

MY BROTHER'S KEEPER STOCKTON

2016
REPORT

THIS REPORT WAS PRODUCED BY THE FOLLOWING ORGANIZATIONS

SAN JOAQUIN COUNTY ALLIANCE FOR BOYS AND MEN OF COLOR

The Alliance for Boys and Men of Color is a coalition of change agents committed to improving the life outcomes of boys and men of color. The Alliance includes youth, families, community organizations, and leaders in government, education, juvenile justice, and public health. The Alliance for Boys and Men of Color’s San Joaquin County partners have generated emergent recommendations and example regional resources identified in this report. The Alliance utilizes healing-centered organizing and systems change approach and empowers the most impacted youth and families to become the drivers of these efforts. ALLIANCEFORBMOC.ORG

FATHERS & FAMILIES OF SAN JOAQUIN

Fathers & Families of San Joaquin (FFSJ) is a progressive, solutions orientated organization that works to promote the cultural, spiritual, economic and social renewal of the most vulnerable families in Stockton and the greater San Joaquin Valley. FFSJ embraces healing justice bystriving to transform Stockton through culturally-rooted, healing-centered practices and a pedagogy of love. By providing socially and culturally relevant services, FFSJ develops local leadership while unifying the efforts of existing groups. FFSJ addresses critical problems such as institutional inequity, fatherless homes, wide spread poverty, employment disparities, inadequate access to public health services, community re-entry and youth on youth violence. FFSJ has coordinated the San Joaquin County Alliance for Boys and Men of Color and Stockton's My Brother’s Keeper efforts. FFSJ.ORG

UC DAVIS CENTER FOR REGIONAL CHANGE

The UC Davis Center for Regional Change (CRC) produces innovative research to create healthy, sustainable, prosperous, and equitable regional change in California's Central Valley and Sierra Nevada and beyond. Organized within and with core support from the UC Davis College of Agricultural and Environmental Sciences, the CRC is a resource for faculty and students across the campus and partners throughout California and the world. The CRC has compiled the analyses included in this report. REGIONALCHANGE.UCDAVIS.EDU

PRODUCED WITH GENEROUS SUPPORT FROM SIERRA HEALTH FOUNDATION

Sierra Health Foundation is a private philanthropy with a mission to invest in and serve as a catalyst for ideas, partnerships and programs that improve health and quality of life in Northern California. The Foundation is committed to improving health outcomes and reducing health disparities in the region through convening, educating and strategic grantmaking. Since 1985, Sierra Health Foundation has awarded almost \$94 million in cash grants to 972 nonprofit organizations and public agencies. SIERRAHEALTH.ORG

DESIGN BY MEGAN KEARNEY

mkearney86@aol.com | MKEARNEYDESIGN.COM

PLEASE CITE AS:

San Joaquin County Alliance for Boys and Men of Color and UC Davis Center for Regional Change (2016). My Brother's Keeper in Stockton. Stockton, CA: Fathers & Families of San Joaquin.

Alliance for
Boys and Men of Color

UCDAVIS
CENTER FOR REGIONAL CHANGE

FATHERS & FAMILIES
OF SAN JOAQUIN

Lifting Up What Works®
PolicyLink

S CITY OF
STOCKTON


SIERRA HEALTH FOUNDATION
An Endowment for Northern California


The California Endowment

MAYOR’S MESSAGE

ANTHONY SILVA
Mayor

CHRISTINA FUGAZI
Vice Mayor
District 5



CITY OF STOCKTON

OFFICE OF THE MAYOR
CITY HALL • 425 N. El Dorado Street • Stockton, CA 95202-1997
209 / 937-8499 • anthony.silva@stocktongov.com

ELBERT H. HOLMAN, JR.
District 1

DAN WRIGHT
District 2

SUSAN LOFTHUS
District 3

MOSES ZAPIEN
District 4

MICHAEL TUBBS
District 6

Dear Reader,

In 2015, I proudly signed a commitment for the My Brother's Keeper Community Challenge. Since then, local government agencies, community organizations, and residents of Stockton have stepped up to answer the call. This action plan outlines the status of wellbeing for Stockton's youth and will help launch the next phase of the City's My Brother's Keeper work.

In Stockton, we are united and dedicated to achieving all six milestones presented in this initiative. Recognizing the importance of the role of government leadership, the City's leaders are committed to supporting this effort and enhancing opportunities for boys and young men of color, as well as for all young people in Stockton.

Respectfully,



MAYOR ANTHONY SILVA
CITY OF STOCKTON

CONTENTS



MAYOR'S MESSAGE

PAGE 3

•

CALL TO ACTION

PAGE 6

•

STOCKTON BACKGROUND

PAGE 8

MILESTONE 1

•

Ensure all children enter school cognitively, physically, socially and emotionally ready

PAGE 10

MILESTONE 2

•

Ensure all children are reading at grade level by the 3rd grade

PAGE 14

MILESTONE 3

•

Ensure all youth graduate from high school

PAGE 18

MILESTONE 4

•

Ensure all children complete post-secondary education or training

PAGE 22

MILESTONE 5

•

Ensure all youth out of school are employed

PAGE 26

MILESTONE 6

•

Ensure all youth remain safe from violent crime and have a second chance

PAGE 30

ACKNOWLEDGEMENTS

PAGE 34

•

REFERENCES

PAGE 35

CALL TO ACTION



When people hear about Stockton, California in the news, they usually hear of crime, bankruptcy, and foreclosures. Not surprisingly, many assume Stockton is a city with no opportunities, no hope and no love — and much of the data does not discourage that point of view. While it's true that Stockton is up against incredibly difficult challenges, our city is also full of resilience, strength and heart. Stockton can never realize its full potential until we create pathways to opportunity for all residents, including our boys and young men of color. Members of our community came together to respond to this reality at the My Brothers Keeper Challenge in Summer 2015, and this report lays additional groundwork for planning and action.¹

We aim to galvanize a community orientation toward these young men as assets to invest in and resources to cultivate. At the core of this work, we must prioritize healing and justice for all of Stockton's residents. Healing-Centered Organizing is based on four core principles: healing responds to the needs of the community; healing is political; healing and organizing intersect; and healing is found in culture and spirituality. Healing together and creating a framework of justice defined by the community will create a strong foundation for Stockton's My Brother's Keeper work.

