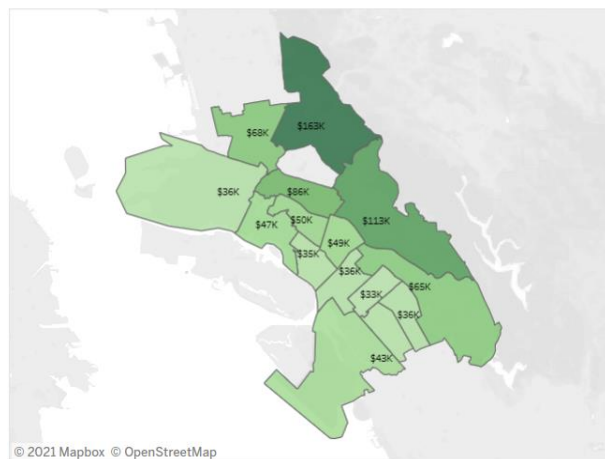
Language & Cognition and % Preschool Experience



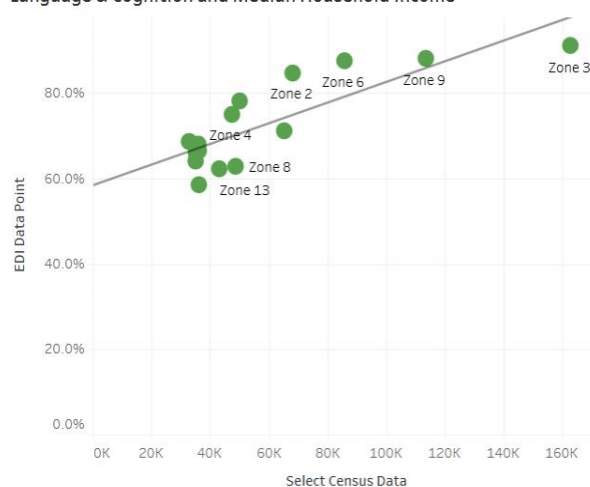
Similarly, in areas where median incomes are lower, language and cognition scores are also lower. This correlation is less strong than the correlation with preschool shown above, indicating that if young children are able to access preschool, regardless of family income, they will likely be more prepared for kindergarten in terms of their language and cognition skills.

**Figure 5: Early Development Index Comparisons for Select Indicators**

Median Household Income in Oakland



Language & Cognition and Median Household Income



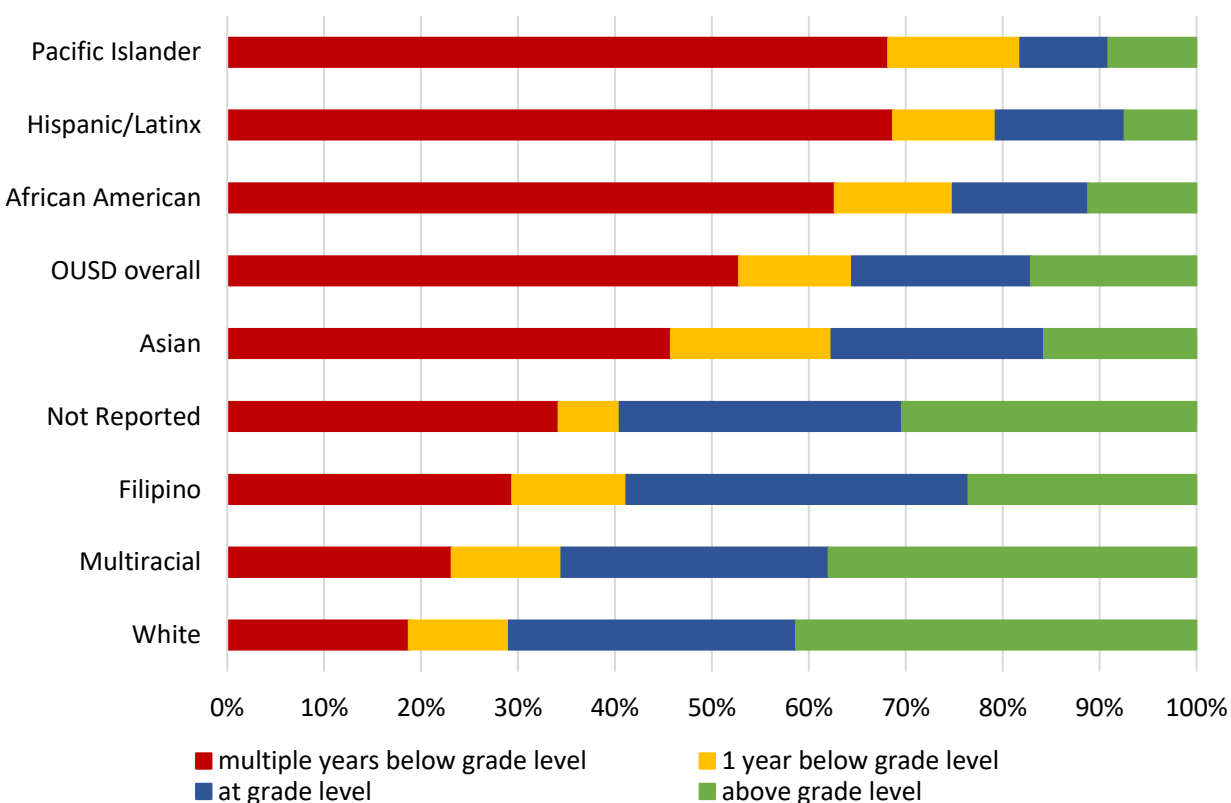
## II. 3rd Grade Literacy

One of the most important predictors of graduating from high school is reading proficiency by the end of third grade.<sup>iii</sup> Students who can read proficiently at the end of 3rd grade have a foundation for future learning, success in school, and positive outcomes in adult life.

Only 21% of OUSD 3rd graders meet standards in the Reading portion of the state's English Language Arts test, which is designed to measure "How well do students understand stories and information they read?"

As shown in Figure 6, there are substantial disparities along racial/ethnic lines in students reading at grade level, based on the Scholastic Reading Inventory, which OUSD utilizes as its benchmark assessment of student's literacy skills. White, Multiracial, and Filipino students have the highest rates of 3rd grade literacy, exceeding district-wide averages, while larger percentages of Hispanic/Latinx and Black/African American 3rd grade students are not reading at grade level.

**Figure 6: Reading Performance Among OUSD 3rd Graders by Race**

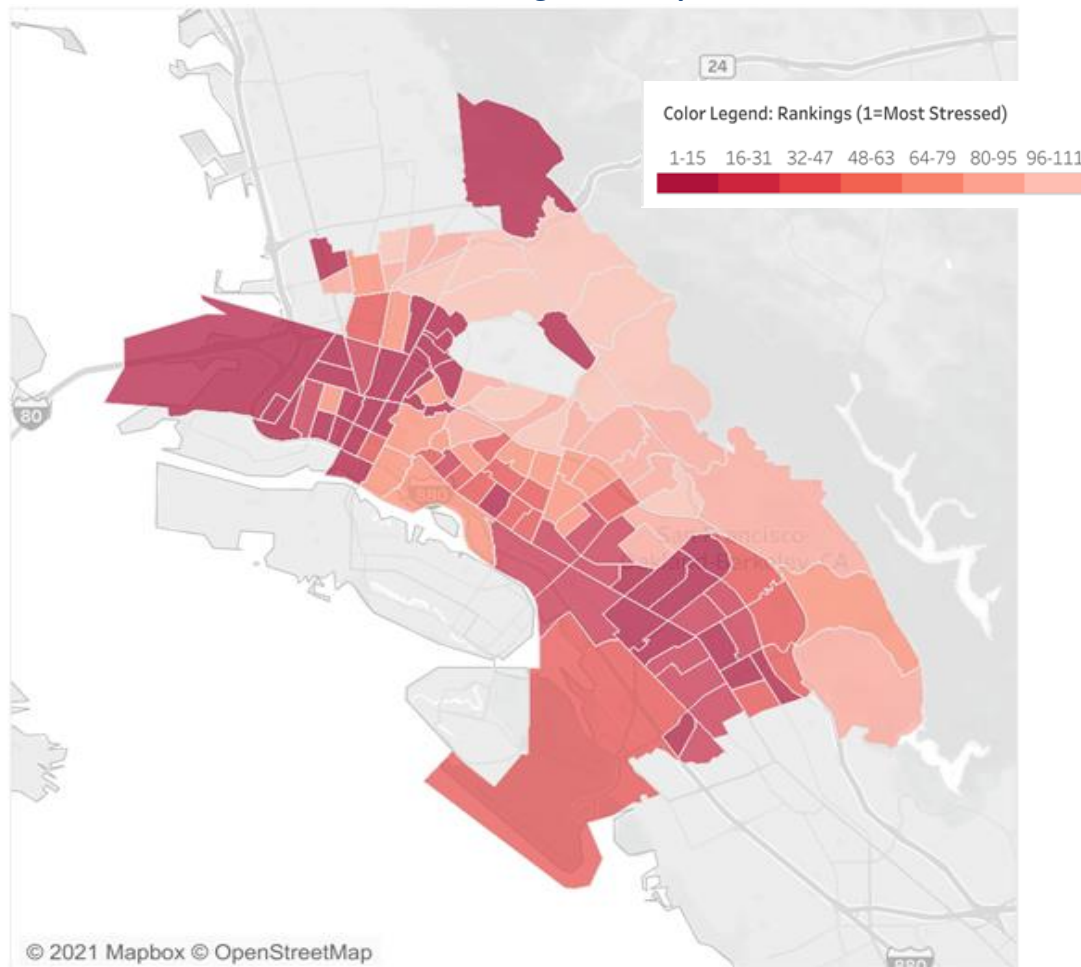


Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

Reading achievement also varies by geography within Oakland. There is a major division between the flats and the hills -- with 3rd grade children who live in the historically more

affluent hills neighborhoods being far more likely to be reading at grade level, as shown in the Stressor Map in Figure 7.

**Figure 7: OUSD Students Below 3rd Grade Reading Level Map**



Source: Oakland Stressors Map

The Oakland Literacy Project posits that by supporting children early on -- through strategies such as improving access to quality early learning experiences, removing barriers to attendance, and immersing students in literacy-rich environments when they are out of school -- "Oakland can go a long way toward closing achievement gaps, reducing dropout rates and breaking the cycle of poverty."

### III. Academic Achievement Across the Grade Levels

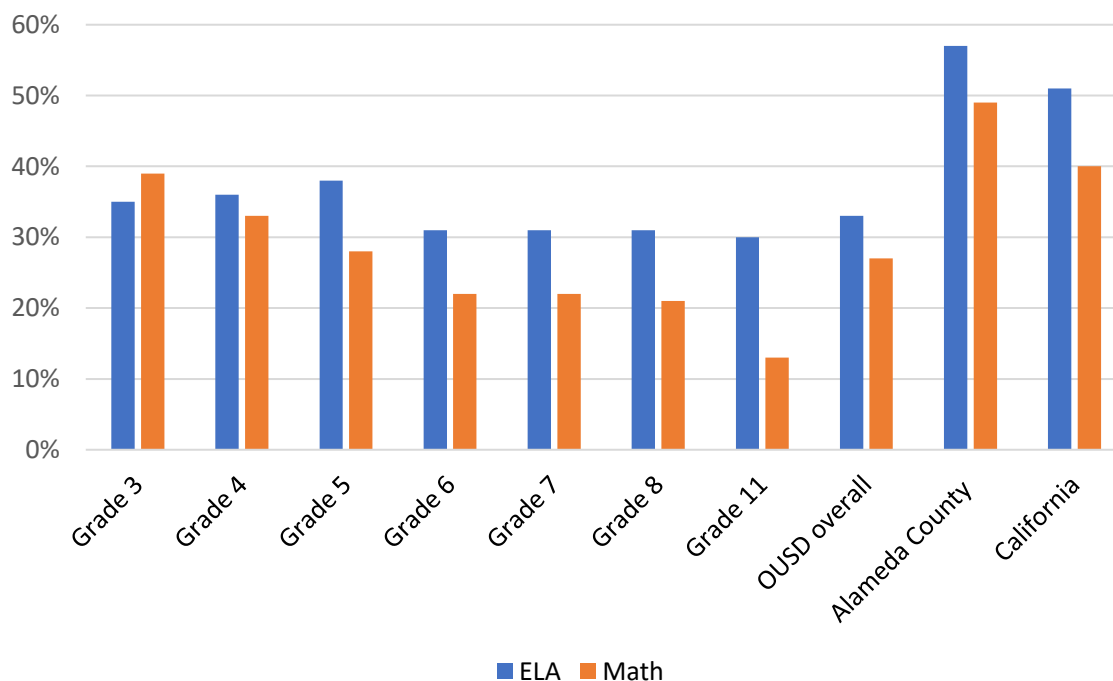
#### Academic Achievement

Participants in OFCY community engagement shared their concern for students who are struggling academically during the COVID-19 pandemic. They expressed their belief that schools and educators will focus on trying to close the gap with remedial classes and programs that are not engaging to youth, which will further limit their growth. They identified the need for a substantial plan to support students with the transition back to in-school settings.

*"OFCY should definitely be focusing on digital learning and the access to digital learning."*  
- Stakeholder interview

As shown in Figure 8, only one-third of OUSD students are meeting grade level standards in English Language Arts, and this is the case for just over one in every four students (27%) in Math, based on state testing results (in spring 2019, the last time the tests were administered). In both core skill areas, OUSD students are achieving at far lower levels than their peers county- and state-wide. Moreover, as OUSD students advance through the grade levels, fewer of them are able to maintain proficiency in their core academic skills, as depicted in Figure 9.

**Figure 8: Students Meeting or Exceeding Grade-Level Standard in English Language Arts on the CAASPP, by Grade Level, 2019**

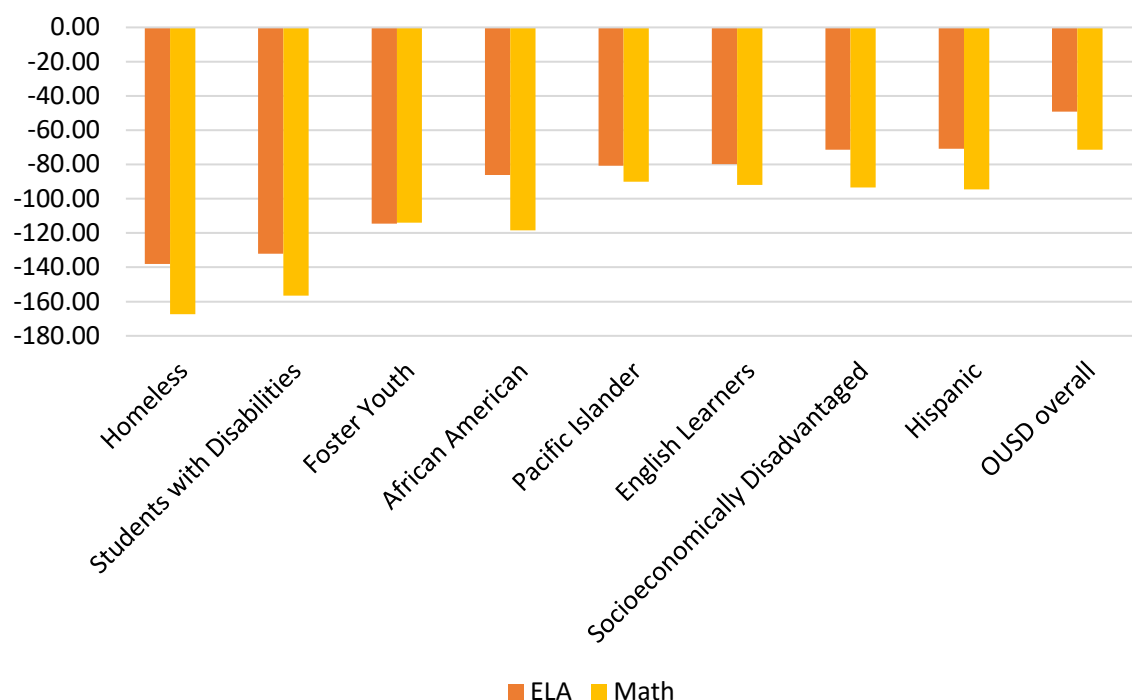


Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>



OUSD students on average scored 49.1 points below the state standard in ELA and 71.4 below standard in math. Homeless, African American, Hispanic/Latinx, Pacific Islander, English Learners, socioeconomically disadvantaged, and foster youth were among the lowest performance groups.

**Figure 9: Scores Below State Standards in ELA and Math, 2019**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

### Remote Learning

Young people are struggling with distance learning during the COVID-19 pandemic and reported feeling unmotivated by remote learning. In addition, young people feel like their teachers are less engaged since they transitioned to virtual learning and spoke of a negative feedback loop in which the absence of having a teacher or mentor to hold them accountable fuels their lack of motivation. Some students have expressed concern about being able to transition back to school, because they are no longer used to a traditional school day or setting, and they are concerned about having the social skills needed at school.

*"When I was attending school full-time, I always had a teacher who would motivate me and hold me accountable for my work. Now teachers are overwhelmed with teaching online and don't have time to provide personalized attention to students."*  
- Youth forum participant

*"I just need to socialize with others. I honestly talk to no one. I watch anime and then sleep."*

Parents expressed a wide range of opinions about, perspectives on, and experiences with remote learning. While some parents experienced challenges with technology, especially internet connectivity, and with balancing work with their children's virtual learning, many

appreciated the opportunity to be more involved in their children's education and to see what they were learning. Some found that their engagement in their child's education had improved during remote learning, and many appreciated having the opportunity to spend more time with their children and teach them. Providers reported that for some students, the experience of online instruction is positive. They have found safety with online instruction because they do not have to deal with bullies or the anxiety of social interaction.

## Equity in Education

OFCY community engagement yielded a wealth of insight related to equity in education in Oakland. Perspectives on equity varied from group to group with concerns ranging from technology to culture.

Young people were acutely aware of the educational inequities in OUSD, citing a lack of adequate supplies, building maintenance, and technology within some OUSD schools. Many students said they had chosen to leave OUSD for charter schools or other school districts in neighboring towns (i.e., San

*"School districts don't have money anymore to pay for anything but teachers. There's a need for school staff who can do early intervention work. Without this, kids often end up in behavioral health or special education, which requires a diagnosis."*

*- Stakeholder interview*



*Photo courtesy of Bay Area Outreach & Recreation Program*

Leandro, Hayward, etc.).

Providers discussed the lack of digital access to technology, e.g. stable broadband internet connections or high-quality laptops and devices, as a barrier to participating in online instruction. Many students from large households do not have dedicated or quiet work spaces, as multiple children are participating in online instruction at the same time. Noise and unstable internet connections prevent young people from engaging in online learning.

When asked about their ideas for improving educational equity, providers described the disparity in investment in low-income schools and communities in Oakland compared to higher-income neighborhoods. The pandemic only widened educational gaps for students who were already facing disparate access to education. Wealthier families have the space and resources to ensure that their students stay on track, and providers are concerned that the achievement gap between low- and high-income youth has grown during the past year of remote learning.

Providers report that some parents lack digital literacy skills and are unprepared to support kids in using technology to complete their assignments on platforms such as Zoom or Google Classroom. Some organizations have responded to this need by creating

learning hubs with skilled support staff who can support students with assignments while also creating an emotionally supportive and dedicated space that the students may not be able to access at home.

Oakland parents said they look for a high-quality education; caring teachers; schools that are free from racism, discrimination, and violence; and pathways to higher education. Parents are seeking caring teachers who hold high expectations for all students regardless of class, race, or ethnicity. Many parents believe that they have a key responsibility to learn about how the educational system works, to hold high expectations for their children, and to instill the value of education in their families.

Some immigrant parents noted needing help navigating the American educational system, including how to communicate with teachers, advocate for their children, and assess school

*"We need rich, stimulating environments; our ecosystem right not only exists Monday through Friday, 9am-5pm. This paradigm does not work in the current economy with low-income families -- the times they need care the most are outside of what's provided."*

- Stakeholder Interview

quality. Some participants suggested that parent-education workshops, family resource centers, and family navigators can support families to help them learn these skills. Recent immigrants emphasized the need for this information to be communicated by people who speak their primary language in community-based settings.

Latinx parents in particular expressed disappointment with the quality of education available through OUSD. They felt that many schools did not offer a rigorous, college-bound education to their children and that parents were often pushed to enroll them in low-quality schools in their neighborhoods by the district. Several had sought out charter schools as an alternative.



*Photo courtesy of Bay Area Community Resources*

## IV. Opportunities for Youth Development, Learning, and Enrichment

Oakland children and youth frequently face challenging environmental and community stressors that can impact social-emotional, health, educational, and economic outcomes throughout childhood and adolescence into adulthood. Oakland youth are also leaders in their communities, speaking highly about community unity in times of injustice.

*"There's an opportunity to support young people in developing critical consciousness and advocating for change."*

*- Stakeholder interview*



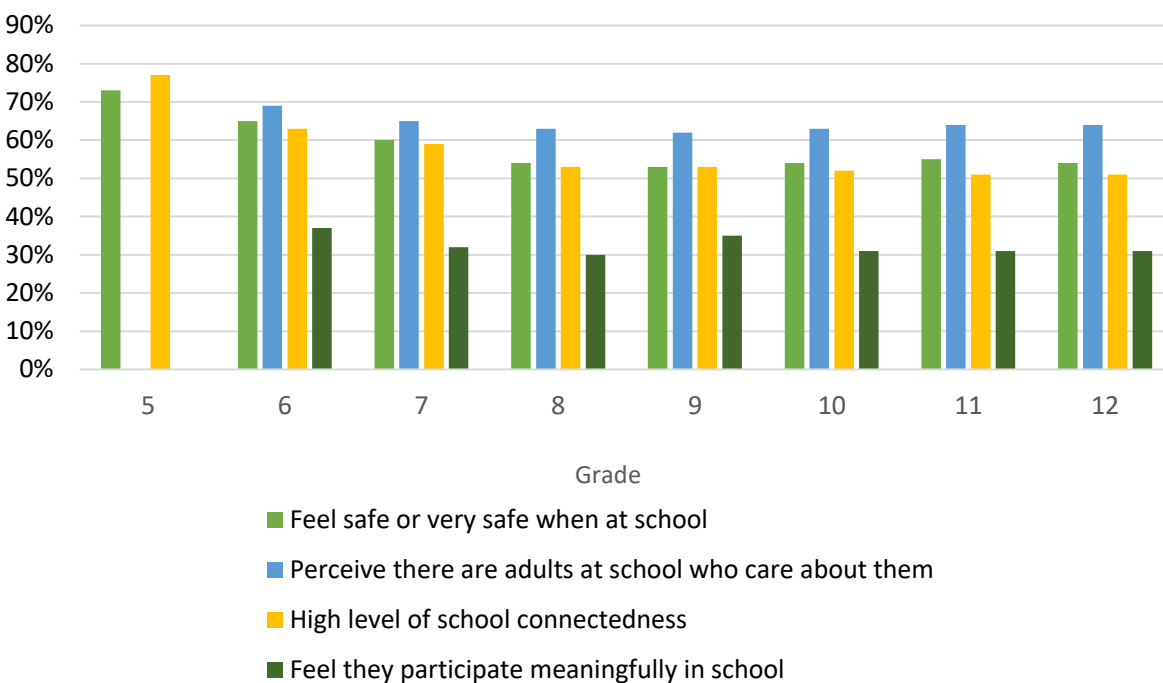
*Photos courtesy of Music is Extraordinary, Inc. and Dimensions Dance Theater*

### Safe and Connected School Environment

Every student in Oakland should have a nurturing school environment that promotes feelings of safety and support. The graph below shows measures of how students perceive their safety, caring relationships with adults, connectedness, and meaningful participation while at school. Less than half of all students report feeling like they are meaningfully participating in their school community. While most OUSD students report feeling safe or very safe at school and that they are connected to their school early on, nearly half of OUSD students do not report feeling safe or connected at school by the time they reach high school. In 2019-20, 11% of high school students reported that they skipped at least one day of school because they felt unsafe.<sup>iv</sup>



**Figure 10: Social-emotional developmental assets at school by grade level, 2019-20**



Source: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports. (pre-COVID)

### Systems of Support and Belonging

In our March 2021 community workshop series, youth participants expressed that they would like to see easier access to school and community-based supports that help them navigate inter-generational differences with their parents, anxiety, and stress. Some youth shared feelings of alienation from their parents, particularly with respect to their mental health and emotional challenges. Youth said they need access to moral and social support, whether in person or online. Some young women expressed a lack of confidence in their school’s preparedness to provide the mental health support they need to succeed and would like to see more wellness programs and counselors co-located on their school campuses.

Providers in our community workshop series reported that they are seeing an increase in mental health challenges for both families and youth during the pandemic, and many recognize that current mental health resources, especially outside school-based settings, are insufficient and at times culturally irrelevant. The lack of resources has led to provider and counselor burnout during the pandemic.

