SAFE PASSAGES

After-School Landscape, Analysis, & Recommendations for Sustainability in Oakland, California

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After-School Landscape, Analysis, & Recommendations for Sustainability in Oakland, California

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EXECUTIVE SUMMARY

This report examines publicly-subsidized, comprehensive after-school programs in the City of Oakland. These programs provide community and site-based services to public school students, grades kindergarten through twelfth grade, either through the Oakland Unified School District (OUSD) or public charter schools. Programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBOs).

Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate 3 to 5 days a week for three or more hours a day. Programs that are not comprehensive, are fee-based or provided by non-profits through philanthropic or private donations are not included in this study.

The purpose of this document is to answer the following questions regarding after-school programming in the City of Oakland:

    1) What is the after-school context in Oakland?
    2) What are the existing resources?
    3) Who is being served?
    4) Who is not being served?
    5) What should be the priorities?
    6) What are new resources and how to target them?

Overall, the study found that:

- In the 2006-07 school year, $17.89 million public dollars are being spent in comprehensive, free, after-school programs in Oakland.

- Approximately 25% of the public school student population is being served in Oakland through public resources in comprehensive after-school programs.

- There are more students enrolled in City Council Districts 6 and 7 public schools but a similar amount of resources are being spent in these districts on after-school programs. This results in a lower per capita expenditure in these districts.

- Furthermore, high need students, defined in this report as students with suspension incidences, unexcused absences, and low test scores, constitute less than 25% of students served in after-school programs.

The following tables represent after-school expenditure in Oakland and funding allocation based on City Council District and by student.

CHART I. After-School Funding in Oakland
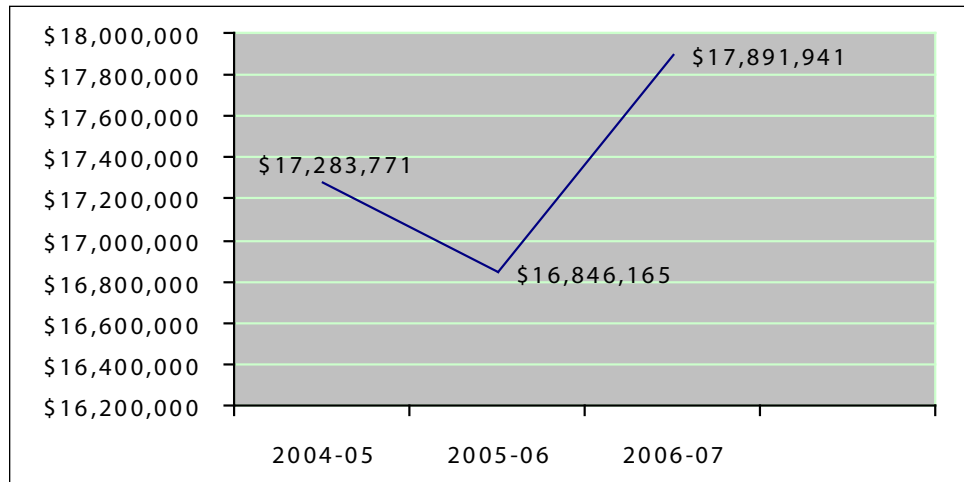
Funding for after-school since the 2004-2005 school year has increased by $600,000. The total allocation predicted for 2006-2007 is just under $18 million; this does not include Proposition 49 funding, estimated to be up to $10.5 million per year ($7 million for elementary, $3.5 million for middle schools).

The majority of funding is funneled to Oakland programs for youth through Federal and State grants to Oakland Unified School District and through the City of Oakland's Fund for Children and Youth (OFCY). On average, 67-70% of the funds are from federal and state sources/grants, and approximately 30-33% from the City of Oakland.

CHART II. Distribution of Resources Across City Council Districts
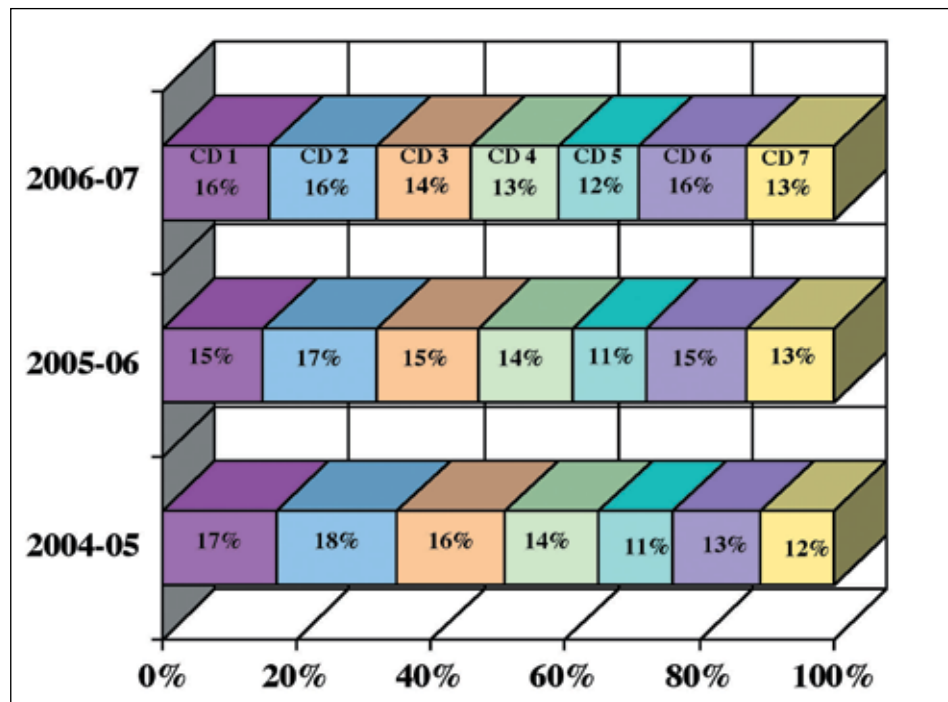
CHART III. Public School Enrollment vs. After-School Funding 2005-06
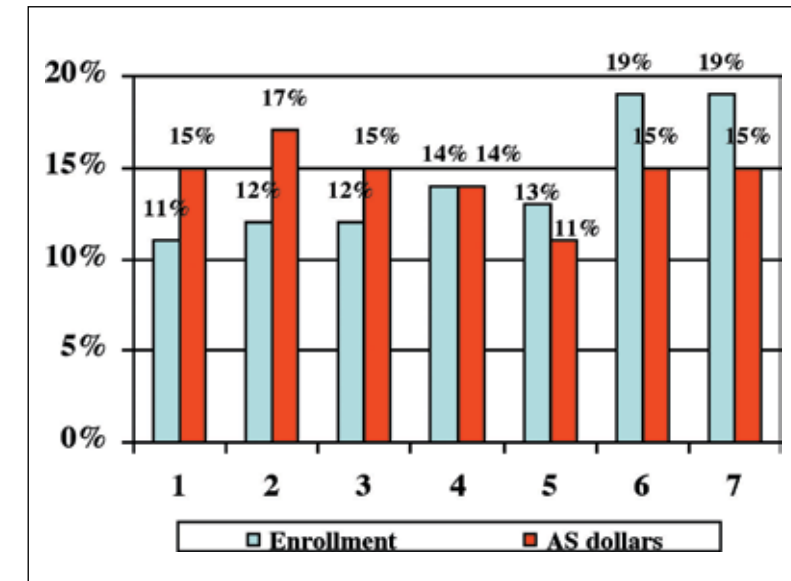
While resources appear to be distributed fairly equally across the City (Chart 2), proportional analysis of the funding distribution versus the enrollment distribution shows a great discrepancy in spending per child (Chart 3). Due to the fact that dollars are evenly distributed across the City but public school enrollment is not, spending per child varies by district. Public school enrollment data reveals that two of the high need districts, six and seven, have over 2,500 more students than all other districts in the City. Compared to some districts the difference in enrollment reaches over 3,800 students. District six and seven each have 19% of the public school students in the City, a combined total of almost 40% of the City enrollment; however, they have 29% of the resources.

CHART IV. After-School Allocation Per Child City-Wide 2005-06
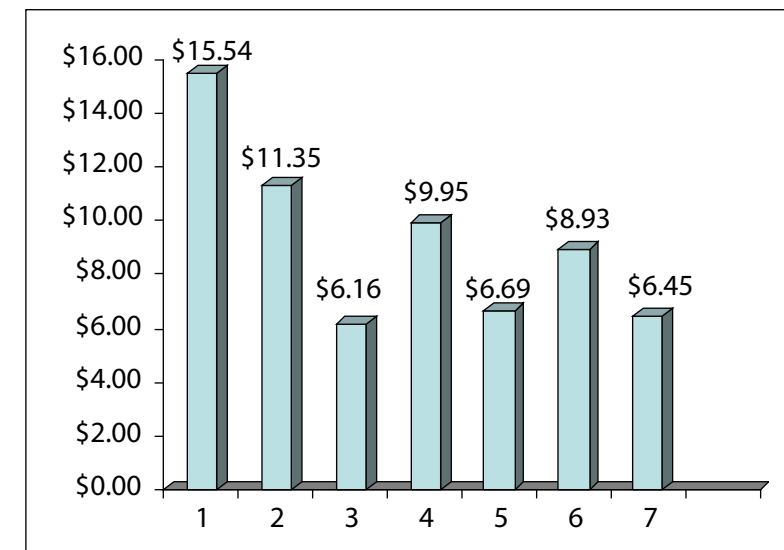
High Need Students

The total enrollment of "high need students" in OUSD is 11,183 students. Twenty-five percent (25%) of these students are enrolled in after-school (2801 students). High need students are defined in the report as students with suspension incidences, unexcused absences, and/or low test scores.

While all districts have some success in enrolling high need students in after-school. School district three has the greatest success in after-school enrollment, with 45% of its target population represented. All other districts are enrolling between 16% and 28% of their respective target population in after-school; with district six serving the lowest percentage of its students that fall into the high need category.

CHART V. High Need Students Served by Publicly Funded After-School
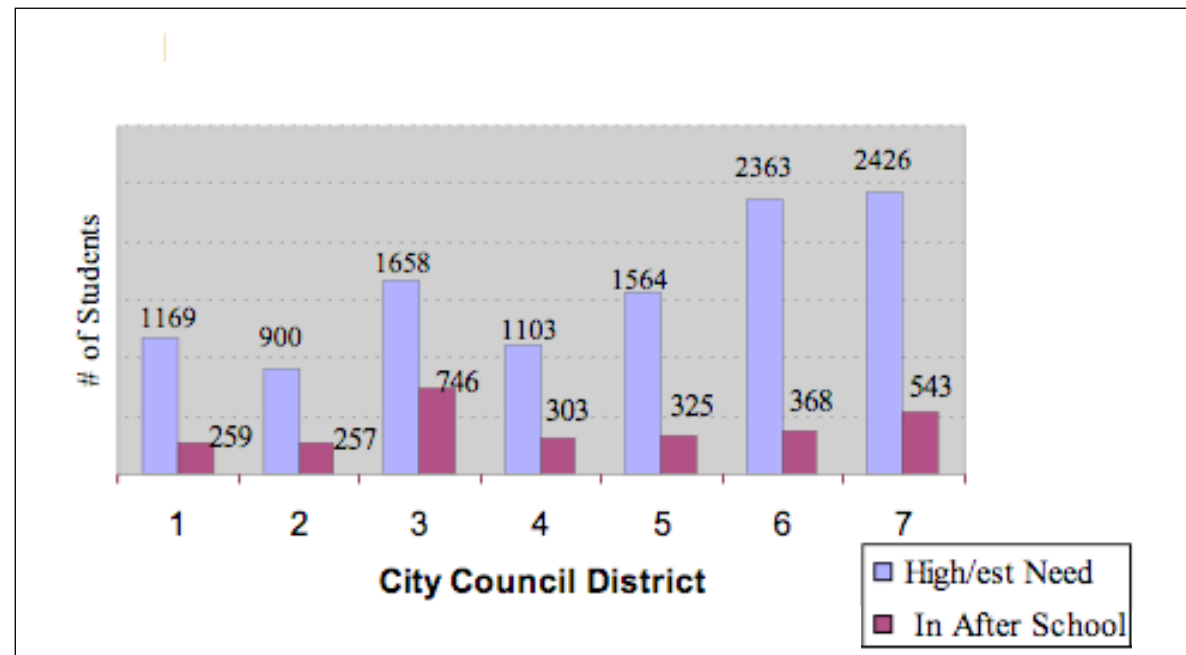
Policy Recommendations

This paper provides a series of policy recommendations for a wide audience including: policy makers, public administrators, and philanthropy and private investors. These recommendations include:

I. Infrastructure- Investment in Oakland's Infrastructure is Mandatory to Support the Expansion and Long Term Sustainability of Comprehensive After-School Programs.

II. Leveraging- Leverage Existing Partnerships with Growth Potential

III. Integration- Maximize and Improve the Integration of Existing Funding Sources

IV. Expansion- Secure New Funding Sources to Expand the Resource Base

V. Re-engagement- Expand After-School enrollment with a special emphasis on involving students that need to be re-engaged in school.

BACKGROUND

Safe Passages was founded in 1996 as part of the Robert Wood Johnson Foundation's Urban Health Initiative – a 10-year effort to improve the health and safety of children in five urban cities throughout the United States. At present, Safe Passages is a partnership between the City of Oakland, the County of Alameda, the Oakland Unified School District (OUSD), the East Bay Community Foundation, and over 65 public and community-based partners. This partnership is committed to advocating for children, youth and families with a special emphasis on vulnerable populations within Alameda County. Safe Passages has developed health and safety-related strategies for children and youth that are data-driven, research-based, and proven best practices. At present, Safe Passages houses four strategies: Oakland Early Childhood Strategy, Middle School Strategy, Youth Offender Strategy, and After-School Strategy.

INTRODUCTION

Although after-school programs alone are not sufficient to meet the entire gamut of social, emotional and academic needs of children and youth, over the past several decades' research consistently highlights the benefit of these programs. These benefits include increasing student achievement, reducing juvenile crime rates, and providing a safe and structured environment for children who are often left unsupervised during hours that parents and/or caregivers are at work (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003). Under the auspices of the Safe Passages' After-School Strategy the following report examines publicly funded, comprehensive after-school programs in Oakland, California and includes recommendations to support sustained, quality, city-wide after-school programs for Oakland youth.

Methodology

This report serves four interrelated purposes: 1) to examine the after-school context in Oakland, 2) to provide an overview of existing public resources and who they serve, 3) to identify gaps in terms of youth not being served, 4) to explore strategies that will expand services to youth not currently being served, and, 5) to provide policy recommendations to sustain and increase quality after-school programming in Oakland. To this end, Safe Passages staff conducted a thorough analysis by collecting, integrating, and cross referencing data sets and/or interviewing representatives from the following entities:

- o Oakland Unified School District: Early Childhood Education; Research Assessment and Accountability; Student, Family and Community Services; and Oakland SUCCESS Office.
- o The City of Oakland: Oakland Police Department; Office of Parks and Recreation; Oakland Pubic Library; Human Services; Oakland Fund for Children and Youth; and Measure Y (the Violence Prevention and Public Safety Act of 2004, which allocates new parcel tax and parking surcharge from commercial lots, supports fire safety, policy services, and targeted violence prevention programs).
- o California Department of Education: Fiscal and Administrative Services Division.
- o Community Based Organizations that receive Oakland Fund for Children and Youth dollars (a voter approved measure, established in November 1996, to fund direct services to children and youth in the city), including the following: Ala Costa Center, Bay Area Community Resources, Bay Area SCORES, Boys & Girls Club of Oakland, Destiny Arts Center, East Bay Agency for Children, East Oakland Boxing Association, Girls Incorporated, Leadership Excellence, Native American Health Center, Oakland Asian Student Education Services, OBUGS, Spanish Speaking Unity Council, and Sports 4 Kids.

The programs examined in the report provide comprehensive community and site-based services to kindergarten through twelfth grade public school students. These programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBO's) funded by Oakland Fund for Children and Youth (OFCY).

Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate three to five days a week for three hours a day.[1] However, the purpose of this report is not to evaluate the effectiveness of these programs. Further, programs that are not comprehensive, fee based or provided by non-profits through philanthropic or private donations are not included in this study.