The ambitious agenda laid out in this report is an economic and moral imperative, and can only be accomplished through robust partnership between families, communities, non-profits, government, private industry, and the philanthropic sector. The San Joaquin County Alliance for Boys and Men of Color encourages leaders, funders, and communities to collaborate on developing and implementing strategies to achieve the milestones identified in this report. Each of these milestones will help people in marginalized Stockton communities strengthen their neighborhoods and create new opportunities for themselves and generations to follow. The milestones are:

- 1 ENSURE ALL CHILDREN ENTER SCHOOL COGNITIVELY, PHYSICALLY, SOCIALLY AND EMOTIONALLY READY
- 2 ENSURE ALL CHILDREN READ AT GRADE LEVEL BY THIRD GRADE
- 3 ENSURE ALL YOUTH GRADUATE FROM HIGH SCHOOL
- 4 ENSURE ALL YOUTH COMPLETE POST-SECONDARY EDUCATION OR TRAINING
- 5 ENSURE ALL YOUTH OUT OF SCHOOL ARE EMPLOYED
- 6 ENSURE ALL YOUTH REMAIN SAFE FROM VIOLENT CRIME AND HAVE A SECOND CHANCE

For each milestone, this report provides relevant data, ideas about next steps for us all to develop further, and examples of local resources.

As men of color from Stockton, California, we know the pitfalls and challenges illustrated in this report intimately well. More importantly, as leaders in our community and Co-Chairs of the San Joaquin County Alliance for Boys and Men of Color, we know equally well the potential we have waiting in our young men of color and their families! Let's double down on our efforts and make opportunity a reality!

In community,

MICHAEL TUBBS & SAMMY NUÑEZ

CO-CHAIRS, SAN JOAQUIN COUNTY ALLIANCE FOR BOYS AND MEN OF COLOR

STOCKTON BACKGROUND

Stockton is the county seat of San Joaquin County. Situated at the northern end of the San Joaquin Valley and surrounded by agricultural land, Stockton is connected to the San Francisco Bay Area by freeways and waterways and is located on California’s major inland north-south corridors. This area has long been home to diverse populations: first multiple Native American tribes, then Mexican land grant holders and subsequently individuals from Asia, Africa, Australia, Europe, the Pacific Islands, Mexico and Canada attracted by the Gold Rush economy. Eventually agriculture became a dominant force in the local economy, which has grown to include significant activity associated with manufacturing, trade, education and health.^{2 3}

GLOBALLY LINKED

26.2% of Stockton residents ARE FOREIGN-BORN
96.8% of these residents ENTERED STOCKTON BEFORE 2010

LINGUISTICALLY RICH

45.6% of people SPEAK A LANGUAGE OTHER THAN ENGLISH at home

GROWING

The POPULATION IN SAN JOAQUIN COUNTY IS PROJECTED TO DOUBLE between the years 2000 and 2030. By the year 2050, the LATINO POPULATION WILL DOUBLE THE WHITE POPULATION and the ASIAN POPULATION WILL ROUGHLY EQUAL THE WHITE POPULATION.⁵

Many Stockton residents struggle to make ends meet. 25.8% of all people LIVE ON INCOMES BELOW THE POVERTY LEVEL.⁶ So do 35.3% of children and youth under age 18 and 21.4% of all families.⁷ SINGLE PARENTS HEAD 16.6% OF HOUSEHOLDS with children under age 18.⁸

Stockton Unified School District (SUSD) serves most local k-12 students although some corners of the municipality fall within the boundaries of three other school districts: Lodi Unified School District, Lincoln Unified School District, and Manteca Unified School District.

In the 2014–15 school year, there were 40,057 students enrolled in SUSD; during that year, 63.2% of enrolled students were LATINO, 11% AFRICAN AMERICAN, 9.3% ASIAN, 6.7% WHITE, 4.3% FILIPINO, 2.5% AMERICAN INDIAN, 2.2% TWO OR MORE RACES, .5% PACIFIC ISLANDER AND .3% NOT REPORTED.⁹