*“Anything that can help strengthen the family in its entirety is always a good [strategy].”*

*- Stakeholder interview*

Young people shared their appreciation for affinity spaces that promote a sense of belonging, spaces that welcome and respect cultural diversity and traditions, and gender-specific spaces. Youth also spent time discussing self-care. Notably, during the older TAY workshop, which was segregated by gender, young women found the opportunity to speak freely in the presence of

other women to be cathartic; many wished they had a space where they could freely discuss their experiences, validate each other's feelings, and share information with each other about available community resources.

Participants in our community forums highlighted the importance of showing young people role models with examples of people like them in leadership positions. They also mentioned the importance of having books that are multicultural with stories that children can relate to.

Young people who have lived in other cities not only spoke about Oakland's unique and rich culture but also noted that there were more resources and systems of support in Oakland compared to other cities they had lived in. When asked about places they go to for support, many youth cited a number of Oakland-based nonprofit organizations. Young people said the adults care about them and are people whom they can trust. They emphasized how important it is for youth to have places outside their homes where they can connect with friends and trusted adults.

Although youth had high praise for Oakland-based organizations, some commented that more could be done to raise awareness about programs and services that are available to them. When asked how they had heard about programs they are currently involved in, school and word of mouth were the most common responses from attendees. The exception was from the Transitional Aged Youth workshop, where participants commented that they were referred to a program from a case manager. Several attendees feel that their schools could do a better job of communicating about and connecting them to opportunities that Oakland community-based organizations provide. Service providers participating in one of our community forums noted that while there are lot of organizations doing great work, many students are still not being reached. They pointed to a need to create a network among themselves, "working together to act as a community hub," to better assist children, youth, and their families by linking them to services

Youth emphasized the need to provide upstream supports before a young person becomes involved with the juvenile justice system. Safe spaces, mental health support, academic support, and job placement were the most common systems of support referenced across both Youth workshops. Providers felt there was a need to help youth process what they experienced during the pandemic in a way that is trauma-informed and focused on healing through a broad range of therapeutic tools beyond clinical services, with an understanding of PTSD and intergenerational trauma.

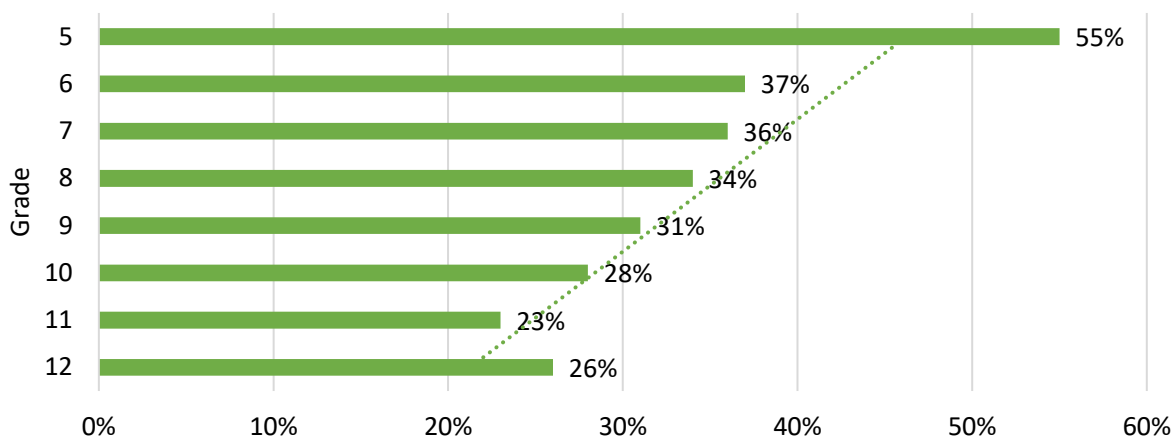


*Photo courtesy of CiviCorps*

## Physical Activity

California Healthy Kids Survey (CHKS) results from 2019-2020 reveal that OUSD students become less active as they get older. While more than half of 5th graders report exercising for an hour at least five days a week, just over a quarter of high school seniors do, as shown in Figure 11. Regular exercise and physical activity bring proven benefits not only to physical health, but to emotional wellbeing and positive learning outcomes.

**Figure 11: OUSD students who are physically active for at least an hour, 5 days a week**



Source: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports. (pre-COVID)

Parents participating in workshops also were concerned about the amount of time their children were connected to their devices and the lack of public spaces and recreation opportunities for young people. Having the opportunity for their children to be able to play and engage in physical activity while still maintaining social distance was a priority for many parents.

*"We need to have a place for our children to have a safe place outside in the community. Get sunshine, get recreation time, be a kid, engage in youth-led activities."*  
- Stakeholder interview

## Mental and Emotional Health

Youth reported an increase in their levels of anxiety, stress and depression, social isolation, and concerns about their physical safety and/or their home environment as a result of sheltering in place and the COVID-19 pandemic. The sudden shift to remote learning and changing economic realities has increased levels of stress for youth and their families.

Lack of opportunities to socialize and engage with their peers during remote learning has contributed to social anxiety. Some youth are feeling timid about returning to the classroom. Young women from both workshops were most likely to express anxiety regarding their physical safety, while many young men said that a lack of opportunities contributes to increased feelings of sadness and depression. Some youth reported feeling more stress and

pressure from all angles, such as the pressure to do well in school, navigate college admissions, manage remote learning, and help their siblings with school and/or help out around the house more.

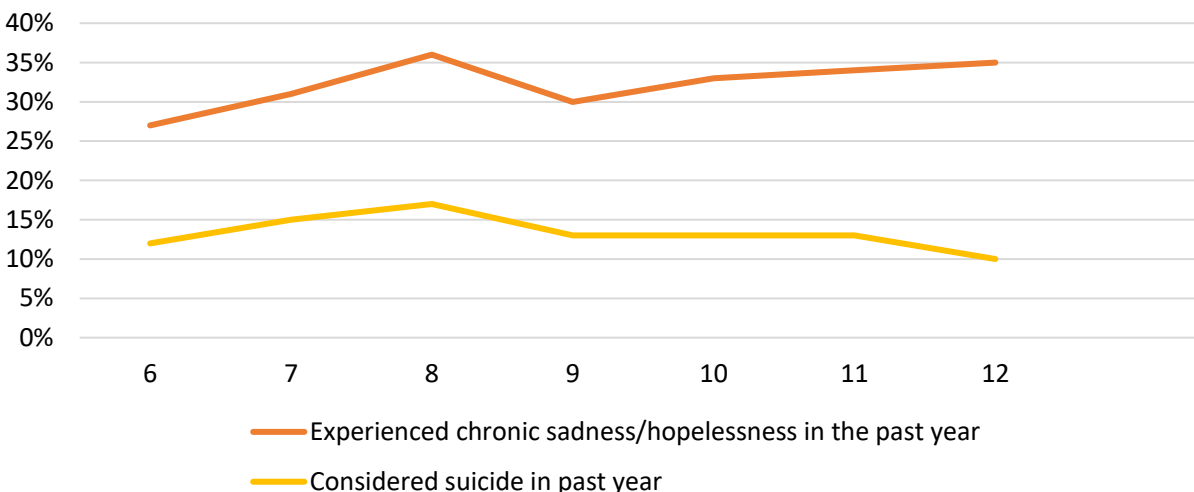
As providers discussed solutions to addressing mental health challenges and the transition back to life after the pandemic, they felt there was a need to help youth process what they experienced in a way that is trauma informed and focused on healing. They believe that new and existing services should be trauma informed, with an understanding of PTSD and intergenerational trauma.

Many OUSD students report feelings of chronic sadness and hopelessness, and considering suicide. The figure below shows that these feelings spike among students in 8th grade, indicating that this transition between middle school and high school may be particularly challenging. About one in three high school students reported chronic sadness or hopelessness.



Photo courtesy of Oakland Unified School District

**Figure 12: Reported feelings of depression and suicidal ideation among OUSD students, 2019-20**



Source: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports. (pre-COVID)



Three quarters of high school juniors and seniors report being sleep deprived, with 73% of 11th graders and 74% of 12th graders reporting less than eight hours of sleep on average. Half (50%) of OUSD 12th graders get six or fewer hours of sleep. Sleep deprivation -- frequent among teens nationwide -- is linked to poor physical, social-emotional, and cognitive outcomes, including the inability to concentrate, poor grades, risk-taking, anxiety, depression, and suicidal ideation.<sup>v</sup>

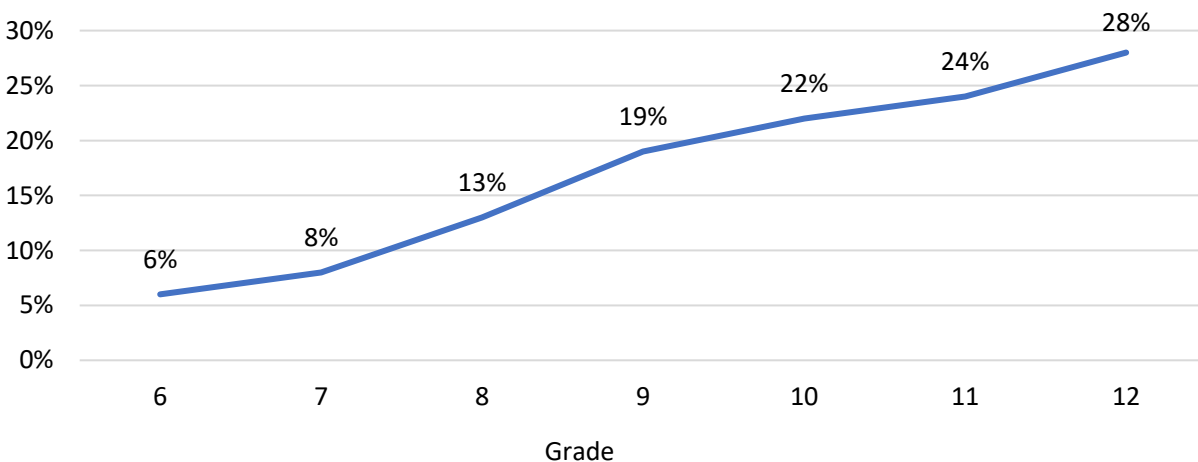
OUSD-specific questions asked on the California Healthy Kids Survey reveal that 15% of OUSD high school students don't know where to go for help with a problem. Almost half (44%) of students reported that they did not feel they could disagree with others without starting an argument. Among OUSD teens reporting that they are sexually active (33%), more than half (53%) report that they always use protection while 28% report that they rarely or never do.<sup>vi</sup>

### Substance Use

California Healthy Kids Survey data include student reports of their alcohol and drug use. Six percent of students as young as 11 years old report they used alcohol or drugs in the past month, increasing steadily through middle school and high school.

Figure 13 demonstrates the increase in alcohol and drug use over time, and the following table details the type of use by grade. Nearly half (47%) of high school seniors report having tried alcohol or drugs, one in three (28%) reported having used alcohol or other drugs in the past month, 15% report heavy drug use, and 10% report binge drinking. Fifteen percent of high school juniors and seniors report having been in a car where the driver was drinking and driving.

**Figure 13: Reported Alcohol and Drug Use in Past 30 Days Among OUSD Students, 2019-20**



Source: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports. (pre-COVID)

**Figure 14: Reported Substance Use Among OUSD High School Students, 2019-20**

Grade	9	10	11	12
Lifetime alcohol or drug use	36%	40%	46%	47%
Alcohol or drug use in the past month	19%	22%	24%	28%
Alcohol or drug use on school property in the past month	12%	11%	13%	12%
Lifetime marijuana use	22%	28%	32%	37%
Marijuana use in the past month	14%	16%	19%	21%
Lifetime very drunk or high (7 or more times)	9%	12%	16%	16%
Heavy drug use in the past month	9%	10%	13%	15%
Heavy alcohol use (binge drinking) in the past month	5%	8%	7%	10%
Lifetime drinking and driving involvement	8%	11%	15%	15%
Considers occasional marijuana use greatly harmful	26%	26%	27%	26%
Reported it's very difficult to obtain marijuana	8%	9%	8%	9%

Source: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Secondary. 2019-2020 Main Reports. (pre-COVID)

### Social Isolation

Workshop participants were concerned about social isolation in particular when asked about mental health needs. Parents of young children were concerned that their children might be missing out on socializing with other children. Parents spoke of the need for families to have someone to talk to about what they were experiencing. Parents of older children in the Spanish-speaking group spoke about challenges with social isolation and depression, which they observed in their adolescent children in particular. They noted a loss of motivation, greater social anxiety, and reluctance to leave the house.

*"We need to hold space for child and adult anxiety, about how to move back into the real world...to process the anxiety, take the step."*

- Service provider  
OFCY Community Forum

## V. School Attendance

During the 2019-20 school year, as of March 2020, when in-person learning was halted because of the COVID-19 pandemic, average daily attendance across Oakland Unified was 94%, and 17.3% were chronically absent (missing 10% or more school for any reason)<sup>vii</sup>-- equivalent to about five students per classroom missing school at least one day every two weeks.

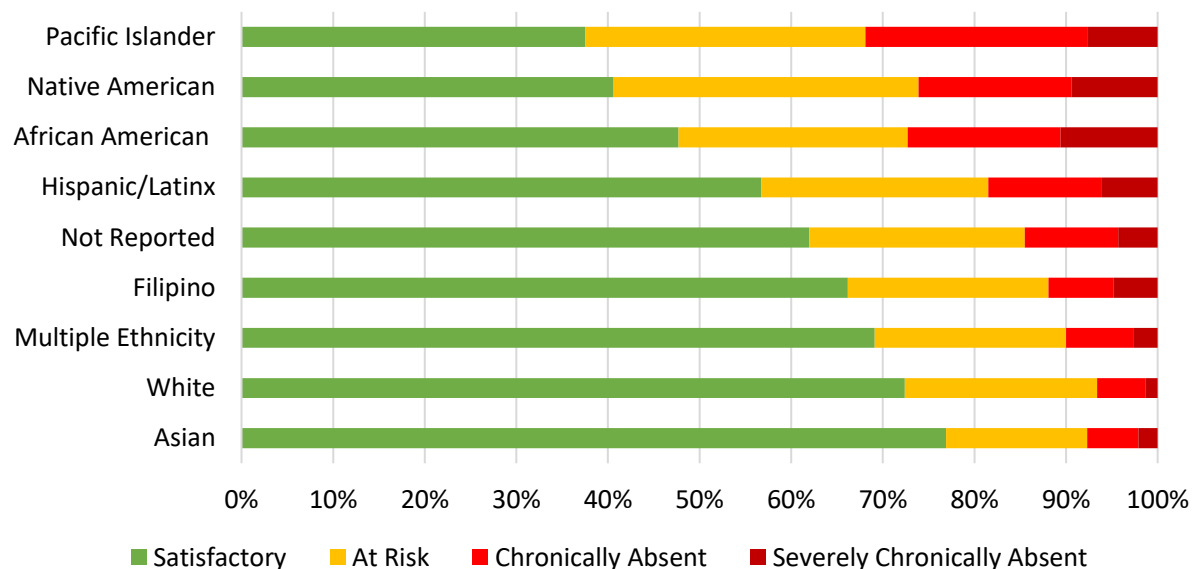
Chronic absenteeism translates into extensive lost learning time, both academically and social-emotionally, and is a risk factor for low academic achievement, dropping out of school, and other poor lifetime outcomes.<sup>viii</sup>

Native American students experience the highest rate of chronic absenteeism, with 61% of students identifying as Native American who were moderately or severely chronically absent last school year, followed by Pacific Islander students (45.5%).

*"Programs that are targeted toward youth who have struggles showing up to school and center the voices of youth of color will advance racial justice."*

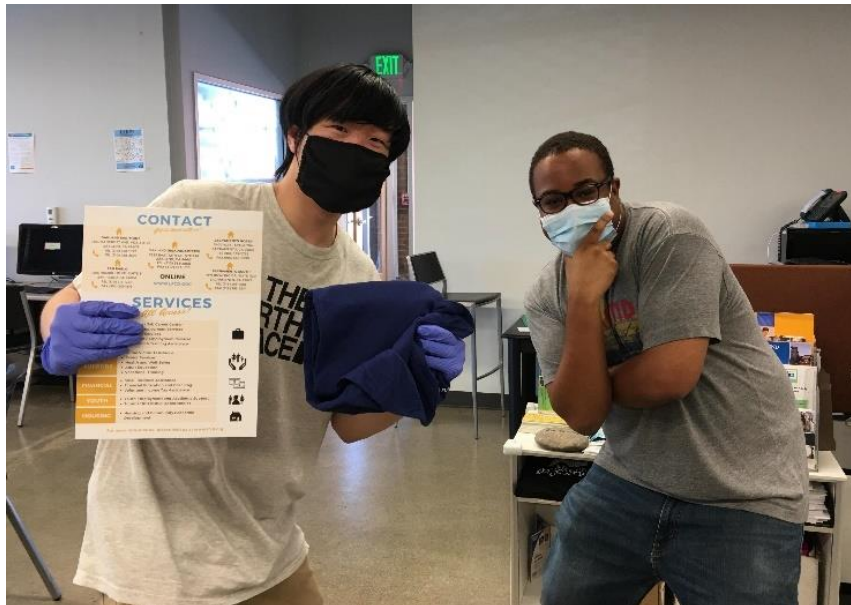
- Stakeholder interview

**Figure 15: OUSD Chronic Absenteeism (Attendance Rate) by Race/Ethnicity 2019-20**



Source: Oakland Unified School District Data Dashboard 2019.

OUSD categorizes attendance rates as 1) satisfactory, 2) at risk, 3) moderate chronic absenteeism, and 4) severe chronic absenteeism. The highest rates of chronic absenteeism are among high school students, who have a 20% rate of severe chronic absenteeism and a 9.1% rate of moderate chronic absenteeism.



*Photo courtesy of Lao Family Community Development*

In the 2020-2021 school year, 77.8% of TK-5th graders had satisfactory attendance, as did 77.7% of 6th through 8th grade students, and 61.9% of high school students. This is a significant improvement from two years previous. In the 2018-19 school year, just 18.3% of TK-5 students had satisfactory attendance, 22.1% of 6-8th graders had satisfactory attendance, and 12.3% of high school students.

One of the significant challenges presented by the COVID-19 pandemic has been absenteeism in the shift to remote learning. While rates of absenteeism across OUSD have dropped dramatically since 2018-19, in 2020-21, a third of all high school students in Oakland are in the at risk/moderate/severe chronic absenteeism risk group as defined by the school district.

## VI. Suspension from School

Black/African American students in Oakland continue to experience significant disparities in school suspensions. In 2019-20, 739 African American students were suspended from school at least once, accounting for 57% of the 1,307 suspended students while comprising just 22% of OUSD students. This disproportionality is critical given that studies have found that students who are suspended from school, especially those suspended multiple times, are more likely to eventually drop out of school without graduating. Moreover, schools with high suspension rates have shown lower mean scores on state achievement testing. And students who are suspended are more likely to end up in the juvenile justice system.<sup>ix</sup>

OUSD has undertaken major reforms in school climate and support services for students, within an overall Full Service Community School model. These strategies include the implementation of tiered behavioral management and support systems, use of restorative justice practices and other trauma-informed services, the integration of social-emotional learning into classrooms and extracurricular activities, and Manhood Development classes as part its African American Male Achievement Initiative. These efforts may have contributed to OUSD's dramatic reductions in the number of out-of-school suspensions district-wide: from 4,289 in 2011-12 to 2,522 in 2015-16. Since then, progress has been slower. In 2019-20, there were a total of 2,026 suspensions in OUSD.<sup>x</sup>

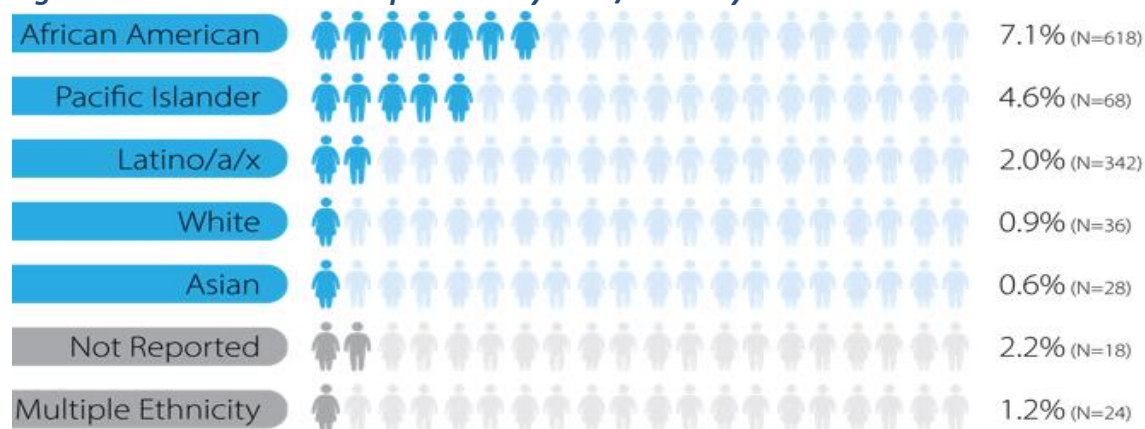
*"In OUSD, kids who show aggression get disciplined, not referrals to services. OFCY can fund the people who can provide alternatives to discipline. We have to increase school safety teams and improve adults' relationships to kids. We need people trained in de-escalation and trauma informed tactics. We need people who come from the community and reflect the diversity of the student body. How can we help students that are having a hard time to prevent an episode? What are the early indicators that a student needs support?"*

- Stakeholder interview

At the same time, as noted, suspensions in OUSD continue to disproportionately affect African American students. As shown in Figure 16, 7.1% of African American students received one or more suspensions, with Pacific Islanders having the next highest rate (4.6% of students) though their numbers are relatively small.

41% of high school students reported they felt all students are treated fairly when they break school rules, with one in five students (19%) saying they disagreed or strongly disagreed that all students are treated fairly.<sup>xi</sup>

**Figure 16: OUSD Student Suspensions by Race/Ethnicity 2019-20**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

The vast majority of suspensions (1,702 of 2,026, 84%) during the 2019-20 school year were the result of violent incidents that did or did not cause injuries. Drug-related suspensions (6%) were the next most common reason.

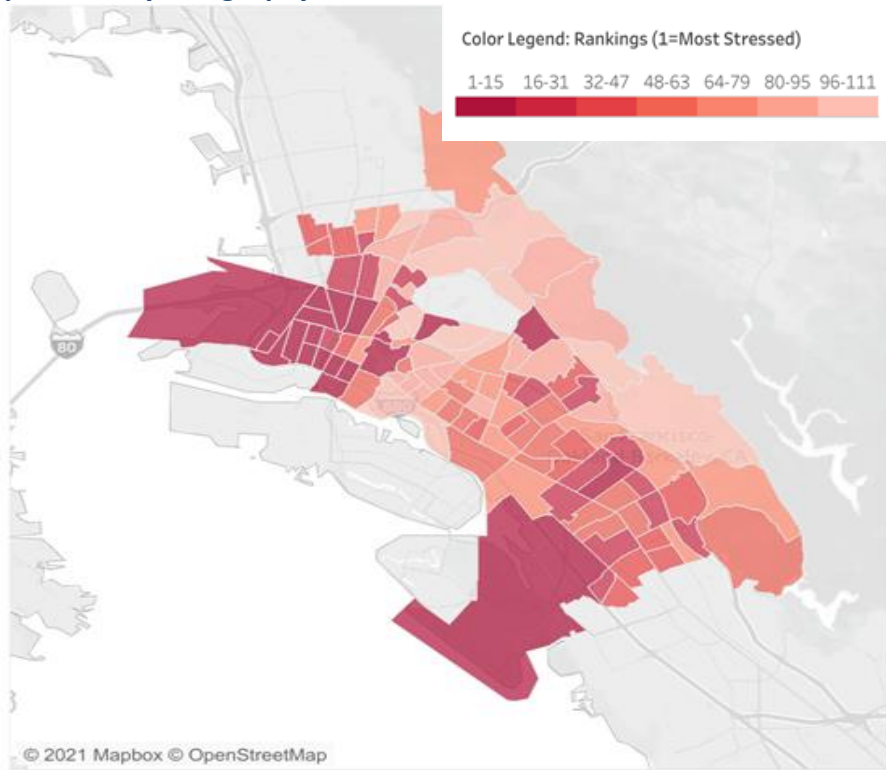
In terms of patterns related to the ages of students who were suspended at least once in 2019-20, the rates tend to be highest in Oakland's secondary schools. Highest rates by school type are as follows:

- **Elementary schools:** Prescott (7.5%), Laurel Elementary (7.1%), Sankofa Academy (6.8%).
- **Middle schools:** West Oakland Middle (20.4%), Frick Middle (13.6%), Westlake Middle (13.2%), Elmhurst United Middle (10%), Bret Harte Middle (9.4%).
- **High schools:** Community Day High (46.8%), McClymonds High (10.9%), Fremont High (9%), Castlemont High (8.7%).