The report is divided into five sections: Section One: provides an overview of the City of Oakland's demographics and a brief discussion of Oakland youth's connection to work and school. Section Two: provides a detailed overview of the current landscape of publicly funded, comprehensive after-school programs in the City. Section Three: provides a needs assessment and analysis of existing service and funding. Section Four: provides a summary of the needs assessment as it relates to each of the city's seven council districts; and Section Five: provides policy recommendations to support sustained, quality, city-wide after-school programs for Oakland youth. [2]

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[1] No OUSD charter schools have comprehensive after-school programs on-site.
[2] Data regarding charter school students is included in the landscape section. Charter school student data, however, is not included in the need section because it is unavailable.
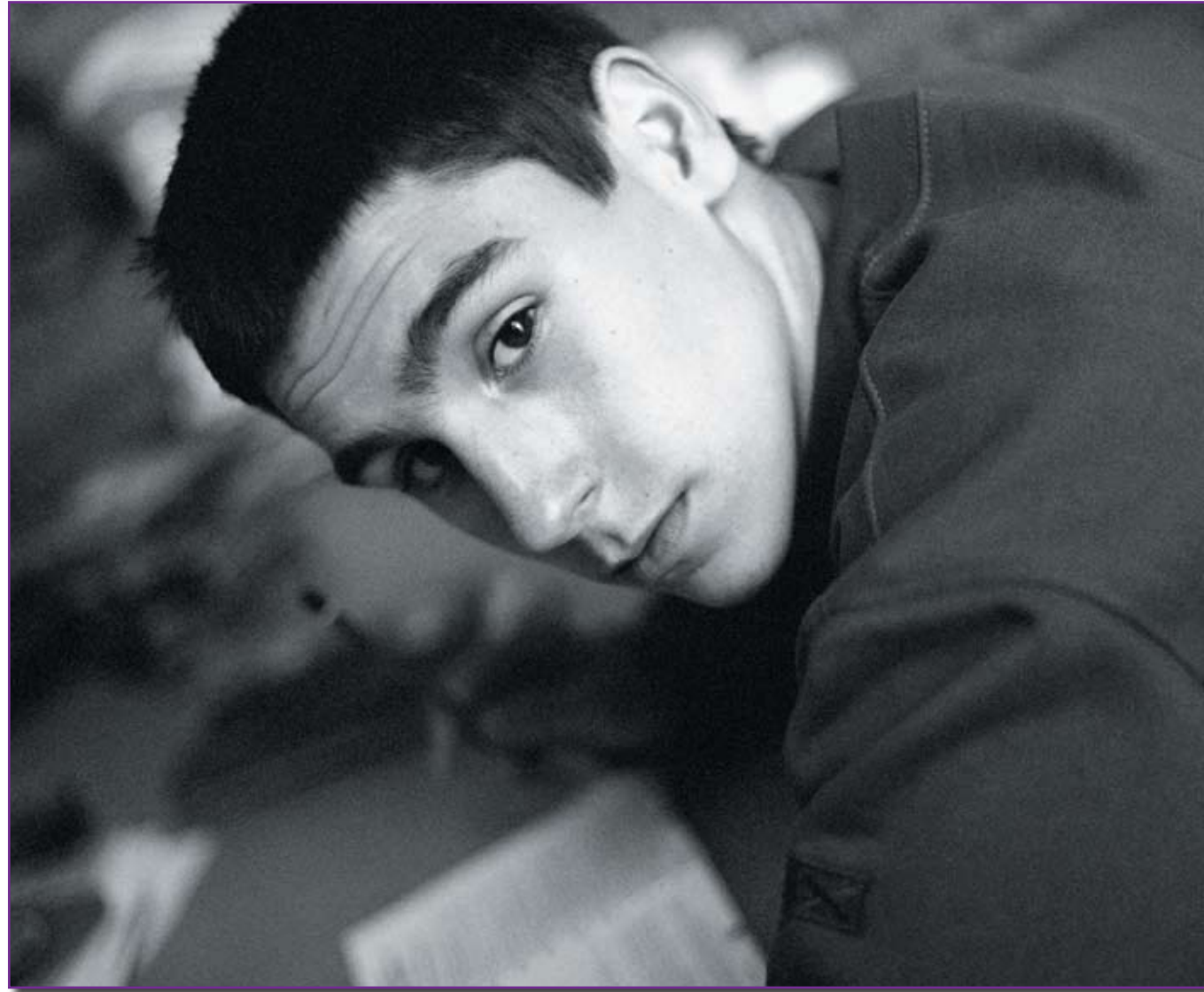
Demographics

The City of Oakland is located in the County of Alameda, the fifth largest of 58 counties in the state of California, with a population of 1.4 million. Oakland is the sixth largest city in the state, occupying roughly 54 square miles on the east side of the San Francisco Bay. As of the 2000 U.S. Census, Oakland's population totaled 399,484. At present, the current racial composition of Oakland is as follows: 35.1% African American, 23.5% Caucasian, 21.9% Latino, 15.6% Asian, and 3.9% Native American/multiple races/other races.[3] Children under 18 comprise 17% of the total population. Nineteen percent of Oakland's population lives below the poverty line, 28% of whom are under the age of 18.[4]

Oakland Youth: Connection to School and Work

Many of Oakland's youth live in neighborhoods with high concentrations of poverty. These youth are disconnected from school and work at a greater-than-average number compared to youth in other urban cities in the United States. Based on the findings of the 2000 decennial census, the Center for Labor Market Studies of Northeastern University developed a set of profiles for the 16- to 24-year-old population of the 59 largest cities in the nation. These profiles, which included the City of Oakland, provided a measure of this population's education and work activities. On average, approximately 18% of youth from the 59 cities examined in the study were disconnected from both school and work in 2000, a number 40% higher than youth residing in the rest of the nation. In comparison, over 21% of Oakland's youth, ages 16 to 24, were disconnected from school and work, a number that is 43% higher than the national average. These youth are falling through the cracks in the system as they lose their connection to school and future employment opportunities (Fogg, Harrington, and McCabe, 2005).

After-School programming is becoming highly recognized throughout the United States as a suitable strategy to engage youth in learning. "Research has shown that involvement in high quality after-school programs is related to a number of positive youth outcomes (Little & Lauver, 2005)." In addition, evidence presented by multiple sources concludes that quality extracurricular programs can increase youth connectedness in school (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003).

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[3] U.S. Census Data, 2000
[4] City Of Oakland Head Start Community Neeeds Assessment 2003, California Department of Human Services .

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[5] OUSD charter school student data is included in the enrollment and demographic numbers presented in Section II.

As a community, the City of Oakland has taken great steps toward successfully making the service of children and youth in after-school a priority. Comprehensive after-school programs are actively promoted by the Oakland Unified School District and the City of Oakland, and are provided in public and private settings. Private programs are often fee-based, funded by caregivers, and provided in varied locations. Subsidized programs, on the other hand, are often free and are located on school sites or nearby at community-based agencies, parks and recreation sites, and public libraries.

This report examines publicly-subsidized, comprehensive after-school programs. Public after-school programming in Oakland is a mix of multi-component, best practice models, supported primarily by voter initiatives and government systems, and implemented by the dedicated work of public systems and various community organizations. These programs provide community and site-based services to Oakland Unified School District (OUSD) students in grades K-12. Programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBOs). **Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate 3 to 5 days a week for three or more hours a day.**

FUNDING

This section describes the landscape of after-school funding by presenting, for the first time, an integrated overview of the broad range of public after-school funding sources. To this end, a list and description of current funding sources for after-school in Oakland is provided, as well as a breakdown of the distribution of this funding citywide.

Public Funding in After-School

There are a several sources of public after-school funding utilized in Oakland. The majority of funding is funneled to Oakland programs for youth through Federal and State grants to OUSD and through the City of Oakland's Fund for Children and Youth (OFCY). Additional funds are provided by the State of California through the OUSD child care contract to serve school-aged children at local Child Development Centers and by the City of Oakland's General Fund through OPR and OPL. These sources are summarized in Table I:

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[5] OUSD charter school student data is included in the enrollment and demographic numbers presented in Section II.

TABLE I: Sources Of Public Funding

STATE AND FEDERAL FUNDING

Funding Source	Description
21st Century Community Learning Centers (CCLC)	The 21st Century Community Learning Centers (CCLC) Program is federally funded and state administered. The program is now a key component of President Bush's No Child Left Behind Act]. The purpose of the 21st CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy and related educational development services. This program provides three funding streams that support different activities. These funding streams include: 1) *Core grants* that establish or expand before- and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help students meet state and local standards in core content areas, 2) *Direct Access grants* that provide transportation and address other accessibility issues for students attending current 21st CCLC before- and after-school programs, and 3) *Family Literacy grants* that provide family literacy services for adult family members of students attending current 21st CCLC programs, based on need.
Supplemental Educational Services (SES)	Supplemental Educational Services is also a federally funded, state administered program. The services are a component of Title I of the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act and provide additional academic instruction designed to increase the academic achievement of students who attend schools in need of improvement. These services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the States academic content standards. Supplemental educational services must be provided outside of the regular school day and must be high quality, research-based, specifically designed to increase student academic achievement, and must offer extra academic assistance for eligible students.
After-school Education and Safety (ASES)Program	After-school Education and Safety (ASES) Program is a state funded program provided by the 2002 voter approved initiative, Proposition 49. This proposition amended California *Education Code* 8482 to expand and rename the former Before and After-school Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after-school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: 1) maintain existing before- and after-school program funding, and 2) provide eligibility to all elementary and middle schools that submit quality applications throughout California.
Child Development Center (CDC)Child Care Program	The CDC Child Care Program is a state funded service provided to individual cities by the California Department of Education through a California Center (CCTR) based contract grant program. The program is administered by Cities School District Child Development Divisions and funds child care services for school age children at child development centers that are located on school sites. Families are required to pay fees, determined by a sliding scale based on family size and income, for these services. Exclusions for payment are made for Child Protective Services referrals.

TABLE I: Sources Of Public Funding (Continued)

CITY FUNDING

Funding Source	Description
OFCY/Measure K	The Oakland Fund for Children and Youth (OFCY)/Measure K was established in November 1996. The OFCY is administered by the City of Oakland. It has a twelve-year lifespan, and represents a long-term commitment to support the development of a network of integrated services for children and youth in Oakland. Since its inception in 1996, OCY has funded comprehensive, community- and school-based after-school programs for children and youth. In 2004, OFCY launched a two-year After-School Initiative (ASI) in partnership with OUSD that provides funding for after-school programs in under-performing schools. This partnership ensured that children would receive comprehensive services, including academic support, enrichment and recreational activities.
Measure Y: The Violence Prevention and Public Safety Act of 2004 (VPPSA)	On November 2, 2004, Oakland voters passed Measure Y, the Violence Prevention and Public Safety Act of 2004. Under Measure Y voters approved a new parcel tax, along with a parking surcharge on parking in commercial lots, in order to support a variety of programming to increase public safety and to dramatically reduce violence among young people. To this end, VPPSA funding is allocated toward specific best practice strategies that intervene with target populations most at risk for being perpetrators or victims of violence in order to reduce violence. One of the program areas funded through the act is after-school for At-Risk Youth; VPPSA funds are allocated to provide after-school programs for children and youth living in neighborhoods with the highest incidences of violent crime in Oakland.
The City of Oakland General Fund: Oakland Public Library & Oakland Parks and Recreation	Portions of The City of Oakland's General Fund, allocated to Oakland Public Library and Oakland Parks and Recreation, support after-school programs provided at their sites. Comprehensive after-school at OPL is the PASS! Program; OPR provides comprehensive after-school through the Passport Program.

Distribution of Funding Citywide

This section provides a snapshot of the public dollars that Oakland has and will receive for after-school programming. This section shows where these dollars have been, and will be spent across the city over time.[6] After-School investments by funding source are presented here for each of the seven Oakland City Council Districts.

Table II below shows after-school investment within the City of Oakland for the 2004-2005 school year. As shown, over 17 million dollars were secured and spent on subsidized after-school programs in the City of Oakland during 2004-2005. Funding was distributed over the seven council districts. Districts received between $1.8 and $3.1 million.

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[6] Funding levels that appear in the tables below reflect investment from public sources and do not include in-kind support and/or dollars generated by community-based development efforts.

TABLE II: Oakland Public After-school Dollars 2004-2005								
	City Council District							
FUND	1	2	3	4	5	6	7	TOTAL
21st CCLC	$426,440	$426,440	$703,360	$666,960	$408,240	$306,180	$306,180	$3,243,800
ASES	$0	$255,706	$74,700	$0	$0	$0	$0	$330,406
CDC [7]	$1,993,581	$1,645,053	$613,410	$1,038,614	$947,997	$1,498,671	$1,303,495	$9,040,821
OFCY asi	$306,915	$444,712	$966,915	$650,000	$387,500	$175,000	$288,000	$4,284,932
OFCY *	$52,305	$249,900	$352,974	$44,623	$39,515	$179,058	$147,515	
OPR (PP)	$33,736	$33,736	$0	$16,868	$33,736	$16,868	$16,868	$151,812
OPL Pass	$58,000	$29,000	$29,000	$29,000	$29,000	$29,000	$29,000	$232,000
Total	$2,870,977	$3,084,547	$2,740,359	$2,446,065	$1,845,988	$2,204,777	$2,091,058	$17,283,771
% of all	17%	18%	16%	14%	11%	13%	12%	100%

* OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
All funding information was provided by the respective representative agency.

Table III below shows after-school funding in Oakland for the 2005-2006 school year and follows the same format as Table II, above.

TABLE III: Oakland Public After-school Dollars 2005-2006								
	City Council District							
FUND	1	2	3	4	5	6	7	TOTAL
21st CCLC	$380,324	$380,324	$833,071	$637,486	$583,488	$452,243	$476,657	$3,743,593
ASES	$0	$265,760	$97,051	$0	$0	$0	$0	$362,811
CDC *	$1,714,759	$1,435,936	$487,939	$1,010,732	$822,527	$1,526,553	$996,791	$7,995,237
OFCY asi	$296,545	$655,887	$749,547	$650,000	$272,500	$175,000	$386,696	$3,186,175
OFCY **	$16,935	$63,726	$429,164	$30,520	$154,772	$278,607	$282,813	$1,256,537
OPR Passport	$33,736	$33,736	$0	$16,868	$33,736	$16,868	$16,868	$151,812
OPL Pass	$50,000	$25,000	$0	$25,000	$25,000	$0	$25,000	$150,000
Total	$2,492,299	$2,860,369	$2,596,772	$2,370,606	$1,892,023	$2,449,271	$2,184,825	$16,846,165
% of all	15%	17%	15%	14%	11%	15%	13%	100%

*CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child.
**OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
All funding information was provided by the respective representative agency.

Table III, the 2005-2006 funding table shows that the total dollars provided for after-school service in Oakland was just under $17 million.

Table IV shows the projected funding from public fund sources for the 2006-2007 school year. It too follows the same format as the previously presented funding tables.

TABLE IV: Oakland Public After-school Dollars 2006-2007								
	City Council District							
FUND	1	2	3	4	5	6	7	TOTAL
21st CCLC	$380,324	$380,324	$833,071	$637,486	$583,488	$452,243	$476,657	$3,743,593
ASES	$0	$265,760	$97,051	$0	$0	$0	$0	$362,811
CDC *	$1,714,759	$1,435,936	$487,939	$1,010,732	$822,527	$1,526,553	$996,791	$7,995,237
OFCY	$752,125	$667,959	$1,079,368	$575,000	$763,508	$850,750	$799,778	$5,488,488
OPR (PP)	$33,736	$33,736	$0	$16,868	$33,736	$16,868	$16,868	$151,812
OPL Pass	$50,000	$25,000	$0	$25,000	$25,000	$0	$25,000	$150,000
TOTAL	$2,930,944	$2,808,715	$2,497,429	$2,265,086	$2,228,259	$2,846,414	$2,315,094	$17,891,941
% of all	16%	16%	14%	13%	12%	16%	13%	100%

* CDC information from 2005-2006 was utilized as a predictor of funding for 2006-2007.
All funding information was provided by the respective representative agency.

As demonstrated in the above tables, funding for after-school since the 2004-2005 school year has increased by $600,000. The total allocation projected for 2006-2007 is just under 18 million dollars. Further, research and evaluation of the three years of funding analysis reveals a trend towards distribution of total after-school funding citywide.

ENROLLMENT LANDSCAPE

This section provides information by city council district on the following: 1) the city's public school enrollment and distribution of students, 2) the city's after-school enrollment and distribution of students, 3) the proportions of public school enrollment served in after-school, and 4) demographic distribution of students.

Public School Enrollment and Distribution

A discussion of overall public school enrollment is presented in this section to facilitate analysis of current after-school participants. Public school enrollment is defined as students enrolled in Oakland Unified School District as well as Oakland's 26 charter schools. During the 2005-2006 school year a total of 48,135 students were enrolled in OUSD and a total of 6,668 students were enrolled in Oakland charter schools.

Table V below presents a public school enrollment summary by City Council District. Additionally, the total for each City Council District is shown as a percentage of the public school enrollment for 2005-2006 in Oakland.

[7] CDC information in TABLEs II, III, and IV was calculated based upon a formula utilized by OUSD to estimate cost per child. The total dollars per child reported by OUSD was multiplied by the total number of children enrolled for School Age Care. Children do not attend each site for the same number of hours, so dollar values may vary with the actual site data. In addition, it was impossible to determine what number of days students attended programs, so dollars represent the cost for the entire year.

TABLE V: Public School Enrollment 2005-2006: Ousd & Charter Schools								
	City Council District							
	1	2	3	4	5	6	7	TOTAL
Enrollment	5383	5642	5988	6525	6332	9207	9058	48,135
% of Public Enrollment	11%	12%	12%	14%	13%	19%	19%	100%

As the above table illustrates, student enrollment in Council Districts six and seven is significantly higher than in other areas of the city, with both districts' populations over 9,000 students. Enrollments increase slightly across Council Districts one, two, and three, but remain in each of those districts between 11% and 12% of the overall enrollment total. Council Districts four and five have slightly higher enrollments than one, two and three.

After-School Enrollment 2005-06[8]

After-School enrollment for 2005-2006 is shown below in Table VI and is listed for each City Council District. The bottom row of the table shows the number of students served in after-school, by area, as a percentage of the city's after-school enrollment for the year.

TABLE VI: After-School Enrollment 2005-2006									
	City Council District								
	1	2	3	4	5	6	7	unknown	TOTAL
Served in After-School	972	1528	2557	1444	1715	1633	2053	222	12,124
% of Total After-School	8%	13%	21%	12%	14%	13%	17%	2%	100%

As the above table shows, District three has the greatest proportion of after-school enrollment in the city, followed by Districts seven and five.

Proportions of Public School Enrollment Served in After-School

During the 2005-2006 school year, 25% of Oakland public school students were enrolled in publicly-funded, comprehensive after-school programs. The citywide summary of the proportion of enrollment in each City Council District is presented below in Table VII.

TABLE VII: Proportion of Enrollment Served in After-School 2005-2006								
	City Council District							
	1	2	3	4	5	6	7	TOTAL
Public Enrollment	5383	5642	5988	6525	6332	9207	9058	48,135
After-School Enrollment	972	1528	2557	1444	1715	1633	2053	12,124
% of Public Enrollment	18%	27%	43%	22%	27%	18%	23%	25%

District three enrolled 43%, the greatest proportion of its public school students, in after-school programs during 2005-2006. In comparison, the other council districts enrolled between 18% - 27%, with districts one and six enrolling the smallest portion of their students.

Public School and After-School Demographic Distribution of Students

Demographic information is presented to provide greater detail regarding the public school population enrolled in after-school programs in Oakland in 2005-2006. Demographics are broken down by three characteristics: ethnicity, grade level, and eligibility for Free or Reduced Price Meals Program (FRPM).[9]

Ethnicity

Table VIII below provides: 1) the number of students by ethnicity enrolled in public school, 2) the number of students by ethnicity enrolled in after-school, and 3) the percent of public school students of each ethnicity served in after-school (see Appendix A for more information on ethnicity).

TABLE VIII: Oakland Public School & After-School Enrollment by Ethnicity, 2005-2006			
Ethnicity	Public School Enrolled	After-School Enrolled	% of Public Enrolled
AA	19,193	5,764	30%
AS	8,072	1,829	23%
C	2,872	214	7%
L	16,849	3,694	22%
NA	210	153	73%
O	939	248	26%
Total*	48,135	12,124	25%
* The After-School enrollment total includes 222 students whose ethnicity and city council district were unable to be determined.			

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[8] After-School enrollment data was provided by OUSD Research Assessment and Accountability office, OPR, OPL OUSD CDC, and OFCY.

[9] Title I is a federal assistance program that provides funding to schools and school districts that have high concentrations of students that are designated low-income.

Information included in Table VIII is not presented for proportional comparison of after-school enrollment among ethnic groups; rather, it is shown to provide an overview of the population. For example, the table reports that 30% of OUSD's African American students are enrolled in after-school and 23% of OUSD's Asian American students are enrolled in after-school.

Grade Level

Table IX below provides Oakland's after-school enrollment by grade level.