28.3% of SUSD students WERE DESIGNATED AS ENGLISH LEARNERS.¹⁰

IN 2014, STOCKTON WAS HOME TO



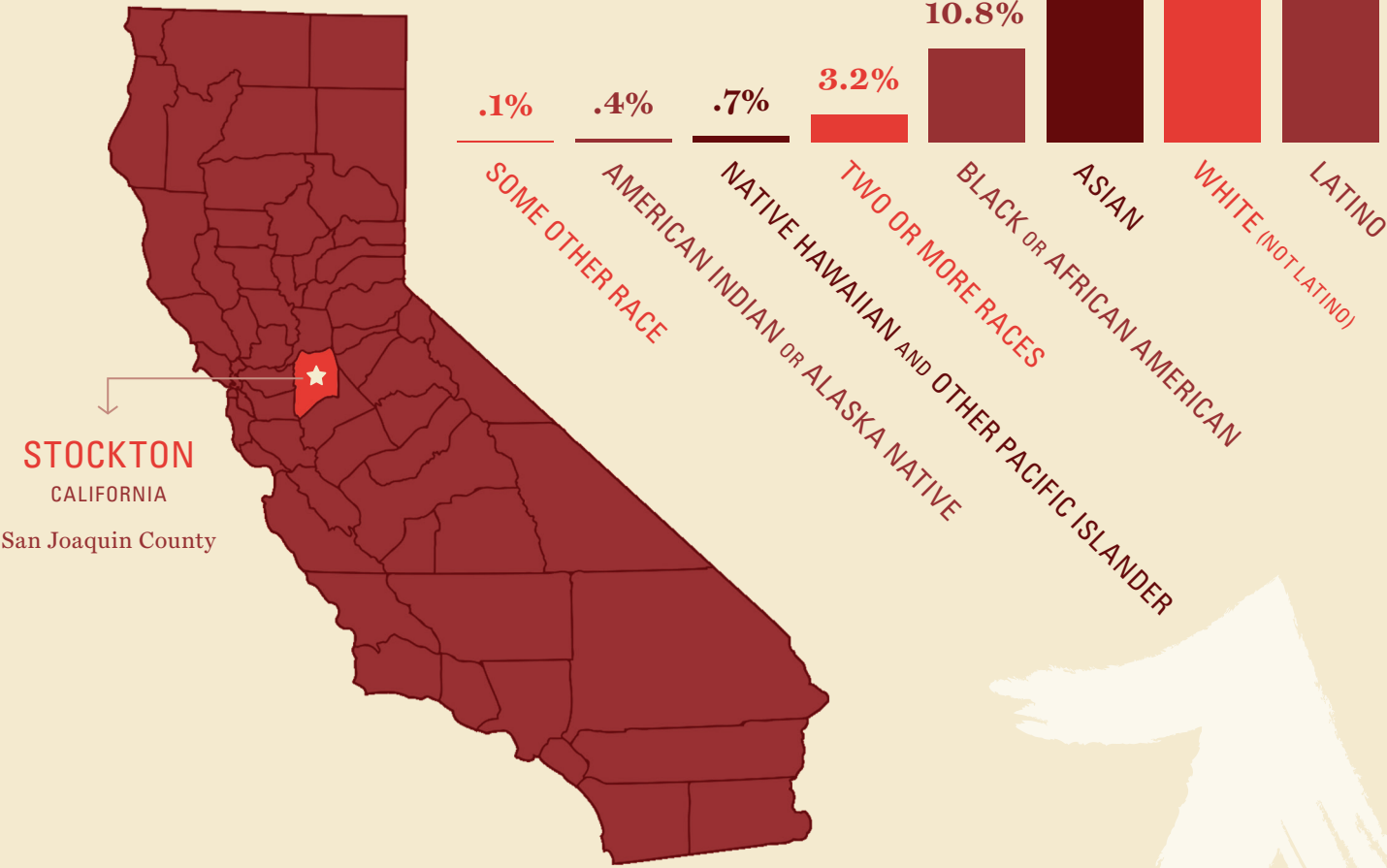
PEOPLE.⁴

49%
MALE

51%
FEMALE



YOUTH UNDER THE AGE OF 19 MAKE UP
32.6% OF THE POPULATION



MILESTONE 1

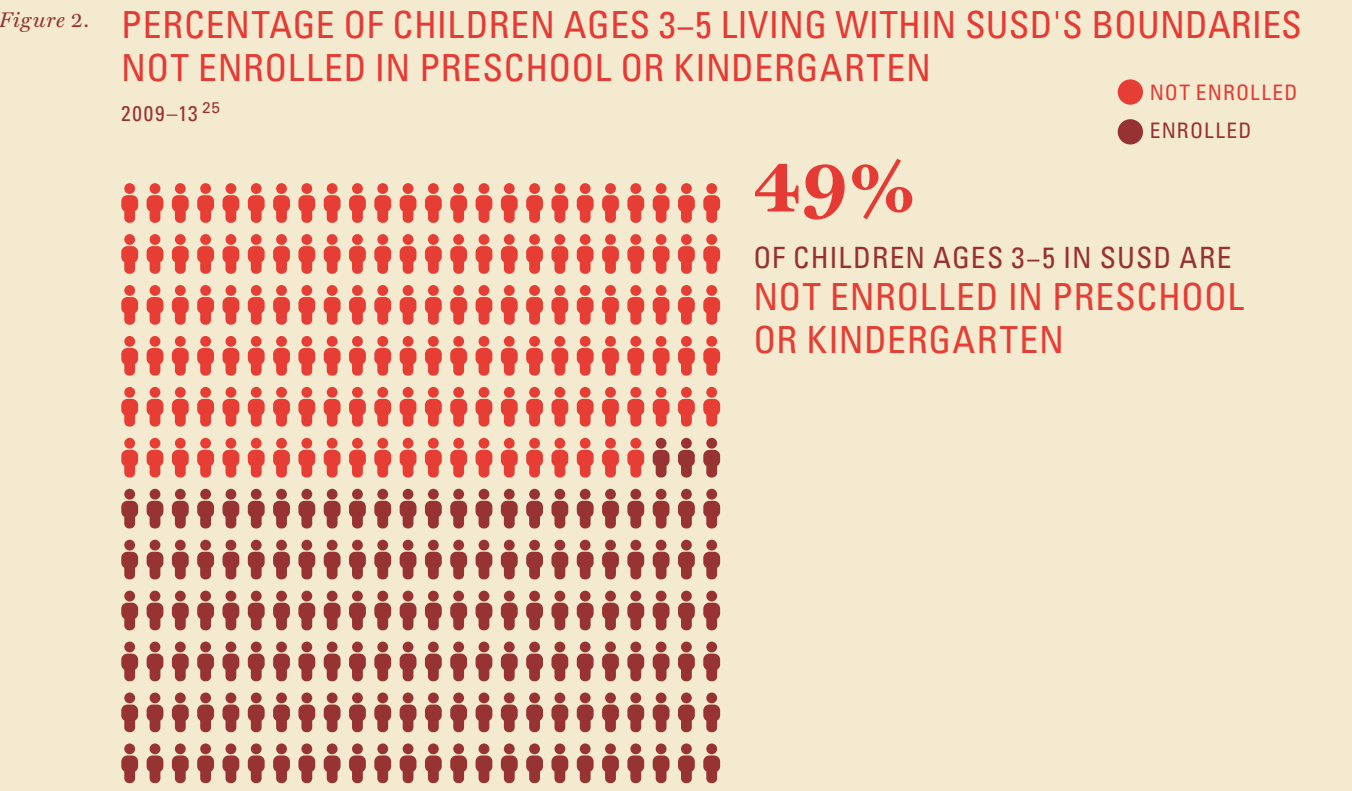
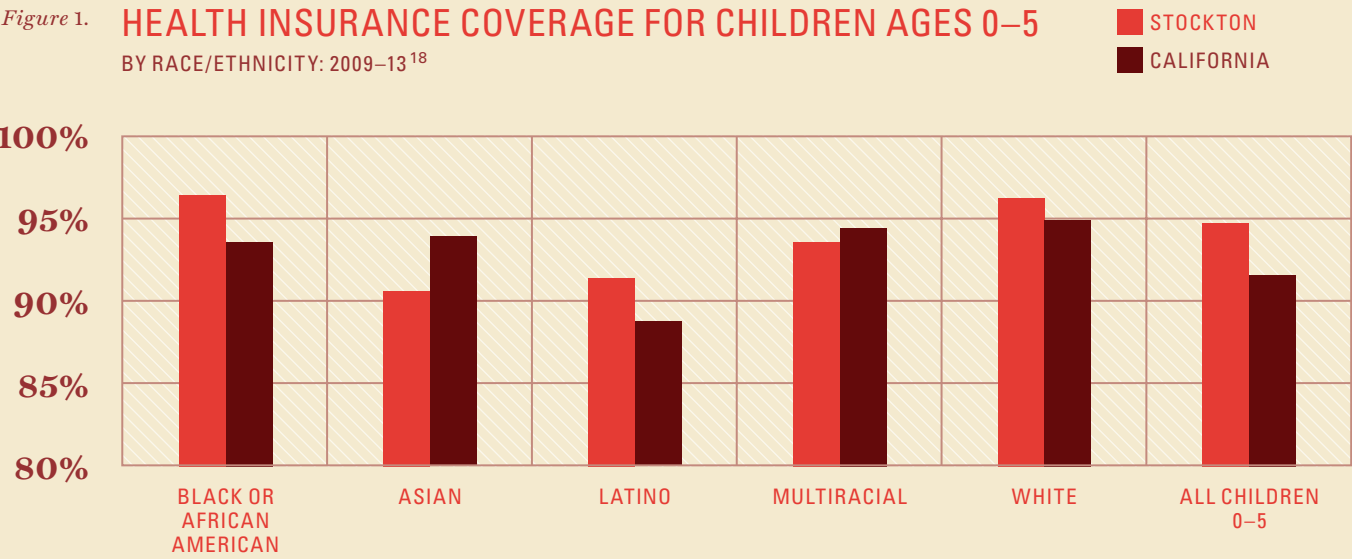
ENSURE ALL CHILDREN ENTER SCHOOL COGNITIVELY, SOCIALLY AND EMOTIONALLY READY.