Many Oakland schools at each of these levels have substantially lower suspension rates.

As shown in the Oakland Community Stressor Map, suspensions are concentrated among schools among students attending schools in West Oakland and East Oakland neighborhoods.

**Figure 17: Suspensions by Geography**



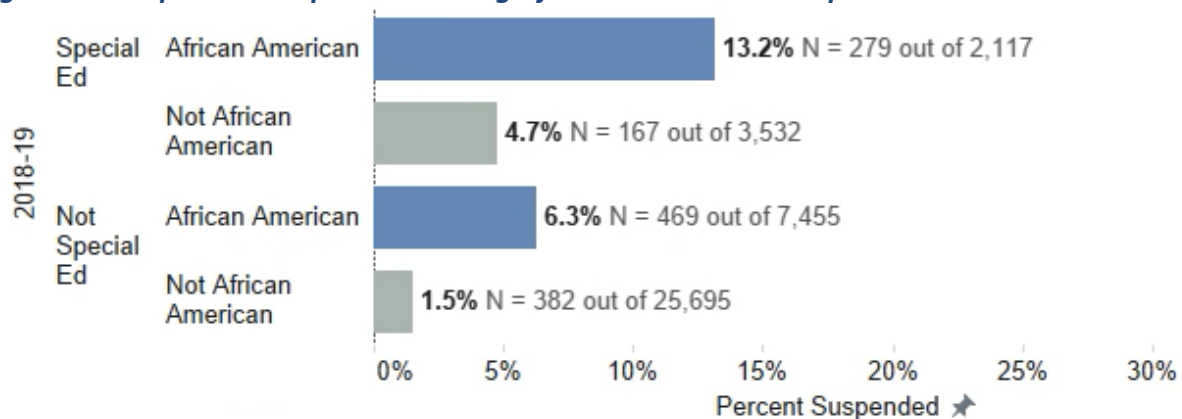
Source: Oakland Community Stressor Index

An analysis by OUSD's Department of Research, Assessment and Data found that the following factors increase a student's likelihood of being suspended:

- Being African American or having an Individualized Education Plan (IEP) -- a plan developed to ensure that a child with an identified disability receives specialized instruction and related services. While
- Being **both** African American and having an IEP. An African American student with an IEP is almost nine times more likely to be suspended than a student who is not African American and does not have an IEP, according to the analysis, as shown in Figure 18ok ready when you
- Being in middle school
- Qualifying for free or reduced price lunch (based on the student's family having a low income)
- Having an emotional disturbance classification<sup>xii</sup>



**Figure 18. Suspension Disparities among African American and Special Education Students**

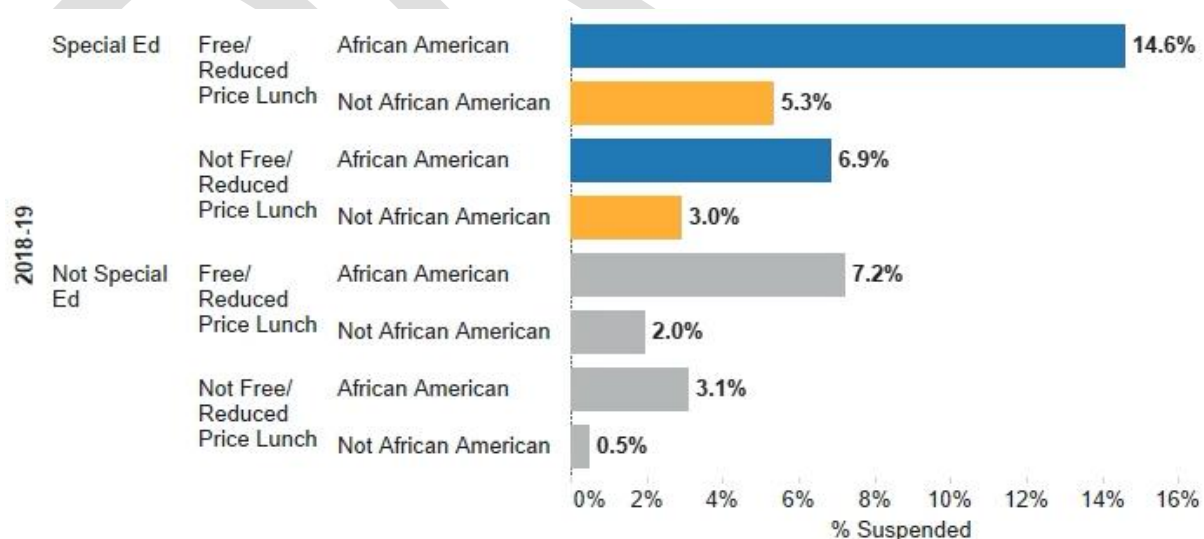


Source: OUSD. Data Review: Disproportionality in Out of School Suspensions or African American Students with Disabilities.

Suspension rates for students who are both African American and have an IEP peak in middle school; for instance, almost 25% of these students were suspended in 6th grade in 2018-19. However, the disproportionality begins in Kindergarten -- when 5.7% of African Americans with an IEP are suspended, compared to 0.8% of students with an IEP who are not African American, and 0.5% of all students.

The disparity is even greater (in fact, 29 times higher, 14.6% vs. 0.5% of students) between African American students with IEPs who are from low-income families, compared to students who are not African American, do not have an IEP, and are not from low-income families, as shown in Figure 19.<sup>xiii</sup>

**Figure 19. Suspension Disparities among African American and Special Education Students who Qualify for Free/Reduced Lunch**



Source: OUSD. Data Review: Disproportionality in Out of School Suspensions or African American Students with Disabilities.

## VII. High School Graduation & Transitions to Adulthood

### High School Readiness

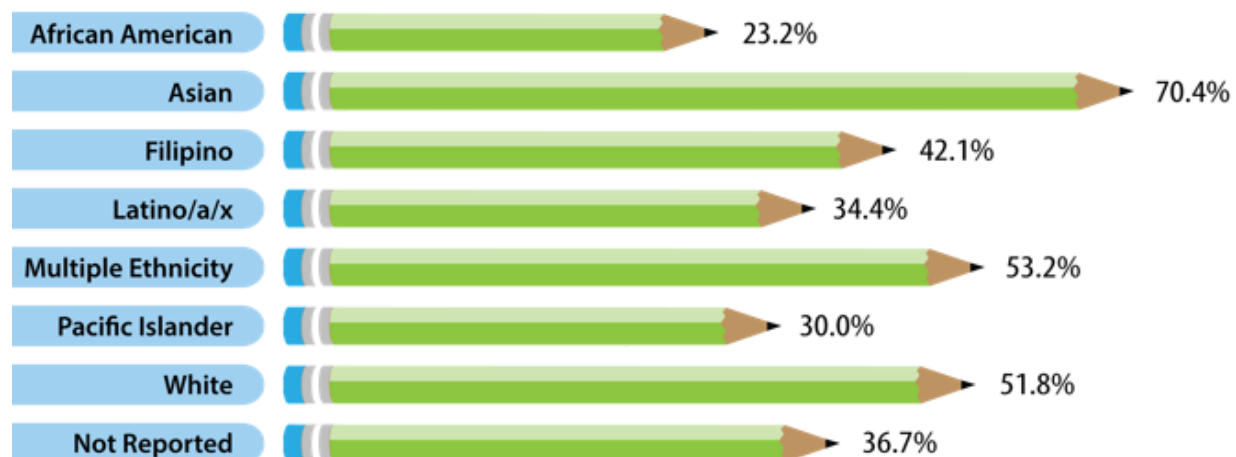
OUSD considers a student to be ready for high school when the student has met all of the following criteria by the end of 8th grade:

1. Total weighted GPA of 2.5 or better
2. School attendance 96% or better
3. No “Ds” or “Fs” in their core English and Math course grades in 8th grade
4. No suspensions in 8th grade

OUSD has conducted analyses showing that its students who are high-school ready when they enter 9th grade have higher graduation rates compared to those who are not. Because suspensions are considered a factor for high school readiness, and severe racial disparities (particularly among Black students) exist in OUSD suspensions, these disparities are carried into this measure.

In 2018-19, over 60% of all rising 9th grade students in OUSD were determined to be not ready for high school based on the criteria above. As shown in Figure 20, there are large disparities by race/ethnicity in terms of students being ready for high school. For example, only 23% of African American 8th grade students were ready for high school compared to 70% of Asian students.

**Figure 20: OUSD Grade 8 Students Ready for High School by Race/Ethnicity (2018-19)**

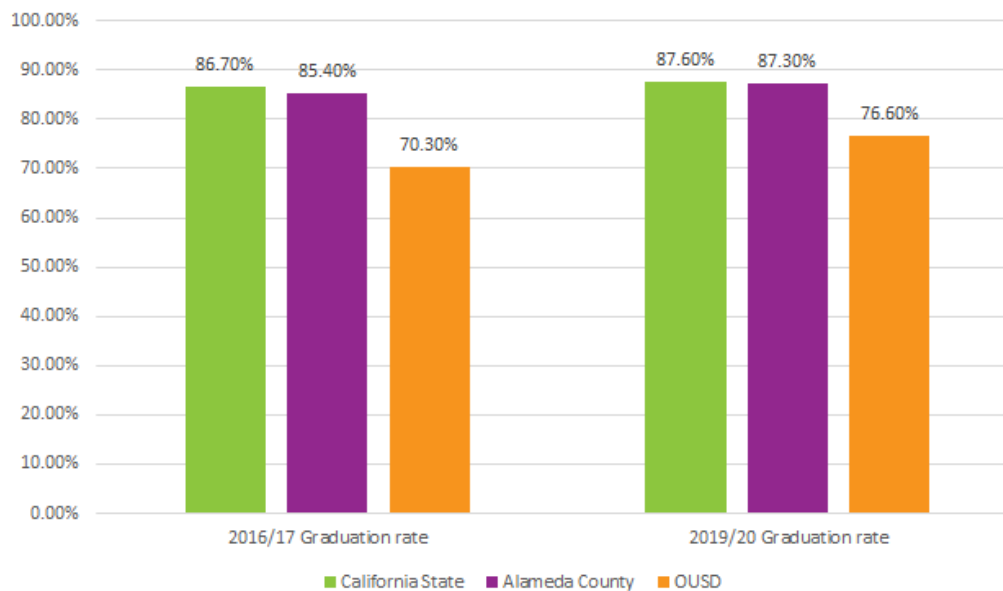


Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>

## Graduation and Dropout

As shown in the graphs below, OUSD students graduate from high school at rates well below those of their peers across Alameda County and California as a whole. At the same time, the 76.6% graduation rate for OUSD's class of 2020 represents a substantial increase over the 70.3% rate for the class of 2017 and the 63.4% rate for the Class of 2015.

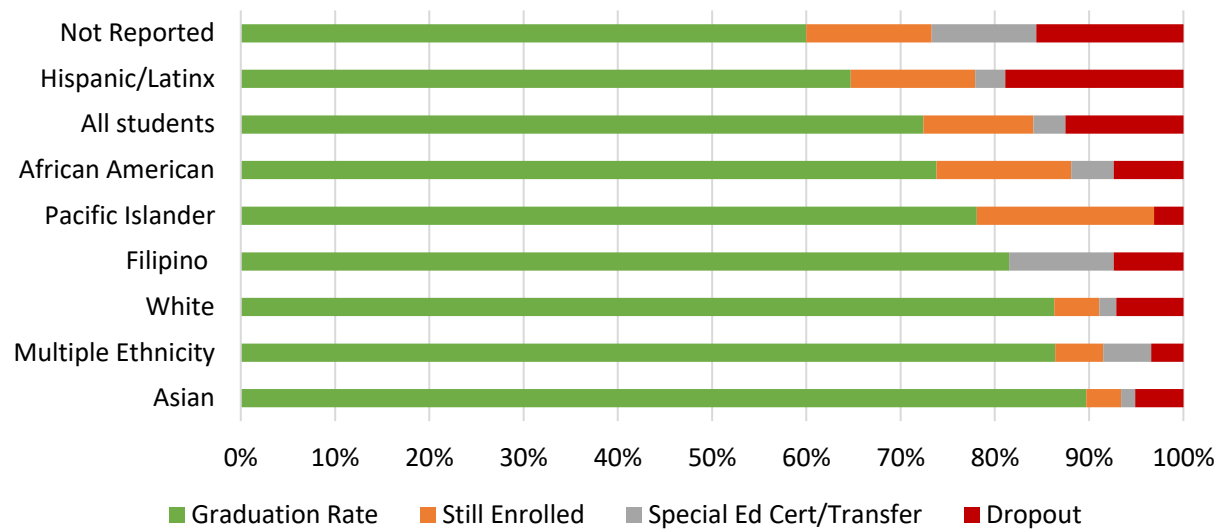
**Figure 21: High School Graduation Rates Comparison, Over Time**



Source: CA Department of Education, Dataquest High School Graduation Rate 2016-17 and 2019-20  
<https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?cds=01&agglevel=county&year=2016-17&initrow=&ro=y>

There is substantial variance in rates of graduation, remaining enrolling beyond the expected graduation date, and dropout rates by race/ethnicity of OUSD students, as shown in Figure 22.

**Figure 22: Cohort Graduation and Dropout Rate by Race/Ethnicity 2019-20**



Source: Oakland Unified School District Data Dashboard 2019. <http://www.ousddata.org/edi.html>



Photo Courtesy of Asian Pacific Environmental Network

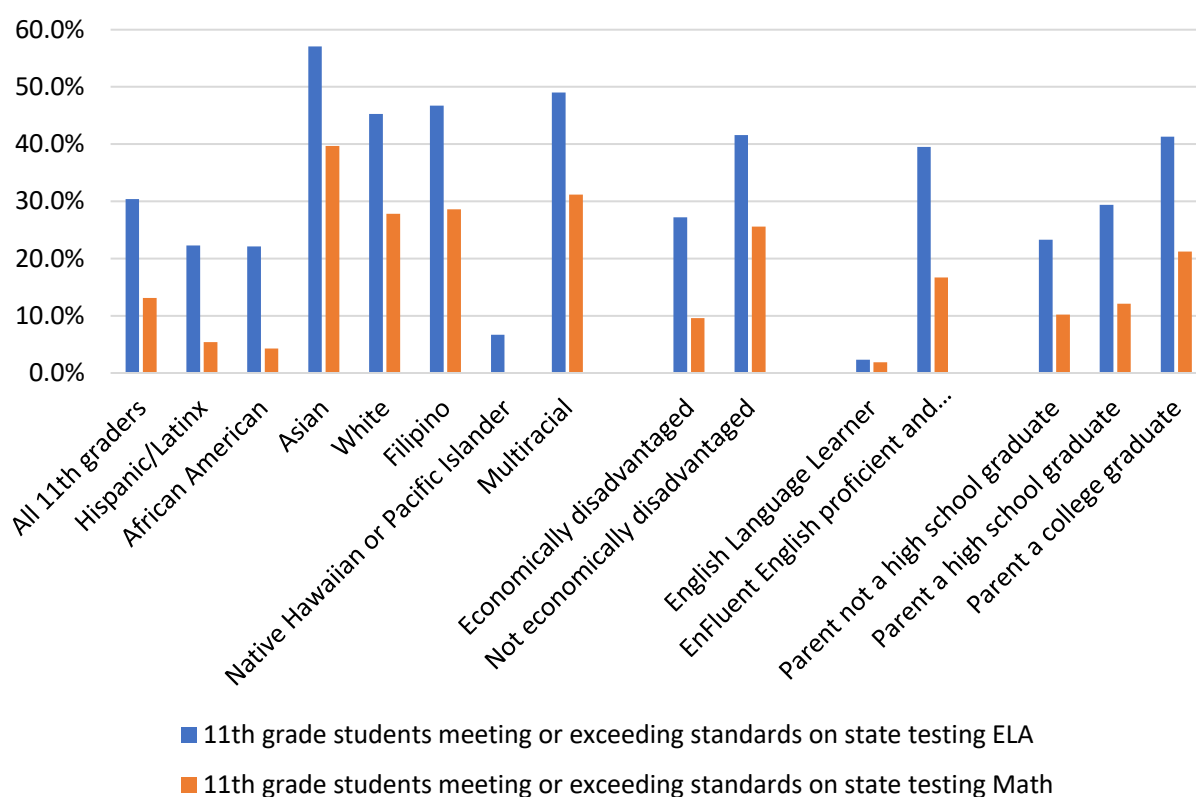
## Ready for College and Career

Various measures are considered indicators of whether or not students are ready for college and careers. One such indicator is whether a student scores proficient on state testing in 11th grade. When the state's Smarter Balanced Summative Assessments tests were last administered, in spring 2019:

- 30.4% of 11th grade students in OUSD met or exceeded standards in English Language Arts
- 13.1% of 11th grade students met or exceeded standards in Mathematics

There are substantial disparities among different groups of 11th grade students meeting standards in core academic skill areas, shown in the figure below. For example, Black/ African American and Latinx students scored well below their White, Asian, and Filipino peers while less than 3% of English Language Learners met or exceeded standards in either English language Arts or Math. Students whose parents were college graduates were twice as likely to be proficient on either test than their peers whose parents were not high school graduates.

**Figure 23: 11th Grade Students Meeting or Exceeding Standards on State ELA/Math Testing, 2019**



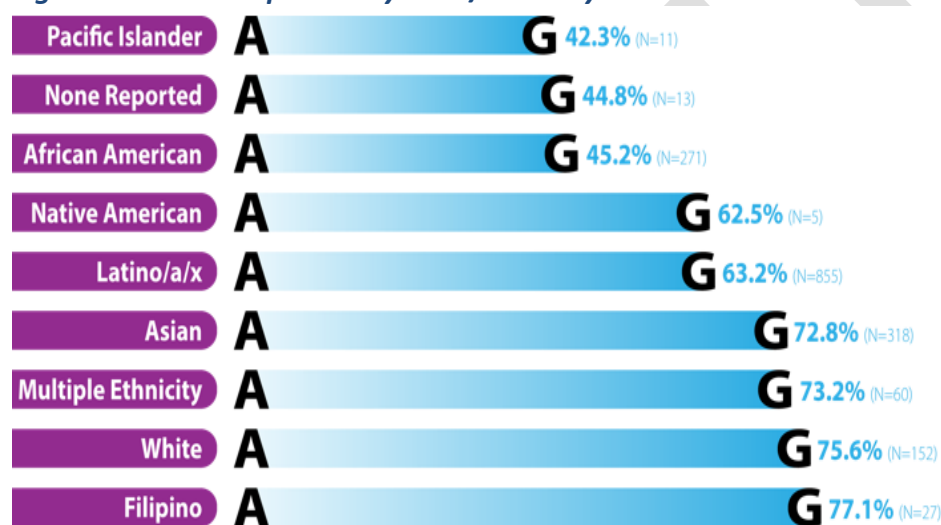
Source: CA Department of Education California Assessment of Student Performance and Progress, Smarter Balanced Summative Assessment Data 2018-19.



## A-G Requirements

Another indicator of college readiness is whether a student has completed the A-G requirements for admission to the California State University and University of California systems.<sup>xiv</sup> In OUSD's class of 2020, 58% of students who graduated from high school had completed the full A-G course of study. This is considerably higher than the corresponding 49% rate for the Classes of 2017 and 2018.<sup>xv</sup> In this class, the majority of Native American/Alaska Native, Hispanic/Latinx, Asian, multi-ethnic, white, and Filipino students successfully completed A-G requirements, while Pacific Islander and African American students were less likely to complete them. Note that A-G requirements do not apply for students who are on track to attend a junior or community college, or vocational school after high school, which applies to many OUSD students.

**Figure 24: A-G Completion by Race/Ethnicity**



Source: CA Department of Education, Dataquest Graduates Meeting A-G Completion by Race/Ethnicity 2019-20.

## AP enrollment

Advanced Placement (AP) courses offer challenging high school classes that can both contribute to a student's college readiness and lead to college credit for students who are successful on the AP exam. Between 2014 and 2019, there was relatively stable AP course enrollment in OUSD, with about a quarter of students taking at least one AP class. However, there are significant racial disparities in AP course enrollment. In 2018-19, nearly half of white students (48.1%), Asian students (44.9%), and multiracial students (43.3%) took at least one AP course, while 21.7% of Hispanic/Latinx students and 16.6% of Black/African American students were enrolled in an AP course. There are many equity issues related to AP course enrollment, ranging from availability of AP courses in the school, accessibility of those courses, disparities in promotion of those courses and support to succeed in them, and other socio-environmental determinants of academic achievement. As with A-G requirements, AP enrollment is not considered an important indicator for those planning to attend junior or community college, or pursuing vocational training after high school.

### College Going Rate

Data available from the California Department of Education for OUSD's Class of 2018 indicate that 58.5% of students who completed high school that year enrolled in a post-secondary institution (a college or university, both 2-year and 4-year) within 12 or 16 months of completing high school.<sup>xvi</sup> This compares to the 71% of their peers throughout Alameda County, and 65.8% throughout California. (It is important to note that these figures focus on the students who graduated from high school. If those who did not graduate were counted, the college-going rate for the entire class would be lower.)

As shown in Figure 25, there is great variance in the college-going rates among OUSD's different high schools. At most of OUSD's comprehensive high schools, the majority of graduating students are going on to college. College-going rates are considerably lower among students at the alternative and continuation schools such as Dewey Academy, Ralph J. Bunche High, Rudsdale Continuation High, and Street Academy.

**Figure 25: OUSD Class of 2018 -- College-Going Rates, by High School**

High School	High School Completers	College Going Rate	College-Going Rate (In-State)	College Going Rate (Out-of-State)
Castlemont	112	40.2%	37.5%	2.7%
Coliseum College Prep Academy	66	65.2%	57.6%	7.6%
Dewey Academy	139	34.5%	33.8%	0.7%
Fremont High	119	50.4%	47.9%	2.5%
Gateway to College at Laney College	33	63.6%	60.6%	3.0%
Sojourner Truth Independent Study	29	44.8%	41.4%	3.4%
LIFE Academy	64	60.9%	60.9%	0.0%
Madison Park Academy	64	67.2%	65.6%	1.6%
McClymonds High	59	69.5%	61%	8.5%
MetWest High	41	73.2%	70.7%	2.4%
Oakland High	279	63.8%	61.6%	8.5%
Oakland International High	83	42.2%	41.0%	1.2%

High School	High School Completers	College Going Rate	College-Going Rate (In-State)	College Going Rate (Out-of-State)
Oakland Technical High	423	77.1%	66.9%	10.2%
Ralph J. Bunche High	66	24.2%	24.2%	0.0%
Rudsdale Continuation	99	22.2%	22.2%	0.0%
Skyline High	337	66.8%	62.0%	4.7%
Street Academy (Alternative)	21	33.3%	33.3%	0.0%

Source: California Department of Education. [2017-18 College-Going Rate for California High School Students](#). Oakland Unified Report.

### Parent and Provider Perspectives

Parents of older youth expressed a wide range of perspectives and hopes for their older children; many shared the hope that their children would find a living-wage job and attend college. Some expressed that they came here first for economic opportunity but have learned that this country offers unique educational opportunities and that they want their children to access a four-year-college education. These parents experienced a tension with their children when it comes to their educational and career goals. For example, one parent explained that her son wants to work and earn money quickly, while she wants him to enroll in community college and then a four-year college.

*“Youth want to be employed – working with their peers and doing things that support their interests in places where adults care and understand their needs.”*

*- Stakeholder interview*

*“Employment training is the best ways for young people to become engaged in education because there are stipends.”*

*- Stakeholder interview*

Parents are looking for resources that can help them navigate the college application process with their children, help them pay for college, and that can help their children understand the requirements for college entry. Some schools offer these types of supports; parents reported being highly satisfied with those schools that do.

Some parents also felt that college was not for everyone and that it really depended on the unique strengths and interests of their children. They emphasized that it is important for their children to have access to education and training programs that prepare them for a living-wage job as opposed to an entry-level job in retail or at Amazon.

Some were concerned that young people had lost their motivation to stay in school or pursue a career. Others felt that schools do not offer an engaging-enough educational experience and that there is a need for more job readiness and career-pathway opportunities for older youth.

Parents would like schools to do a better job at offering learning experiences that prepare young people for the real world—through internships, financial education, and the information and skills they need to function as adults.

Providers taking part in one of our community forums noted that particularly among youth 18-21 years old, wraparound services are very much needed since many are disconnected from basic services and supportive networks that at that age are instrumental in helping them thrive. Providers also noted a need for programs to support college readiness to prepare them for the academic, social, and cultural experiences of a university setting. One provider shared the story of a student who received a scholarship to attend a private university outside California but returned home after one semester. There is a sense that supporting students up to the “entry point” of employment or higher education is not enough to help them succeed. Students need wraparound supports with a focus on technology, financial education, career preparation, and life skills.