TABLE IX: Oakland Public School & After-School Enrollment by Grade, 2005-2006														
Gd*	K(5)	1(6)	2(7)	3(8)	4(9)	5(10)	6(11)	7(12)	8(13)	9(14)	10(15)	11(16)	12(17)	UK
Pub	4321	4090	4126	3877	3768	3758	3876	3750	3441	4291	3684	2694	2350	109
AS	551	787	1038	1135	1219	1305	1528	1285	1073	484	542	503	379	568
%	13%	19%	25%	29%	32%	35%	39%	34%	31%	11%	15%	19%	16%	-
* Age is represented in parentheses next to the grade where that age was included with the information for grade. CDE datafile for Pub S enrollment. OFCY and OUSD RAA data provided After-S numbers.														

As evidenced in the grade level table, the bulk of after-school service is provided to students in grades 4 - 8. Kindergarten and 9th grade have the lowest level of enrollment, with high school grade level enrollment significantly lower than elementary or middle school enrollment (see Appendix B for more information on grade level).

Free or Reduced Priced Meals

TABLE X: Public Enrollment in Free or Reduced Priced Meals Program (FRPM)		
OUSD School Enrollment FRPM[10]	% of total FRPM students Enrolled in AS	FRPM Students Enrolled in AS
32,839 - 60% of OUSD total	22% of FRPM total	7,330 – 76% of AS total
*FRPM data provides information on every student that was active in OUSD at any point in 05-06. FRPM information was unavailable for 2507 OFCY students enrolled in community based after- school programs.		

Sixty percent of OUSD total student enrollment throughout the 2005-06 school year were recipients of the national Free or Reduced Priced Meals Program. Twenty-two percent of these students (7,330) were also served by comprehensive public, site-based after school programs. Out of the entire public, site-based, after-school enrollment population, 76% were FRPM recipients.

Further discussion of these demographics is provided in the Needs Assessment and District Summaries sections.

Summary of Landscape

The after-school landscape presents a comprehensive view of the current after-school service in Oakland. To summarize:

- Publicly funded after-school programs succeeded in serving 25% of the entire public school student enrollment (including charter schools) in 2005-2006.

- The public school enrollment in 2005-2006 was 48,135 students, and after-school was provided for 12,124 of those students.

- There were over $16.8 million dollars allocated to provide this after-school service citywide.

- The average cost per student per day for the city was $8.42. As the information will illustrate in the needs assessment section, proportions of dollars and student engagement vary citywide and begin to reveal gaps in resources and service.

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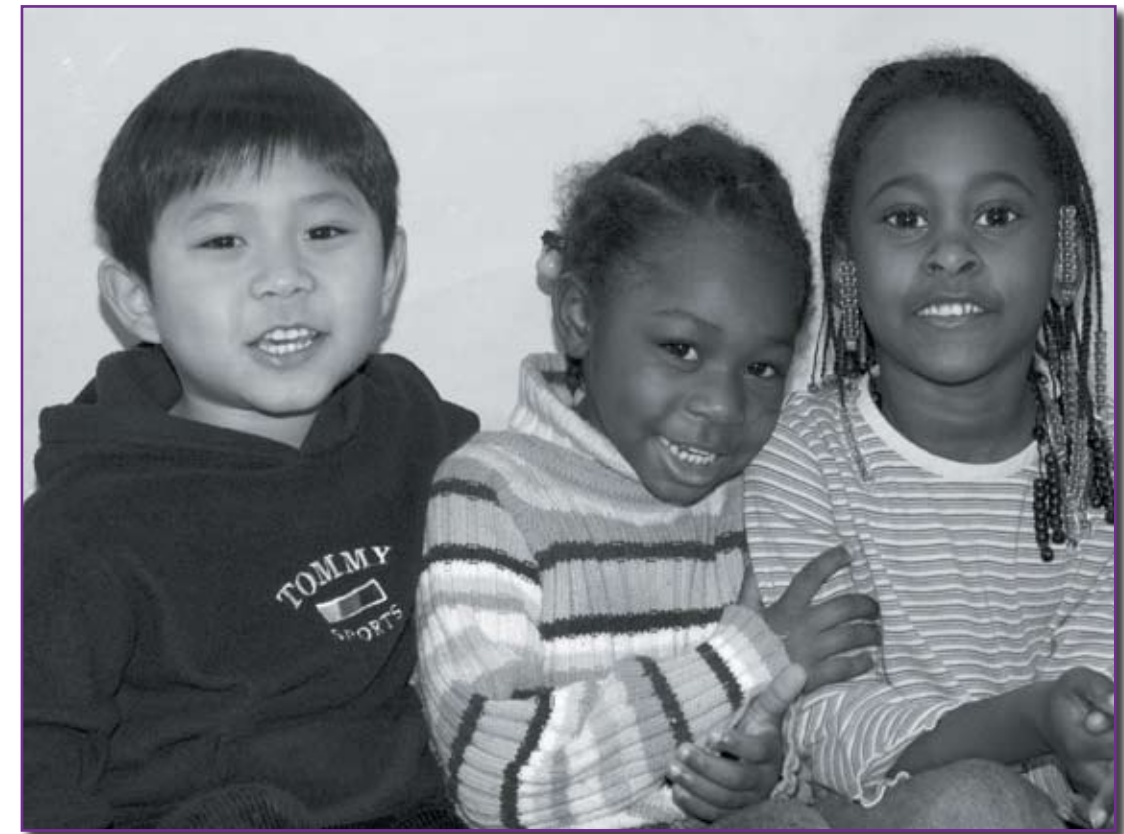
[10] Title I public enrollment does not include charter school students and does include all students enrolled in OUSD at some point during the school year.

The information detailed above points to the success of the City's partnerships in providing after-school programming in each of its seven council districts. Now that Oakland's current service landscape has been clearly defined it is important to understand the different levels of need for after-school programming throughout the City. Identifying the different degrees of need in each district will inform the analysis presented in this plan to aid the City in focusing its expansion efforts where they are most needed.

This report examines current research on after-school program impact to determine what issues and needs were successfully addressed in the after-school environment. Based on current research and data regarding after-school outcomes, indicators were chosen to inform the need for after-school in Oakland. Data was collected on each indicator and need was identified on two levels:

1) Community Need
2) Student Need

The results of this data analysis were used in determining specific need by City Council District and by student population.

1) Community Need for After-School

Indicators used to determine *Community Need for After-School* per council district include: socioeconomic status and environmental stress/safety.

Indicator I: Socioeconomic Status

Nineteen percent of Oakland's population lives below the poverty line, 28% of whom are under the age of eighteen (California Budget Project, 2004). It is important to continue to provide and expand subsidized after-school programming to families who may not otherwise benefit from these services. For the purpose of this document, need under this category is determined by the number of students enrolled in schools that receive Title I funding. The purpose of Title I funding is to provide resources to help economically disadvantaged children reach state academic standards. Title I funds flow to states and school districts on a formula basis. The formula takes into account the number of low-income children and the statewide average per pupil expenditures. Resources within the state are targeted for the districts and schools with the greatest need (see Appendix C for more information on Title I eligibility).

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[11] Data integration requires the collection of several key indicators and common data elements. Data collected by community based after-school programs funded by OFCY do not include information on the indicators presented in Section III. Thus, the 2507 students that participate in community based programs funded by OFCY in 2005-2006 are not included in the Section III analysis. It is also important to note that no OUSD charter schools currently provide comprehensive after-school programs. After-school data reflecting students enrolled in OUSD charter schools is not included in the analysis.

Indicator II: Environmental Stress/Safety

Numerous education campuses, schools, and communities in Oakland are located in neighborhoods with high concentrations of crime and high levels of community "stressors." Need under this category is identified by City of Oakland Measure Y data, which looks at incidences of arrests, domestic violence calls to the Police Department, child abuse incidence, violent crime, unemployment rates, poverty rates, public assistance recipients, chronic truants, and suspensions for violence at school.[12]

Providing after-school programs for these communities may reduce the impact of crime and environmental stress on students. Historically, evaluations of after-school programs have documented significant positive impact on students' feelings of safety (Miller, 2003). Oakland's own 2004-05 city-wide after-school evaluation found that the majority of students' participating in after-school activities felt safer as a result of attending their programs. Further, students that participate in after-school programs frequently report that their programs have helped them stay out of trouble (Grossman et.al, 2001).

Community Need Data Analysis

Figure 1 below illustrates the percentage of OUSD student enrollment in Title I schools within each city council district and the percentage of total Measure Y community stressors identified within each city council district.

FIGURE I: Community Need Summary Chart
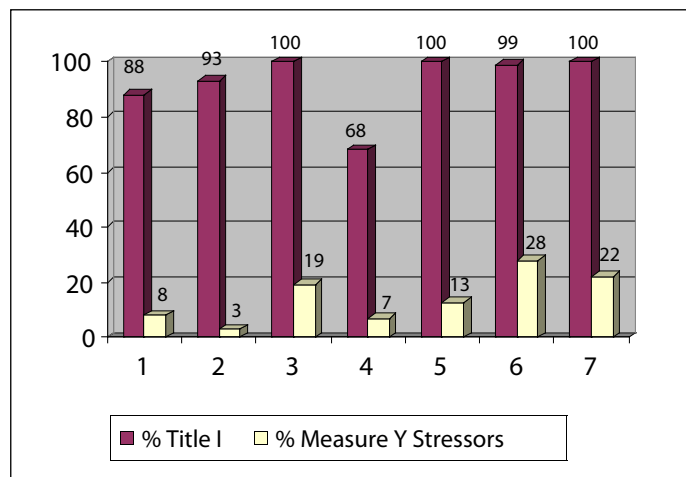
The above indicators identify four city council districts that are most in need of community resources for after-school: districts three, five, six, and seven. These Districts have the highest levels of socioeconomic need; almost 100% of students in these areas are enrolled in Title I schools. The federal government determines high need schools to be those that enroll 75% of students who qualify to receive Title I funding. By the federal standard, all city council districts, outside of district four, fall into the high need category. Clearly, the highest need Districts in Oakland are Districts three, five, six and seven, where 100% of students, or just under that amount, attend schools that qualified for federal assistance in 2005-2006.

[12] Measure Y, the Violence Prevention and Public Safety Act (VPPSA) of 2004 allocates new parcel tax and parking surcharge from commercial lots, support fire safety, policy services, and targeted violence prevention programs. The goal of the Violence Prevention and Public Safety Act is to increase public safety and to dramatically reduce violence among young people. In 2006, approximately $6 million of the $19 Millions generated by Measure Y revenues, are targeted for programs for young people. These efforts are being jointly administered by the City of Oakland's Department of Human Services and the Community and Economic Development Agency.

A closer examination of the data shows district six at the top of the highest need list with over 10,000 students enrolled in schools with Title I support. District seven remains close to the top, with 8,239 students in low-income/Title I designated schools.[13]

These districts also have high levels of community stress and violence. The City of Oakland Measure Y Data shows that Council Districts three, five, six and seven contain the largest number of police beats that have been identified as having high incidences of juvenile and adult arrests, domestic violence, child abuse and violent crime (further information on Measure Y stressors by City Council District is provided in Appendix D).

From the intersection of this data, one can infer that districts three, five, six and seven are targets for expanded community resources for after-school.

Need for Student Support in After-School

Indicators of *Student Need for Support in After-School* were determined based on levels of student engagement measured through student absences, suspensions, and test scores (please note that charter school data is not available for these indicators). Students were further placed in two categories of need – "High Need Students" and "Highest Need Students," depending on their level of disconnectedness with school.

The information provided in section three so far establishes a geographic focus for expanded after-school programming in Oakland. The next analysis incorporates data on student engagement. As mentioned earlier, Oakland's youth are disconnected from school at rates higher than youth from other urban areas in the United States (Fogg, Harrington, and McCabe, 2005). Poor school engagement is likely a result of many factors, including students' ability to perform academic tasks. Without these skills a cyclical downward spiral occurs in which students' lack of ability lowers their motivation for learning; consequently, their success decreases, and they become less connected to school. As a result, these students become more likely to engage in misbehavior and less likely to stay in school (Levin & Shanken-Kaye, 2001).

Oakland public school student data illustrates the strong relationship between attendance and performance (see Appendix E). From this data it becomes evident that the more frequently students attend school, the better they perform on academic achievement tests. For example, 19.7 % of students with the lowest absence rate scored "Advanced" in Math versus 1.0% of students with the highest rate of absence. Given this information, attendance data has been selected as one indicator of need for student engagement. Attendance and suspension data alone initially identify that City Council Districts three, six, and seven have a higher need than other areas for student engagement in school (see Appendix F for more information on attendance and suspension data).

Measures of student attendance in correlation with levels of student academic performance data identify a very specific target population in Oakland that would most benefit from after-school service. Research has shown that after-school programs can reengage youth in school. Obviously, students that are not in school are not able to receive programming that might serve as intervention to increase their academic success. Students that participate in after-school activities report that the programs have increased their ability to learn and succeed academically (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003).

[13] The number of active students enrolled in OUSD varies throughout the year. The Title I student enrollment is a cumulative count of students enrolled throughout the 2005-2006 school year. CBED's enrollment data provides a snapshot of enrollment in October 2005.

Further, after-school programming has been demonstrated to have a positive impact on school day attendance (Baker & Witt, 1996; Foley& Eddins, 2000; Anderson-Butcher, 2002; Oyserman, Terry & Bybee, 2002). The need formulas, described below, therefore incorporate unexcused absences, suspensions, absences due to disciplinary hearing, and academic performance to identify the target student population for engagement.

Target Population Need Formula

The formula appearing below utilizes individual student school engagement data to determine the number of students in "high need" and in "highest need" of after-school programming.

High Need: Student had 2 or more of the following during the school year:

- Two or more suspension incidences,
- Recommendation for expulsion,[14]
- five or more unexcused absences,
- scored below or far below basic in Math,
- scored below or far below basic in English Language Arts.

Highest Need: Student had 2 or more of the following during the school year:

- Two or more suspension incidences,
- Recommendation for expulsion,
- 10 or more unexcused absences,
- Scored far below basic in Math,
- Scored far below basic in English Language Arts.

Figure 2, below, illustrates the number of students with a high-need for school engagement by Oakland City Council District for 2005-2006.

FIGURE II: High and Highest Need Students
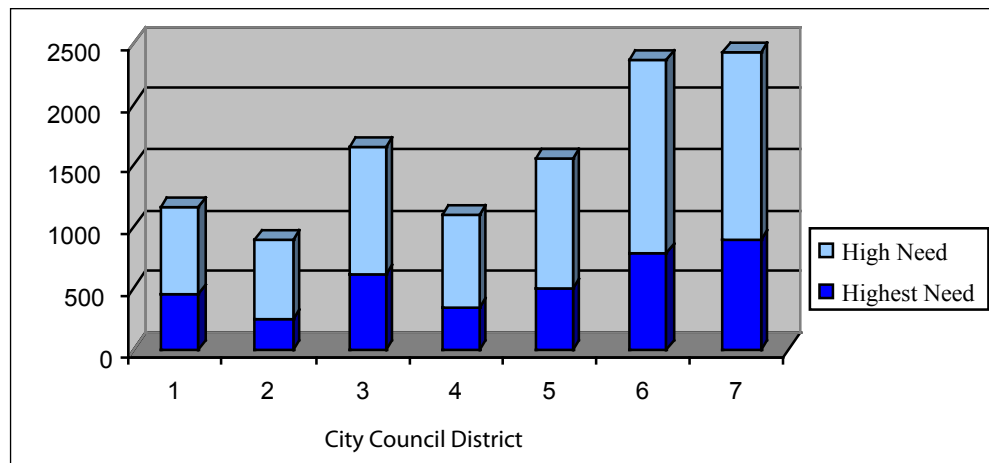
As illustrated above, the greatest numbers of students with a high need for engagement in Oakland schools are located in the City Council Districts also identified as having a high need for community resources: Districts three, five, six, and seven.

[14] Students are recommended for expulsion for acts of misconduct defined by the California Education Code. Students are referred to Disciplinary Hearing Panel for due process administrative hearing. Students may be excluded from school up to 40 school days during the administrative process. Students who are ultimately expelled are excluded from regular education placement for one year or more.

NEED ANALYSIS: RESOURCES AND STUDENT SUPPORT

This section applies information from the landscape overview and need indicator to analyze after-school across the city in multiple ways, including: funding, enrollment, and service levels within the target population.

After-School Resource Allocation and Enrollment in High Need Districts

As mentioned in the Public Funding segment of the second section: The Landscape of Oakland After-School, funding is provided citywide for students in after-school. A look at funding alone illustrates that dollars are distributed evenly for programs; however, student enrollment is not evenly distributed in Oakland. The proportion of public school enrollment compared to the number enrolled in after-school provides an opportunity to evaluate resource distribution citywide.

Public school enrollment data reveals that two of the high need districts, six and seven, have over 2,500 more students than all other districts in the city. Compared to some districts the difference in enrollment reaches over 3,800 students. These two districts, targeted for expanded community resources, have a lesser proportion of funding with respect to their public school enrollment. They each have 19% of the public school students in the city, a combined total of almost 40% of the city enrollment; nonetheless, these districts secured under 30% of the after-school funding that year. Thus, districts six and seven are proportionally under-funded, with respect to their

FIGURE III: Public School Enrollment vs. AS Funding $$
2005-06
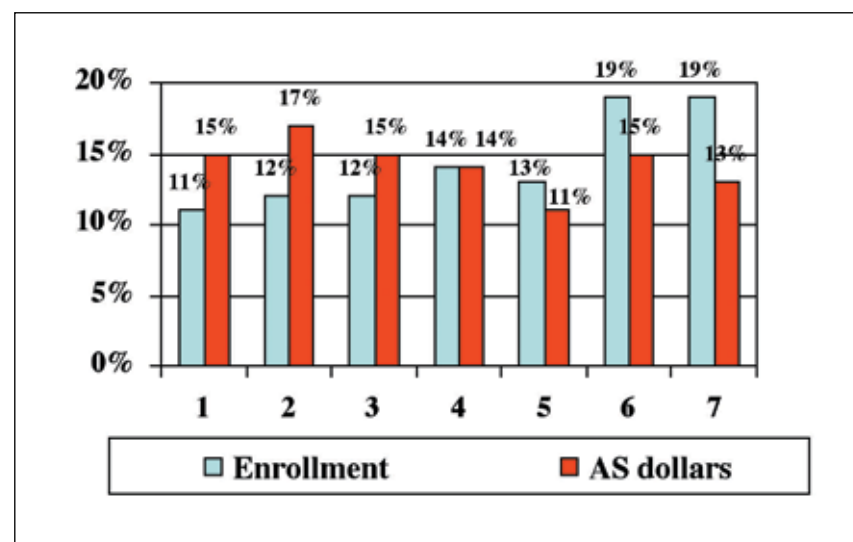
In contrast, as illustrated above, districts three and five, the two other high need areas, are more successfully securing a greater proportion of funding. Interestingly, in 2005-2006 these two districts also enrolled a large proportion of their public school population in after-school. For example, the Landscape section shows that district three enrolled 43% of students and district five enrolled 27% of public school students. It is possible that this higher level of after-school enrollment can be attributed to the higher resource allocation in these districts (see Tables II –VI).