WHY IS THIS IMPORTANT?

The quality of young children’s environments and experiences has a lasting impact on their physical, social, emotional, and cognitive development. High quality support for new parents, childcare and early education are related to a variety of positive outcomes for physical health, mental wellbeing, academic success and participation in society.¹¹ However, many places lack adequate, affordable, high quality, and accessible programs. Ensuring school readiness requires supporting children and families from birth onward.

HOW ARE WE DOING IN STOCKTON?

- » In 2013, only **73% of Stockton’s mothers RECEIVED PRENATAL CARE IN THE FIRST TRIMESTER.**¹²
- » **94% OF INFANTS WERE BORN AT A HEALTHY BIRTHWEIGHT** in Stockton in 2013¹³; during that year in the county as a whole, babies born to African American mothers had low birthweights at more than double the rate of their White and Latina counterparts.¹⁴
- » Babies born to teens are at higher risk for a variety of complications. In 2009–2011, **STOCKTON’S TEEN BIRTH RATES WERE ALMOST FOUR TIMES THE STATE AVERAGE.**¹⁵ Countywide, African American and Latina women have much higher teen birth rates than White women.¹⁶
- » In the Stockton area, **95% OF CHILDREN AGES 0–5 HAVE HEALTH INSURANCE.**¹⁷ However, there are disparities in coverage; **ASIAN AMERICAN, LATINO AND MULTIRACIAL CHILDREN HAVE THE LOWEST RATES OF COVERAGE.** (See Figure 1)¹⁸
- » In Stockton, **AFRICAN AMERICAN (42.9%), LATINO (35.2%), and ASIAN AMERICAN (31.4%) CHILDREN AGES 0–17 EXPERIENCE POVERTY AT THE HIGHEST LEVELS.**²¹
- » In San Joaquin County, an estimated **28% OF CHILDREN AGES 0–17 ARE FOOD INSECURE.**²²
- » Almost half (**48.9%**) **OF ALL FAMILIES** in Stockton **ARE BURDENED BY HIGH HOUSING COSTS.**²³
- » Although families have a demonstrated need for childcare, **HIGH COSTS** (\$12,388 for infants and \$8,684 for preschoolers annually in San Joaquin County) **MAKE QUALITY CHILDCARE AND PRESCHOOL OUT OF REACH FOR MANY.**²⁴ Due to economic hardship and associated difficulty in meeting basic needs, it can be difficult for parents to prioritize and afford early education.
- » Almost half (**49%**) **OF CHILDREN AGES 3 TO 5** living within Stockton Unified School District's boundaries **WERENOT ENROLLED IN PRESCHOOL OR KINDERGARTEN.** (See Figure 2)²⁵





MILESTONE 1 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Ensure that all children are healthy and prepared for learning before entering kindergarten, with a particular emphasis on low-income communities of color as measured by:

- » Access to **QUALITY PRENATAL CARE AND HEALTH INSURANCE**
- » **PARTICIPATION IN EARLY EDUCATION PROGRAMS**, including home-based early learning classes, preschool and school readiness programs, and kindergarten.

EMERGENT ALLIANCE RECOMMENDATIONS

- » **DEVELOP AND IMPLEMENT STRATEGIES TO INCREASE PRENATAL CARE** (especially in the African American community).
- » Build upon good work **ENROLLING CHILDREN IN HEALTH INSURANCE**. Ensure babies are enrolled at birth. Assess and address health insurance enrollment when children enroll in school.
- » Make center-based **EARLY LEARNING MORE AFFORDABLE AND ACCESSIBLE** to families.
- » Develop families’ capacity to provide **HOME-BASED EARLY LEARNING**, and increase engagement in **EARLY LITERACY PROGRAMS AT LIBRARIES AND COMMUNITY CENTERS**.
- » **EXPAND SCHOOL READINESS PROGRAMS** throughout Stockton and San Joaquin County.
- » Ensure that human services are reaching all qualifying low-income families, that **FAMILIES ARE RECEIVING APPROPRIATE HEALTHCARE BENEFITS AND SUPPLEMENTAL NUTRITION ASSISTANCE**, and families understand how to access these services.
- » Continue developing **AFFORDABLE HOUSING AND PROVIDING HOUSING ASSISTANCE** for Stockton residents.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES
Child Abuse Prevention Council of San Joaquin County, Children’s Coordinating Commission, Creative Childcare, Delta Health Care, Fathers & Families of San Joaquin, Family Resource and Referral Center, First 5, Health Plan of San Joaquin County, San Joaquin County Office of Education, San Joaquin County Public Health Services, Stockton Unified School District

EXAMPLE SUPPORTING PROGRAM: SUSD FIRST 5 PRESCHOOL PROJECT
This project includes: free preschool services; one-week Kindergarten Bridge Programs; the Raising A Reader family literacy program; health insurance and developmental screenings; assessment and intervention services children with behavioral concerns; social worker case management; nurse services; quarterly education messages; parent workshops on various topics of school readiness; professional development opportunities to preschool teachers; tobacco education for staff and parents; preschool/ kindergarten articulation meetings; and Parent Advisory Committee meetings.²⁶

MILESTONE 2

ENSURE ALL CHILDREN READ AT GRADE LEVEL BY THE 3RD GRADE.