## Youth Employment

Getting a first job as a teen or transitional aged youth is an important milestone that can lead to positive outcomes such as an increased likelihood of graduating from high school or obtaining a GED, pursuing post-secondary education or training, sustaining employment as an adult, building leadership and civic participation, increasing confidence, and becoming financially independent. In 2019, 29.5% of Oakland teens 15-19 were part of the labor force. Supporting youth job readiness and employment is an especially critical strategy for disconnected youth.

Youth are interested in job training and leadership opportunities that build their résumés, such as internships, research, and community-service opportunities. Young people enjoy and want hands-on, experiential leadership and career-exploration opportunities, especially in the fields of health, law, and engineering. They particularly value opportunities based in Oakland with short travel times from their home. Job security and being able to earn a living wage are important factors that young people think about when assessing opportunities and programs.

Young people discussed how competitive the job market is and recommended mentors who could guide and link youth to resources as they prepare for life after high school. Financial responsibilities can be barriers to program participation. Paid internships are important to

*“A lot of youth are forced to choose work over school to provide for their basic needs.”*

- Youth participant,  
OFCY Community Forum

*“A lot of youth are forced to choose work over school to provide for their basic needs.”*

- Stakeholder interview

*“We need to focus on all of the nuts and bolts for applying for a job. A lot of youth do not know how to apply for a job, prep for an interview, or write a resume and cover letter”*

- Stakeholder interview

youth not only because they allow them to contribute to their household's needs but also because they allow them to obtain job and leadership experience.



*Photo courtesy of Chapter 510 Inc.*

Providers emphasized that supporting young people transitioning to adulthood requires more than a focus on only academic success, highlighting that many students are required to support their families financially in jobs that are not career-building. Providers want to see paid opportunities and internships that are pathways to living-wage employment and build professional skills that young people can put on their résumé.

In the most recent California Healthy Kids Survey of OUSD youth, 39% of high school respondents said they had attended career explorations activities (career fairs, job shadowing, career assessments), 27% said they had attended classes focused on preparing students for their career, and 22% had had an internship or apprenticeship. Thirty-nine percent of students in grades 9-12 agreed that school has given them the skills and knowledge needed to get a job after high school, get job training, and/or go to college. Twenty-nine percent disagreed or strongly disagreed.

### **Summer Employment**

Summer jobs are a way many high school students earn their first paychecks, learn the basics of work readiness and etiquette, build their independence, and explore different career interests. While little reliable data is available demonstrating how many youth obtain summer employment, historically summer and seasonal employment has played a critical role in helping youth save for their future, contribute to household expenses, and learn basic workplace skills.



### Employment for Opportunity Youth

Transition-aged youth and youth who are out of school can struggle with higher rates of unemployment, paired with increased responsibility for taking care of themselves and possibly others. Some opportunity youth are caring for younger siblings, their own children, or other family members, which can be barriers to seeking stable employment but also can make retaining sustainable employment all the more urgent. In 2019, 1.4% of Oakland teenage females 15-19 gave birth (n=148), which is notably lower than a decade earlier, where the rate was 3.8% (454).

Among transitional aged youth ages 18-24 in the San Francisco-Oakland-Berkeley metropolitan area, 47.1% live below the poverty level and 6.8% were unemployed. Unemployment rates were higher for young women (7.4%), and for African Americans (9.7%). Economic downturns hit youth particularly hard. Especially for those who age out of the foster care system, who are housing insecure, or otherwise find themselves needing to financially support themselves, finding a stable, living-wage job can be all the more urgent. The COVID-19 pandemic has likely increased unemployment among Opportunity Youth, but specific data for Oakland are currently unavailable. Nationally, the unemployment rate for younger youth ages 16-19 went from 12.6% in May 2019 to 29.9% in May 2020, and it is likely this trend was felt in Oakland.



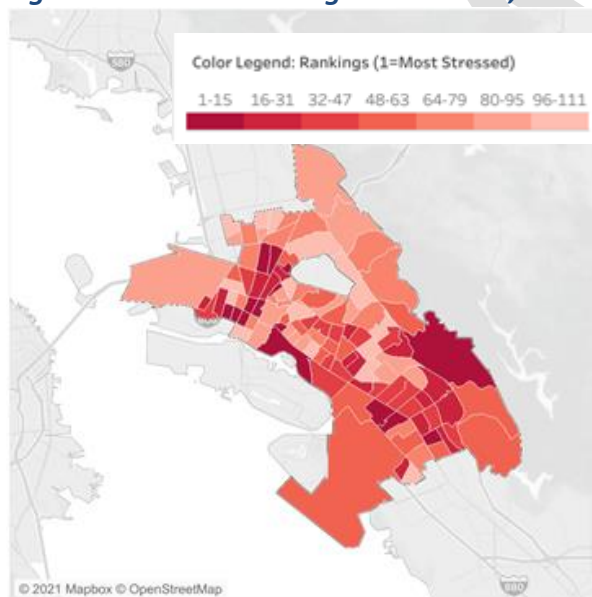
*Photo Courtesy of Youth Radio*

## VIII. Community Safety and Contact with the Criminal Justice System

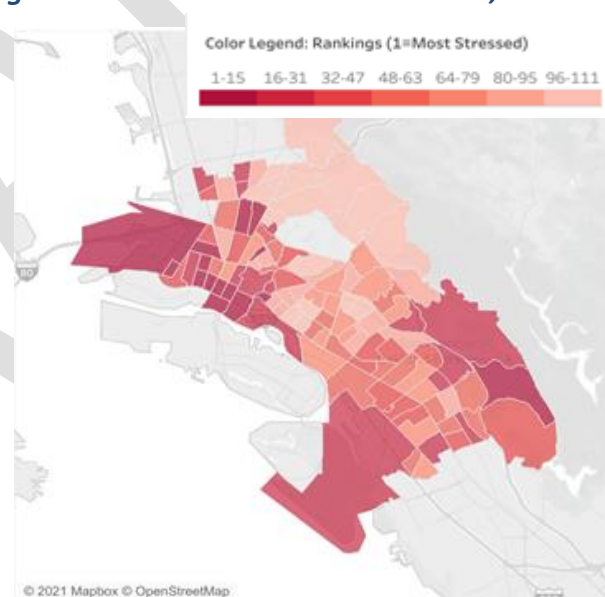
Exposure to violence and the need to improve community safety are central concerns for Oakland children, youth, and families. Among students in grades 5-12 in OUSD, between 31% and 39% of students, depending on the grade level, report that at least one friend or family member has died by violence. About 4% of OUSD students report being a member of a gang, a consistent finding across grades six through 12.<sup>xvii</sup> This survey question is not asked for younger youth on the California Healthy Kids Survey.

Oakland, accounts for a disproportionate share of the juvenile arrests and incarceration in Alameda County. While it is home to 26% of the county's population, from April 2019 to March 2020, 49% (n=322) of juvenile arrests and detentions in the county<sup>xviii</sup> and 45% of juvenile probationers were Oakland youth.<sup>xix</sup> The maps below show the geographic distribution of juvenile arrests and juvenile probationers in Oakland's neighborhoods.

**Figure 26: Arrests Among Youth 12-17, 2019** **Figure 27: Juvenile Probationers 12-17, 2019**



Source: Oakland Community Stressor Index



Source: Oakland Community Stressor Index

There is a dramatic disparity in juvenile arrest rates in Oakland. From April 2019-March 2020, 81% of youth detained in Oakland were Black/African American. Nearly all of the other arrests (18%) were Latinx youth. Less than 1% were any other race/ethnicity.

Of those youth detained during this period:

- 85% were male
- 55% were ages 16-17, 30% were ages 14-15, 11% were 18 and over, and 3% were 13 or younger

- 12% were detained at the Camp Sweeney facility, 26.3% had GPS monitoring, 25.8% were on home supervision, and 35.7% were detained at Juvenile Hall.<sup>xx</sup>

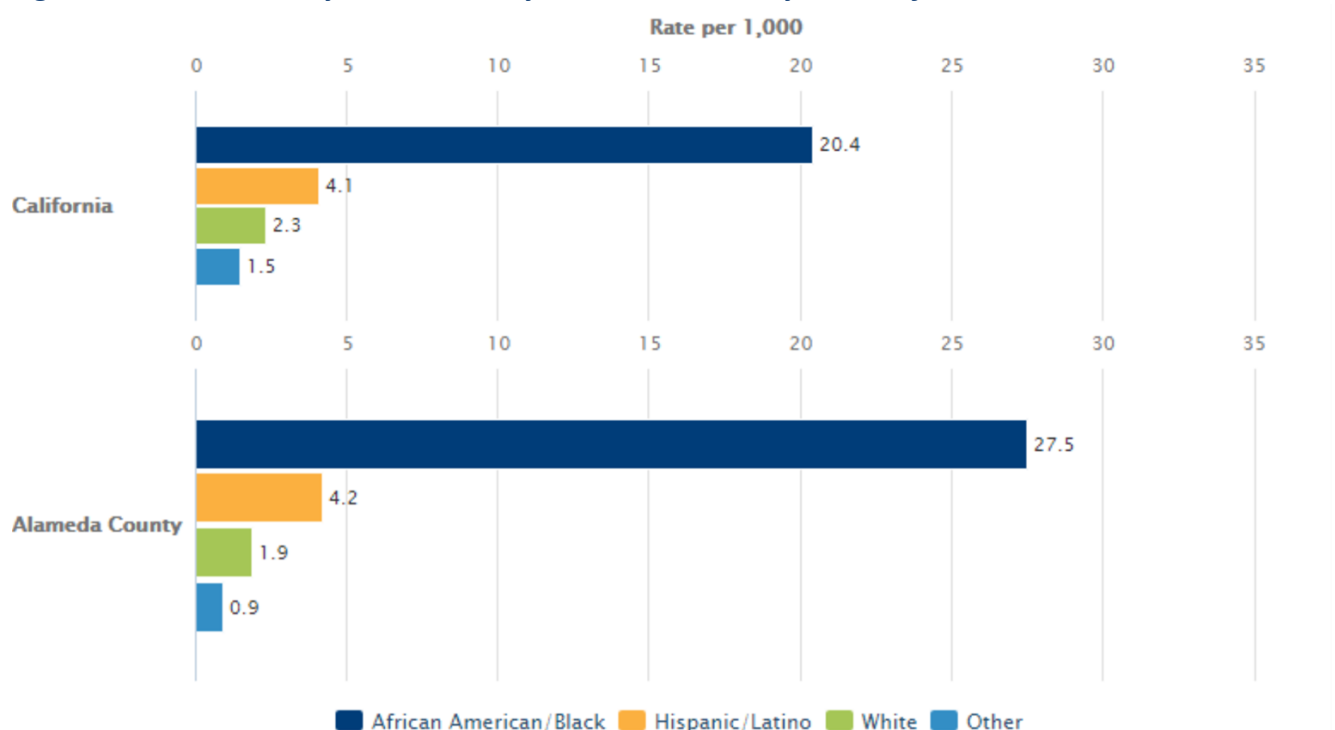
**Figure 28: Juvenile Arrests and Detentions in Oakland and Alameda County, 2019-20**

Age	Oakland Juveniles Detained # April 2019-March 2020	%	County Comparison
13 and Under	11	3.4%	2.6%
14-15	98	30.4%	27%
16-17	178	55.2%	58.7%
18 and over	35	10.9%	11.3%
Gender			
Male	274	85.1%	87.6%
Female	48	14.9%	12.4%
Race			
Black/African American	261	81.1%	67.2%
Latinx	58	18%	26.3%
Other	2	<1%	1%
White	1	<1%	2.9%
Asian/Pacific Islander	0	0	2.5%
Native American	0	0	<1%

Black/African American juveniles account for more than half of all such arrests. This disparity has persisted over the past decade despite the overall reduction in the rates of juvenile felony arrests in the county. In 2019-20, Oakland arrests and detentions for African Americans was higher than the county level, and lower for Latinx youth.

The disproportionality of arrests of Black/African American youth in Oakland extends to Alameda County as a whole. Figure 29 shows the number of felony arrests per 1,000 youth ages 10-17, by race/ethnicity. In Alameda County in 2018, more than 27 out of every 1,000 Black youth was arrested.

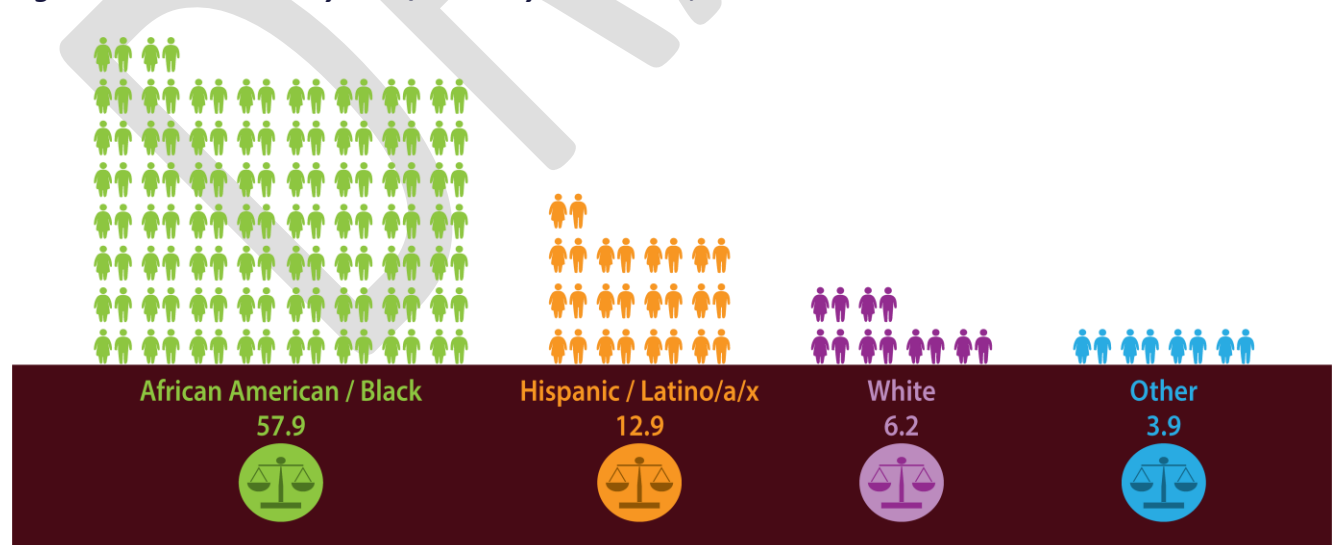
**Figure 29: Arrest Rate by Race/Ethnicity in Alameda County and California, 2018**



Data Source: Kidsdata.org California Dept. of Justice, Crime Statistics: Arrests; California Dept. of Finance, Population Estimates and Projections (May 2019).

In comparison, in the same year (2018), nearly 60 out of every 1,000 Black youths in Oakland were arrested. This is more than double the county rate.

**Figure 30: Arrest Rate by Race/Ethnicity in Oakland, 2018**



## Youth Perspectives

Most youth associate safety as being with their friends and family, and indoors. Oftentimes when youth mentioned what they loved about Oakland, it was coupled with the phrase: “despite all the violence.” Youth reported that they seldom feel safe outside, most commonly highlighting gun violence and fears of being the victim of a crime. Older youth in particular did not feel that Oakland was safe, citing the unpredictability of gun violence and the unreliability of the police.

Young women from both workshops said that they do not feel safe outdoors without the presence of a male figure (a family member, friend, or partner); catcalling is common and can quickly escalate to harassment or assault. In addition, young women expressed frustration with the common response from adults when they do report harassment. Instead of protecting girls and young women, adults spend too much time policing their bodies and clothing.

Youth workshop participants referenced the recent crimes in Chinatown and the Derek Chauvin trial for the killing of George Floyd. Witnessing and participating in organizing and protests for social change work feels affirming and healing, and cultivates a sense of community among Oakland’s youth.

When asked about what they needed to feel safe in their communities and schools, most young people spoke in support of the current defund-the-police movement and the removal of police and school-resource officers from the schools. Young people expressed distrust of the police, noting that a police officer’s presence does not make them feel safe. Some youth named the police as contributors to Oakland’s crime and safety problems. Youth described experiencing or witnessing racial profiling and overly aggressive behavior of police toward young people. When crimes do occur in their neighborhoods, slow police response times leave communities feeling helpless. Black/African American and Latinx youth in particular were more likely to say they felt targeted by violence within their community and by the police, while several Asian youth mentioned recent anti-Asian hate crimes and expressed worry that defunding the police would increase crime toward them or members of their community. Some youth questioned how police were trained and said police need anti-bias and psychological training to better understand and approach communities of color and to engage with young people.

## Parent Perspectives

In our March 2021 parent community workshop series, parents shared a wide range of perspectives with regard to community safety and shared a general sentiment of concern and fear when asked about safety and wellness. Some parents said that fears of anti-immigrant violence, mass shootings, and hate crimes against people in their families and communities kept them and their children from leaving the house. Many were concerned about increases in crime in their neighborhoods, and families expressed a need for protection from domestic terrorism, political violence, hate crimes, and criminal activity.

*“Invest in public safety equitably [and] with love -- violence prevention needs to focus on healing.”*

*- Stakeholder interview*



Many participants also noted that families, neighbors, and community members are strong and best positioned to meet the need for protection, while others looked to law enforcement. One parent highlighted natural community building, information and resource sharing, and care for each other as a particular strength in Oakland and noted that the city should continue to create opportunities for neighbors to build relationships with each other and to advocate for the resources that families need. Some participants also suggested that police, better police response times, and/or neighborhood patrols would make them feel safer.

## Violence Prevention and Reimagining Public Safety

The recently-formed *Reimagining Public Safety in Oakland Task Force* included a Youth Advisory Committee. Committee members conducted targeted outreach to youth to identify Task Force Recommendations based on a youth-focused survey. Final recommendations that were adopted by the Task Force based on youth input<sup>xxi</sup> include:

1. Invest in more programs, services, and spaces for young people
2. Expand restorative justice diversion for youth and young adults; expand the Neighborhood Opportunity and Accountability Board
3. Prioritize funding violence prevention strategies that address gender-based violence, shootings, homicides, and youth services, and invest in formerly system-involved Community Workers and Violence Interrupters
4. Increase investment in the Oakland Youth Advisory Commission (OYAC) and the Oakland Police & Community Youth Leadership Council (OPC-YLC).
5. Implement an intervention-based structure to foster reporting misconduct issues to dismantle the “code of silence” culture
6. Civilian teams should respond to calls where there is no threat of harm

*“Youth violence prevention is essential. What does youth violence prevention mean? The people committing murder are over age 30 and not under 18; if you prevent 16-year-olds from falling in with the wrong crowd, then you can prevent the 27 year old from committing murder.”*

*- Stakeholder interview*

*“OFCY should prioritize violence prevention and reduction in all of their strategies. Organizing and youth activism is a critical violence reduction strategy; youth empowerment to name their experiences must be prioritized.”*

*- Stakeholder interview*

Youth who participated in the CNA-REA community engagement were asked for their suggestions about how to reduce youth contact with the juvenile justice system. As previously mentioned, youth said the city government and schools need to do more to raise awareness about opportunities available to youth as well as reduce barriers to participating in programs (i.e., stipends, BART/bus fare, place-based programming, and programming that occurs before it gets dark outside).

Some children and youth expressed their experience of or witness to violence at home or in the community, including losing loved ones to violence. Older youth displayed an acute awareness of historical and institutionalized systems of oppression and explicitly named economic oppression via capitalism and the prison industrial complex as systemic forces that perpetuate the school-to-prison pipeline among Black/African American and Latinx youth. Youth believe that people in their communities will continue to commit crimes if their basic needs are not being continually met. Several young people lamented that their community had plenty of liquor stores that were within walking distance but an absence of grocery stores.

*"[We] need to address more than interpersonal and partner violence. There is [the] violence of being homeless and hungry."*

*- Stakeholder interview*



# OFCY Community Needs Assessment & Racial Equity Analysis: Appendices

*Photo courtesy of Communities United for Restorative Justice*

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# Appendix A: Community Needs Assessment-Racial Equity Analysis Process

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The OFCY Planning and Oversight Committee engaged consultants from Hatchuel Tabernik & Associates (HTA) and the Bright Research Group (BRG) to assist in conducting this Community Needs Assessment, as part of its Strategic Investment Planning process.

This Community Needs Assessment and Racial Equity Analysis (CNA-REA), conducted in late 2020 and early 2021, aims to understand and present findings regarding the current experiences of youth 0-21 in Oakland, with a particular focus on data that could reveal racial disparities. Data was analyzed so as to understand racial, economic, place-based and other types of inequity. This report combines quantitative data from a variety of publicly available and reliable sources with qualitative data gathered through surveys and a hands-on community engagement process involving workshops, interviews, and community forums. CNA-REA team members synthesized all of the quantitative and qualitative data collected from public data sources, surveys, community workshops, key stakeholder interviews, and community forums. Particularly relevant information that honed in on disparities was shared at community forums and with the POC and POC Strategic Planning (ad hoc) Committee, and discussed in interviews and focus groups to support community input that would provide nuance and deeper understanding of the conditions behind this data.

It is notable that the CNA-REA has been planned and conducted in the midst of the COVID-19 pandemic. As detailed in this CNA-REA, the pandemic has profoundly affected children, youth, and families in Oakland, exacerbated existing disparities, and amplified the needs and challenges OFCY seeks to address through its investments and collaborations. Moreover, the pandemic has necessitated adapting the community engagement process for this CNA-REA so that it meets the requirements of social distancing while ensuring strong community-based participation.

OFCY leadership and the CNA-REA team from BRG and HTA partnered to co-design the community engagement component of the CNA-REA, recruit participants, and engage the community in a series of virtual community workshops and forums. The POC and CNA-REA team were able to meet and engage the public using online virtual spaces and live video platforms, which most groups have become adept at using over the past year. The POC and CNA-REA team conducted complex meetings with breakout groups, interactive discussion, shared presentations, conversations, and multiple forms of shared on-demand data visualization and media such as word clouds and virtual white boards. In addition numerous interviews, discussions, and focus groups were used to probe these disparities further and to understand the current collaboration and resources deployed to address them across the city.



OFCY leadership and the CNA-REA team created guiding learning questions to focus the CNA-REA effort.

- What are the demographics of Oakland children and youth? The socioeconomic realities for their families?
- What are the key assets among Oakland's children, youth, their families, and communities, including OFCY-funded and other services? What is working?
- How has the COVID-19 pandemic impacted Oakland children, youth, and families?
- How do outcomes – in areas including early childhood, education, violence prevention and mental health, and justice system involvement – vary among children and youth from different groups?
- Who are the most underserved and hard-to-reach groups? What are their needs?
- What are the barriers to accessing current and future services?

### **Community Engagement and Quantitative Data Informing the CAN**

Community engagement is an ever-ongoing process. While the data and insights collected from late 2020 through April 2021 informed this report at its time of writing, additional community engagement is planned for the late spring and summer of 2021 to continue to inform OFCY's strategic investments in youth.

### **Secondary Quantitative Data Analysis**

The CNA data collection began with secondary data related to OFCY's goals, key outcome targets, and priority populations. This compilation involved gathering and analyzing quantitative data from a variety of secondary sources and reviewing existing analysis and reports. Public data sources include: the U.S. Census Bureau's American Community Survey, the California Department of Education, the California Healthy Kids Survey, Oakland Unified School District, the Oakland Community Stressor Index, Alameda County Open Data, KidsData, and other administrative data held by the City of Oakland and its partners. These data were combined and triangulated with qualitative data gathered from community members by the CNA-REA team.

While these publicly-available data sources are considered valid and reliable, they each have limitations. For example, most data sources do not disaggregate data by ethnicity (beyond the umbrella of Hispanic/Latinx), income, or other measures that might lead to more informed and nuanced interpretations. Many data sources had little data available for Native American/Alaska Native populations due to data confidentiality issues with small population sizes. Some data were not broken down by city, and instead were only available at the regional, county, or school district levels. Some data were not available for the most recent years, some were calculated in different ways from year to year, making comparisons difficult. The most recent and disaggregated data available were used whenever possible and as noted above were augmented with engagement across Oakland.

## Community Engagement <sup>xxii</sup>

BRG convened a series of four community workshops to solicit input regarding the strengths and needs of youth in Oakland along with recommendations and feedback regarding OFCY's funding strategies. To support the needs of monolingual parents BRG held parent workshops in Spanish, facilitated by bilingual speakers and notetakers, and in Cantonese, with a bilingual interpreter.