Nevertheless, proportional analysis of the funding distribution versus the enrollment distribution shows a great discrepancy in spending per child. Due to the fact that dollars are evenly distributed across the city but public school enrollment is not, spending per child varies by district. For example, district one has the highest average spending per child per day ($15.54) because it is spent on the least number of students in after-school (972) in a district with the lowest public school enrollment. Districts recommended for continued expansion of community resources have the lowest spending per child per day. Spending per child citywide in 2005-2006 is illustrated below in Table XI.

TABLE XI: Enrollment & After-School Spending Per Child City-Wide 2005-06

	City Council District							
	1	2	3	4	5	6	7	Total
Public Enrollment	5383	5642	5988	6525	6332	9207	9058	48,135
After-Schl Enrollment	972	1528	2557	1444	1715	1633	2053	12,124
Total	$2,492,299	$2,860,369	$2,596,772	$2,370,606	$1,892,023	$2,449,271	$2,184,825	$16,846,165
$/child/yr	$2,564	$1,872	$1,016	$1,642	$1,103	$1,473	$1,064	$1,398
$/child/day	$15.54	$11.35	$6.16	$9.95	$6.69	$8.93	$6.45	$8.42

Total number served includes 222 students with district data unavailable. The daily rate is based upon an after-school year of 165 days. The dollar amount includes CDC dollars that are provided for attendance in the July and August.

After-School Enrollment and the Target Population

Changing focus from the macro need analysis to the micro student-level need analysis raises the question: Are after-school programs reaching the students in greatest need? Figure IV and Figure V supply an in-depth look at the target population and respective enrollment levels in 2005-2006.

FIGURE IV: High Need Students Enrolled in Publicly Funded After-School Programs
Citywide 2005 - 2006
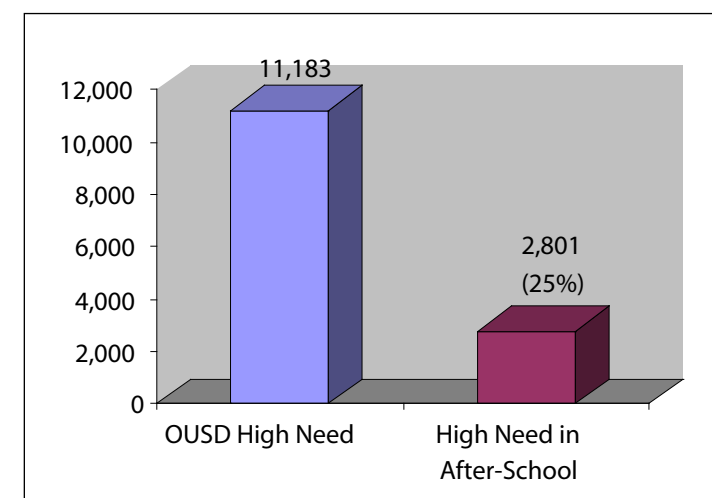
FIGURE V: High Need Students Enrolled in Publicly Funded After-School Programs
By City Council District 2005 – 2006
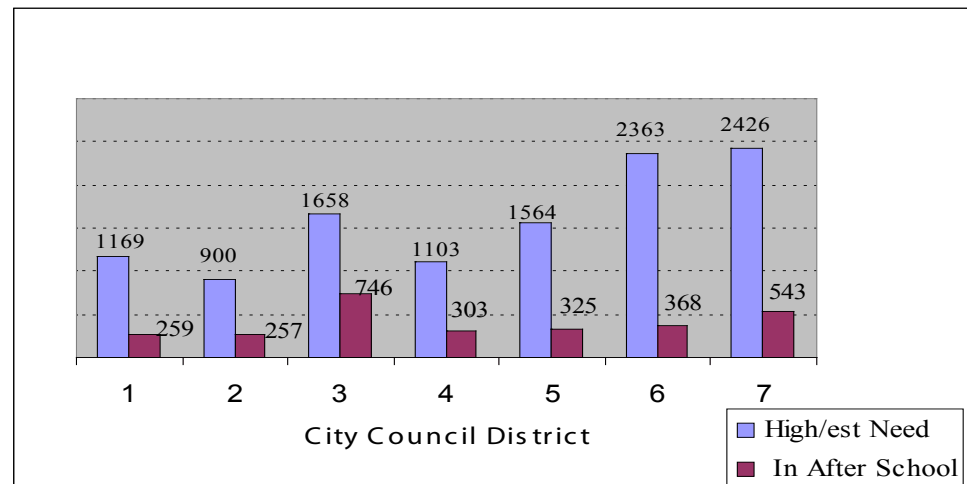
The information presented above clearly illustrates the portion of students in need of school engagement and the number participating in after-school in 2005-2006. These figures indicate that all districts are having some success in enrolling high need students in after-school. The total enrollment of high need students in OUSD is 11,183 students. Twenty-five percent of these students are enrolled in after-school (2801 students). District three has the greatest success in after-school enrollment of high need students, with 45% of its target population represented. All other districts enroll between 16% and 28% of their respective target population in after-school, with district six serving the lowest percentage of its students that fall into the high need category. Table XII shows the percentage of high/est need students in OUSD served in after-school citywide:

TABLE XII: Target Population Enrolled in After-School Citywide								
	City Council District							
	1	2	3	4	5	6	7	Total
% of High/est Need Students Enrolled in After-School	22%	28%	45%	28%	21%	16%	22%	25%

It is clear from this data that more must be done for students with a high need for student engagement, especially in the districts where greater numbers of students with high needs reside. For more detail on the specific needs identified within each area of Oakland refer to the City Council District summary section.

Current After-School Programming Summary: District 1

Based on the criteria explained in the previous section, City Council **District 1** is not designated an area of Oakland in highest need for additional after-school resources. Though students have a high socio-economic need and 88% of students in the district are enrolled in OUSD schools that are designated Title I, the area is one that is more environmentally safe than other parts of the city.[15] There are a low number of community stressors in the police beats in the district and a lower rate of violent suspensions. Finally, based on the lower numbers of suspensions and lower rates of unexcused absences than other areas of the city, in **District 1** students as a whole are more engaged in school.

Community Resource Need Summary District 1, 2005-2006		
INDICATOR	**Value**	**Rank**
OUSD Students Enrolled in a Title I school	**88%**	**6th**
Community Stressors	**12**	**5th**
Violent Suspension rate	**7.2**	**4th**
Suspension rate	**17.63**	**4th**
Absence rate	**12.69**	**4th**

= Socio-Economic

= Safety/Violence Prevention

= School Engagement

[15] The data regarding Title I for charter schools was unavailable and thus not included here.

Public Enrollment Facts for District 1, 2005-2006	
Public School Enrollment - with charters	5383
Percent of citywide enrollment	11%
Charter Enrollment	707
Percent of citywide charter enrollment	11%

School Numbers in District 1, 2005-2006	
Number of public schools -with charter schools	20
Number of charter schools	3
Number of elementary schools - 2 are charter schools	13
Number of middle schools - 1 is charter school	4

District 1 had the lowest OUSD K-12 public school enrollment in the city in 2005-2006. **District 1** students make up only 11% of the overall OUSD student enrollment, with 5,383 students enrolled. This number includes the 707 students enrolled in charter schools. There are 20 schools within this boundary: 13 are elementary schools, four are middle schools, and three are high schools. Two of the elementary schools are charters, and one of the middle schools is a charter school.

After-school enrollment in **District 1** is the lowest out of seven overall. Fifteen public, comprehensive programs served a total of 972 students in 2005-2006. In other words, 14% of all programs in the city served 80% of the city's after-school enrollment. After-school programs in 2005-2006 enrolled 18% of public school students in city council **District 1** during the 2005-2006 school year.

After-School Numbers in District 1, 05-06	
Number of District 1 students in comprehensive after-school	972
Percent of citywide comprehensive after-school enrollment served in District 1	8%
Percent of District 1 public school students enrolled in comprehensive after-school	18%
Number of public comprehensive after-school programs in District 1	15
Percent of Oakland public comprehensive after-school programs located in District 1	14%

The amount of public dollars provided for after-school in **District 1** ranks third overall out of the seven districts citywide. In 2005-2006, the schools in **District 1** received $2,492,299 in public funding. Based on the number of students served, this is over $2,560 a year, and is $15.54 per day. This amount places **District 1** first in spending per child out of the seven City Council Districts, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city has invested $2,930,944 in this district for comprehensive after-school.[17]

District 1 Public After-School Dollars, 2005-2006[16]			
FUND	**Oakland TOTAL**	**District 1**	**Percent of TOTAL**
21st CCLC	$3,743,593	$380,324	**10%**
ASES	$362,811	$0	**0%**
CDC	$7,995,237	$1,714,759	**21%**
OFCY ASI	$3,186,175	$296,545	**9%**
OFCY	$1,256,537	$16,935	**1%**
OPR Passport	$151,812	$33,736	**22%**
OPL Pass	$150,000	$50,000	**33%**
Total	**$16,846,165**	**$2,492,299**	**15%**

[16]CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[17] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 1** analyzes two categories: grade level and ethnicity. The total number of public school students in **District 1** that fall within each demographic category is presented below. Each demographic category was further analyzed to break down the total number of public school students within each demographic category that were served in public, comprehensive after-school programs.

The enrollment comparison for ethnicity in **District 1** is shown for 2005-2006. **Ethnicity** is listed by row in the column on the left as follows: **AA**, African American; **AS**, Asian; **C**, Caucasian; **L**, Latin; **NA**, Native American;

Ethnicity District 1 2005-2006: Total Enrollment & After-School			
Ethnicity	**Dist 1 Total**	**Dist 1 AS**	**% of Dist 1 Total**
AA	3243	800	**25%**
AS	547	32	**6%**
C	828	23	**3%**
L	522	68	**13%**
NA	22	4	**18%**
O	221	45	**20%**
Total	**5383**	**972**	**18%**

As the table illustrates, the ethnicity represented by the greatest percent in after-school enrollment occurs within the largest ethnic subgroup, the African American population. Twenty-five percent of the African American students in **District 1** are enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnicity in **District 1**. The greatest ethnicity represented in after-school, beyond students enrolled in the category designated "Other," is the Native American population. Eighteen percent, or almost one fifth of this subgroup is enrolled in after-school.

The following table shows enrollment by grade for **District 1** compared to the public school enrollment in the city overall. The highest percentage of after-school enrollment is provided to students in sixth, seventh, and eighth grades, serving between 30 and 55% of students. In addition, almost a quarter of students in grades two through five are enrolled in after-school in district one. Grades nine through twelve have a very low percentage of students enrolled in after-school.

Enrollment by Grade in District 1			
Grade	**Dist 1 Total**	**Dist 1 AS**	**% of Dist 1 Total**
K (5)	542	81	**15%**
1 (6)	483	95	**20%**
2 (7)	463	114	**25%**
3 (8)	422	118	**28%**
4 (9)	405	91	**22%**
5 (10)	377	87	**23%**
6 (11)	279	123	**44%**
7 (12)	266	141	**53%**
8 (13)	283	86	**30%**
9 (14)	635	7	**1%**
10 (15)	508	9	**2%**
11 (16)	373	5	**1%**
12 (17)	347	6	**2%**
UG/UK	0	9	**-**
Total	5383	972	**18%**

[18] Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. The data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 76 students in District 1 enrolled in the community-based programs (8% of District 1 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 1**.[18] The target number is based on the formula described in the Citywide Needs Assessment. Also shown is the portion of the target population served in after-school within the district. These numbers are compared to determine level of service.

District 1 High Need Students
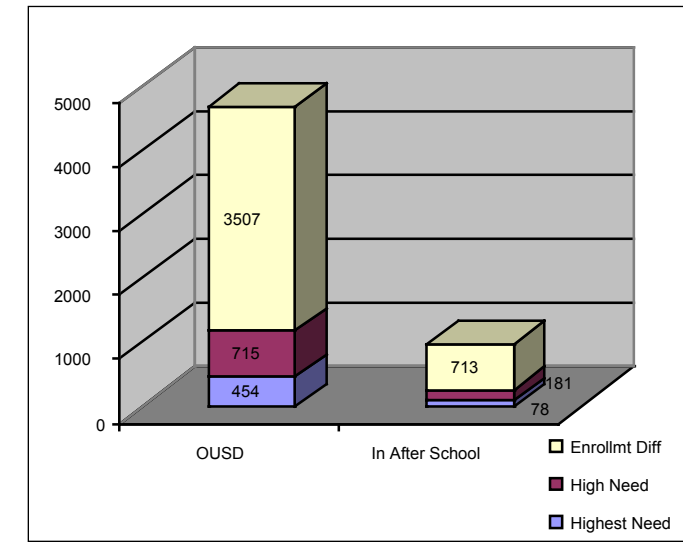
District 1 Target Population

OUSD Enrollment: **4676**
High/est Need: **1169**
After-school Enrollment: **972**
After-school High/est Need: **259**

In City Council District 1:

• **High/Highest Need Population**: Out of the OUSD school enrollment in **District 1**, how many students fall into the High/Highest need definition? (1169 / 4676)	**25%**
• **After-School Enrollment**: Out of the after-school enrollment in **District 1**, how many students fall into the High/Highest need definition? (259 / 972)	**27%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the High/Highest need students in **District 1**, how many students are enrolled in public after-school programs? (259 / 1169)	**22%**

Current After-School Programming Summary: District 2

Community Resource Need Summary District 2, 2005-2006		
INDICATOR	**Value**	**Rank**
OUSD Students Enrolled in a Title I school	93%	5th
Community Stressors	5	7th
Violent Suspension rate	2.01	7th
Suspension rate	4.4	7th
Absence rate	8.69	6th

■ = **Socio-Economic**

■ = **Safety/Violence Prevention**

■ = **School Engagement**

Based on the criteria laid out in the previous section, City Council **District 2** is not an area of Oakland where students are likely to be in *highest* need for after-school programming. Students do have a high socio-economic need: 93% of OUSD students in **District 2** are enrolled a school that is designated Title I.[19] However, the area is arguably the safest part of the city environmentally, due to the lowest number of community stressors in the police beats in the district and the low rate of violent suspensions. Finally, based on the low numbers of suspensions and unexcused absences in **District 2**, a great proportion of students are engaged in school here.

District 2 had the second lowest K-12 public school enrollment in the city in 2005-2006. Enrollment mostly occurs in the primary schools here. **District 2** students make up 12% of the overall public school enrollment, with 5,642 students enrolled in the 14 schools in the area. This includes the 365 students enrolled in **District 2** charter schools.

There are nine elementary schools, one middle school, and four high schools. The after-school programs in **District 2** are served by 14 public, comprehensive after-school programs that enrolled a total of 1,528 students in 2005-2006.

After-School enrollment in this district ranks sixth out of the seven districts, supporting 13% of the public, comprehensive after-school programs in Oakland. After-school programs in 2005-2006 enrolled 27% of students in **District 2.**

This district secured the greatest amount of public dollars provided for after-school out of the seven districts citywide. In 2005-2006, the schools in **District 2** received $2,860,369 in public funding. Based on the number of students served, this amounts to $1,872 per child for the year, and for 165 days, is $11.35 per child per day.

Public Enrollment Facts for District 2, 2005-2006	
Public School Enrollment - with charters	5642
Percent of citywide enrollment	12%
Charter Enrollment	365
Percent of citywide charter enrollment	5%

School Numbers in District 2, 2005-2006	
Number of public schools -with charter schools	14
Number of charter schools	2
Number of elementary schools - 1 is charter school	9
Number of middle schools - 0 are charter schools	1
Number of high schools – 1 is charter school	4

After-School Numbers in District 2, 2005-06	
Number of District 2 students in comprehensive after-school	1528
Percent of citywide comprehensive after-school enrollment served in District 2	13%
Percent of District 2 public school students enrolled in comprehensive after-school	27%
Number of public comprehensive after-school programs in District 2	14
Percent of Oakland public comprehensive after-school programs located in District 2	13%

[19] The data regarding Title I for charter schools was unavailable and thus not included here.

The amount places **District 2** second in spending per child out of the seven Council Districts in the City, with 17% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest $2,808,715 in this District for comprehensive after-school.[21]
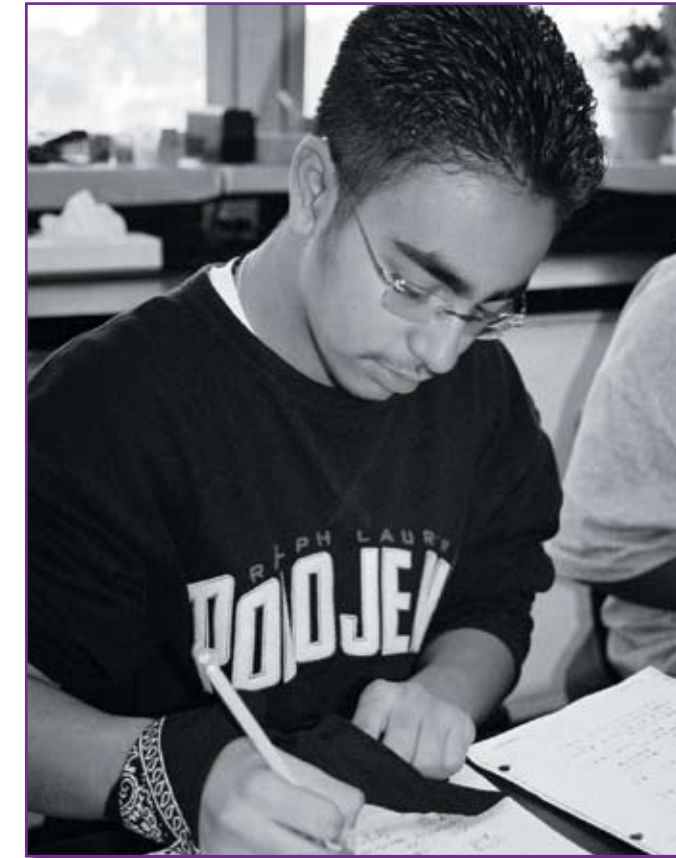
District 2 Public After-School Dollars, 2005-2006[20]			
FUND	**Oakland TOTAL**	**District 2**	**Percent of TOTAL**
21st CCLC	$3,743,593	$380,324	**10%**
ASES	$362,811	$265,760	**73%**
CDC *	$7,995,237	$1,435,936	**18%**
OFCY asi	$3,186,175	$655,887	**21%**
OFCY **	$1,256,537	$63,726	**5%**
OPR Passport	$151,812	$33,736	**22%**
OPL Pass	$150,000	$25,000	**17%**
Total	**$16,846,165**	**$2,860,369**	**17%**

The enrollment demographic summary for **District 2** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

The Enrollment by Grade in **District 2** table illustrates that a large percentage of after-school enrollment is represented from grades two through eight, with 46%, the greatest proportion, served in sixth grade. The lowest enrollment is in the high schools, where 11% or less are enrolled.