WHY IS THIS IMPORTANT?

Third grade is a pivotal time when children begin to shift from “learning to read” to “reading to learn.” Students who struggle to read by the end of third grade frequently fall behind in other subjects. Research shows that early reading proficiency often predicts children’s future academic achievement and self-esteem.²⁷

HOW ARE WE DOING IN STOCKTON?

- » Only 22% of 3rd grade students in SUSD scored proficient or higher on the English Language Arts CST in 2013–2014, compared with the state average of 45%.²⁸
- » There are score disparities amongst Stockton’s school districts as well; a higher percentage of students in Manteca Unified (32%), Lodi Unified (33%), and Lincoln Unified (43%) scored proficient or higher on the English Language Arts CST. However, across all districts, English learners, Latino, African American, and Native American students scored “not proficient” at the highest rates.³⁰
- » SUSD’s high elementary school truancy, averaging 43% in 2012–13, might contribute to reading difficulties.³¹ Truancy appears to be a challenge at many schools within SUSD boundaries. (See Figure 4)³²

Figure 3. PERCENT OF STUDENTS IN SUSD AND CALIFORNIA SCORING AT LEAST PROFICIENT ON THE 3RD GRADE ENGLISH LANGUAGE ARTS CST
BY RACE/ETHNICITY: 2013–14 ²⁹

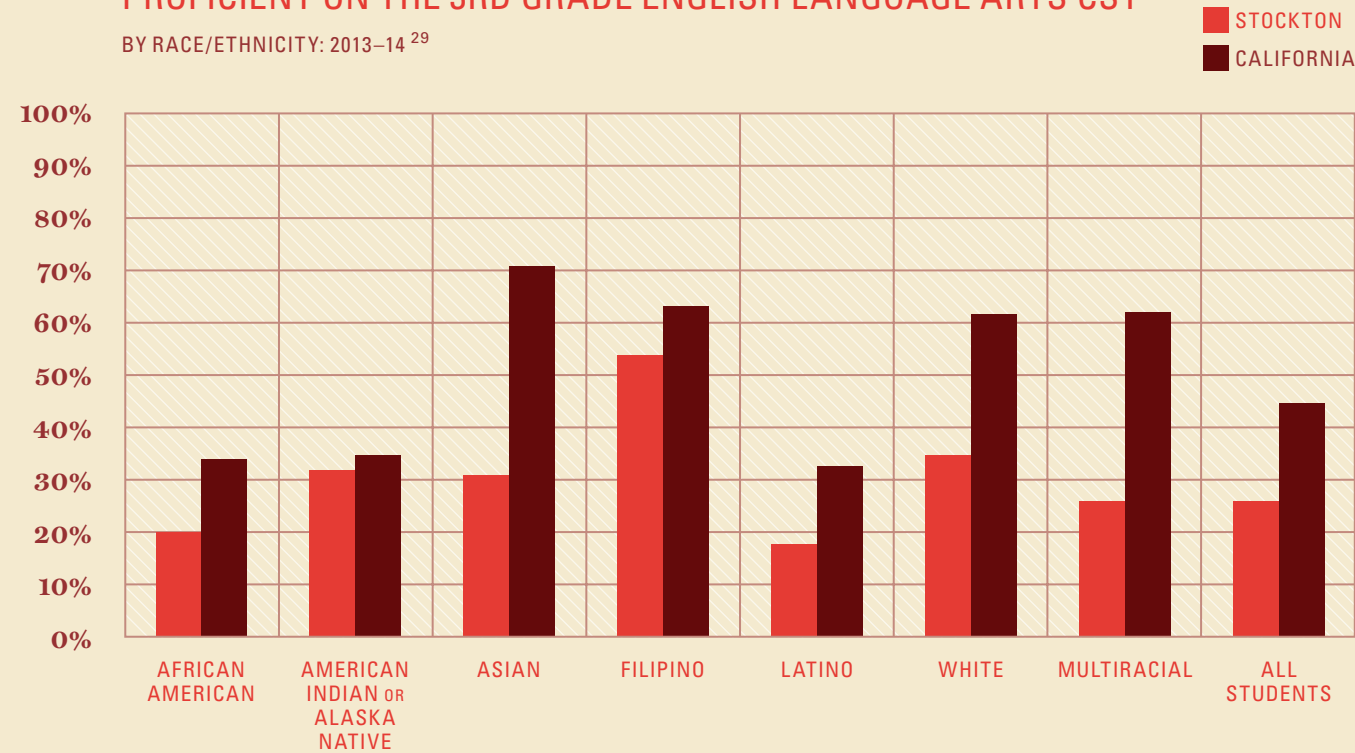
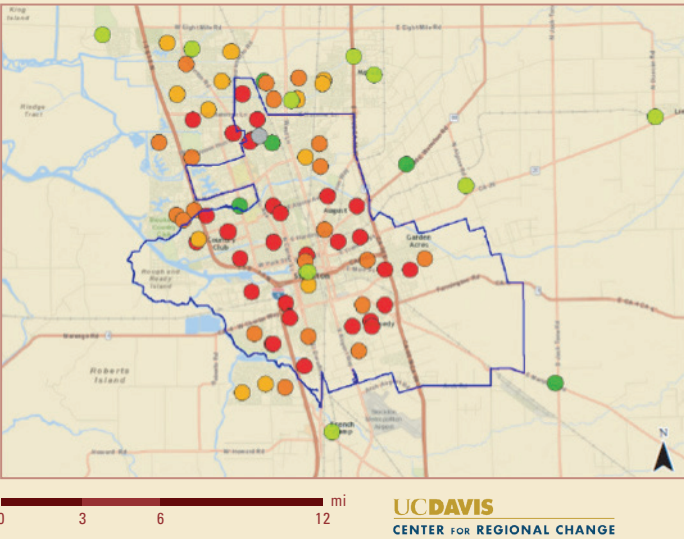
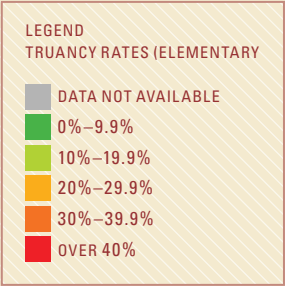