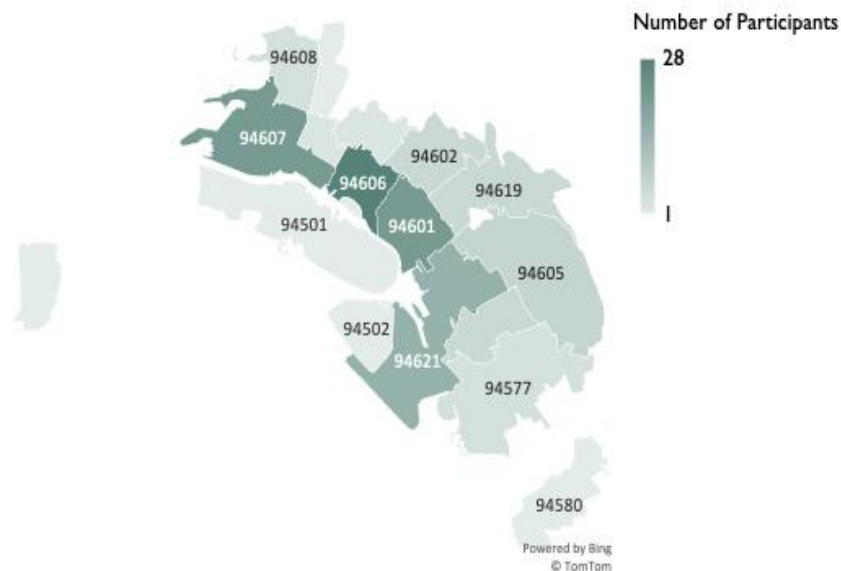
The workshops were conducted in March 2021, each targeting a different population within Oakland:

1. Parents and Caregivers
2. Older, Transitional-Age Youth (TAY) (ages 18–25)
3. Youth (ages 14–21)
4. Community Providers (i.e., directors and program staff of community-based organizations that serve Oakland children and families)

A total of 177 individuals participated in the four community workshops. More than half of the participants attended the Parents and Caregivers (65 participants) and Youth (55 participants) workshops. Of those who attended the Parents and Caregivers workshop, 36 participated in the Cantonese-language workshop, and 14 participated in the Spanish-language workshop. A smaller group of 13 participated in the Transition Age Youth (TAY) workshop. Forty-four directors and program staff attended the Provider workshop, representing 30 different community-based organizations that serve Oakland youth.

Demographic data provided by parents and youth revealed that participants primarily resided in four zip codes throughout West, East, and Central Oakland: 94606, 94601, 94607, and 94621. The 94606 zip code covers neighborhoods such as East Lake, Highland Hospital, and San Antonio. The 94601 zip code covers Central and East Oakland neighborhoods such as Fruitvale, Foothill, Patten, and Fremont. The 94607 zip code includes the Downtown and West Oakland neighborhoods of Chinatown, the Lower Bottoms, and McClymonds. The 94621 zip code in East Oakland includes neighborhoods such as Coliseum, Havenscourt, and Seminary. A few participants indicated that they reside in zip codes of areas outside Oakland, such as San Leandro and Alameda.

**Figure A-1: Geographic Distribution of Community Workshop Participants (n=133)**



Source: Bright Research Group OFCY Community Workshops, Spring 2021.

## Overview of Community Engagement

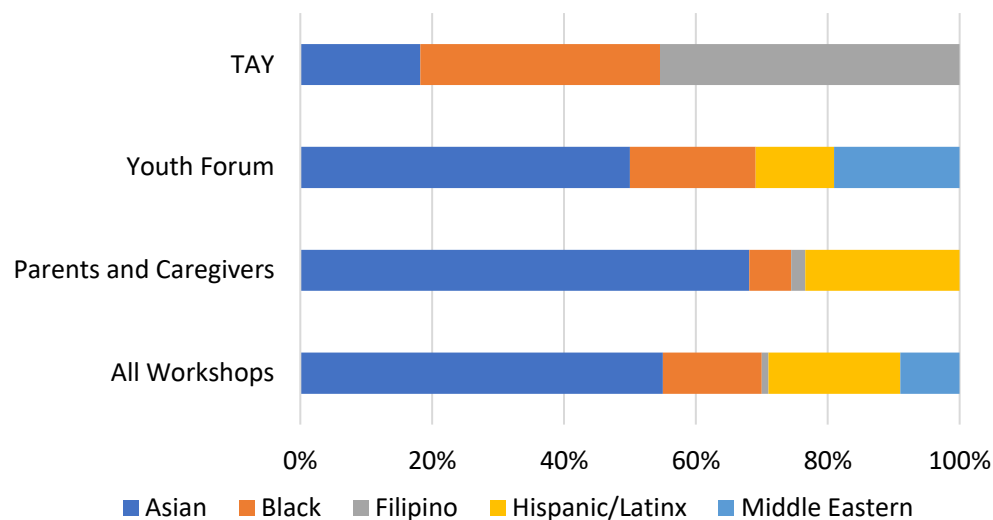
### Parent and Caregivers Workshop

BRG convened three workshops with parents to learn more about the experiences of families in Oakland, their priorities for their children, and their perspectives on the strengths and needs of families that OFCY should consider in the development of its 2022–2025 Strategic Investment Plan. Sixty-five parents participated in these workshops. One workshop was facilitated in Spanish and was attended by 14 Latinx immigrant parents. Thirty-six monolingual Cantonese-speaking Chinese parents attended a separate workshop, which was facilitated in English with Cantonese interpretation. Fifteen parents attended a workshop that was facilitated in English, the majority of whom were immigrants who spoke English as their second language. The workshops were overwhelmingly attended by immigrant families.

### Youth Workshop

BRG convened two workshops with youth ages 14–24 to learn about their experiences as well as their perspectives on what youth need to thrive while growing up in Oakland. A total of 68 young people participated. The first workshop aimed to engage disconnected transition-age youth between the ages of 15 and 24; 13 young people attended. The second workshop was open to Oakland youth ages 14–21 years old; 55 young people were present. About half of the youth participants were Asian, and a plurality of the remaining youth were Hispanic/Latinx, Black/African American, or Middle Eastern.

**Figure A-2: OFCY Community Workshop Participants by Race/Ethnicity**



Source: Bright Research Group OFCY Community Workshops, Spring 2021.

### Provider Workshop

Forty-four participants from 30 Oakland youth-serving organizations attended a Provider workshop - consisting of staff and leadership. These organizations provide expertise or service within the following categories:

- Boys and Men of Color
- Direct Services and Basic Needs
- Homeless Youth and CSEC Youth
- Parent Engagement and Early Childhood
- Asian Youth and Families
- Nature and Outdoor Education
- Youth Violence Prevention
- Youth Arts and Education
- Education and Workforce Development
- Native and American Indian Families
- Services for Monolingual Spanish Families

### Key Stakeholder Interviews

In addition to the community workshops, BRG conducted 21 interviews with 24 key stakeholders in staff and leadership positions at youth-serving and community-based organizations, Oakland city departments, and members of the Oakland City Council and their staff.<sup>xxiii</sup>

### Community Forums

Hatchuel Tabernik & Associates (HTA) conducted two community forums on 4/14/2021 and 4/16/2021. During these forums, HTA presented preliminary data and facilitated discussions about key issues facing youth, their families, and strategies to advance equity.

Forum 1 welcomed 31 participants from the community. The forum topics were focused on youth ages 0-11. Participants discussed key issues facing youth in this age group and their families, service needs, and strategies to address equity in advancing childhood education, improving parent support, and advancing health and wellbeing.

Forum 2 included 37 participants and topics focused on youth ages 12-21. It had a similar format as the first, but focused on equity in youth leadership and advocacy, afterschool programs and enrichment, education success, career exploration and preparation, and violence prevention.

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## Appendix B: Who are Oakland's Youth?

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Oakland, with a population of 433,044, is one of the nation's most racially and ethnically diverse cities: 28% of Oakland residents identify as white, 27% Hispanic/Latinx, 24% Black/African American, 16% Asian/Pacific Islander, and 5% other.<sup>xxiv</sup> Over the last decade, Oakland's population has increased by about 7% from the 2010 estimate of 402,339.

Oakland is characterized by widespread disparities in income, educational attainment, and life expectancy, primarily along racial/ethnic lines. Median income in white households (\$101,679) is 245% higher than in Black/African American households (\$41,341) and far above that of Hispanic/Latinx households (\$56,108) and Asian households (\$62,238). Poverty rates are seven times higher for Black families (20.3%) and Latinx families (20.1%) and five times higher for Asian families, than for white families (2.9%).<sup>xxv</sup>

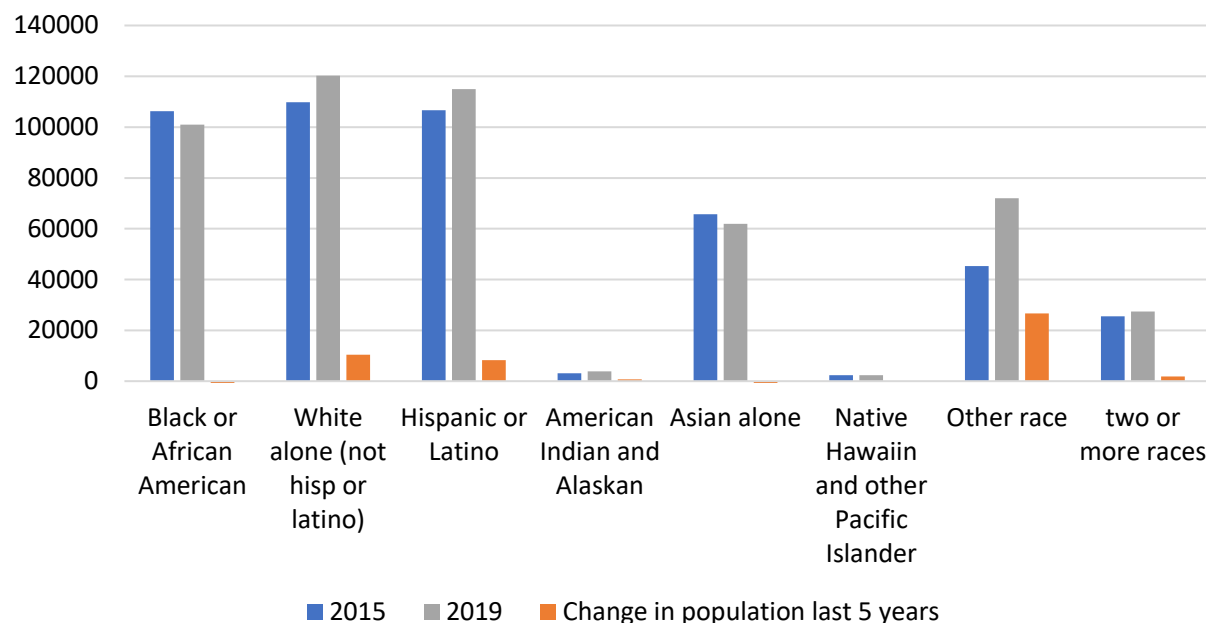
A long history of systemic racial discrimination in access to resources and opportunities has resulted in geographic disparities between Oakland neighborhoods, with compounding stressors felt in West and East Oakland neighborhoods.

Oakland ranks 7th among the most expensive cities in the country, with cost of living estimated at 150% of the national average.<sup>xxvi</sup> The high cost of living in the San Francisco Bay Area - fueled by the recent boom in the technology and financial sectors of the regional economy - has spurred an affordability crisis, putting increased financial strain on the most vulnerable communities. This has resulted in ongoing, advanced patterns of gentrification and displacement of long-term residents over the past two decades.<sup>xxvii</sup> In the past five years, there has been an increase in people identifying as white, Latinx, two or more races, and other races, and a decrease in people identifying as Black/African American or Asian.

Ninety-two percent of Latinx, 87% of Black/African American, 93% of Native American, and 87% of Asian/Pacific Islander low-income residents live in neighborhoods that are currently gentrifying or at-risk of gentrification. This is the case for 60% of low-income white households, compared to 88% of low-income households of color overall, demonstrating that race plays a role in housing stability.<sup>xxviii</sup>



**Figure B-1: Change in Oakland's Population by Race, 2015-2019**



Source: U.S. Census Data, Table B01001A Race Age 5-year estimates 2015 and 2019

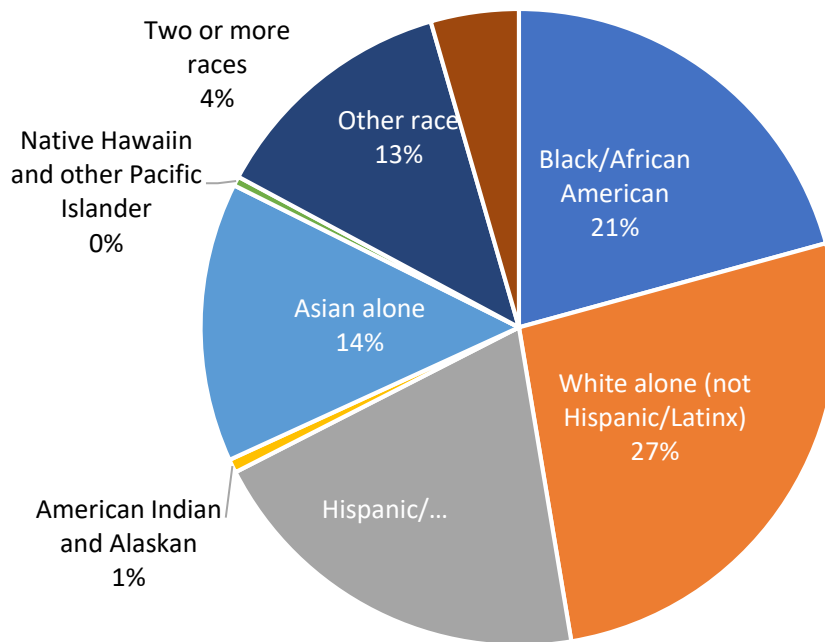
### Oakland's Youth Population

One in three (28.5%) Oakland households has at least one child under 18, and Oakland households vary greatly in size and composition. In 2019, 9,323 grandparents lived with their grandchildren under 18 years old. Of those grandparents, 25.8% were responsible for the basic needs of their grandchildren. Four out of every 10 children over age five are growing up in a household that speaks a language other than English (compared to 46% County-wide), and in some areas, more than two thirds of children are, making Oakland youth very linguistically diverse.<sup>xxix</sup>

One fifth (22%) of Oakland's population is age 19 or younger and 6% (26,680) are under age 5. While Oakland's population overall has been on the rise, the youth population has shown a slight decrease, with children and youth representing 21.8% of the population in 2019, compared to 22.9% in 2015 and 27.4% in 2010.

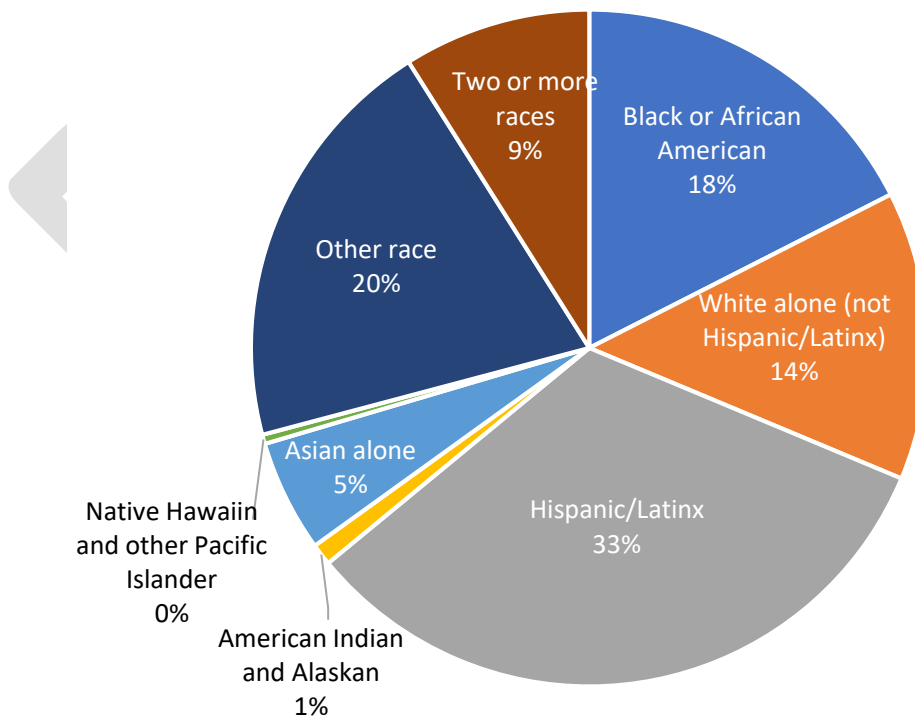
When comparing youth under 18 with adults, there is a slightly higher proportion of youth identifying as Black/African American and Hispanic/Latinx than adults.

**Figure B-2: Oakland Adult Population, 2019**



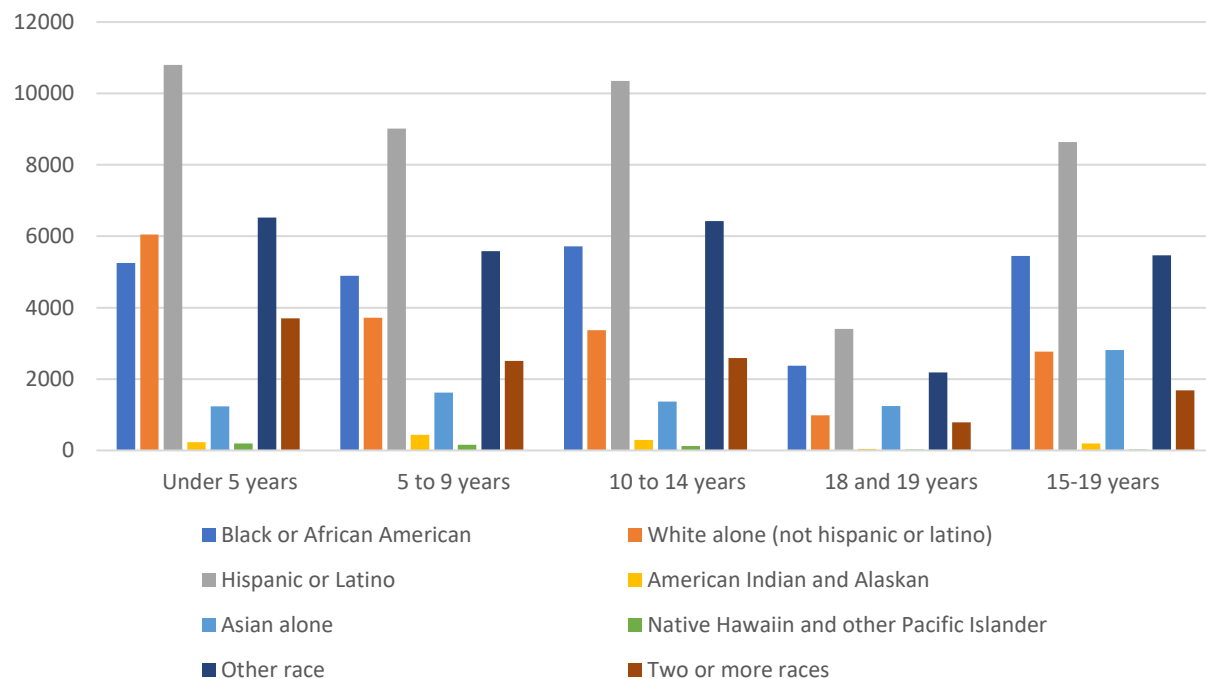
Source: American Community Survey, Census 2019 5-Year Estimates

**Figure B-3: Oakland Children and Youth by Race/Ethnicity, 2019**



Source: American Community Survey, Census 2019 5-Year Estimates

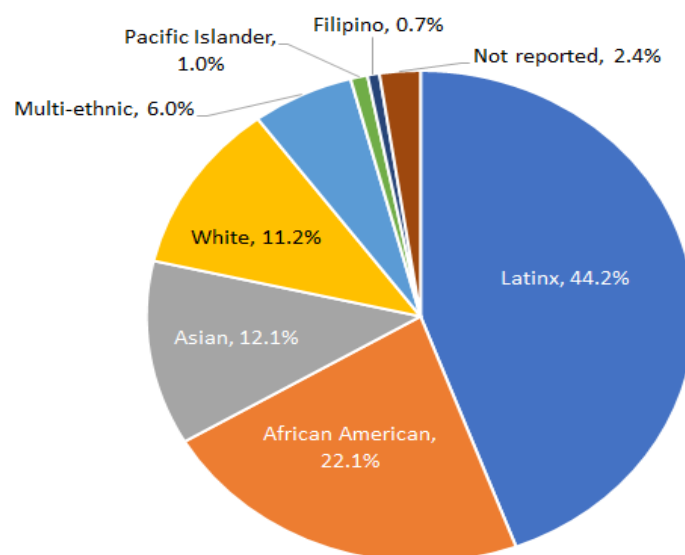
**Figure B-4: Oakland Children and Youth by Race/Ethnicity and Age Group, 2019**



Source: American Community Survey, Census 2019 5-Year Estimates

Enrollment patterns in Oakland Unified School District reflect Oakland’s racial and ethnic diversity. Hispanic/Latinx students are the largest group of students across grades K-12 at 44% of total enrollment, followed by African American students at 22.1%, and Asian students at 12.1%. All told, 88.8% of the 35,565 OUSD students are from families of color.<sup>xxx</sup>

**Figure B-5: OUSD Enrollment by Race/Ethnicity, 2020-21**



Source: OUSD Data Dashboard

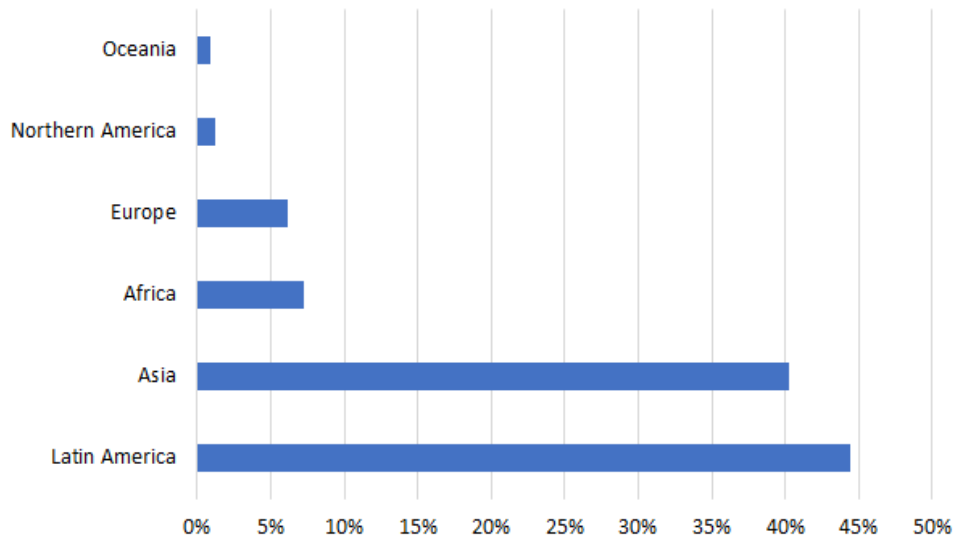
If we compare current enrollment to a decade ago, most notably:

- The percentage of all OUSD students who are Hispanic/Latinx has increased - from 39% to 44% - during that time, and the number of White students also increased - from 7% to 11% of all students.
- The percentage of all students who are Black/African American has decreased - from 33% to 22%.

### Citizenship & Language

Nearly one in three Alameda County residents is an immigrant, many of whom call Oakland home. Foreign-born Oaklanders come from many different parts of the world. The graph below displays the percentage of foreign born from each world region. (See page 37 for additional details on immigrant youth, refugees, and unaccompanied minors.)

**Figure B-6: Region of Birth for the Foreign-Born Population in Oakland**



Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

Overall, 40% of Oakland residents speak a language other than English at home (compared to 46% county-wide), more than half of whom are fluently bilingual in English. There are 27,371 children and youth in Oakland who primarily speak a language other than English at home; three quarters (74%) of them are bilingual in English.

Among children and youth enrolled in public schools in Oakland, 30.3% are designated as English Language Learners, while another 19.5% of students with a home language other than English have been reclassified from English Learner to Fluent English Proficient at some point in their K-12 education.

Among the 4,641 OUSD English Learners currently in grades 6-12, 2,370 (51%) have been designated as English Learners for six years or more.<sup>xxxi</sup> These “Long Term English Learners”

have stalled in developing the English oral and literacy skills needed to fully access and participate in a curriculum taught in English. They struggle academically and some become discouraged and disengaged, and are at risk of dropping out of school.<sup>xxxii</sup>

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# Appendix C: A Closer Look at OFCY Priority Populations

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The following priority populations were identified in the OFCY 2019-2022 Strategic Investment Plan. This community needs assessment is informed by OFCY's previous strategic investment planning efforts that aim to prioritize investments toward youth and families who are most in need, with an understanding that some populations have been historically marginalized. The identification of these particular populations does not suggest that young people from other populations do not have important needs. Nor does the absence of deep data on some of these populations suggest a lack of need. In most cases this absence indicates a lack of available data, which is particularly true for disconnected youth and for data disaggregated by racial/ethnic populations. Note that some identified populations are combined in this report for practicality/data intersections.