Enrollment by Grade in District 2			
Grade	**Dist 2 Total**	**Dist 2 AS**	**% of Dist 2 Total**
K (5)	733	87	**12%**
1 (6)	676	110	**16%**
2 (7)	647	219	**34%**
3 (8)	626	225	**36%**
4 (9)	650	248	**38%**
5 (10)	639	235	**37%**
6 (11)	334	155	**46%**
7 (12)	326	93	**29%**
8 (13)	305	96	**31%**
9 (14)	230	12	**5%**
10 (15)	199	11	**6%**
11 (16)	137	15	**11%**
12 (17)	140	12	**9%**
UG/UK	0	10	**-**
Total	5642	1528	**27%**

[20] CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[21] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The highest ethnic group served in After-school programs were Asian-Americans, with 34% of students enrolled. African-American and Latino student populations each comprised 24% of after-school services.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 2**.[22] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in After-School within the district. These numbers are compared to determine level of service.

Ethnicity District 2 2005-2006: Total Enrollment & After-School			
Ethnicity	**Dist 2 Total**	**Dist 2 AS**	**% of Dist 2 Total**
AA	1259	302	**24%**
AS	2249	759	**34%**
C	224	22	**10%**
L	1717	409	**24%**
NA	4	17	**425%**
O	189	19	**10%**

District 2 High Need Students

District 2 Target Population

OUSD Enrollment: **5277**
High/est Need: **900**
After-School Enrollment: **1528**
After-School High/est Need: **257**

• **High/Highest Need Population**: Out of the total school enrollment in **District 2**, how many students fall into the High/Highest need definition? (900 / 5277)	**17%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 2**, how many students fall into the High/Highest need definition? (257 / 1528)	**17%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 2**, how many students are enrolled in public after-school programs? (257 / 900)	**29%**

[22] Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Current After-School Programming Summary: District 3

Based on the criteria explained in the previous section, City Council **District 3** is an area of Oakland where students are likely to be in high need for after-school programming. **District 3** represents a significant population of children and youth, many who live under poor socioeconomic conditions. One hundred percent of students enrolled in the OUSD schools in **District 3** attend schools designated as Title I.[23] The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district houses the police beats with the third highest number of community stressors in the city of Oakland. Finally, **District 3** has the highest suspension and absence rates, indicating an increased need for school engagement in this area of Oakland.

Community Resource Need Summary District 3, 2005-2006		
INDICATOR	**Value**	**Rank**
OUSD Students Enrolled in a Title I school	**100%**	**1st**
Community Stressors	27	3rd
Violent Suspension rate	10.52	1st
Suspension rate	26.25	1st
Absence rate	22.3	1st

■ = Socioeconomic Level
■ = Safety/Violence Prevention
■ = School Engagement

[13] The data regarding Title I for charter schools was unavailable and thus not included here.

<table>
<tr><th colspan="2">Public Enrollment Facts
for District 3, 2005-06</th></tr>
<tr><td>Public School Enrollment - with charters</td><td>5,988</td></tr>
<tr><td>Percent of citywide enrollment</td><td>12%</td></tr>
<tr><td>Charter Enrollment</td><td>1,192</td></tr>
<tr><td>Percent of citywide charter enrollment</td><td>18%</td></tr>
</table>

School Numbers in District 3, 2005-06	
Number of public schools -with charter schools	19
Number of charter schools	5
Number of elementary schools - 1 is charter school	5
Number of middle schools - 2 are charter schools	7
Number of high schools - 2 are charter schools	7

The development of after-school programs in **District 3** has accelerated in recent years, producing 19 public, comprehensive programs that served a total of 2,557 students in 2005-2006. After-school enrollment in this district ranks first out of the seven districts, supporting 21% of the public, comprehensive after-school programs in Oakland. Notably, after-school programs in 2005-2006 enrolled 43% of students in City Council **District 3**.

<table>
<tr><th colspan="4">District 3 Public After-School Dollars,
2005-06[24]</th></tr>
<tr><th>FUND</th><th>Oakland
TOTAL</th><th>District 3</th><th>Percent of
TOTAL</th></tr>
<tr><td>21st CCLC</td><td>$3,743,593</td><td>$833,071</td><td>22%</td></tr>
<tr><td>ASES</td><td>$362,811</td><td>$97,051</td><td>27%</td></tr>
<tr><td>CDC</td><td>$7,995,237</td><td>$487,939</td><td>6%</td></tr>
<tr><td>OFCY asi</td><td>$3,186,175</td><td>$749,547</td><td>24%</td></tr>
<tr><td>OFCY</td><td>$1,256,537</td><td>$429,164</td><td>34%</td></tr>
<tr><td>OPR Passport</td><td>$151,812</td><td>$0</td><td>0%</td></tr>
<tr><td>OPL Pass</td><td>$150,000</td><td>$0</td><td>0%</td></tr>
<tr><td>Total</td><td>$16,846,165</td><td>$2,596,772</td><td>15%</td></tr>
</table>

District 3 had the fifth highest K-12 public school enrollment in the city in 2005-2006. This enrollment was fairly evenly distributed across the primary schools, with a greater number of students enrolled in secondary schools. **District 3** students make up 12% of the overall public school enrollment, with just under 6,000 students enrolled in 19 schools in the area. This includes the 1,192 students enrolled in **District 3** charter schools. There are five elementary schools, seven middle schools, and seven high schools.

<table>
<tr><th colspan="2">After-School Numbers in District 3,
2005-06</th></tr>
<tr><td>Number of District 3 students in comprehensive after-school</td><td>2,557</td></tr>
<tr><td>Percent of citywide comprehensive after-school enrollment served in District 3</td><td>21%</td></tr>
<tr><td>Percent of District 3 public school students enrolled in comprehensive after-school</td><td>43%</td></tr>
<tr><td>Number of public comprehensive after-school programs in District 3</td><td>19</td></tr>
</table>

The amount of public dollars provided for after-school in **District 3** is second overall out of the seven Districts Citywide. In 2005-2006, the schools in the District received $2,596,772 in public funding. Based on the number of students served, this is $1,016 dollars per child for the year, and for 165 days, is only $6.16 per child per day. Due to the high numbers of after-school students enrolled, this amount indicates that **District 3** has the lowest in spending per child out of the seven city council districts in the city, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest $2,497,429 in this District for comprehensive after-school. [25]

[24] CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[25] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 3** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

<table>
<tr><th colspan="4">Enrollment by Grade in
District 3</th></tr>
<tr><th>Grade</th><th>Dist 3
Total</th><th>Dist 3
AS</th><th>% of
Dist 3</th></tr>
<tr><td>K (5)</td><td>249</td><td>54</td><td>22%</td></tr>
<tr><td>1 (6)</td><td>271</td><td>119</td><td>44%</td></tr>
<tr><td>2 (7)</td><td>254</td><td>125</td><td>49%</td></tr>
<tr><td>3 (8)</td><td>262</td><td>126</td><td>48%</td></tr>
<tr><td>4 (9)</td><td>232</td><td>105</td><td>45%</td></tr>
<tr><td>5 (10)</td><td>264</td><td>98</td><td>37%</td></tr>
<tr><td>6 (11)</td><td>713</td><td>261</td><td>37%</td></tr>
<tr><td>7 (12)</td><td>653</td><td>247</td><td>38%</td></tr>
<tr><td>8 (13)</td><td>447</td><td>184</td><td>41%</td></tr>
<tr><td>9 (14)</td><td>970</td><td>323</td><td>33%</td></tr>
<tr><td>10 (15)</td><td>708</td><td>330</td><td>47%</td></tr>
<tr><td>11 (16)</td><td>511</td><td>323</td><td>63%</td></tr>
<tr><td>12 (17)</td><td>345</td><td>247</td><td>72%</td></tr>
<tr><td>UG/UK</td><td>109</td><td>15</td><td>14%</td></tr>
<tr><td>Total</td><td>5988</td><td>2557</td><td>43%</td></tr>
</table>

<table>
<tr><th colspan="4">Ethnicity District 3 2005-2006:
Total Enrollment & After-School</th></tr>
<tr><th>Ethnicity</th><th>Dist 3
Total</th><th>Dist 3
AS</th><th>% of Dist
3 Total</th></tr>
<tr><td>AA</td><td>3634</td><td>1796</td><td>49%</td></tr>
<tr><td>AS</td><td>677</td><td>323</td><td>48%</td></tr>
<tr><td>C</td><td>167</td><td>33</td><td>20%</td></tr>
<tr><td>L</td><td>1341</td><td>323</td><td>24%</td></tr>
<tr><td>NA</td><td>16</td><td>3</td><td>19%</td></tr>
<tr><td>O</td><td>153</td><td>79</td><td>52%</td></tr>
<tr><td>Total</td><td>5988</td><td>2557</td><td>43%</td></tr>
</table>

The ethnic group represented by the greatest percentage in after-school enrollment occurs within the largest ethnic subgroup, the African-American population. Forty-nine percent of the African-American students in **District 3** were enrolled in after-school. After-school provides service here for about a fifth or more of the population of every other ethnic group in **District 3.**

The highest percentage of after-school enrollment is represented by the upper grades, eleventh and twelfth, which serve over 60% each of all these students. The remaining enrollment is distributed across all grade levels. The highest enrollments beyond high school are in grades one through four. Kindergarten is served the least in **District 3**, with 22% of students enrolled.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 3.**[26] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 3 High Need Students
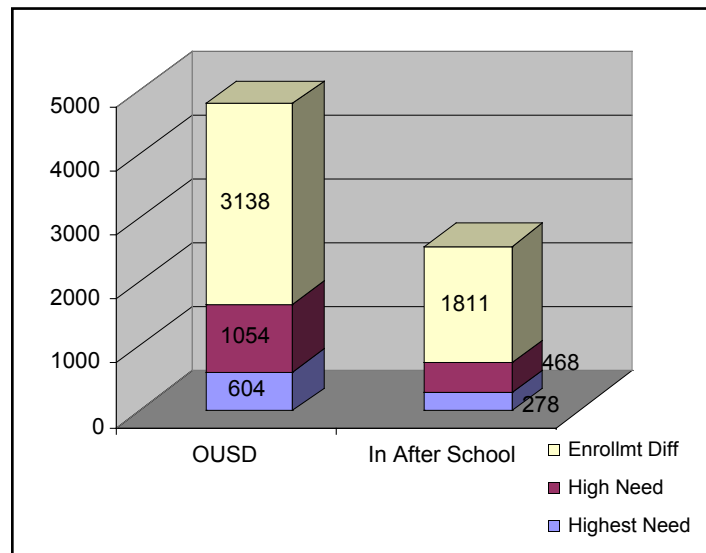
District 3 Target Population

OUSD Enrollment: **4796**
High/est Need: **1658**
After-School Enrollment: **2557**
After-School High/est Need: **746**

In City Council District 3:

• **High/Highest Need Population**: Out of the total school enrollment in **District 3**, how many students fall into the High/Highest need definition? (1658 / 4796)	**35%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 3**, how many students fall into the High/Highest need definition? (746 / 2557)	**29%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 3**, how many students are enrolled in public after-school programs? (746 / 1658)	**45%**

[26] Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Current After-School Programming Summary: District 4

Based on the criteria explained in the previous section, City Council **District 4** is not designated an area of Oakland where students are likely to be in highest need for after-school programming. Within the population of **District 4** children and youth some are living under poor socioeconomic conditions and 68% of OUSD students in District 4 are enrolled in a Title I designated school.[27] **District 4** is environmentally safer than other parts of the city due to the low number of community stressors in the police beats. Finally, low suspension and low absence rates indicate an increased need for school engagement in this area of Oakland for only some students.

Community Resource Need Summary District 4, 2005-2006		
INDICATOR	**Value**	**Rank**
OUSD Students Enrolled in a Title I school	**68%**	**7th**
Community Stressors	**11**	**6th**
Violent Suspension rate	**7.1**	**5th**
Suspension rate	**12.7**	**6th**
Absence rate	**8.94**	**5th**

■ = Socio-Economic
■ = Safety/Violence Prevention
■ = School Engagement

District 4 had a moderate number of K-12 public school student enrollment in Oakland in 2005-2006. This enrollment is fairly evenly distributed between primary schools, with no high schools serving students here. **District 4** students make up 14% of the overall public school enrollment, with 6,525 students enrolled in the 15 schools in the area. This includes the 196 students enrolled in **District 4** charter schools. There are eleven elementary schools, four middle schools, and no high schools.

Public Enrollment Facts for District 4, 2005-06	
Public School Enrollment - with charters	6525
Percent of citywide enrollment	14%
Charter Enrollment	196
Percent of citywide charter enrollment	3%

School Numbers in District 4, 2005-2006	
Number of public schools -with charter schools	15
Number of charter schools	1
Number of elementary schools - 0 are charter schools	11
Number of middle schools - 1 is charter school	4
Number of high schools - 0 are charter schools	0

After-school programs in **District 4** have produced 13 public, comprehensive programs that served a total of 1,444 students in 2005-2006. After-school enrollment in this District ranks sixth out of the seven districts, supporting 12% of the public comprehensive After-School programs in Oakland. After-School programs in 2005-2006 enrolled 22% of students in that City Council District.

After-School Numbers in District 4, 2005-06	
Number of District 4 students in comprehensive after-school	1444
Percent of citywide comprehensive after-school enrollment served in District 4	12%
Percent of District 4 public school students enrolled in comprehensive after-school	22%
Number of public comprehensive after-school programs in District 4	13
Percent of Oakland public comprehensive after-school programs located in District 4	12%

[17] The data regarding Title I for charter schools was unavailable and thus not included here.

The amount of public dollars provided for After-school in **District 4** is fifth overall out of the seven districts citywide. In 2005-2006, the schools in the district received $2,370,606 in public funding. Based on the number of students served, this is $1,642 per child for the year, and for 165 days, is $9.95 per child per day. The amount places this District third in spending per child out of the seven city council districts in the city, with 14% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest $2,265,086 in this District for comprehensive after-school.[29]

The enrollment demographic summary for **District 4** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

### District 4 Public After-School Dollars, 2005-2006[28]

FUND	Oakland TOTAL	District 4	Percent of TOTAL
21st CCLC	$3,743,593	$637,486	**17%**
ASES	$362,811	$0	**0%**
CDC *	$7,995,237	$1,010,732	**13%**
OFCY asi	$3,186,175	$650,000	**20%**
OFCY **	$1,256,537	$30,520	**2%**
OPR Passport	$151,812	$16,868	**11%**
OPL Pass	$150,000	$25,000	**17%**
Total	**$16,846,165**	**$2,370,606**	**14%**

Ethnicity District 4 2005-2006: Total Enrollment & After-School

Ethnicity	Dist 4 Total	Dist 4 AS	% of Dist 4 Total
AA	2249	663	**30%**
AS	1502	328	**22%**
C	1180	64	**5%**
L	1455	368	**25%**
NA	55	12	**22%**
O	84	9	**11%**
Total	6525	1444	**22%**

The table to the left shows that 30% of the African-American population in **District 4** attended after-school programs during 2005-06 and 25% of the Latino students in **District 4** were enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnic group in **District 4**.

Enrollment by Grade in District 4

| Grade	Dist 4 Total	Dist 4 AS	% of Dist 4 Total
K (5)	782	55	**7%**
1 (6)	611	126	**21%**
2 (7)	635	148	**23%**
3 (8)	648	172	**27%**
4 (9)	586	244	**42%**
5 (10)	655	259	**40%**
6 (11)	870	144	**17%**
7 (12)	884	133	**15%**
8 (13)	823	144	**18%**
9 (14)	31	3	**10%**
10 (15)	No high	6	**-**
11 (16)	school	6	**-**
12 (17)	in	1	**-**
UG/UK	district 4	3	**-**
Total	6525	1444	**22%**

The table to the right highlights the grade level distribution for **District 4** by public school and after-school enrollment. The highest percent of After-School enrollment is represented by grades four and five, representing 40% or more of all students in those grades in after-school. In addition, fewer than 30% of third grade students in **District 4** are enrolled in after-school. The middle grades enrolled under 20% of students in 2005-2006.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 4**.[30] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.
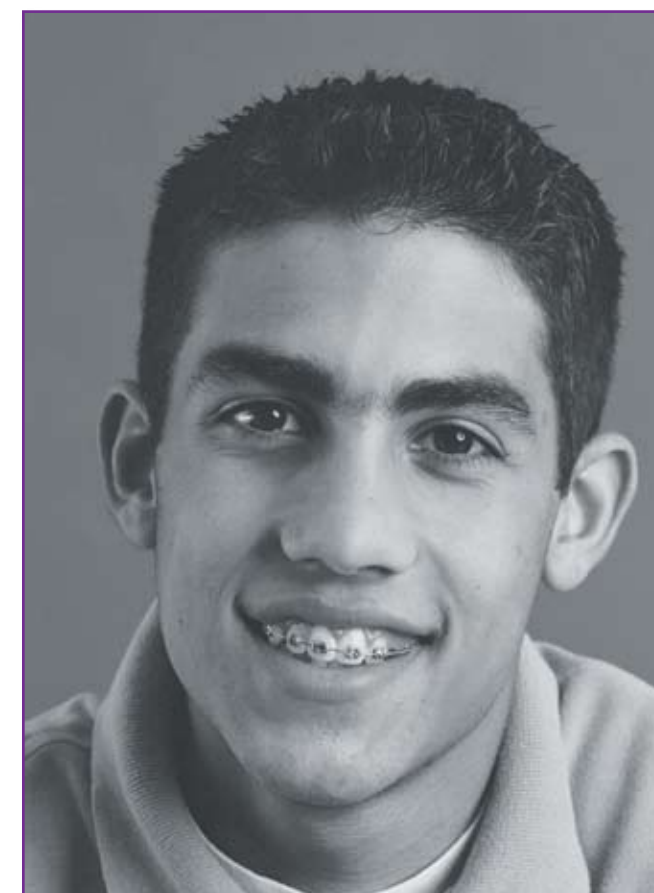
District 4 High Need Students
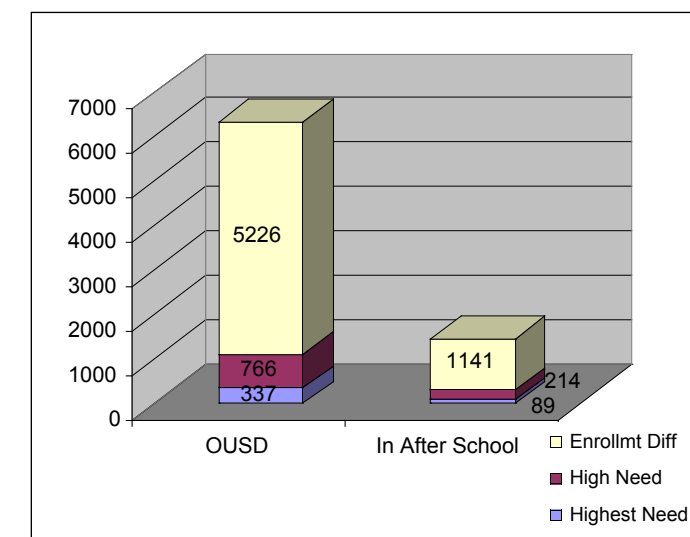
District 4 Target Population

OUSD Enrollment: **6329**
High/est Need: **1103**
After-School Enrollment: **1444**
After-School High/est Need: **303**

In City Council District 4:

• **High/Highest Need Population**: Out of the total school enrollment in **District 4**, how many students fall into the High/Highest need definition? (1103 / 6329)	**17%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 4:** how many students fall into the High/Highest need definition? (303 / 1444)	**21%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 4**, how many students are enrolled in public after-school programs? (303 / 1103)	**27%**

Current After-School Programming Summary: District 5

Based on the criteria explained in the previous section, city council **District 5** is designated an area of Oakland where students are likely to be in high need for After-School programming. **District 5** represents a significant population of children and youth, many of which living under poor socioeconomic conditions. One hundred percent of OUSD students in **District 5** are enrolled in Title I designated schools.[31] The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district housed the police beats with the fourth greatest number of community stressors in the city of Oakland. Although numbers are lower than other areas, the suspension and absence rates indicate a need for school engagement in this area of Oakland.