Figure 4. ELEMENTARY TRUANCY RATES IN SUSD
2012–13 ³³

DESCRIPTION
SOURCE: CDE, 2012-2013

This map shows truancy rates in California elementary schools (including k–8 schools) for 2012–2013. CDE calculates truancy rates as the number of students with unexcused absence or tardiness on 3 or more days divided by the total enrollment.



DATE: 2/9/2015
<http://mappingregionalchange.ucdavis.edu/youth/>



MILESTONE 2 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Ensure 3rd graders are reading at grade level. Key performance measures include:

- » Increased **READING PROFICIENCY** of all students
- » **DECREASED PROFICIENCY GAP** among racial/ethnic groups
- » **INCREASED STUDENT ATTENDANCE** in elementary school across each racial/ethnic group.

EMERGENT ALLIANCE RECOMMENDATIONS

- » Focus on **REDUCING CHRONIC ABSENCE AND TRUANCY RATES IN ELEMENTARY SCHOOLS** by identifying attendance barriers and engaging parents/ caretakers through support networks and leadership opportunities.
- » **OFFER FAMILY LITERACY PROGRAMS**, including ESL and Spanish literacy programs, in elementary schools, libraries, and community centers.
- » Ensure that all students are able to **ACCESS DEVELOPMENTAL AND HEALTH-RELATED SERVICES** (including eye exams), and that parents are aware of services provided.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES

Child Abuse Prevention Council, City of Stockton, Fathers & Families of San Joaquin, San Joaquin County Office of Education, San Joaquin County Public Library, Stockton Unified School District, University of the Pacific's Beyond Our Gates Initiative

EXAMPLE SUPPORTING PROGRAM: CHILD ABUSE PREVENTION COUNCIL OF SAN JOAQUIN COUNTY

The Council provides school readiness services to families and children living within the attendance areas of Richard Pittman, John C. Fremont, and El Dorado schools. The services include 32 preschool spaces at each school, kindergarten bridge programs, English as a Second Language (ESL) classes, parent workshops, early childhood education services and short-term crisis/respite child care.³⁴

MILESTONE 3

ENSURE ALL YOUTH GRADUATE FROM HIGH SCHOOL.

WHY IS THIS IMPORTANT?

High school graduation is a requirement for most jobs and post-secondary education opportunities. Research shows that a high school diploma is linked to higher income levels and occupational opportunities, while non-completion is linked to a variety of adverse outcomes including poor physical and mental health, poverty, and involvement in the criminal justice system.³⁵ There are also high economic and civic costs when youth do not complete high school. When considering the loss of economic productivity, tax revenues and increased expenditure on incarceration, dropping out of high school costs California an estimated \$46 billion annually.³⁶

HOW ARE WE DOING IN STOCKTON?

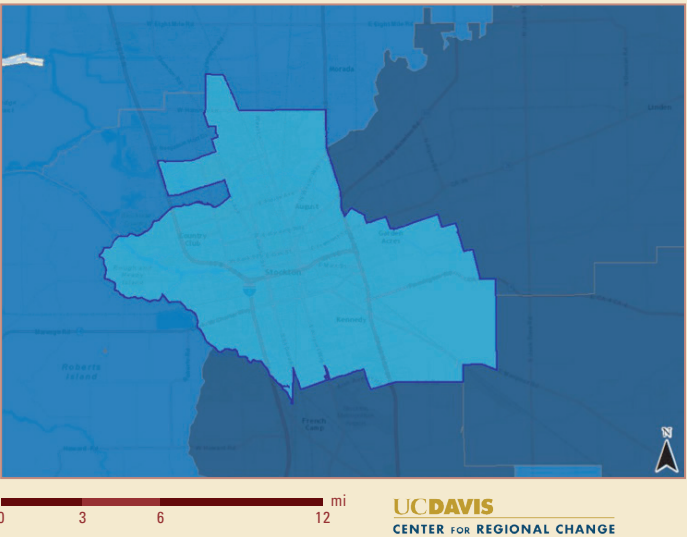
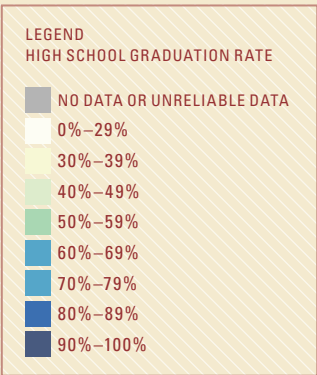
- » On average, from the 2011–2012 through 2013–14 school years, **JUST 76% OF STUDENTS WHO BEGAN HIGH SCHOOL IN SUSD GRADUATED FOUR YEARS LATER.**³⁷
- » Across all racial/ethnic groups from 2011–2012 through 2013–2014, **ONLY 72% OF MALE STUDENTS COMPLETED HIGH SCHOOL ON AVERAGE**, compared with 80% of female students. (See Figure 6)⁴⁰ Among male students, rates vary somewhat across racial/ethnic groups. (See Figure 7).
- » In 2013–14, **37% OF ENGLISH LEARNERS** who had started high school four years earlier **DID NOT GRADUATE**. High school graduation and dropout rates vary across school districts that young Stockton residents attend, with **MANTECA UNIFIED AND LINCOLN UNIFIED STUDENTS GRADUATING AT HIGHER RATES THAN THOSE ENROLLED IN STOCKTON UNIFIED AND LODI UNIFIED.**⁴²
- » Community participation can help develop skills and relationships to help stay on track through secondary school. **ONLY 55% OF SUSD HIGH SCHOOL STUDENTS REPORTED INVOLVEMENT IN CLUBS, TEAMS, CHURCH OR OTHER GROUP ACTIVITIES, MUSIC, ART, LITERATURE, SPORTS, HOBBIES, AND/OR HELPING OTHER PEOPLE.**⁴³
- » Increasing high school completion requires addressing the needs of students most vulnerable to not graduating. Truancy is strongly associated with school dropout and therefore an important opportunity to identify and support vulnerable students.⁴⁴ In SUSD, **HIGH SCHOOL TRUANCY RATES ARE GREATER THAN 40% at some schools and under 10% at others.** High Schools in South Stockton appear to have higher rates of truancy. (See Figure 8)