This section highlights data from secondary sources and insights from the community engagement efforts described in the introduction of the report.

## Low-Income Children, Youth, and Families

### Children Youth and their Families Living Under the Federal Poverty Level

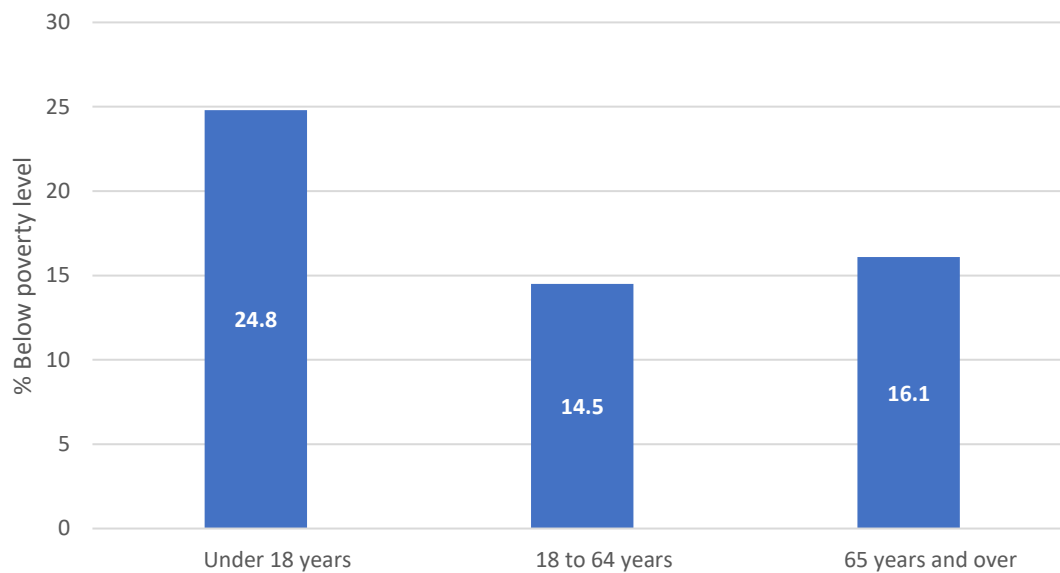
Insufficient income has a negative impact on the health, academic achievement, personal development, well-being, and more of children and youth in Oakland, disproportionately affecting youth of color in the flats of East and West Oakland.

Like most of the San Francisco Bay Area, Oakland has experienced a dramatic rise in the cost of living over the last decade and many families struggle to make ends meet. Sufficient household income and resources are critical to providing for basic needs of Oakland's youth and families. In focus groups, many families reported challenges making ends meet, i.e., paying rent, losing their jobs due to the pandemic, and worrying about having enough food for their families. Parents who were part of the essential workforce were struggling to navigate the challenges of balancing their need for childcare, income, and supporting their children with remote learning at the same time.

Children and youth whose households are in poverty are one of the priority populations of the OFCY. Twenty-five percent of children under age 18, 13% of all families, and 17% of all individuals in Oakland fall below the Federal Poverty Level. However, this underestimates the true extent of poverty in Oakland due to the area's high cost of living.



**Figure C-1: Oakland Poverty by Age Group in 2019**



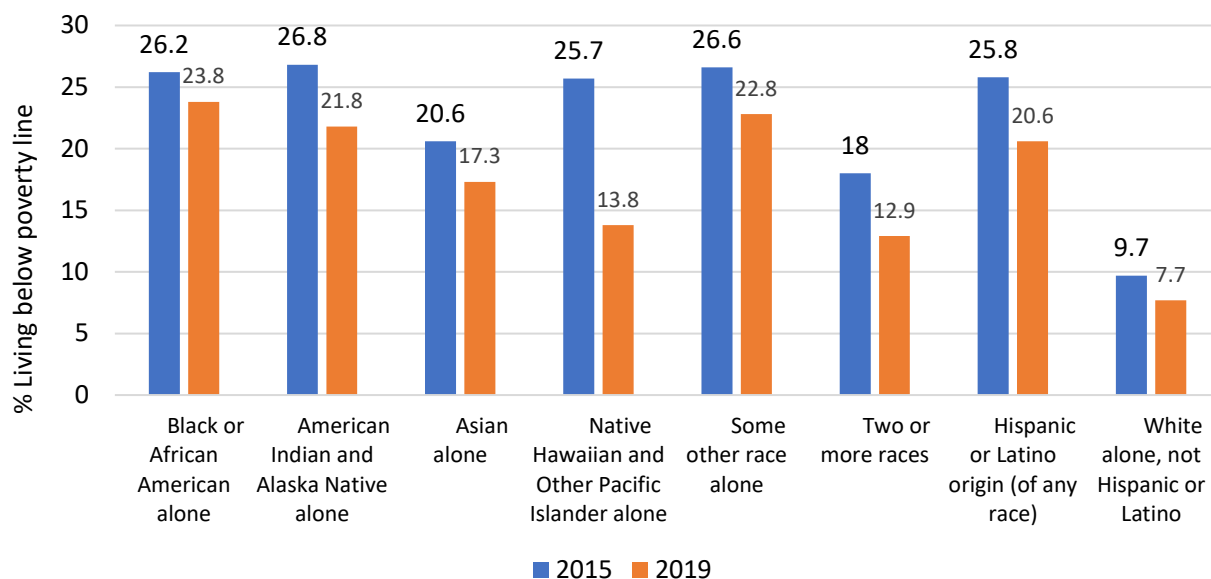
Source: *Poverty Status In The Past 12 Months US Census Bureau American Community Survey, 2019 5-Year Estimates*

The 2021 Federal Poverty Level for a family of four is a combined annual income of \$26,500, which is *extremely* low income in Oakland. Cost of living in the San Francisco Bay Area is significantly higher than the nationwide average. A more accurate understanding of the number of individuals living in poverty in high cost areas is to consider a low income threshold at 200% of the Federal Poverty Level (\$53,000 per year for a family of four); 34% of individuals and 25% of families in Oakland fall below this threshold.<sup>xxxiii</sup> However, even this does not capture the reality of how many families are living in poverty in Oakland. MIT's Living Wage Calculator, which measures the minimum income necessary to cover basic expenses in a local area, such as housing, food, child care, health care, transportation, and taxes, estimates a living wage in Oakland at \$134,326.40 for a family of four.<sup>xxxiv</sup>

### **Racial Disparities in Oakland Residents Living Below the Poverty Line**

The figure below compares the poverty rates for Oakland residents by race and ethnicity, in 2015 and 2019 demonstrating that people of color experience poverty at rates two or three times higher than white residents. While poverty declined across all racial/ethnic groups over the four year period, the steepest declines have been among residents who are Native Hawaiian, Pacific Islander, and two or more races. Poverty rates among African American and white residents have also declined, though to a lesser degree. The pandemic has likely wiped out these gains for vulnerable groups, the extent to which is not yet captured in comprehensive quantitative data.

**Figure C-2: Racial Disparities in Poverty Status, 2015-2019**



Source: Federal Poverty Status In The Past 12 Months --2015 & 2019 American Community Survey 5-Year Estimates

### Family Poverty by Household Structure

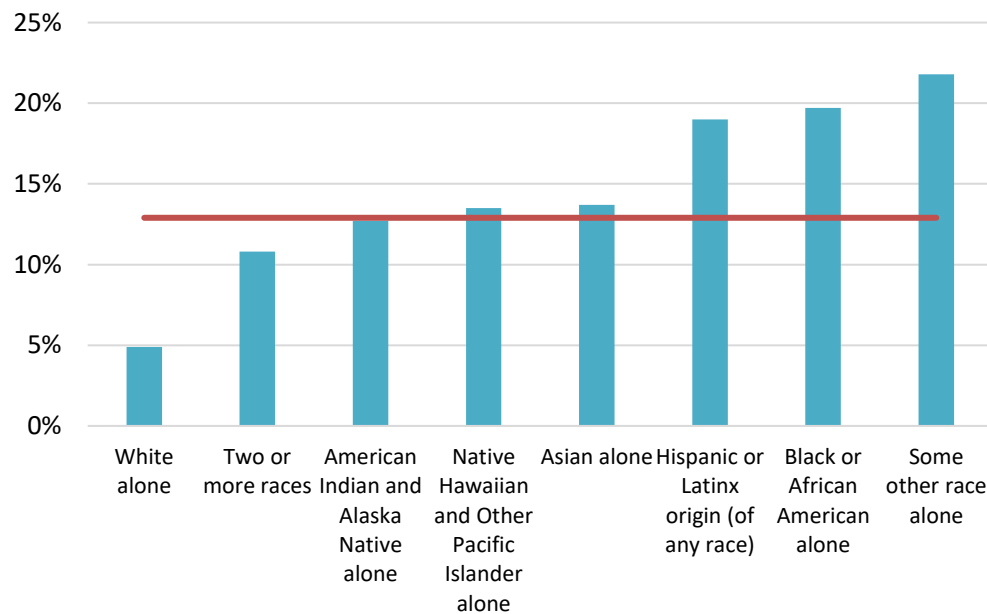
Figures C-3, 4, and 5 show poverty among families by racial/ethnic groups among all families, married-couple families, and families led by a single mother (no spouse present). Racial disparities in poverty are clear in Oakland where, on average, white families of any family type experience poverty less often than other non-white racial/ethnic groups and married-couple families experience poverty less often than single mother-led families.

Nearly 13% of all Oakland families fall below the federal poverty level, this is true of only 5% of white families. The poverty rate for Black/African American families was four times that of white families at 20%, and was at 19% for Hispanic/Latinx families, 14% for Asian and Native Hawaiian/Pacific Islander families, 13% for American Indian/Alaskan Native families, 22% for “other” families, and 10.8% for multiracial (two or more races) families.

Racial disparities in poverty continue to be present across different family structures in Oakland. Married-couple families experience less poverty than other family types, on average, with 7% of all married-couple families falling below the federal poverty level. White families experience poverty the least of all racial/ethnic groups among married-couple families at 3%, while Hispanic/Latinx, American Indian/Alaskan Native, and “other” families experience poverty the most at 13-14%.

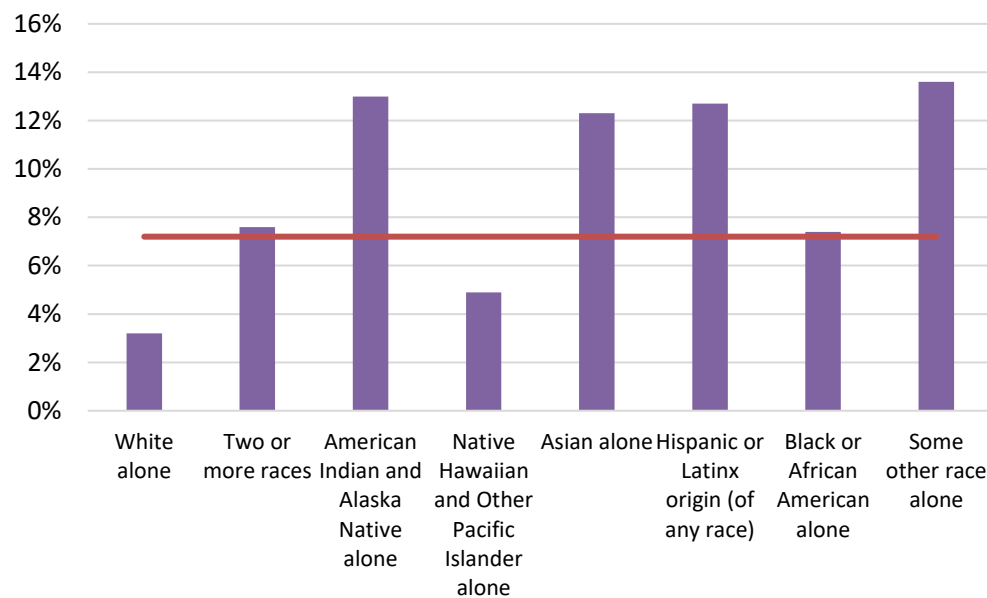
Single mother-led families experience poverty at significantly higher rates than other family types, on average, with 28% falling below poverty. This is true for 65% of Native Hawaiian/Pacific Islander, 44% of “other”, 37% of Hispanic/Latinx, and 30% of Black/African American single mother-led families.

**Figure C-3: Oakland Families with Income Below 100% Federal Poverty Level by Race/Ethnicity (compared to average)**



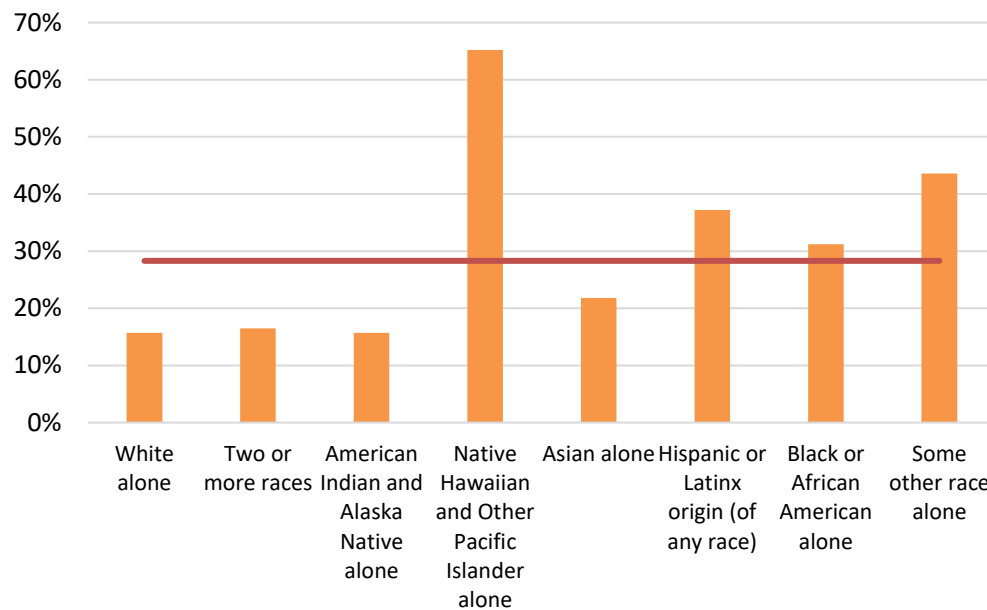
Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

**Figure C-4: Oakland Married-Couple Families with Income Below 100% Federal Poverty Level by Race/Ethnicity (compared to average)**



Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

**Figure C-5: Oakland Female Householder, No Spouse Present Families with Income Below 100% Federal Poverty Level by Race/Ethnicity (compared to average)**



Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

### Educational Attainment for Adults

Parent education levels contribute to household income, with individuals who hold doctoral and professional degrees earning more than triple those with less than a high school diploma, on average.<sup>xxxv</sup> Among Oakland residents ages 25 years and older, 82.6% are high school graduates and 49.8% have earned a post-secondary degree, including 5.8% who received an Associate's degree, 25.2% a Bachelor's degree, and 18.8% who earned a graduate or professional degree. At the same time, 9.8% of Oakland adults have less than a 9th grade education and another 7.6% attended high school but did not graduate.

The figure below captures racial disparities in educational attainment among Oakland residents. As shown in Figure C-6, Oakland residents who self-identify as white alone have by far the highest likelihood among these groups to have a college degree -- and have these degrees at more than double the rates among Latinx and African-American residents. Latinx are the most likely not to have graduated from high school.<sup>xxxvi</sup> Many Oakland adults who are not high school graduates are immigrants who did not go to school beyond 9th grade in their countries of origin.

**Figure C-6. Percent of Oakland Adults (25+ years) by Race and Educational Attainment**

	Not a high school graduate	High school graduate or higher	Bachelor's degree or higher
White alone	5.4%	94.5%	71.8%
Hispanic / Latinx	30.5%	69.5%	31.9%
Black/ African American	9%	91%	27.5%

Asian	24%	76%	46.7%
American Indian/ Alaska Native	16%	84%	28.5%
Native Hawaiian or other Pacific Islander	NA	NA	NA
2+ races	8.6%	91.4%	62.5%

Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

Educational attainment for adults is closely correlated to their income levels.

- Among Oakland adults, for example, median earnings for those who graduated from high school but did not go further in their education is \$40,166, only about half the \$79,894 median earnings of those with a Bachelor's degree.
- The poverty rate (25.2%) among Oakland adults who are not high school graduates is nearly double the corresponding rate (13.4%) among those with who have completed some college or an Associate degree, and nearly five times as high as the 5.3% poverty rate for adults with a Bachelor's degree or higher.<sup>xxxvii</sup>

### Community Voices on Low-Income Family Needs and Strengths

Workshop participants placed strong emphasis on the importance of investing in families, expressing that if OFCY wants to support children and youth, they need to support the entire family and engage parents and family members as partners in creating an Oakland where children, youth, and families thrive.

Workshop participants also noted a number of existing community and family strengths: the sharing of information, networks, and community resources; strongly valuing education and academic achievement; and care for friends, family, and neighbors. They cited the diversity, resourcefulness, and strong network of community-based organizations as unique strengths in their city. Immigrant parents said they trust each other, along with schools and community-based organizations, to address the challenges they are facing in their families and communities.

### Basic Needs

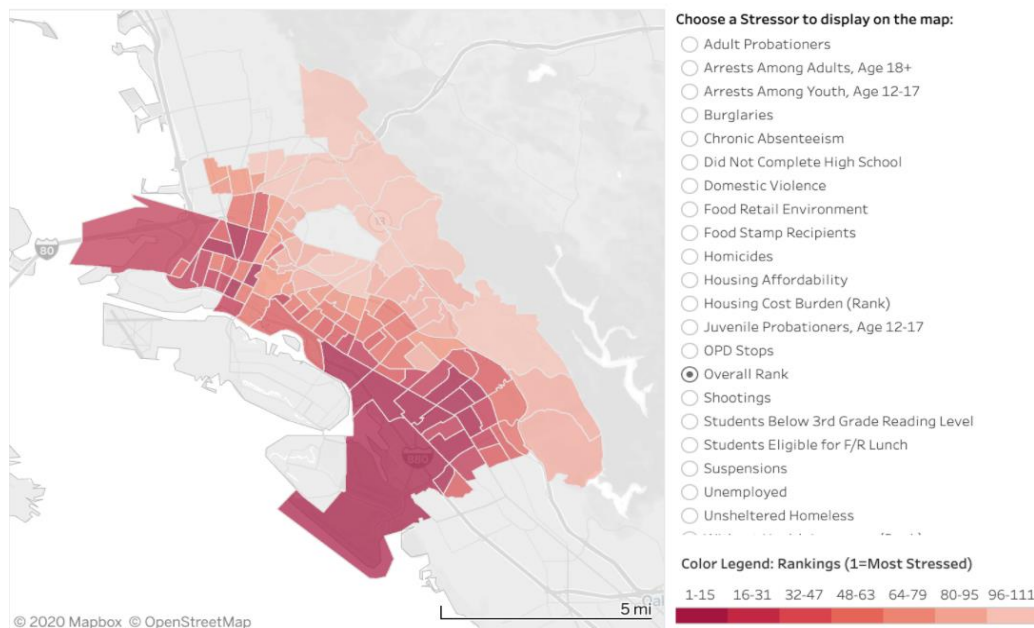
Overall, general basic needs, including money, food, and shelter, were expressed as the most pressing needs of low-income young people growing up in Oakland. As described in the COVID-19 section of the introduction, the pandemic has exacerbated families' struggles to make ends meet and provide a stable home.

## Children, Youth, and Families Living in Low-Income Neighborhoods

The Oakland Community Stressors Index supports a data-driven approach to providing resources and support to the people and places in Oakland that need it most. The Stressors Index maps provide a snapshot of 21 indicators or risk factors (listed below) of community

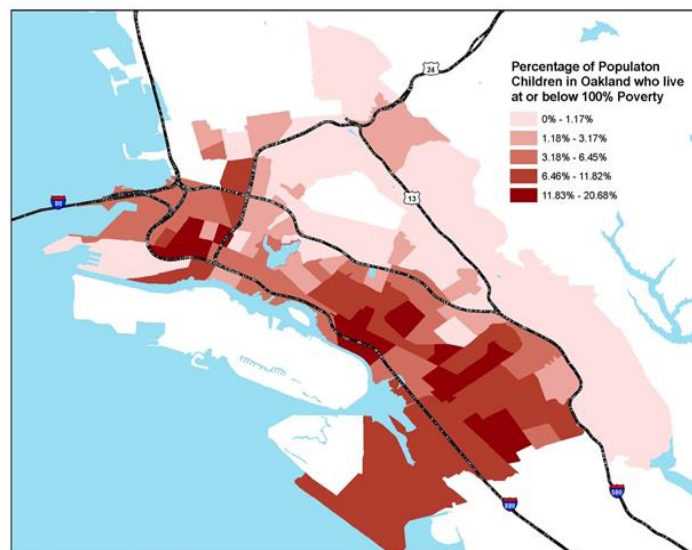
stress across a range of domains, including (1) Poverty, (2) Education, (3) Housing, (4) Health and Environment, and (5) Criminal Justice Involvement. As noted on Oakland's Community Stressor Index webpage, "Community stress is the experience of chronic stress, violence, and trauma that has serious negative consequences on communities and individuals. It leads to lower social capital and decreased collective efficacy and impacts the psychological development, health, and well-being of individuals."<sup>xxxviii</sup>

**Figure C-7: Oakland Stressors Map, Overall Stressor Ranking, 2019**



The map below shows the density of families with children under age 18 who are living at or below the federal poverty line. Neighborhoods in West Oakland and East Oakland have the highest concentrations of families with children living in poverty - exceeding 20% in some census tracts. These neighborhoods are primarily historically Black/African American neighborhoods and cultural centers, with increases of immigrant and Latinx populations over the past several generations.

**Figure C-8: Percentage of Children in Oakland in Poverty, 2019**



Source: US Census Bureau American Community Survey, 2019 5-Year Estimates

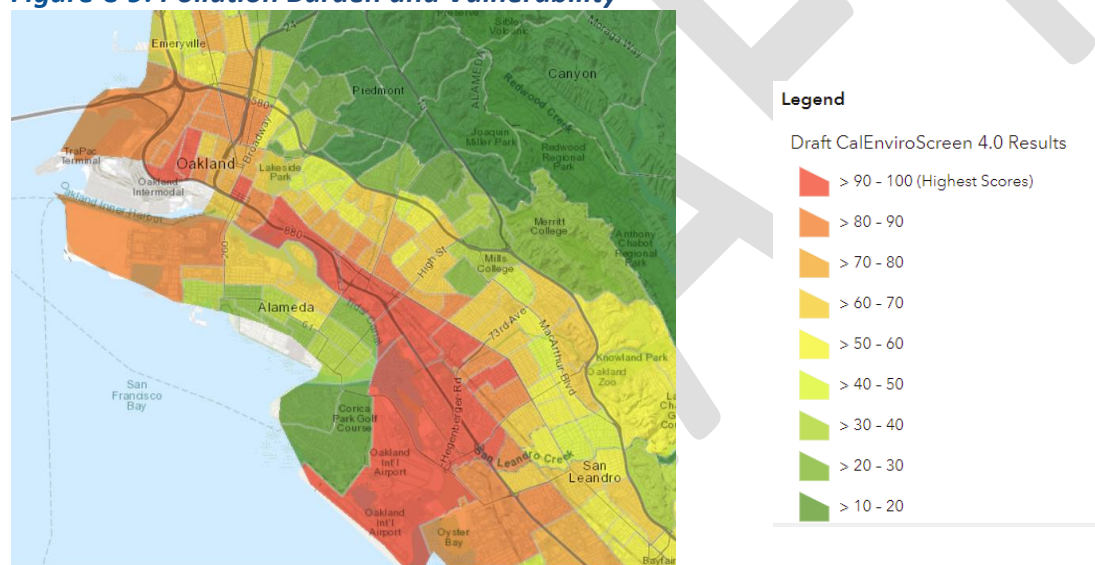


Concentrated poverty often coincides with other environmental stressors, such as limited access to utilities, public transportation, green space/parks, safe walking routes or places to cross the street, and affordable grocery stores or fresh produce.

Low-income neighborhoods also frequently experience a higher prevalence of air and noise pollution, hazardous waste, and other health hazards. Areas of West Oakland and Deep East Oakland have extreme levels of toxins and pollution from decades of industry in those areas. Furthermore, youth living in low-income neighborhoods in Oakland experience more exposure to violence, crime, and gang activity. Oakland youth -- particularly Black/African American youth -- also experience disparities in the ways police interact with communities in low-income neighborhoods, with lower response times for calls for service but higher levels of surveillance.<sup>xxxix</sup>

In combination, these environmental stressors can contribute to higher levels of stress and fewer opportunities for children and families.