Community Resource Need Summary District 5, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	100%	1st
Community Stressors	21	4th
Violent Suspension rate	6.5	6th
Suspension rate	17.02	5th
Absence rate	7.41	7th

■ = Socio-Economic
■ = Safety/Violence Prevention
■ = School Engagement

Public Enrollment Facts for District 5, 2005-2006	
Public School Enrollment - with charters	6332
Percent of citywide enrollment	13%
Charter Enrollment	997
Percent of citywide charter enrollment	15%

School Numbers in District 5, 2005-2006	
Number of public schools -with charter schools	19
Number of charter schools	5
Number of elementary schools - 1 is charter school	10
Number of middle schools - 0 are charter schools	3
Number of high schools – 1 is charter school	6

District 5 has the fourth highest K-12 public school enrollment in the city in 2005-2006. This enrollment gets increasingly smaller from lower to upper grades. **District 5** students make up 13% of the overall public school enrollment, with 6,332 students enrolled in 19 schools in the area. This includes the 997 students enrolled in **District 5** charter schools. There are ten elementary schools, three middle schools, and six high schools.

There are 15 public, comprehensive After-School programs that served a total of 1,715 **District 5** students in 2005-2006. After-school enrollment in this district ranks third out of the seven districts, supporting 14% of the public, comprehensive After-School programs in Oakland. After-School programs in 2005-2006 enrolled 27% of students in **District 5**.

After-School Numbers in District 5, 2005-2006	
Number of District 5 students in comprehensive after-school	1715
Percent of citywide comprehensive after-school enrollment served in District 5	14%
Percent of District 5 public school students enrolled in comprehensive after-school	27%
Number of public comprehensive after-school programs in District 5	15
Percent of Oakland public comprehensive after-school programs located in District 5	14%

In 2005-2006, the amount of public dollars provided for after-school in **District 5** ranked lowest overall out of the seven districts citywide. In 2005-2006, the schools in the district received $2,228,259 in public funding. Based on the number of students served, this amounts to $1,103 per student per year, and for 165 days, is $6.69 per child per day. The amount places this district fifth in spending per child out of the seven city council districts, with 11% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest $2,228,259 in this district for comprehensive after-school.[33]

District 5 Public After-School Dollars, 2005-2006[32]			
FUND	Oakland TOTAL	District 5	Percent of TOTAL
21st CCLC	$3,743,593	$583,488	16%
ASES	$362,811	$0	0%
CDC *	$7,995,237	$822,527	10%
OFCY asi	$3,186,175	$272,500	9%
OFCY **	$1,256,537	$154,772	12%
OPR Passport	$151,812	$33,736	22%
OPL Pass	$150,000	$25,000	17%
Total	**$16,846,165**	**$1,892,023**	**11%**

[31] The data regarding Title I for charter schools was unavailable and thus not included here.

[32] CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[33] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 5** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

Enrollment by Grade in District 5

Grade	Dist 5 Total	Dist 5 AS	% of Dist 5 Total
K (5)	609	87	**14%**
1 (6)	642	110	**17%**
2 (7)	634	172	**27%**
3 (8)	588	171	**29%**
4 (9)	598	220	**37%**
5 (10)	420	217	**52%**
6 (11)	436	318	**73%**
7 (12)	461	233	**51%**
8 (13)	429	140	**33%**
9 (14)	460	14	**3%**
10 (15)	434	11	**3%**
11 (16)	314	11	**4%**
12 (17)	307	6	**2%**
UG/UK	0	5	
Total	6332	1715	**27%**

The table below shows that 29% percent of the African-American population in **District 5** participated in After-School programs during 2005-06, and the Latino subgroup is represented by 27% in After-School. After-School provides service here for less than a quarter of the population of Asian and Caucasian students in **District 5**.

The table to the left highlights the grade level distribution for District 5 by public school and After-School enrollment. The highest percent of After-School enrollment is represented by grades five, six, and seven. In sixth grade almost 75% of students are enrolled in After-School in 2005-2006. In District 5, high school students represent the lowest number of students enrolled in After-School.

Ethnicity District 5 2005-2006: Total Enrollment & After-School

Ethnicity	Dist 5 Total	Dist 5 AS	% of Dist 5 Total
AA	1221	351	**29%**
AS	860	197	**23%**
C	103	18	**17%**
L	4027	1079	**27%**
NA	32	52	**165%**
O	89	18	**20%**
Total	6332	1715	**27%**

Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 5**.[34] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 5 High Need Students
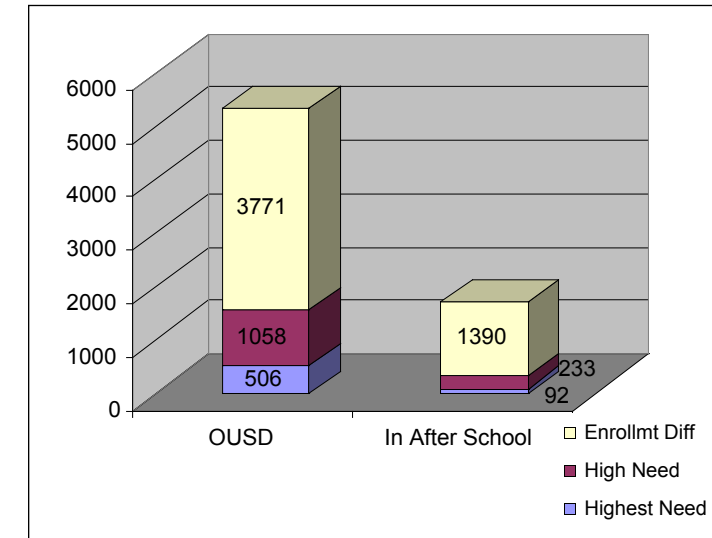
District 5 Target Population

OUSD Enrollment: **5335**
High/est Beed: **1564**
After-School Enrollment: **1715**
After-School High/est Need: **325**

In City Council District 5:

• **High/Highest Need Population**: Out of the total school enrollment in **District 5**, how many students fall into the High/Highest need definition? (1564 / 5335)	**29%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 5**, how many students fall into the High/Highest need definition? (325 / 1715)	**19%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 5**, how many students are enrolled in public after-school programs? (325 / 1564)	**21%**

[34] Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Current After-School Programming Summary: District 6

Based on the criteria explained in the previous section, City Council **District 6** is designated an area of Oakland where students are likely to be in high need for after-school programming. **District 6** represents a significant population of children and youth, many of whom are living under poor socioeconomic conditions. Ninety-nine percent of OUSD students in **District 6** are enrolled Title I designated schools.[35] The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district housed the police beats with the greatest number of community stressors in the city of Oakland. Finally, high suspension and absence rates indicate an increased need for school engagement in this area of Oakland.

Community Resource Need Summary District 6, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	99%	4th
Community Stressors	42	1st
Violent Suspension rate	7.5	3rd
Suspension rate	23.06	2nd
Absence rate	18.93	3rd

- = Socio-Economic
- = Safety/Violence Prevention
- = School Engagement

Public Enrollment Facts for District 6, 2005-2006	
Public School Enrollment - with charters	9207
Percent of citywide enrollment	19%
Charter Enrollment	1313
Percent of citywide charter enrollment	19%

School Numbers in District 6, 2005-2006	
Number of public schools -with charter schools	27
Number of charter schools	5
Number of elementary schools - 2 are charter schools	13
Number of middle schools - 1 is a charter school	8
Number of high schools – 2 are charter schools	6

Notably, **District 6** had the greatest K-12 public school enrollment in the city in 2005-2006. This enrollment was fairly evenly distributed between primary and secondary schools. **District 6** students make up 19% of the overall public school enrollment with 9,207 students enrolled in the 27 schools in the area. This includes the 1,313 students enrolled in **District 6** charter schools. There are thirteen elementary schools, eight middle schools, and six high schools.

The development of after-school programs in **District 6** has accelerated in recent years, producing 14 public, comprehensive programs that served a total of 1,633 students in 2005-2006. After-school enrollment in this District ranks fourth out of the seven districts, supporting 13% of the public comprehensive After-school programs in Oakland. After-school programs in 2005-2006 enrolled almost 18% of students in that City Council District.

After-School Numbers in District 6, 2005-06	
Number of District 2 students in comprehensive after-school	1633
Percent of citywide comprehensive after-school enrollment served in District 2	13%
Percent of District 2 public school students enrolled in comprehensive after-school	18%
Number of public comprehensive after-school programs in District 2	14
Percent of Oakland public comprehensive after-school programs located in District 2	13%

The amount of public dollars provided for after-school in **District 6** is fourth overall out of the seven Districts Citywide. In 2005-2006, the schools in the district received $2,449,271 in public funding. Based on the number of students served, this is $1,473 per child for the year, and for 165 days, is $8.93 per child per day. The amount places this District fourth in spending per child out of the seven City Council Districts in the city, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the City will invest $2,846,414 in this District for comprehensive after-school.[37]

District 6 Public After-School Dollars, 2005-2006[36]			
FUND	Oakland TOTAL	District 2	Percent of TOTAL
21st CCLC	$3,743,593	$452,243	12%
ASES	$362,811	$0	0%
CDC *	$7,995,237	$1,526,553	19%
OFCY asi	$3,186,175	$175,000	5%
OFCY **	$1,256,537	$278,607	22%
OPR Passport	$151,812	$16,868	11%
OPL Pass	$150,000	$0	0%
Total	$16,846,165	$2,449,271	15%

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[35] The data regarding Title I for charter schools was unavailable and thus not included here.

[36] CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[37] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 6** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

The table to the right shows that 20% of the African-American population in **District 6** received after-school services during 2005-06. The ethnic group represented by the greatest percentage in the after-school enrollment occurs within the smallest ethnic subgroup, the Native American population. Seventy-five percent of the Native American students in District 6 were enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnic group in **District 6.**

Enrollment by Grade in District 6

Grade	Dist 6 Public School	Dist 6 AS	% of Public School
K (5)	646	83	**13%**
1 (6)	672	82	**12%**
2 (7)	714	100	**14%**
3 (8)	636	155	**24%**
4 (9)	599	108	**18%**
5 (10)	736	153	**21%**
6 (11)	716	191	**27%**
7 (12)	654	186	**28%**
8 (13)	595	165	**28%**
9 (14)	949	92	**10%**
10 (15)	925	129	**14%**
11 (16)	699	106	**15%**
12 (17)	666	69	**10%**
UG/UK	0	14	**?**
Total	9207	1633	**18%**

Ethnicity District 6 2005-2006: Total Enrollment & After-School

Ethnicity	Dist 6 Public School	Dist 6 AS	% of Public School
AA	4113	832	**20%**
AS	906	110	**12%**
C	306	44	**14%**
L	3681	562	**15%**
NA	70	53	**75%**
O	131	32	**24%**
Total	9207	1633	**18%**

The table to the left highlights the grade level distribution for **District 6** by public school and after-school enrollment. The final column shows the percent of public school students for each grade that were enrolled in after-school programs in **District 6** in 2005-2006. The highest percent of after-school enrollment is represented by the middle grades - sixth, seventh, and eighth - representing over a quarter of all students served. In addition, just under a quarter of third grade students in **District 6** are enrolled in After-School. Ten percent of all ninth and twelfth graders are enrolled in After-School, the lowest distribution of all grades.

Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 6**.[38] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 6 High Need Students
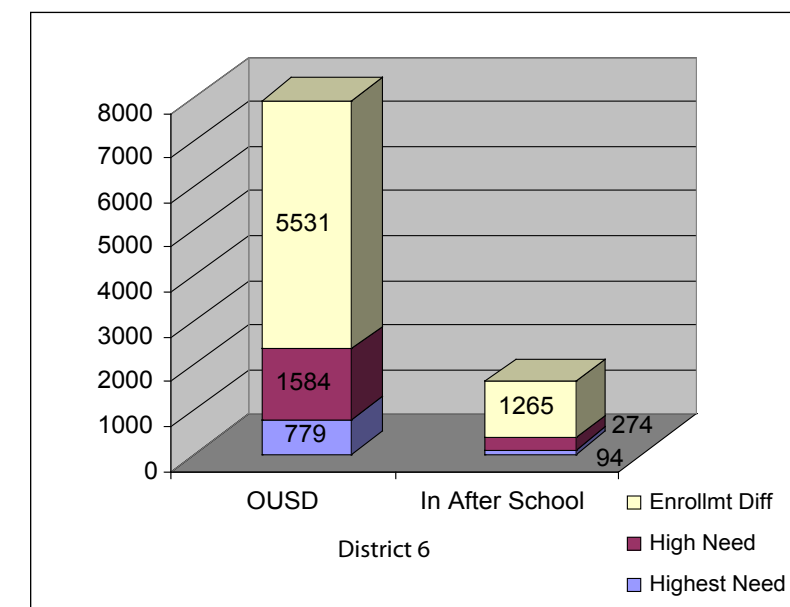
District 6 Target Population

OUSD Enrollment: **7894**
High/est Need: **2363**
After-School Enrollment: **1633**
After-School High/est Need: **368**

In City Council District 6:

• **High/Highest Need Population**: Out of the total school enrollment in **District 2**, how many students fall into the High/Highest need definition? (2363/ 7894)	**30%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 2**, how many students fall into the High/Highest need definition? (368 / 1633)	**23%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 2**, how many students are enrolled in public after-school programs? (368 / 2363)	**16%**

[38] Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Current After-School Programming Summary: District 7

Based on the criteria explained in the previous section, City Council **District 7** is designated an area of Oakland where students are likely to be in high need for after-school programming. **District 7** represents a significant population of children and youth, many who live under poor socioeconomic conditions. One hundred percent of students in **District 7** are enrolled in OUSD schools that are designated Title I.[39] The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. Finally, high suspension and absence rates indicate an increased need for school engagement in this area of Oakland.

Community Resource Need Summary District 7, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	100%	1st
Community Stressors	33	2nd
Violent Suspension rate	8.2	2nd
Suspension rate	20.13	3rd
Absence rate	21.05	2nd

■ = Socio-Economic
■ = Safety/Violence Prevention
■ = School Engagement

[19] The data regarding Title I for charter schools was unavailable and thus not included here.

Public Enrollment Facts for District 7, 2005-2006	
Public School Enrollment - with charters	9058
Percent of citywide enrollment	19%
Charter Enrollment	1979
Percent of citywide charter enrollment	29%

School Numbers in District 7, 2005-2006	
Number of public schools -with charter schools	24
Number of charter schools	5
Number of elementary schools - 3 are charter schools	13
Number of middle schools - 0 are charter schools	3
Number of high schools – 2 are charter schools	8

The development of after-school programs in **District 7** has accelerated in recent years, producing 16 public, comprehensive programs that served a total of 2,053 students in 2005-2006. After-school enrollment in this District ranks second out of the seven districts, supporting 15% of the public, comprehensive after-school programs in Oakland. after-school programs in 2005-2006 enrolled almost 23% of students in that City Council District.

District 7 Public After-School Dollars, 2005-2006[40]			
FUND	Oakland TOTAL	District 7	Percent of TOTAL
21st CCLC	$3,743,593	$476,657	13%
ASES	$362,811	$0	0%
CDC *	$7,995,237	$996,791	12%
OFCY asi	$3,186,175	$386,696	12%
OFCY **	$1,256,537	$282,813	23%
OPR Passport	$151,812	$16,868	11%
OPL Pass	$150,000	$25,000	17%
Total	**$16,846,165**	**$2,184,825**	**13%**

Notably, in 2005-2006, **District 7** had the second highest K-12 public school enrollment in the City. The enrollment is fairly evenly distributed between primary and secondary schools, with a high number of ninth grade students. **District 7** students make up 19% of the public school enrollment, with 9,058 students enrolled in the 24 schools in the area. This includes the 1,979 students enrolled in **District 7** charter schools. In 2005-2006 there were thirteen elementary schools, three middle schools, and eight high schools.

After-School Numbers in District 7, 2005-06	
Number of District 7 students in comprehensive after-school	2053
Percent of citywide comprehensive after-school enrollment served in District 7	17%
Percent of District 7 public school students enrolled in comprehensive after-school	23%
Number of public comprehensive after-school programs in District 7	16
Percent of Oakland public comprehensive after-school programs located in District 7	15%

The amount places **District 7** second in spending per child out of the seven City Council Districts in the City, with 17% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest $2,808,715 in this District for comprehensive after-school.[41]

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[40] CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.
[41] The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 7** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

This table shows that 29% of the African-American population in **District 7** participated in after-school programs during 2005-06. Beyond the "other" category, after-school provides service here for less than a quarter of the population of every other ethnic group in **District 7**.

The table to the left highlights the grade level distribution for **District 7** by public school and after-school enrollment. The highest percentage of after-school enrollment is represented by the middle grades - sixth, seventh, and eighth – representing, in some grades, over 60% of students. In addition, 20% or more of students in grades one through five are enrolled in after-school in **District 7**. The lowest distributions of all grades in this district are the numbers of after-school students served in high school.