Figure 5. **4-YEAR COHORT HIGH SCHOOL GRADUATION RATES IN THE STOCKTON AREA**
2011–13³⁸

DESCRIPTION

SOURCE: CDE

This map shows the percentage of 9th graders completing basic academic training by graduating from high school (note rates do not include data from county-run schools, private schools and non-district charter schools). District data reflect an average over three years. Maps are available for the full population and sub-groups.



DATE: 1/31/2015
<http://mappingregionalchange.ucdavis.edu/youth/>

Figure 6. **SUSD’S HIGH SCHOOL GRADUATION RATE**
BY GENDER: 2011–13³⁹

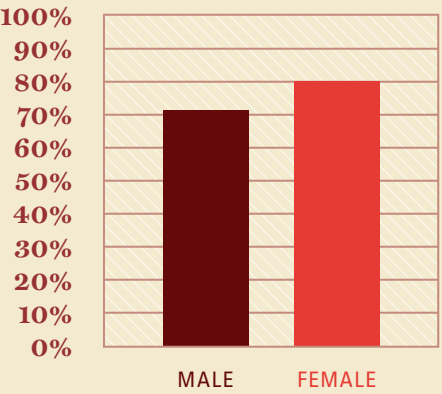


Figure 7. **SUSD AND CALIFORNIA’S MALE COHORT HIGH SCHOOL GRADUATION RATES**
BY RACE/ETHNICITY: 2013–14⁴¹

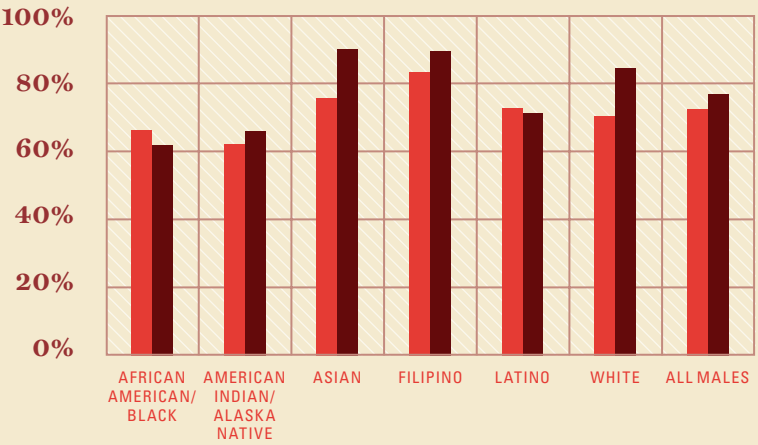


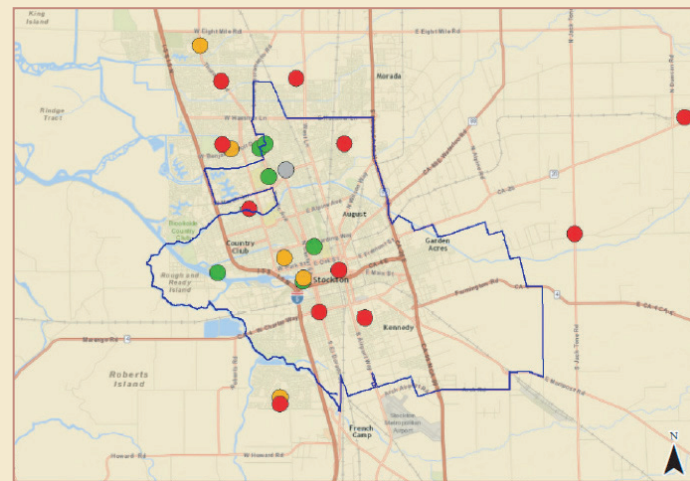
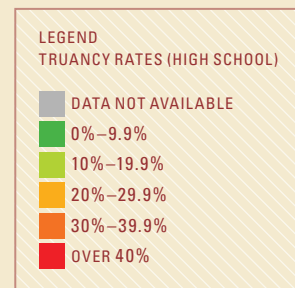


Figure 8. **SUSD’S HIGH SCHOOL TRUANCY RATES**
BY SCHOOL: 2012–13⁴⁵

DESCRIPTION

SOURCE: CDE, 2012-2013

This map shows truancy rates in California high schools for 2012–2013. CDE calculates truancy rates as the number of students with unexcused absence or tardiness on 3 or more days divided by the total enrollment.



0 3 6 12 mi
UC DAVIS
CENTER for REGIONAL CHANGE

DATE: 2/5/2015

<http://mappingregionalchange.ucdavis.edu/youth/>

» Suspension is also strongly associated with school dropout, and high suspension rates suggest the need for alternative disciplinary strategies. In 2012-13, SUSD’s **SUSPENSION RATES OF 11%** are more than twice the state average’s 5.1%.⁴⁶ Suspension rates across racial/ethnic groups are disparate and disproportionate. For example, in 2012-13, the African American suspension rate was 66.6%; African American students accounted for 29.2% of all suspensions although African American students comprise only 11% of the K-12 population in SUSD. In the same year, the Latino suspension rate was 20.4%; Latino students account for 48.3% of all SUSD suspensions. American Indian/Alaska Native students also have a high suspension rate of 53.22%.^{47 48}

MILESTONE 3 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Ensure that all students graduate from high school. Monitor progress and assess for:

- » **DECREASING TRUANCY AND CHRONIC ABSENTEEISM** in middle school and high school
- » **DECREASING SUSPENSION RATES OF ALL STUDENTS**, and decreasing disparities in suspension rates across racial/ethnic groups
- » **INCREASING GRADUATION RATE** for all students and decreasing racial/ethnic and gender disparities.