**Figure C-9: Pollution Burden and Vulnerability**



Source: [CalEnviroScreen 4.0](#)

## Children Attending Schools in Neighborhoods with High Levels of Stress

Schools located in neighborhoods with high levels of environmental stressors are more likely to serve students and families experiencing those same stressors, often with fewer resources available to provide those services. Schools are important anchor institutions, particularly in neighborhoods experiencing high levels of stress. They can and often do play a role well outside of the scope of academics, providing a setting for families to meet, form community, and share resources; offering wraparound services such as health care, navigation for families, food pantries, extended learning, and other critical supports. Schools in neighborhoods with high

levels of stress are more likely to be serving students experiencing compounded stressors, while they are less likely to have sufficient financial resources to do so.

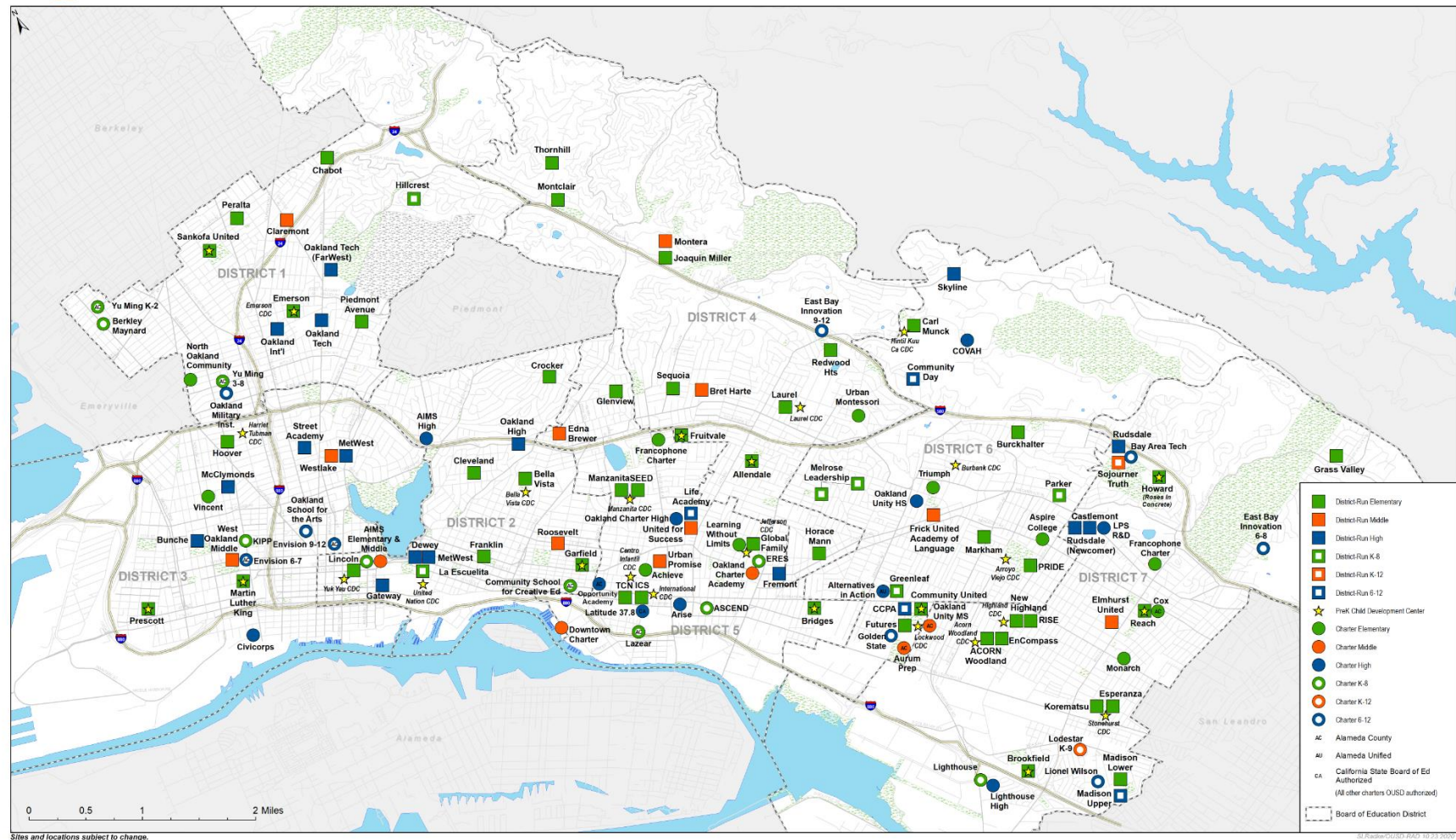
Because of Oakland Unified School District's "school choice" policy, many young people attend schools outside of their home neighborhoods, with students in elementary and middle schools more likely to attend schools near home. Many schools in East and West Oakland neighborhoods have very high proportions of students who receive free- or reduced-price lunch, as well as higher levels of chronic absenteeism, 3rd graders reading below grade level, and suspensions when compared with district averages (see Section IV. OFCY Shared Goals for Children and Youth). These realities reflect the impact of environmental stressors, which can put young people at risk of a variety of negative outcomes in school and beyond, as described in the previous section.

Fully 71.7% of the 35,565 students enrolled in Oakland Unified schools qualify for free or reduced-price lunches, an indicator that their families live at or near the federal poverty line. At some schools, predominantly located in West Oakland and East Oakland, the rate of students qualifying for free or reduced-price lunch is over 90%. This is the case, for example, at:

- Hoover Elementary (91.1%), West Oakland Middle (92.4%), and McClymonds High (90.3%) in West Oakland
- Fred T. Korematsu Discovery Academy (95.9%), Coliseum College Prep Academy (grades 6-12) (94.7%), and Fremont High (91%) in East Oakland



## 2020-21 Oakland District-Run and Charter Schools



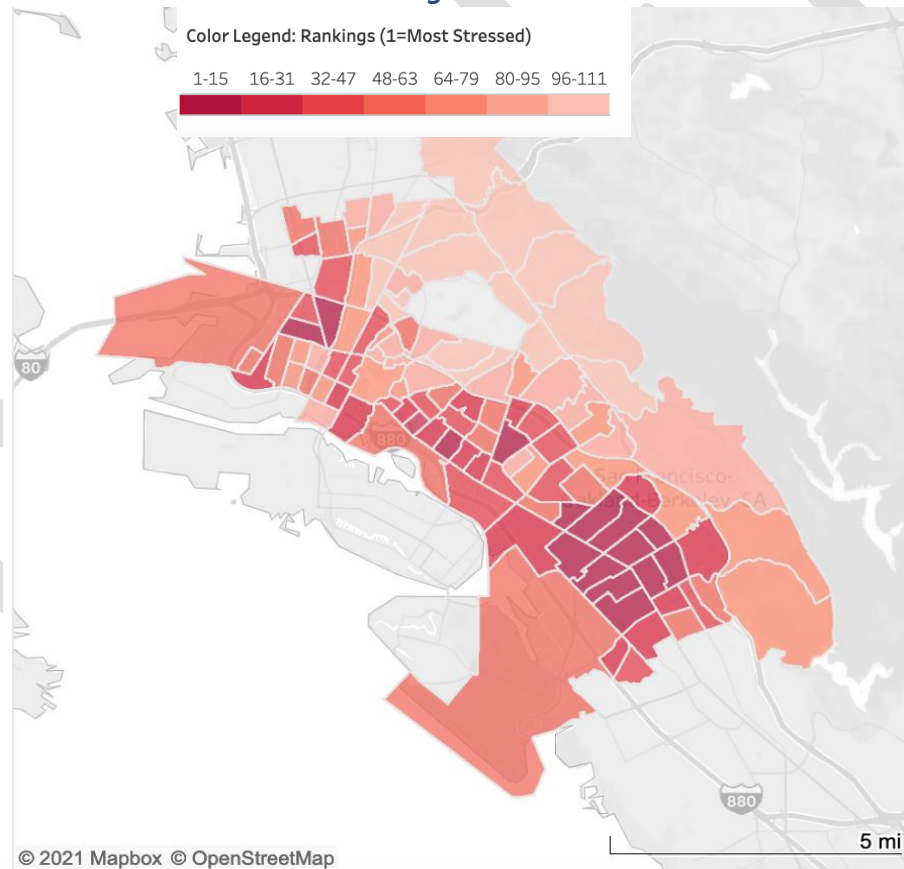
Source: Oakland Unified School District <https://www.ousddata.org/announcements/category/maps>

## Youth Experiencing Homelessness

### Housing Insecurity and Homelessness in Oakland

As described in Section II, housing insecurity is one of the most significant stressors for Oakland families, disproportionately affecting low-income families of color. The 2020 COVID-19 pandemic brought with it unpredictable changes in Oakland's economy and housing market, with many residents and families losing their income and housing security. The Oakland City Council approved a moratorium on rental evictions in March 2020 until after the COVID-19 emergency to protect renters from losing their housing. However, the future remains uncertain for those who are behind on rent once the moratorium is lifted. Providers noted that housing instability is a core issue, as families are facing eviction and displacement due to job loss despite city moratoriums on evictions. Those who are housing burdened (paying more than 35% of household income on rent) are most likely to live in the flats of deep East Oakland, which is predominantly home to Black and Latinx residents<sup>xl</sup>.

**Figure C-11: Oakland Stressors Index: Housing Cost Burden**



Source: Oakland Stressors Index, 2019



Homelessness in Oakland disproportionately impacts people of color, and specifically Black and Native American Oaklanders.

According to the 2019 Point in Time count, 70% of the population experiencing homelessness in Oakland were Black/African

American, while comprising 24% of Oakland's population. Native Americans were

overrepresented among people experiencing homelessness at a rate four times greater than their citywide representation; while approximately 1% of Oakland's residents are Native American, 4% of the homeless population is.<sup>xli</sup>

*"Current systems are not good at providing wraparound services where the homeless families are."*

*- Stakeholder interview*

In 2020-21, there were 818 students in Oakland Unified known to be experiencing homelessness, down from 1,001 the previous year.<sup>xlii</sup> The majority of students experiencing homelessness attend Castlemont and Fremont High Schools in East Oakland, and Oakland International High School in North Oakland.<sup>xliii</sup>

In our March 2021 youth community workshops, young people stated that there are not enough services for youth experiencing homelessness and advocated that the city should be doing more to help adolescents and young adults who are unstably housed, couch-surfing, or experiencing homelessness. Young people also cited safety concerns at homeless shelters. Young women said that co-ed shelters are not safe for young women, as the men harass them there.

Alameda County's Housing and Urban Development estimates that homelessness in Oakland has nearly doubled - from 2,191 individuals in 2017 to 4,071 in 2019 - based on a point-in-time count and survey of unsheltered and sheltered (emergency, transitional housing) persons on the same night in January of each year. This count likely underestimates the true extent of homelessness in Oakland due to the nature of point-in-time counts. The county uses the point-in-time count along with shelter bed utilization data to estimate a more realistic count of homelessness, which estimates homeless in Oakland may be closer to 8,000 individuals.<sup>xliv</sup>

Results of Alameda County's 2019 point-in-time count and survey found that these individuals cited the following as the cause of their homelessness: mental health issues (14%), lost job (13%), rent increase (11%), other money issues (10%), substance use issues (10%), and incarceration (7%). Thirty-eight percent of survey respondents reported having a disability. For children and families, domestic violence is also a leading cause of homelessness. Of the 4,071 homeless individuals identified in the 2019 count, 79% were unsheltered. For transition-aged youth (18-24), 75% were unsheltered.<sup>xlv</sup>

## Children and Youth of Color

OFCY prioritizes funding programs that serve children and youth of color, recognizing the prevalence of racial disparities. Information highlighting these disparities can be found in nearly all subsections throughout this report.

As noted earlier, 86% of young people under age 18 are from families of color, with Latinx (33%) and Black/African Americans (18%) the largest groups. Among students attending OUSD schools in grades K-12, 44.2% are Latinx, 22.1% Black/African American, 12.1% Asian, 6% Multiethnic, 1% Pacific Islander, 0.7% Filipino, and 0.2% American Indian or Alaska Native. In recent years, there has been a substantial increase in Latinx children and youth as a percentage of all OUSD students, and a substantial decrease of Black/African American students.<sup>xlvi</sup>

Youth, parents, providers, and key stakeholders in our March 2021 community workshop series noted the need for culturally-responsive resources and approaches to services that are rooted in a racial equity lens. Providers report that Black and Latinx students are most likely to experience inequities in Oakland schools. These inequities are reflected in achievement gaps and other differential outcomes in relation, for example, to those of White and Asian students, as detailed in the next section. For Latinx students, there are also often varying experiences on the basis of language access and class. In addition, providers noted that Native American and Indigenous students are often excluded or overlooked in discussions about school success and identifying student needs. These students are also often not accounted for as discrete groups in student achievement and other data, since their numbers are relatively and statistically small. Providers further cited the needs of girls and young women of color who have experienced gender-based violence and human trafficking.

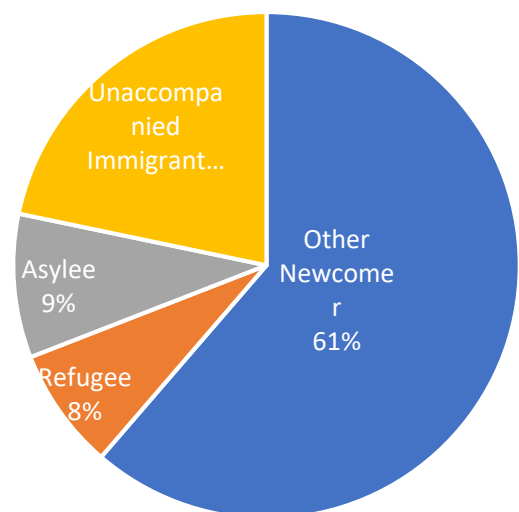
Providers would like to see curricula and programming in schools that are actively anti-racist. Several participants pointed to the field of work on anti-racist teaching and grading, and believe there needs to be a plan to address the harm and “systemic brutality” experienced by communities in Oakland, including the harm caused by inequitable schools.

## Immigrant youth, refugees, and unaccompanied minors

### Newcomer Youth

Newcomer youth -- young people who have arrived in the U.S. in the past three years -- face unique challenges to full participation in the Oakland community and its resources. In 2020-21, there were 2,909 newcomer youth (who have arrived in the U.S. in the past three years) in OUSD. Of the OUSD newcomers, 226 are refugee students, 267 are asylees, and 632 are unaccompanied immigrant youth. These data likely underrepresent the true number of youth experiencing the challenges facing newcomers, as it just accounts for students enrolled in OUSD, and fears of discrimination and legal challenges or deportation contribute to underreporting.

**Figure C-12: OUSD Newcomer Youth**



Source: Oakland Unified School District Data



Newcomer youth and their families can face a myriad of challenges, ranging from language and cultural barriers, unfamiliarity with navigating the complex government, educational, and social systems, and establishing a connection to their new community. This is on top of some of the most basic elements of establishing stability -- finding housing, stable and sustaining employment, enrolling in school, obtaining an ID and bank account, etc. The legal requirements regarding immigration, refugee, and asylee status can pose challenges at each of these stages.

While the unaccompanied immigrant youth in OUSD come from dozens of countries around the world, most come from Central America. Many unaccompanied and other newcomer youth have had traumatic experiences in their native country and on the way to the United States.<sup>xlvii</sup> Some suffer from post-traumatic stress disorder or experience other negative results borne of trauma. Here in this country, often separated from their loved ones, unaccompanied youth frequently struggle to acculturate to the new environments (home, school, community), may have no attachment to their host family, and may wrestle with issues of trust and inability to communicate due to language, cultural, and emotional barriers. For those who are undocumented, their families are often reluctant to seek services and resources they may need for fear of deportation.

### **Monolingual Families**

Whether it was due to pandemic-related financial stress, recent immigration to the US, or other family needs, parents who are not fluent in English reported a strong demand during focus groups for bilingual resource navigation, parent support, and peer support. Parents are looking for resources and information to address their families' basic needs, including guidance for enrolling in public benefits, navigating the American educational system, obtaining legal status, or trying to access a service or community resource. Also, parents who had recently immigrated to the US highlighted the need for legal services to assist with the immigration process. The absence of translation, particularly in Cantonese and Arabic, makes system navigation impenetrable for these families, with young people often playing the role of translator or families going without support.

Some participants in OFCY community engagement emphasized that Oakland benefits from a deep well of resources, programs, and benefits that are designed to help low-income families. The challenge, they explained, is that some families do not know that these resources exist or find navigating them with limited English proficiency particularly challenging. Many immigrant families cited the internet, Facebook, other social media platforms, along with friends, family members, schools, and community-based organizations, as the primary channels through which they seek information and community resources. Latinx parents expressed confidence in getting the information they need through these channels. This was not the case for Cantonese-speaking Chinese parents in particular; they came to the OFCY Parents and Caregivers workshop in search of information about COVID-19, vaccines, returning to school, and public benefits and resources. For this group, the pandemic had left them more isolated, with fewer options for accessing information.

Immigrating children, as well as U.S.-born children of immigrants, often bear a disproportionate share of the burden for navigating their new environment and as a result develop high levels of resilience and social-emotional skills as they strive to adapt to new lives. They may play a large supporting role in their family, such as translating for their older relatives or earning income to help support their family from a young age. They may contribute insightful perspectives and leadership in group settings. Oakland's ongoing role as a destination for immigrating youth and families enriches Oakland's communities and schools, and is a fundamental part of the city's multicultural vibrancy.

## LGBTQ Youth

It is difficult to estimate the number of children and youth who are LGBTQ in Oakland, even though children today are identifying their sexual orientation and gender identity at a younger age than in previous decades. Figure C-13 below presents data from recent surveys of OUSD students, including 5,053 students in grades 6-8 (72% of all students in those grades) and 4,646 students in grades 9-12 (54% of 9th-12th graders). Students who did not self-identify any of the choices shown in the Figure indicated "I am not sure yet," "Something else," or declined to respond.

**Figure C-13. Sexual Orientation and Gender Identity among youth in OUSD**

Grade	6	7	8	9	10	11	12
<b>Sexual orientation</b>							
Straight (not gay)	75%	80%	77%	76%	75%	80%	78%
Gay or lesbian	1%	2%	2%	2%	2%	3%	2%
Bisexual	7%	6%	9%	7%	8%	8%	9%
<b>Gender Identify</b>							
No, I am not transgender							
Yes, I am transgender	1%	1%	1%	1%	1%	1%	1%

Sources: CDE & WestEd. California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports.

In an earlier survey of 11th grade students in OUSD, female students were four times as likely to be out as gay/lesbian/bisexual than their male counterparts. Indigenous students were the most likely to report being out as gay, lesbian, or bisexual.<sup>xlvi</sup>

LGBTQ+ youth are at elevated risk for bullying and violence, victimization, mental health problems, drug and alcohol use, and poor performance in school, and receive substantially less social support from teachers and peers at schools than their counterparts who do not identify as LGBTQ.<sup>xli</sup> In Oakland Unified, LGBTQ+ youth are more likely than their straight peers to report experiences with bullying and harassment as well as feelings of depression.:

- 53.6% of youth who identified as gay, lesbian, or bisexual reported being bullied or harassed, compared to 24.4% of straight youth.

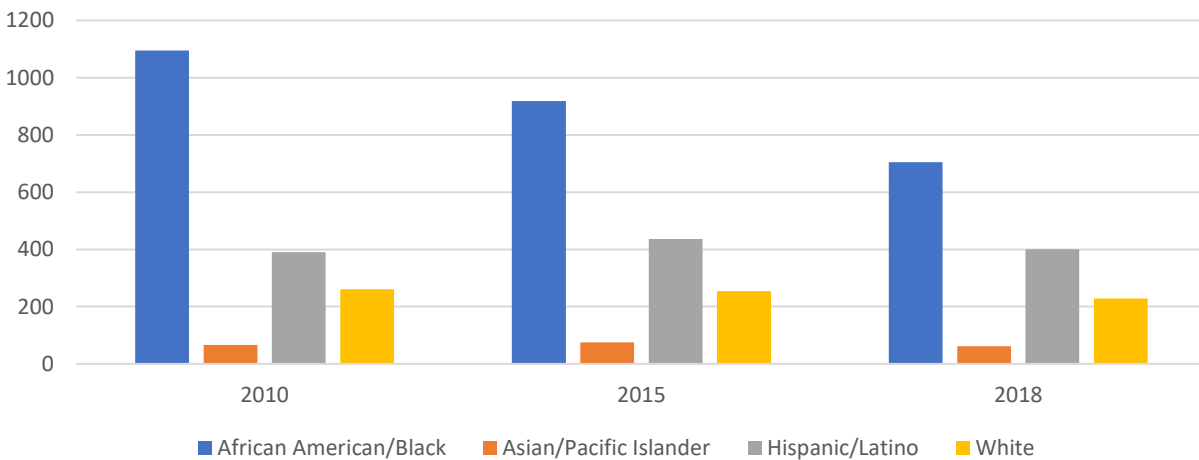
- 56.3% of gay, lesbian, or bisexual youth reported experiencing chronic depression, compared to 23.9% of straight youth.<sup>i</sup>

As noted earlier, 1% of OUSD high school youth identify as transgender. According to a report by the Trevor Project, which highlights data from the Center for Disease Control and Prevention’s 2017 Youth Risk Behavior Survey, “significantly increased rates of depression, suicidality, and victimization” as compared to their peers. One in three of the transgender youth reported having attempted suicide in the previous year.<sup>ii</sup>

## Foster Youth

Figure C-14, below, shows the number of children in foster care in Alameda County by race, over time from 2010 to 2018. The number of Alameda County youth in foster care is declining - from 1,825 in 2010 to 1,411 in 2018. Black/African American youth represent the largest racial group of all foster youth in the county, comprising 60% of the total population in 2010 and 50% in 2018.

**Figure C-14: Children in Foster Care in Alameda County by Race, 2010 to 2018 Comparison**

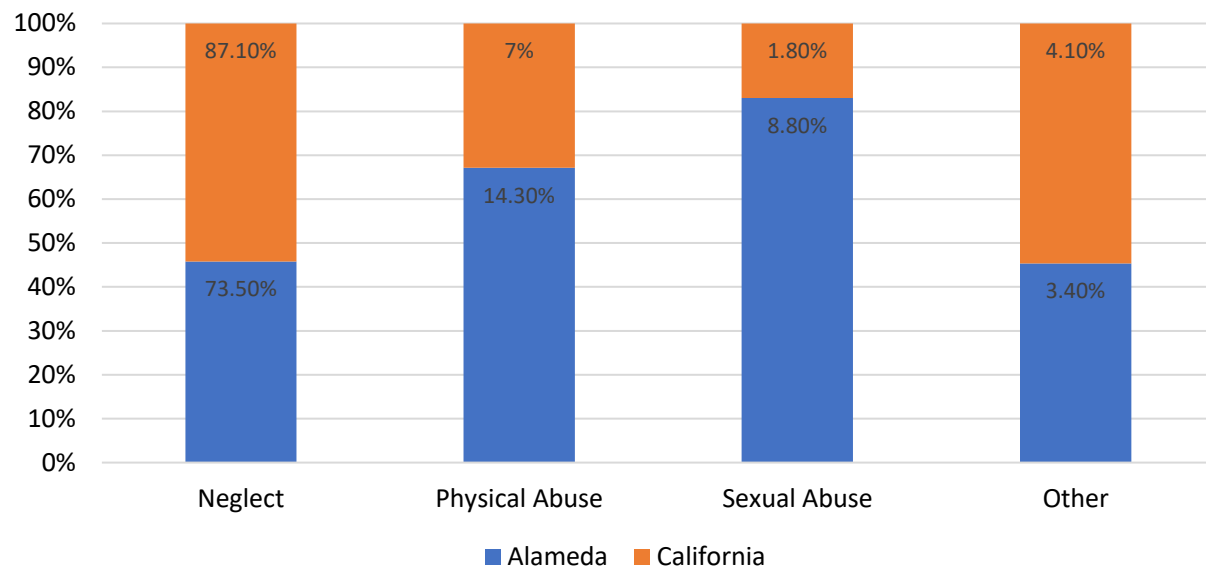


Source: Kidsdata.org <https://www.kidsdata.org/topic/22/foster-in-care-race/table>

There were 290 OUSD students in foster care in 2020-21, down from 345 in the previous year. In 2019-20, 15% were designated English Learners, 33% were enrolled in special education, and 43% were chronically absent from school. Only 11% met or exceeded state academic standards in English Language Arts and 7.3% met or exceeded standards in math.<sup>iii</sup>

In Oakland the biggest reason for foster care placement was neglect (73.5%) followed by physical abuse (14.3%) and sexual abuse (8.8%).