Enrollment by Grade in District 7

Grade	Dist 7 Total	Dist 7 AS	% of Dist 7 Total
K (5)	760	104	**14%**
1 (6)	735	145	**20%**
2 (7)	779	160	**21%**
3 (8)	695	168	**24%**
4 (9)	698	203	**29%**
5 (10)	667	256	**38%**
6 (11)	528	336	**63%**
7 (12)	506	252	**50%**
8 (13)	559	258	**46%**
9 (14)	1016	33	**3%**
10 (15)	910	46	**5%**
11 (16)	660	37	**6%**
12 (17)	545	38	**7%**
UG/UK	0	17	
Total	9058	2053	**23%**

Ethnicity District 7 2005-2006: Total Enrollment & After-School

Ethnicity	Dist 7 Total	Dist 7 AS	% of Dist 7 Total
AA	3474	1020	**29%**
AS	1331	80	**6%**
C	64	10	**16%**
L	4106	885	**22%**
NA	11	12	**-**
O	72	46	**64%**
Total	9058	2053	**23%**

Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 7**.[42] The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 7 High Need Students
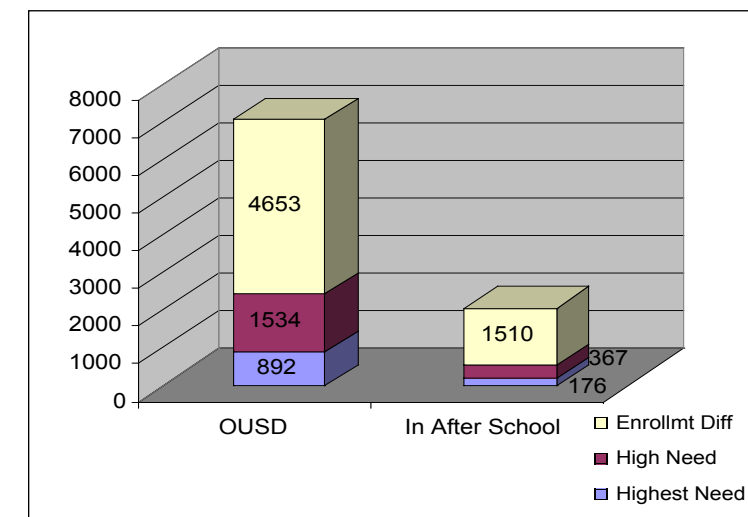
District 7 Target Population

OUSD Enrollment: **7079**
High/est Need: **2426**
After-School Enrollment: **2053**
After-School High/est Need: **543**

In City Council District 7:

• **High/Highest Need Population**: Out of the total school enrollment in **District 7**, how many students fall into the High/Highest need definition? (2426 / 7079)	**34%**
• **After-School Enrollment**: Out of the total after-school enrollment in **District 7**, how many students fall into the High/Highest need definition? (543 / 2053)	**26%**
• **After-School Enrollment in Comparison to OUSD Enrollment:** Out of the total High/Highest need students in **District 7**, how many students are enrolled in public after-school programs? (543 / 2426)	**22%**

Oakland has made tremendous progress in creating and sustaining After-School programming. Significant local funding streams have been created specifically to support these activities. In addition, there is a strong local commitment across public and private sectors to improve and expand the quality of programming. The policy recommendations presented in this section are designed for policy makers, investors and those entities charged with implementation looking toward the next round of strategic investments to further Oakland's After-School agenda. Recommendations are grouped into four categories: (1) Infrastructure; (2) Existing Partnerships with Growth Potential; (3) Maximization and Integration of Existing Funding Sources; (4) Expansion of the Resource Base; and (5) Expansion of After-school Programs that Target High-Risk Students.

I. Infrastructure- Investment in Oakland's Infrastructure is Mandatory to Support the Expansion and Long Term Sustainability of Comprehensive After-School Programs.

⇨ Institutionalize and Invest in Data Integration Across Public Systems and Community Based Providers

Long term sustainability of existing and future After-School programs is dependent upon Oakland's ability to collect, track and analyze participation data from all partner agencies and organizations. Oakland must be able to consistently answer the following critical questions:

(1) How many children and youth participate in After-School programs?
(2) What is the level of participation?
(3) What is the impact of that participation?

Oakland, furthermore, must be able to tie participation to positive youth outcomes to be successful at securing additional resources. The ability to answer these questions is contingent upon the data sharing and integration infrastructure to facilitate analyses that ensure strategic and meaningful investment of both pubic and private dollars.

While a level of infrastructure has been built and more data is collected, integrated and analyzed than ever before, data sharing has yet to be institutionalized. Data collection protocols should continue to be standardized and streamlined to reduce duplication and support integration. Investments in building the capacity of public systems like OUSD and the City of Oakland, intermediaries like Safe Passages and community-based organizations should be made to expand data collection, integration and analysis in the After-School context. Accountability structures should be strengthened to ensure that all partners are responsible for the collection of data to facilitate evaluation of After-School programs on a City-wide scale. Data sharing agreements and protocols must be institutionalized to enable consistent and longitudinal analysis.

⇨ Build on Existing Facility Infrastructure

Facilities are a critical ingredient of quality, comprehensive After-School programs. After-School facilities must be safe, community-based, and inviting to children and youth. Quality facilities are in short supply and vary greatly by neighborhood. Urban areas, therefore, must be creative in the identification of potential After-School sites. OUSD school sites were identified early on as facility resources for Oakland After-School programs. One of the major reasons for the tremendous expansion of site based after-school programs in Oakland is the availability of school site facilities across the City. Often schools offer the only adequate after-school space within a community, particularly in communities that lack public infrastructure and community- based organizations.

There also other exist other infrastructures that should be utilized to expand and sustain comprehensive after-school programs. Both the Oakland Public Libraries and Oakland Parks and Recreation Centers have community-based facility infrastructure. Existing partnerships with both entities should be expanded to provide additional comprehensive after-school slots for children and youth, particularly in communities with few school-based after-school slots. Recreation Centers can provide alternative facility options for school sites that do not have space to operate after-school programs.

II. Leverage Existing Partnerships with Growth Potential

⇨ *Expand Services through SES funding*

For years, the OPL has implemented comprehensive after-school programs for children and youth at several of their community-based branches. In addition to the ability to leverage community-based facilities, OPL has the potential to leverage its considerable literacy, academic support and research expertise, as well as extensive collections of literary material for children and youth. OPL can play various roles to support applicants to the California Department of Education to become approved Supplemental Educational Services providers under the federal No Child Left Behind Legislation. This could include providing space and library materials for additional academic support outside of the regular school day. OPL is currently planning to expand its after-school programming to engage young people in various reading and learning activities.

Families with children who qualify for Supplemental Education Services (SES) have the ability to select the provider of their choice. School districts are then required to initiate contracts with providers for $1486.86 per student per school year. Although the contract dollar amount is already set by SES, the number of service hours can be adjusted by the provider. This funding structure allows for the provider to capture the true cost of providing individualized academic support services. Per pupil funding allowed under SES is also much higher than other after-school funding sources. For example, any educational agencies or organizations with enrollment of 50 students could access $74,343 in SES funding for after-school academic support programs. .

Although SES does not provide an unlimited source of funding for after-school programming, it does represent a sizeable resource. No Child Left Behind (NCLB) requires school districts to allocate a minimum of 15-20% of their Title I funding to SES for eligible students. Students attending NCLB designated Program Improvement Schools in year two and beyond may be eligible for SES. SES is offered on a first come, first served basis until the school district SES cap is reached. During the 2005-2006 school year, the Oakland Unified School District allocated approximately $5.2 million dollars for SES. That level of funding is greater than all of the 21st Century funding allocated to the 32 elementary and high school sites. SES funding should be integrated into Oakland's after-school landscape and long term sustainability plan.

⇨ *Expand the Passport Program*

The City of Oakland's Parks and Recreation Department embarked on a partnership with the Oakland Unified School District to create the Passport Program. This program paired OUSD schools with neighboring OPR sites that provide comprehensive after-school programs. Passport sites have provided comprehensive after-school opportunities for school sites that have historically lacked the facilities, funding, and other resources to support site-based programs.

OPR has been the lead agency and the provider for Passport sites, a role that should be expanded. Additional resources could expand OPR's capacity to serve as both lead agency and provider for comprehensive after-school programs. OPR can play this critical role in neighborhoods that lack school site capacity or community-based organizations to serve as lead agencies and/or providers to implement comprehensive after-school programs. More immediately, OPR in partnership with the school district and the community, can serve as a lead agency for school sites interested in applying for after-school funding and in need of a the community-based option. Existing OPR funding can serve as important programmatic matching dollars for Proposition 49 and other after-school funding sources.

⇨ *Support the Expansion of Effective Community-Based Organizations and the Creation of new Community-Based Organizations to Serve as Lead Agencies for Comprehensive After-School Programs*

Oakland has a long history of partnering with community-based organizations (CBOs) to create effective after-school programs. CBOs have served as both lead agencies and providers of after-school services for many years. Interested CBOs that have the organizational capacity to expand should be supported in expansion efforts to replicate quality, comprehensive after-school programs. Capacity building efforts should focus on cultural competency, fiscal management, personnel management, recruitment and retention of after-school staff, communications, and program evaluation. Expansion should not compromise the quality of existing programs by spreading an agency beyond its capacity.

III. Integration- Maximize and Improve the Integration of Existing Funding Sources

⇨ *Strategically Prioritize Existing Gaps in Service and Allocate New Resources to Fill Gaps in Order of Priority*

As discussed in the previous section, there are existing gaps in comprehensive after-school programming. Gaps exist both in terms of where services are being offered and who is being served. Charter schools serving a largely socio-economically disadvantaged student population, for example, have not accessed significant after-school funding sources. Gaps in services also exist at the high school grade level. Significant funding sources have not always existed to support after-school programs for high school students. Many program models and funding streams have been tailored exclusively to elementary and middle school grade levels. After-school Policy decisions must be made to prioritize existing gaps. Equity must be a major consideration in the prioritization of existing gaps. Children who are most at risk of academic and social failure should be prioritized, particularly for those from low income families who must rely on public resources for after-school programming.

An important policy question that should be addressed is: Should the City of Oakland establish a policy that prioritizes the allocation of resources to provide after-school programs for children and youth who are most at risk for academic failure or negative behavior? These resource allocation inquiries must be researched and analyzed to avoid service duplication and ensure equity in the distribution of after-school resources. The analysis provided earlier in this paper should be pursued and revisited on a consistent basis to measure Oakland's progress towards equitable access for all of its children and youth.

⇨ *Continue to Aggressively Pursue 21st Century Funding*

Although the future of 21st Century funding at the federal level remains uncertain, any future 21st Century funding should be aggressively pursued. 21st Century has been the most consistent federal source of school-based, comprehensive after-school funding in Oakland. 21st Century funding has allowed Oakland to expand site based, comprehensive after-school programs exponentially over the past ten years from just three to over thirty programs across the City.

21st Century funding should be pursued to first support school based programs that do not secure ASES funding but meet socio-economic funding requirements, such as high school based, after-school programs. Secondarily, 21st Century funding may be used to augment after-school programs serving historically underserved communities because of geographic disparities, language, disability, ethnicity or socio-economic status. For example, the current 21st Century Direct Access grants are designed for this purpose. The ability to pair these grants with core funding from Proposition 49 or other after-school funding sources will expand the accessibility of comprehensive after-school programs in Oakland.

The reconfiguration of the 21st Century program by the California Department of Education should continue to be closely monitored. 21st Century funding must be built into the long-term sustainability plan for Oakland, at least as long as the funding continues to exist. This funding must be aligned with Proposition 49 and used as seed funding in order to leverage local dollars, such as OFCY or philanthropic investments.

⇨ *Strategically Integrate OUSD's Child Development Center Programs into Oakland After-School Landscape to Leverage Funding.*

The funding distribution discussed in Section II illustrate the resources currently allocated by the State to Child Development Centers in the Oakland Unified School District. These centers serve many school-aged children from kindergarten to middle school in some of the most disenfranchised neighborhoods in Oakland. State funding for these programs has represented the single largest funding source for comprehensive after-school programs for the last three fiscal years. Although Child Development Centers have a long history of administering school-aged after-school programs, these programs have generally operated in isolation from other school-based after-school programs like 21st Century and OFCY. Despite the lack of an integrated model, there is tremendous potential to leverage state child care funding with after-school funding. Moreover, these funding sources share similar funding priorities regarding targeting children and youth from economically disadvantaged families. Public system partners should collaborate to create and incubate a blended program to test viability of this strategy in Oakland.

⇨ *Sustain and Expand Local Tax Initiatives such as The Oakland Fund for Children and Youth and the City of Oakland's Violence Prevention and Public Safety Act of 2004.*

Local tax initiatives provide critical local dollars that support City-wide after-school programs and services. Local tax initiatives and City budget set-asides provide clear messages regarding a concrete local commitment to children and youth from local voters, constituencies, and elected officials to state and federal after-school funding agencies and the philanthropic community. Oakland voters have repeatedly opened their wallets to support comprehensive after-school programs. Local dollars generated through the budget set-aside, known as the Oakland Fund for Children and Youth (OFCY), have supported a wide range of quality after-school programs and have served as required matching dollars for 21st Century and ASES funding. OFCY funding has been instrumental in providing real-time flexibility in after-school programming, without which the richness of after-school enrichment programs would not exist. In addition, OFCY funding has been strategically directed to fill gaps in Oakland's after-school landscape to provide access to programs for Oakland's children and youth living in harder to reach neighborhoods.
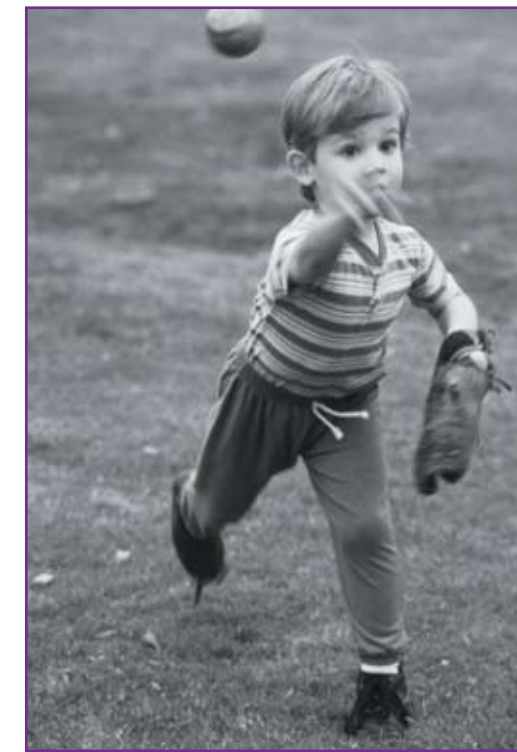
Similarly, the City of Oakland's Violence Prevention and Public Safety Act of 2004 produces approximately $16 million in tax revenue to bring locally supported violence prevention and intervention programs and services to scale in Oakland. Among these strategies is an effort to provide after-school programs to students attending alternative public schools in the Oakland Unified School District. State and Federal grant funding is restrictive and does not allow for significant local flexibility to meet real-time emerging gaps. Local initiatives provide flexible funding that allows for additional leveraging of State and Federal funding streams and philanthropic investments. For example, there are few 21st Century resources for high school youth. In this case, the OFCY funding has helped to match state/federal resources and has provided for more comprehensive programming for youth during the critical teenage years. City and County initiatives also allow for more local discretion and alignment with local priorities, such as after-school programs. Finally, private philanthropic opportunities are greater when local public systems work together and invest in after-school programming. This proves to philanthropic organizations that there exist local commitments to improving after-school programming. For all of the reasons enumerated above, local tax initiatives should be sustained and expanded.

IV. EXPANSION: Secure New Funding Sources to Expand the Resource Base

⇨ *State Supplemental Instructional Services*

In California, school district Pupil Promotion and Retention Policy must provide opportunities for remedial instruction for pupils at risk of or recommended for retention as provided by the California Education Code § 48070.5. School districts are also required to provide "programs of direct, systematic, and intensive supplemental instruction to pupils enrolled in grades two through nine who have been recommended for retention or who have been retained," as provided by California Education Codes §§ 37252.2 and 37252.5. These services are known as Supplemental Instruction and are reimbursable by the State at an hourly reimbursement rate of $3.68 per student. Supplemental Instruction programs can be offered through after-school programming. Currently, there are no required number of hours or days for Supplemental Instruction programs, required student/teacher ratio, curricula or requirement to use credentialed teachers.

Supplemental Instruction services and funding should be integrated with other after-school funding specifically to bolster intensive academic support for qualifying students. The reimbursement rate under this funding is higher than 21st Century or ASES funding. These dollars would have to be drawn down directly by OUSD and/or charter schools but can be reinvested in comprehensive after-school programs to expand academic support. More exploration should be made to definitively determine the type of seed funding required in gaining access to these reimbursement streams. These funding streams should be leveraged as part of the long term sustainability plan.

⇨ *Proposition 49*

Voter approved Proposition 49 will offer an unprecedented opportunity to expand and provide a sustainable base of funding for predominately school-based, comprehensive programs. Planning is ongoing in Oakland to ensure that this potential funding source is maximized and leveraged with existing and future OFCY funding.

⇨ *Integrate Obesity Prevention Funding into Oakland's After-School Landscape*

The nation is experiencing an unparalleled obesity epidemic and California is no exception. Poor diet and physical inactivity are the second leading causes of death and disability, resulting in nearly 30,000 deaths each year in California. All gender, age, and race/ethnic groups have shown an increase in obesity rates during the past decade. However, Californian Latino and African American adolescents and Californians living below the poverty level are disproportionately affected. Currently, about one in three children and one in four teens is at risk or already overweight in California .

To address this problem federal and private foundation dollars have been made available for youth obesity prevention programming. The USDA has allocated $8,000,000 to its Human Nutrition and Obesity Funding Opportunity Initiative, providing grants totaling as much as $1,500,000 to programs that address critical factors related to obesity prevention. The National Institute for health provides grants of $250,000 to $500,000 per year through its School-Based Intervention to Prevent Obesity Initiative. These supporting programs encourage the formation of partnerships between academic institutions and school systems in order to develop and implement controlled, school-based intervention strategies designed to reduce the prevalence of obesity in childhood. In addition, large

⇨ *City-Wide Philanthropic Campaign to Support Oakland After-school Programs*

Oakland, like many urban cities, has struggled with creating sustained relationships with the philanthropic community. Philanthropy has invested in after-school providers in Oakland, yet not in a systematic or coordinated manner. These investments have produced mixed results, providing an influx of resources in select neighborhoods and a dearth of resources in others. Historically, Oakland has lacked the infrastructure to support larger, more strategic philanthropic investments in the Landscape of after-school. Over the last few years, Oakland created a City-wide vision for comprehensive after-school programs, infrastructure within its public systems, such as the Oakland Unified School District and the City of Oakland's Department of Human Services, and sophisticated intermediaries like Safe Passages. This platform can now coordinate and leverage larger philanthropic investments to fill remaining critical gaps.

Oakland can offer the philanthropic sector the opportunity to play a strategic role in supporting comprehensive after-school programs. The philanthropic community, for example, can come together with local efforts to target resources toward providing after-school programs to the existing high need students not served by existing programming. This funding strategy has the potential to produce significant school engagement and youth development outcomes in Oakland's highest need population of children and youth.

⇨ *Create a Strategic City-Wide Corporate Campaign to Support Oakland After-school Programs*

The Oakland and Bay Area Business Community must be cultivated and become an integral partner of the Oakland after-school conversation and landscape. On a national level, there is and has been in the last decade, a significant interest and investment in after-school and related youth development and parent education programs by the business community. For example, the federal government invested $981 million dollars in after-school funding in 2005 through the 21st Century Community Learning Center Program. Eight companies (Allstate, J.C. Penney, Knowledge Learning Corporation, LifeCare, Philip Morris, Providian, Prudential, Public Service Gas and Electric) alone in this same year invested $136 million into after-school programming. This investment by eight companies represented 13% of what was the entire 2005 federal budget allocation for after-school. The recognition of the benefits of investing in after-school and extra learning opportunities for the future workforce has been a strong driver for this investment. Because of the inherent flexibility of after-school programming noted earlier in this report, diverse levels of engagement and approaches, by the business community can and should be leveraged. Oakland must intentionally and carefully create venue that attracts and employs the expertise, leadership, partnership, company/employee programs, after-school infrastructure development, company benefits and in-kind contributions available to the after-school community from businesses.

Leadership and the visible support of respected elected officials, executives, and company leaders are invaluable contributions to after-school programs. Such collaborations between business leaders and elected officials can encourage participation in building infrastructure for an awareness of after-school. These opportunities can serve as springboards for longer term, comprehensive policy agendas, and can result in worthwhile public-private partnerships.

Business leaders have spoken about the positive impact after-school programs have on the well-being of their current and future workforce, and have encouraged employee involvement in after-school programs. If actively and effectively cultivated, these individuals can have a tremendous impact and influence as spokespersons for after-school. Their involvement speaks to the importance of the issue and can help garner additional business and public support and investment. Successful and continual collaboration with the business community and public-private partnership can provide a valuable roadmap for increasing interest and efficiency of business investment in this critical area.

Ethnicity District 7 2005-2006: Total Enrollment & After-School			
Ethnicity	**Dist 7 Total**	**Dist 7 AS**	**% of Dist 7 Total**
AA	3474	1020	**29%**
AS	1331	80	**6%**
C	64	10	**16%**
L	4106	885	**22%**
NA	11	12	**-**
O	72	46	**64%**
Total	9058	2053	**23%**

V. EXPANSION: Expand After-School Enrollment with a Special Emphasis on Involving Students That Need to be Reengaged in School.

As shown in the Needs Analysis section of this paper, a large number of OUSD's public school population has a high need for after-school programming. Along with having the highest level of need, many of these students are also disconnected from school. As a result of this disconnection, these students are often the most difficult to engage in after-school or other critical interventions. Oakland has already successfully enrolled some of these students in its after-school programming opportunities. However, this trend must be accelerated; targeted efforts must be made to ensure these youth get served.

Scholars from The Harvard Family Research Project, one of the leading after-school research organizations in the country, conducted a meta-analysis of after-school engagement research to identify effective approaches to attract and sustain participation in after-school. Through this analysis they found the following three strategies successfully engaged high need youth in after-school programming: 1) work closely with teachers to identify and encourage high need students to participate, (2) earmark a certain number of program slots for hard-to-reach children, and (3) hire staff members who demonstrate an ability to relate well to these youth (Lauver, Little & Weiss, 2004).

In addition, the following approaches were also found to be effective in engaging and retaining all students in after-school programming:

⇨ *Recruiting and Retaining Youth in Out of School Time (OST) Programs*
⇨ *Show Families the Opportunities Associated With Participation*
⇨ *Reach Out Directly to Youth and Their Families in Their Homes and Communities*
⇨ *Match the Program's Attendance Goals to Participant Needs*
⇨ *Recruit Friends to Join Together*
⇨ *Hire Program Staff Who Develop Real Connections With Participants*
⇨ *Hook Youth With Both Fun and Relaxing Times*
⇨ *Link Academics to an Engaging Project*

Many quality after-school programs in Oakland already employ these strategies. However, as demonstrated in this paper, there is still a need to focus more energy and resources to engage the City's high need population. This high need population as evidenced by the data has already experienced truancy, suspension, expulsion and low academic performance, all indicators of increased risk behaviors and potential entrance into the criminal justice system. The needs of this high risk population must be addressed through after-school and other strategies if Oakland is to move its children and youth to self-sufficiency and positive outcomes in the future.

Appendix A - Table VIII City-Wide Distribution of Ethnicity Enrollment, 2005-2006[45]

	Public School and After-School Enrollment by Ethnicity 2005-2006																											
	City Council District																											
	1				2				3				4				5				6				7			
Ethnicity	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%
AA	3243	60.2	800	82.3	1259	22.3	302	19.8	3634	60.7	1796	70.2	2249	35.0	663	45.9	1221	19.3	351	20.5	4113	44.7	832	50.9	3474	38.4	1020	49.7
AS	547	10.2	32	03.3	2249	39.9	759	49.7	677	11.3	323	12.6	1502	23.0	328	22.7	860	13.6	197	11.5	906	10.0	110	06.7	1331	14.7	80	03.9
C	828	15.4	23	02.4	224	3.4	22	01.4	167	2.3	33	01.3	1180	18.1	64	04.4	103	1.6	18	01.0	306	3.3	44	02.7	64	0.7	10	00.5
L	522	09.7	68	07.0	1717	30.4	409	26.8	1341	22.4	323	12.6	1455	22.3	368	25.5	4027	63.6	1079	62.9	3681	40.0	562	34.4	4106	45.3	885	43.1
NA	22	00.4	4	00.4	4	0.07	17	01.1	16	0.3	3	00.1	55	1.0	12	00.8	32	0.5	52	03.0	70	0.8	53	03.2	11	0.1	12	00.6
O	221	04.1	45	04.6	189	3.3	19	01.2	153	2.6	79	03.1	84	1.3	9	00.6	89	1.4	18	01.0	131	1.4	32	01.0	72	1.0	46	02.2
Tot**	5383	100	972	100	5642	100	1528	100	5988	100	2557	100	6525	100	1444	100	6332	100	1715	100	9207	100	1633	100	9058	100	2053	100

T = Total Enrollment data set was collected from the CDE datafile for CBEDS enrollment 2005-2006.
% = percent of total enrollment; All percentages are rounded to the nearest tenth of one percent.
A = After-school Enrollment (which includes students in OFCY other) (The city council district is unknown for 222 students.)
% = Percent of After-School enrollment.
AA = African American;
AS = Asian (includes Cambodian, Chinese, Filipino, Japanese, Laotian, and Pacific Islander);
C = Caucasian;
L = Latino (incorporates Hispanic);
NA = Native American;
O = Other (includes unidentified or unknown).

The left column lists the categorical breakdown of the demographic. In this case AA, AS, L, NA, and O; these categories are African American, Asian (which includes Asian Other, Cambodian, Chinese, Japanese, Laotian, Vietnamese, and Filipino), Latino, Native American, and Other (which includes those not specified or identified), respectively. The enrollment is listed under T for each area, while the After-School enrollment is listed under A. The table also shows the proportional relationship for each subgroup, compared to each other, presented as a percent.

[45] OUSD Enrollment data for total ethnicity was taken from California Department of Education Website on August 10, 2006: http://data1.cde.ca.gov/dataquest/DistEnr2. asp?cChoice=DistEnrEt2&cYear=2005-06&cLevel=District&ctopic=Enrollment&myTimeFrame=S&TheName=oak&cSelect=0161259--OAKLANDUNIFIED&submit1=Submit.
After-School enrollment was provided by OUSD Research Accountability and Assessment Department and OFCY other data was provided by the City of Oakland Fund for Children and Youth.

Public School and After-School Enrollment by Grade Level 2005-2006

Grade*	1 T	1 %	1 A	1 %	2 T	2 %	2 A	2 %	3 T	3 %	3 A	3 %	4 T	4 %	4 A	4 %	5 T	5 %	5 A	5 %	6 T	6 %	6 A	6 %	7 T	7 %	7 A	7 %
K (5)	542	10.0	81	08.3	733	13.0	87	05.7	249	04.2	54	02.1	782	12.0	55	03.8	609	09.6	87	05.1	646	07.0	83	05.1	760	08.4	104	05.1
1 (6)	483	09.0	95	09.8	676	12.0	110	07.2	271	04.5	119	04.7	611	9.4	126	08.7	642	10.1	110	06.4	672	07.3	82	05.0	735	08.1	145	07.1
2 (7)	463	08.6	114	11.7	647	11.5	219	14.3	254	04.2	125	04.9	635	9.7	148	10.2	634	10.0	172	10.0	714	07.8	100	06.1	779	08.6	160	07.8
3 (8)	422	07.8	118	12.1	626	11.1	225	14.7	262	04.4	126	04.9	648	9.9	172	11.9	588	09.3	171	10.0	636	06.9	155	09.5	695	07.7	168	08.2
4 (9)	405	07.5	91	09.4	650	11.5	248	16.2	232	03.9	105	04.1	586	9.0	244	16.9	598	09.4	220	12.8	599	06.5	108	06.6	698	07.7	203	10.0
5 (10)	377	07.0	87	09.0	639	11.3	235	15.4	264	04.4	98	03.8	655	10.0	259	17.9	420	06.6	217	12.7	736	08.0	153	09.4	667	07.4	256	12.5
6 (11)	279	05.2	123	12.7	334	05.9	155	10.1	713	12.0	261	10.2	870	13.3	144	10.0	436	06.9	318	18.5	716	07.8	191	11.7	528	05.8	336	16.4
7 (12)	266	04.9	141	14.5	326	05.8	93	06.1	653	11.0	247	09.7	884	13.5	133	09.2	461	07.3	233	13.6	654	07.1	186	12.0	506	05.6	252	12.3
8 (13)	283	05.3	86	08.8	305	05.4	96	06.3	447	07.5	184	07.2	823	12.6	144	10.0	429	06.8	140	08.2	595	06.5	165	10.1	559	06.2	258	12.6
9 (14)	635	11.8	7	00.7	230	04.1	12	00.8	970	16.2	323	12.6	31	0.5	3	00.2	460	07.3	14	00.8	949	10.3	92	05.6	1016	11.2	33	01.6
10 (15)	508	09.4	9	00.9	199	03.5	11	00.7	708	11.8	330	12.9			6	00.4	434	06.9	11	00.6	925	10.0	129	07.9	910	10.1	46	02.2
11 (16)	373	06.9	5	00.5	137	02.4	15	01.0	511	08.5	323	12.6	No High School In District 4		6	00.4	314	05.0	11	00.6	699	07.6	106	06.5	660	07.3	37	01.8
12 (17)	347	06.4	6	00.6	140	02.5	12	00.8	345	05.8	247	09.7			1	00.1	307	04.9	6	00.3	666	07.2	69	04.2	545	06.0	38	01.9
UG/UK	0	0	9	00.9	0	0	10	00.6	109	01.8	15	00.6	0	0	3	00.2	0	0	5	00.3	0	0	14	00.9	0	0	17	00.8
totals	5383	100	972	100	5642	100	1528	100	5988	100	2557	100	6525	100	1444	100	6332	100	1715	100	9207	100	1633	100	9058	100	2053	100

Header: City Council District spanning columns 1–7

* The demographic detail for age was available for the OFCY students enrolled in the non-ASI sites. Age is listed in parentheses.
UG/UK = un-graded or unknown (The city council district is unknown for 222 Students.) Students age 18 + were included in the un-graded/unknown row.
T = Total Enrollment data set is from the CDE datafile for CBEDS enrollment for 2005.
% = percent of total enrollment in that City Council District rounded to the nearest tenth of one percent
A = After-school Enrollment (Includes OFCY other added)
% = Percent of After-School enrollment (total After-School enrollment is 12,124)

Appendix C - Table X Citywide Distribution of Student Enrollment for Schools Designated Title I & After-school 2005-2006[47]

Students Enrolled in Title I-Designated OUSD Schools and After-School Enrollment, 2005-2006

Title I	1 T	1 %	1 A	1 %	2 T	2 %	2 A	2 %	3 t	3 %	3 a	3 %	4 t	4 %	4 a	4 %	5 t	5 %	5 a	5 %	6 t	6 %	6 a	6 %	7 t	7 %	7 a	7 %
Qualify	4882	88.1	486	54.2	6241	93.0	1281	98.3	5751	100	1005	45.6	5098	68.0	1352	98.3	6207	100	1027	87.4	10034	98.9	808	62.9	8239	100	1013	73.6

Header: City Council District spanning columns 1–7

T = Total # OUSD Data was unavailable for charter schools. Data provides information on every student that was active in OUSD at any point in 05-06.
A= Total # in After-School; Title I information was unavailable for 2507 OFCY students enrolled in after- school.

Appendix …: Measure Y Stressors by Oakland City Council District, 2000-2004

Council District 1 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
06X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
08X			✓		✓		✓	✓			4
09X											0
10Y											0
10X											0
11X											0
12Y											0
12X											0
13Y											0
13X											0
TOTAL	1	1	2	1	2	1	2	2	1	1	**14**

Council District 2 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
14Y											0
15X							✓				1
16X											0
16Y											0
17Y											0
17X											0
17Y											0
18X											0
18Y									✓		1
19X	✓	✓			✓						3
TOTAL	1	1	0	0	1	0	1	0	1	0	**5**

Council District 3 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
01X											0
02X						✓					1
02Y						✓			✓	✓	3
03Y		✓					✓	✓			3
04X		✓			✓						2
05X											0
05Y											0
06X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
07X	✓	✓				✓					3
08X			✓		✓		✓	✓			4
09X											0
14X											0
15X						✓					1
TOTAL	2	4	2	1	3	4	4	3	2	2	**27**

Council District 4 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
13Y											0
13Z								✓			1
21Y			✓	✓					✓	✓	4
22X											0
22Y											0
24X						✓					1
24Y											0
25X										✓	1
27X	✓								✓	✓	3
28X							✓				1
TOTAL	1	0	1	1	0	1	1	1	2	3	**11**

Council District 5 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
16Y											0
18Y									✓		1
20X		✓		✓	✓						3
21X											0
21Y			✓	✓					✓	✓	4
23X	✓	✓			✓		✓	✓			5
24X						✓					1
26X							✓	✓			2
27X	✓								✓	✓	3
TOTAL	2	2	1	2	2	1	2	2	3	2	**19**

Council District 6 — Police Beats

Police Beats	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	TOTAL
25X										✓	1
25Y								✓			1
26X							✓	✓			2
26Y	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
27X	✓								✓	✓	3
27Y			✓	✓			✓	✓	✓	✓	6
28X					✓						1
29X			✓								1
30X	✓	✓	✓	✓			✓		✓	✓	7
30Y	✓			✓							2
34X	✓	✓	✓	✓	✓	✓			✓	✓	8
TOTAL	5	3	5	5	3	2	4	4	5	6	**42**

Council District 7 Police Beats	Community Stressors										T O T A L
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	
26X							✓	✓			2
26Y	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
30Y	✓			✓							2
31Y						✓					1
32X											0
32Y							✓	✓			2
33X			✓	✓	✓				✓		4
34X	✓	✓	✓	✓	✓	✓			✓	✓	8
35X	✓		✓	✓						✓	4
35Y											0
TOTAL	4	2	4	5	3	3	3	3	3	3	**33**

Community Stressors data was compiled into District Tables by Safe Passages for the purposes of citywide analysis. The information was derived from the City of Oakland - Measure Y data. A checkmark in a row indicates that the respective police beat was among the top ten of all city beats for the highest incidences in the city for the Community Stressor column under which the checkmarks falls.

Measure Y data is reported by individual police beats many of which cross over council district borders. Because there is no way to determine exactly where incidents occur within the beats, all beats located in each of the council districts are listed in these tables no matter how much, or how little, of each beat falls within the council districts' borders. For example although the majority of police beat 6x is located in District 3, it is also included in the totals for District 1.

Data sources for the Measure Y data are as follows: Crime factors (arrests, domestic violence, and violent crime) were provided by the Oakland Police Department Crime Analysis Section for the dates January 1, 2000 through June 31, 2004. Arrest data indicates the location of the arrest, and are for all offenses. Domestic violence includes felony offenses only. Child abuse offenses include penal code sections 273A, 273A(A),273A(A)(1), 273(A)(B), 273D, 273D, 273G, 286(A), 288, 288(A), 288(B), 288(B)(1), 288.2(A). Violent offenses include penal code sections 187(A), 211(A), 211(S), 212.5(B), 215(A), 245(A)(1), 245(A)(2), 245(B), 245(C), 245(D)(1), 245.5(A), 245.5(B), 246, 220/261, 261(A)(1), 261(A)(2), 261(A)(2), 261(A)(3), 261(A)(4). Economic factors (unemployment, poverty, public assistance) are derived from the 2000 Census and beats were correlated by Urban Strategies. Education factors were derived from Oakland Unified School District data. Violent suspension data is for the 2003-2004. Truancy data is from 2002-2003 school year and counts students that had 16 or more unexcused absences.

Appendix E: Perfomance Standard Scores

		ENGLISH LANGUAGE PERFORMANCE STANDARD				
		Far below	below	Basic	Proficient	Advanced
Absence Rate	1	11.9%	19.4%	32.5%	23.1%	13.1%
Score (1-5)	2	18.0%	25.6%	31.3%	17.2%	8.0%
	3	24.7%	27.2%	30.7%	12.7%	4.7%
1=Lowest rate	4	32.2%	29.8%	26.6%	9.1%	2.2%
5=Highest rate	5	43.6%	31.8%	17.8%	5.1%	1.8%

		MATH PERFORMANCE STANDARD				
		Far below	below	Basic	Proficient	Advanced
Absence Rate	1	8.3%	23.0%	25.1%	23.9%	19.7%
Score (1-5)	2	16.8%	32.7%	25.2%	16.3%	9.0%
	3	24.9%	39.5%	21.6%	10.4%	3.6%
1= Lowest rate	4	36.4%	41.9%	14.3%	5.8%	1.5%
5=Highest rate	5	48.6%	38.3%	10.0%	2.1%	1.0%

Appendix F: School Day Attendance by City Council District

School Attendance Data							
	City Council District						
	1	2	**3**	4	5	**6**	**7**
Suspension rate	17.63	4.4	**26.15**	12.7	17.02	**23.06**	**20.13**
Unexcused Absence rate	12.69	8.69	**22.3**	8.94	7.41	**18.93**	**21.05**

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