**Figure C-15: Reason for Foster Placement 2016-2018, Alameda County and State Comparison**



Source: Kidsdata.org <https://www.kidsdata.org/topic/22/foster-in-care-race/table>

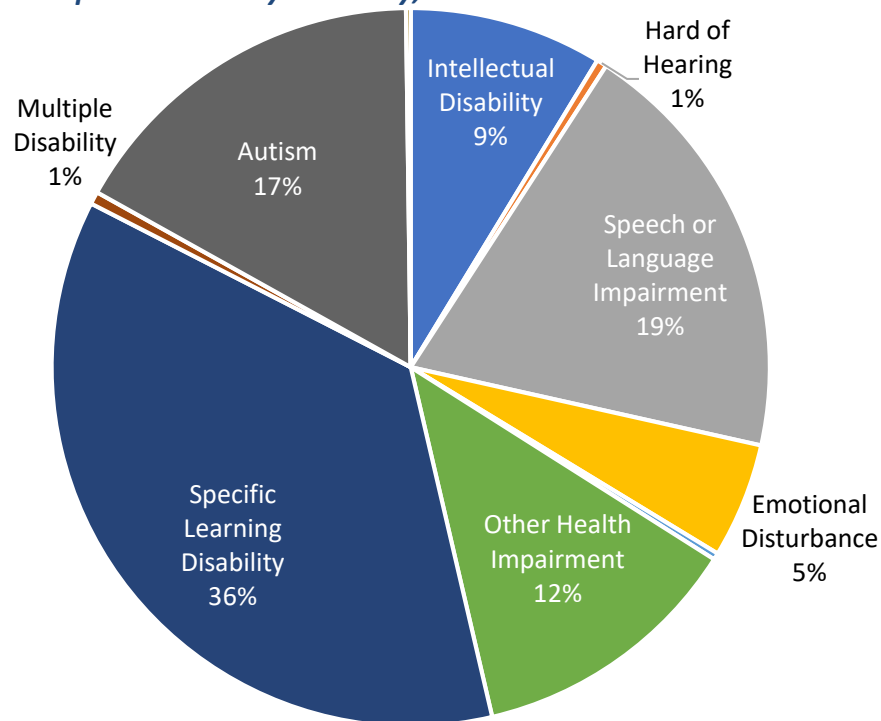
Youth in foster care often experience difficulty in transitioning out of foster care given the probability that there may not be ongoing family support as they become independent adults. Transitional age youth are at increased risk of homelessness and/or commercial sexual exploitation, and are an important priority population for OFCY.

## Youth with Disabilities

In 2020-21, there were 5,369 students identified with disabilities enrolled in Oakland Unified School District, making up 15.1% of the total 35,565 enrollment. Comparatively, 11.7% of all Oakland residents identified as having a disability.

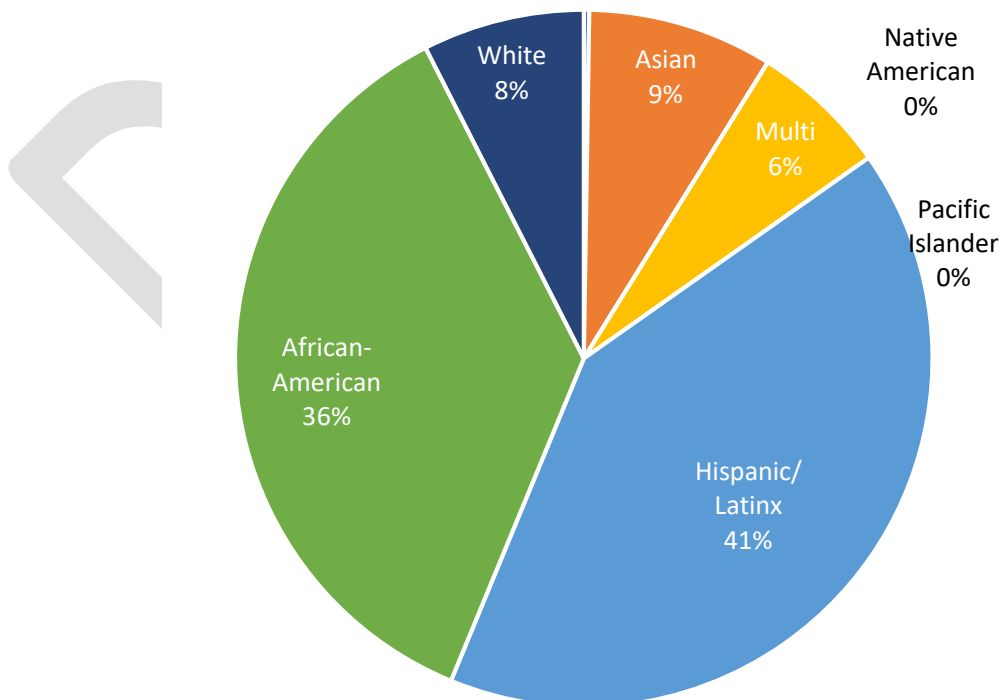
The figures below illustrate a breakdown of special needs by type and race for the 2018-19 school year (most recent complete data available). Special needs included learning disabilities, emotional and behavioral disorders, physical disabilities, and developmental disabilities. In 2018-19, the majority of students enrolled in special education in OUSD had specific learning disabilities (36%), speech or language impairment (19%), autism (17%), and other health impairments (12%). Of all the students enrolled in Special Education in OUSD 2018-19, the largest proportion were Hispanic/Latinx (41%) followed by Black/African American (36%).

**Figure C-16: OUSD Special Needs by Disability, 2018-19**



Source: CA Department of Education, Dataquest Special Education Enrollment, 2018-19.

**Figure C-17: OUSD Youth with Special Needs by Race, 2018-2019**



Source: CA Department of Education, Dataquest Special Education Enrollment, 2018-19.

## Commercially-Sexually Exploited Youth

Oakland has long struggled with the commercial sex trafficking of children given the large populations of youth at risk of system involvement and/or exploitation. Oakland also attracts runaway youth from all over the country who are vulnerable to commercial exploitation. At the same time, Oakland providers have built strong collaborations and strategies to address this issue for well over a decade.

Due to the nature of commercial sexual exploitation of children (CSEC), complete and accurate quantitative data is difficult if not impossible to gather. Much of what we know comes from the experience and breadth of leading community providers working with commercially-sexually exploited youth, who reach hundreds of girls victimized by commercial sexual exploitation each year or who are highly vulnerable to it. Some of these girls are as young as 11 years old. Many of the girls have run away from home or foster placements multiple times. In one sample of 330 minors who were sex trafficked in Alameda County in 2011-2013, 83% had a runaway history.<sup>lii</sup> Running away from home, typically because of abuse, makes youth vulnerable to further harm, and is consistently found to be linked with exploitation.<sup>liv</sup>

OUSD and community partners report seeing that, along with African American and Native American girls, unaccompanied immigrant youth are at the next highest risk of being trafficked sexually (primarily cisgender girls and nonbinary or trans youth) and/or for labor purposes (all genders). OUSD is seeing multiple cases in which newcomer youth, to help support their families or sponsors, start to disengage from school, have frequent absences, and sometimes “disappear,” having been coerced into working in sectors such as cleaning (houses, hotels), child care, construction, agriculture, and nightclubs. Or newcomer girls drop out of school as they are sexually exploited by their “boyfriends,” believing they do not have an alternative.

Among OUSD high school students completing the California Healthy Kids Survey (n=4074), 4% report that they have had sex with someone in exchange for money, drugs, food, a place to sleep, etc., and 8% reported that someone they were dating forced them to have sexual contact they did not want to have.<sup>lv</sup>

## Disconnected/Opportunity Youth

*Disconnected youth*, also referred to as *opportunity youth*, are defined as older teens ages 16-19 who are not enrolled in school and not employed. Those who become disconnected from school and work may have a harder time transitioning from adolescence to adulthood.<sup>lvi</sup>

Opportunity youth are more likely to experience outcomes such as poor health, lower incomes, unemployment, and incarceration as adults.<sup>lvii</sup> States with higher rates of disconnected youth also see a lower youth voter turnout, as one proxy for level of civic engagement.<sup>lviii</sup> There are many complex factors that can contribute to disconnection, ranging from growing up in families with low economic resources or educational attainment, having a disability, living in neighborhoods with high rates of poverty, unemployment, and racial segregation, being involved in the foster care or criminal justice system, and having caregiving responsibilities at

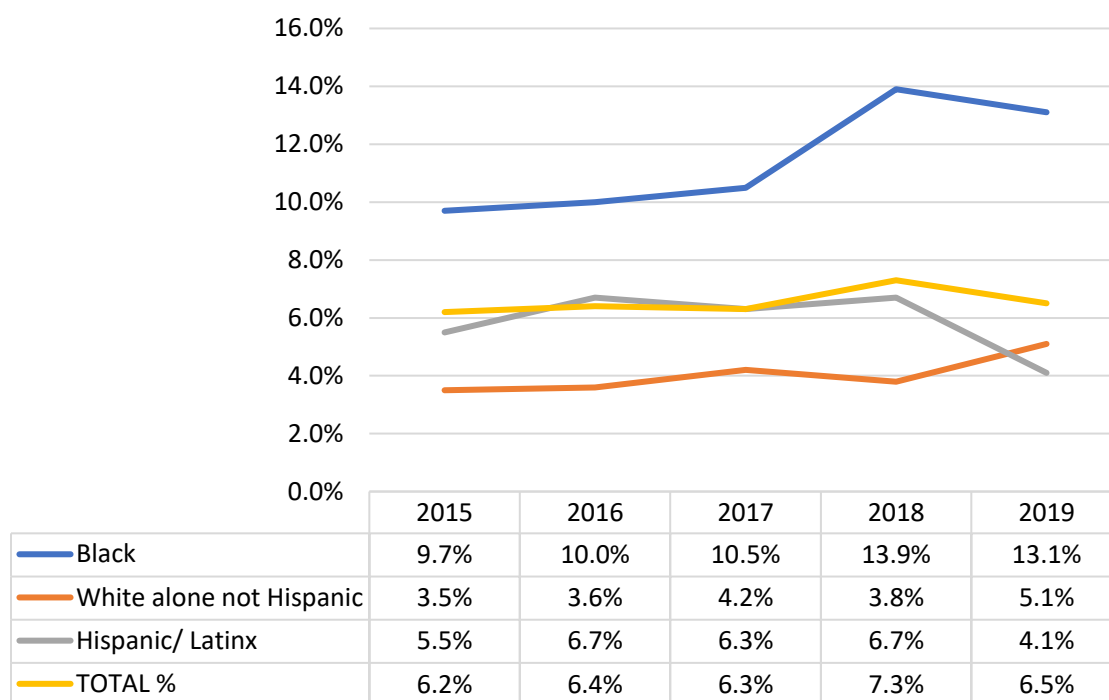


home, among others.<sup>lix</sup> OFCY has prioritized strategies that address the needs of disconnected youth.

Data for disconnected and opportunity youth is particularly difficult to find, due to the very nature of disconnection as youth age out of systems that might otherwise collect that data (e.g. schools, foster care system, etc.). The data displayed below shows what is available from the U.S. Census Bureau's American Community Survey and does not represent a detailed breakdown of racial and ethnic groups, nor by TAY age subset.

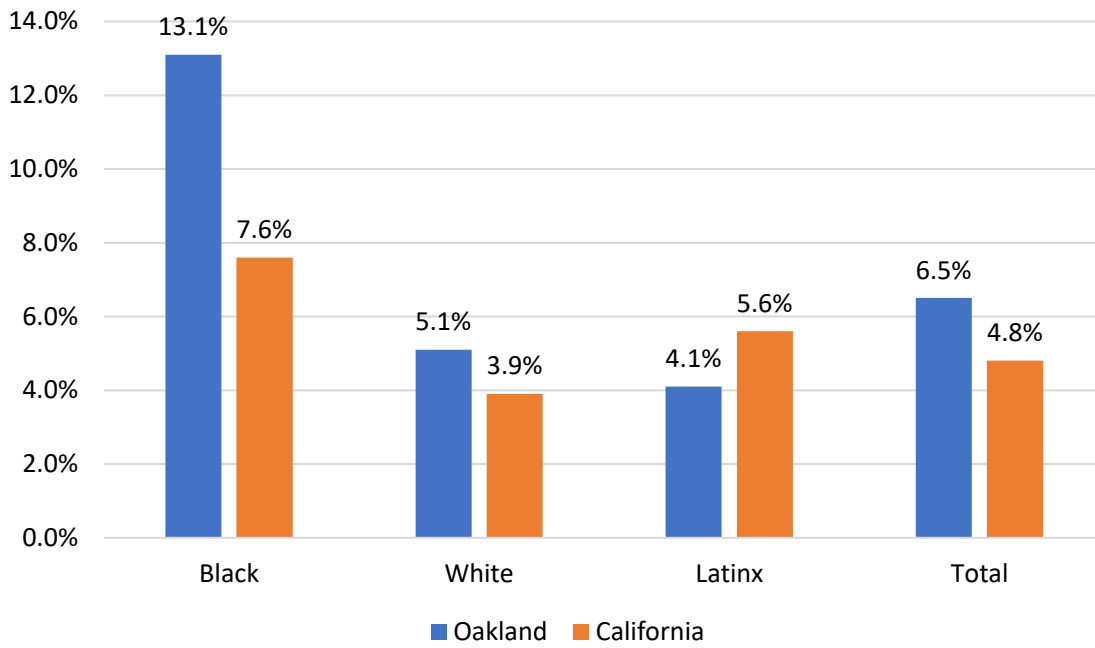
Looking more closely at Oakland, there were an estimated 20,695 youth ages 16-19 not in school or working in 2019; a rate of 6.5%, higher than the state average of 4.8% in the same year.<sup>lx</sup> As with the region, this rate varies significantly by race, with African Americans most represented among opportunity youth.

**Figure C-18: Oakland Disconnected Youth Trends Over Time, 2015-2019**



Source: American Community Survey S0902 Oakland City, CA 5 Year Estimates, 2019

**Figure C-19: Opportunity Youth in Oakland and California, 2019**



Source: American Community Survey S0902 Oakland City and CA 5 Year Estimates, 2019

# Endnotes

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- <sup>i</sup> O'Brian, Eileen M., Dervarics, Chuck (2007, March). Pre-kindergarten: What the research shows. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-Kindergarten/Pre-kindergarten-What-the-research-shows.html>
- <sup>ii</sup> The EDI was developed by the UCLA Center for Healthier Children, Families & Communities. More information can be found here: <https://dashboards.ousd.org/views/EarlyDevelopmentalIndicators/ExploretheEDI>
- <sup>iii</sup> The Annie E. Casey Foundation. (2013). Early Reading Research Confirmed. A Research Update on the Importance of Third-Grade Reading.
- <sup>iv</sup> California Healthy Kids Survey. Oakland Unified Secondary. 2019-20 Main Report table Z2.6
- <sup>v</sup> Richter, Ruthann (2015). Among teens, sleep deprivation an epidemic. Stanford Medicine News Center.
- <sup>vi</sup> California Healthy Kids Survey. Oakland Unified School District Secondary. 2019-20 Main Report, Table Z2.
- <sup>vii</sup> OUSD Fast Facts, 2020-21
- <sup>viii</sup> Balfanz, R., Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization.
- <sup>ix</sup> Nelson, L., Lind, D. (2015). The School to Prison Pipeline, Explained. Justice Policy Institute; Novak, A. (2019). The School-To-Prison Pipeline: An Examination of the Association Between Suspension and Justice System Involvement. *Criminal Justice and Behavior*, 46(8).
- <sup>x</sup> California Department of Education. Dataquest. Expulsion and Suspension Data for Oakland Unified School District.
- <sup>xi</sup> California Healthy Kids Survey. Oakland Unified School District Secondary Report. Main reports 2019-20, Table Z2
- <sup>xii</sup> Oakland Unified School District. Data Review: Disproportionality in Out of School Suspensions or African American Students with Disabilities. Prepared for the CAC meeting on January 11, 2021. Contact [kaia.vilberg@ousd.org](mailto:kaia.vilberg@ousd.org)
- <sup>xiii</sup> Oakland Unified School District. Data Review: Disproportionality in Out of School Suspensions or African American Students with Disabilities. Prepared for the CAC meeting on January 11, 2021. Contact [kaia.vilberg@ousd.org](mailto:kaia.vilberg@ousd.org)
- <sup>xiv</sup> The A-G subject requirements are as follows: taking and earning at least a "C" grade in 2 years of history/social science courses ("a"), 4 years of college-preparatory English ("b"), 3 years of college-preparatory mathematics ("c"), 2 years of laboratory science ("d"), 2 years of a language other than English ("e"), 1 year of visual/performing arts ("f"), and 1 additional year from one of the a-f content areas ("g").
- <sup>xv</sup> California Department of Education Dataquest. Four-year Adjusted Cohort Graduation Rates.
- <sup>xvi</sup> Post-secondary enrollment data used to calculate the college-going rate were obtained from the National Student Clearinghouse, which collects postsecondary enrollment data from public and private postsecondary institutions throughout the United States, via student-level data matches with high school completion data in the California Longitudinal Pupil Achievement Data System.
- <sup>xvii</sup> CDE & WestEd. California Healthy Kids Survey. Oakland Unified Secondary. 2019-2020 Main Reports.
- <sup>xviii</sup> Alameda County Probation Department, Juvenile Facilities data for 2019 Q2 to 2020 Q1
- <sup>xix</sup> California Department of Corrections and Rehabilitation. Email communication. March 2020; Alameda County Probation Department. Alameda County Probation Population Profile Q4 2019. <https://probation.acgov.org/probation-assets/files/probation-data/Alameda%20County%20Probation%20Population%20Profile%20Q4.2019.pdf>
- <sup>xx</sup> \*A note from the County data: Many youth are booked into Juvenile Hall when arrested and subsequently released without ever spending a night in detention. These youth are included in this dataset if they were detained at the time of the report, regardless of how long they stayed in Juvenile Hall.

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- <sup>xxi</sup> City of Oakland Reimagining Public Safety Task Force List of Final Recommendations, available at: <https://www.oaklandca.gov/topics/reimagining-public-safety>.
- <sup>xxii</sup> Ohlson, B. et. al, "Community Workshop Summary." Prepared by Bright Research Group for City of Oakland, Oakland Fund for Children and Youth (2021).
- <sup>xxiii</sup> See the Appendix for the list of stakeholders interviewed.
- <sup>xxiv</sup> U.S. Census Bureau. Quick Facts. Oakland City, California. Population estimates, July 1, 2019
- <sup>xxv</sup> U.S. Census Bureau. American Community Survey, 2014-2018
- <sup>xxvi</sup> Cost of Living Index Quarter 1 2020. The Council for Community and Economic Research <https://www.coli.org/quarter-1-2019-cost-of-living-index-released-3/>
- <sup>xxvii</sup> UC Berkeley Urban Displacement Project, 2019. <https://www.urbandisplacement.org/san-francisco/sf-bay-area-gentrification-and-displacement>
- <sup>xxviii</sup> Source: Bay Area Equity Indicators, Gentrification, Oakland City 2018 <https://bayareaequityatlas.org/indicators/gentrification-risk#/?geo=07000000000653000>
- <sup>xxix</sup> U.S. Census Bureau, American Community Survey Narrative Profiles, 2015-2019 for Oakland City and Alameda County
- <sup>xxx</sup> Oakland Unified School District. Fast Facts - 2020-21.
- <sup>xxxi</sup> OUSD Fast Facts - 2020-21 and California Department of Education Dataquest.
- <sup>xxxii</sup> Olsen, L. (2014). Meeting the Unique Needs of Long Term English Learners. National Education Association; Menken, K., & Kleyn, T. (2009). The Difficult Road for Long-Term English Learners. *Educational Leadership*, 66(7).
- <sup>xxxiii</sup> US Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation
- <sup>xxxiv</sup> Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](http://livingwage.mit.edu).
- <sup>xxxv</sup> Elka Torpey, "Measuring the value of education," Career Outlook, U.S. Bureau of Labor Statistics, April 2018.
- <sup>xxxvi</sup> 2019 American Community Survey Five Year Estimates, U.S. Census Bureau
- <sup>xxxvii</sup> 2019 American Community Survey One Year Estimate, U.S. Census Bureau
- <sup>xxxviii</sup> City of Oakland. Oakland Community Stressors Index. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>
- <sup>xxxix</sup> The City of Oakland City Council convened a Reimagining Public Safety Taskforce in 2020 to increase community safety through alternative responses to calls for assistance, and investments in programs that address the root causes of violence and crime (such as health services, housing, jobs, etc.), with a goal of a 50% reduction in the Oakland Police Department General Purpose Fund (GFP) budget allocation.
- <sup>xl</sup> U.S. Census American Community Survey DP05, 2019 5 year estimates
- <sup>xli</sup> Oakland Point in Time Count, 2019. <https://www.oaklandca.gov/documents/2019-city-of-oakland-point-in-time-count>
- <sup>xlii</sup> OUSD Fast Facts, 2020-2021
- <sup>xliii</sup> OUSD 2018-19 Enrollment for Charter and Non-Charter Schools data
- <sup>xliv</sup> Alameda County Everyone Home, Centering Racial Equity in Homeless Response System Design, 2021. Available at <https://everyonehome.org/wp-content/uploads/2021/02/2021-Centering-Racial-Equity-in-Homeless-System-Design-Full-Report-FINAL.pdf>
- <sup>xlv</sup> Alameda County Everyone Home Point-in-time Homelessness Count 2019. [https://everyonehome.org/wp-content/uploads/2019/12/2019HIRDReport\\_Oakland\\_2019-Final.pdf](https://everyonehome.org/wp-content/uploads/2019/12/2019HIRDReport_Oakland_2019-Final.pdf)
- <sup>xlvi</sup> We should note that young people from many different racial/ethnic, national, and cultural backgrounds are included in these broad racial and ethnic groupings, which do not account for this diversity. For example, the grouping "Latinx" includes young people with backgrounds in a variety of Latin American countries and ethnic groups, including a number of indigenous ethnicities in Mexico, Guatemala, and other countries for whom Spanish may not be their native or home language. "Asian" encompasses people from a multitude of backgrounds: Chinese, Vietnamese and other Southeast Asian countries, India, countries in the Middle East, Pacific Islanders, and

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others. Some students identified as African American are from recent immigrant families from a great variety of African countries. Each of these populations has their own unique history, experiences, needs, and assets that can be greatly missed by available quantitative data

<sup>xlvii</sup> Jones, C. (July 18, 2018). Far from home and alone: Unaccompanied immigrant youth find refuge in Oakland Unified. EdSource. Highlighting Strategies for Student Success.

<sup>xlviii</sup> Kidsdata.org, 2015-2017.

<sup>lix</sup> Hanson, T., et al. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd; Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

<sup>i</sup> Kidsdata.org, 2015-17.

<sup>ii</sup> The Trevor Project (2019). The Trevor Project Research Brief: Data on Transgender Youth.

<sup>iii</sup> 2018-19 California Assessment of Student Performance and Progress - Smarter Balanced Assessment of Grades 3-8, and 11.

<sup>liii</sup> Alameda County District Attorney's Office. H.E.A.T. Watch. STOP Human Exploitation and Trafficking. [https://www.alcoda.org/about\\_us/files/heat\\_watch\\_brochure.pdf](https://www.alcoda.org/about_us/files/heat_watch_brochure.pdf)

<sup>liv</sup> Clawson, H.J., et al, 2009. Human Trafficking Into and Within the United States: A Review of the Literature. U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.

<sup>lv</sup> California Healthy Kids Survey, Oakland Unified School District Secondary Report. Main Report, Table Z2.

<sup>lvi</sup> White House Council of Economic Advisers. (2015). Economic costs of youth disadvantage and high-return opportunities for change. Retrieved from:

[https://obamawhitehouse.archives.gov/sites/default/files/docs/mbk\\_report\\_final\\_update1.pdf](https://obamawhitehouse.archives.gov/sites/default/files/docs/mbk_report_final_update1.pdf)

<sup>lvii</sup> Lewis, K., & Burd-Sharps, S. (2015). Zeroing in on place and race: Youth disconnection in America's cities. Measure of America. Retrieved from: <http://www.measureofamerica.org/youth-disconnection-2015>

<sup>lviii</sup> Measures of America (2020). A Decade Undone: Youth Disconnection in the Age of Coronavirus. Retrieved from: <http://measureofamerica.org/youth-disconnection-2020/>

<sup>lix</sup> Annie E. Casey Foundation. (2019). 2019 KIDS COUNT data book: State trends in child well-being. Retrieved from: <https://www.aecf.org/resources/2019-kids-count-data-book>

<sup>lx</sup> American Community Survey S0902 Oakland City, CA 5 year estimates, 2019