EMERGENT ALLIANCE RECOMMENDATIONS

- » Provide services to **ASSIST STUDENTS IN SUCCESSFULLY TRANSITIONING FROM MIDDLE SCHOOL TO HIGH SCHOOL**.
- » Ensure that students who need **TUTORING, CREDIT RECOVERY, AND PROGRAM REFERRALS** help receive services promptly.
- » **CREATE OPPORTUNITIES FOR OFF-TRACK STUDENTS TO ATTAIN A HIGH SCHOOL DIPLOMA** equivalent or enter alternative learning environments that include monitoring and support.
- » **PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES** that will assist educators in working with young adults. Focus trainings on cultural responsiveness, conflict mediation and restorative justice.
- » Use **FAIR DISCIPLINE PRACTICES THAT FOCUS ON KEEPING STUDENTS IN SCHOOL AND LEARNING**, and avoid using suspensions and expulsions whenever possible.
- » **PROVIDE COLLEGE READINESS COURSES**, in-school and community based **MENTORING PROGRAMS**, **PEER SUPPORT** programs, **FINANCIAL LITERACY WORKSHOPS**, and **SUMMER WORK AND CAREER OPPORTUNITIES** for students throughout secondary school.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES

City of Stockton’s Office of Violence Prevention, San Joaquin County Juvenile Probation Department, San Joaquin County Office of Education, Stockton Adult School, Stockton Unified School District, South Side Schools Initiative

EXAMPLE SUPPORTING INITIATIVE

In 2007, SUSD responded to high dropout rates in three of its high schools by developing several small high schools as alternatives to large, comprehensive schools. It offered a special program for students to make up missed credits, mixing online and small-group instruction. SUSD enhanced its data system to allow early identification and intervention for students with academic and attendance problems. Within five years, Stockton’s graduation rate jumped from 66.1 percent to 83.1 percent—one of the largest improvements in California.⁴⁹

MILESTONE 4



ENSURE ALL YOUTH COMPLETE POST-SECONDARY EDUCATION OR TRAINING.

WHY IS THIS IMPORTANT?

By 2018, 63% of jobs will require some kind of post-secondary education or training.⁵⁰ In California, however, low-income students and students of color attain post-secondary degrees at lower rates, in part as a result of having less access to resources that support college preparation and completion.⁵¹ Investing in increasing post-secondary educational attainment overall is an investment in the future of Stockton, as research suggests that completing at least some post-secondary education is strongly associated with a variety of positive economic and health outcomes for individuals and communities.

HOW ARE WE DOING IN STOCKTON?

- » From school years 2011–12 through 2013–14, on average **ONLY 9.9%** of SUSD high school graduates **PASSED THE COURSES REQUIRED FOR UC/CSU ELIGIBILITY**.⁵²
- » **PASS RATES ARE LOWER FOR YOUNG MEN** than young women, and vary across racial and ethnic groups, as shown in Figures 9 and 10.
- » In Stockton, approximately **17.4%** of percent of persons **AGE 25 AND OLDER HAVE AT LEAST A BACHELOR'S DEGREE**, in comparison with a statewide rate of 30.7%.⁵⁵ Despite the availability of post-secondary education opportunities in the Stockton area (e.g. University of the Pacific, California State University, Stanislaus' Stockton Center and San Joaquin Delta College), in 2008–2009, **ONLY 71.7% OF SAN JOAQUIN COUNTY'S HIGH SCHOOL GRADUATES HAD ENROLLED IN A POST-SECONDARY INSTITUTION WITHIN 16 MONTHS OF GRADUATION**; English learners, Latinos, Pacific Islanders, and students with disabilities had the lowest enrollment rates.⁵⁶

Figure 9. PERCENT OF MALE SUSD HIGH SCHOOL GRADUATES PASSING UC/CSU REQUIRED COURSES BY RACE/ETHNICITY: 2013–14 ⁵³

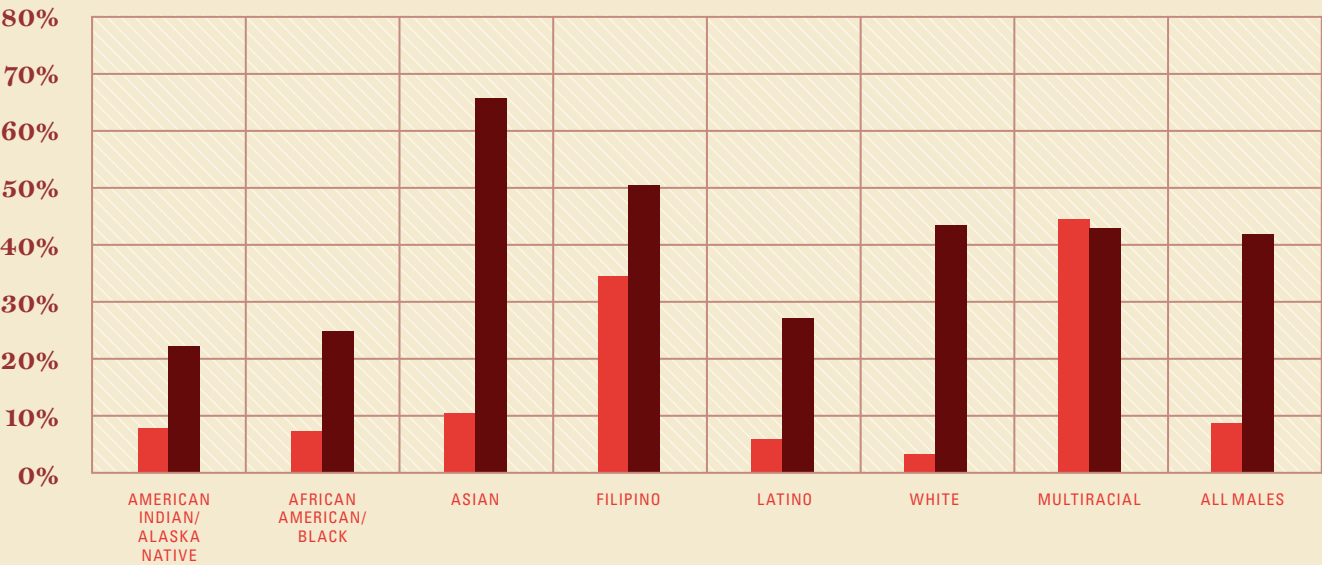
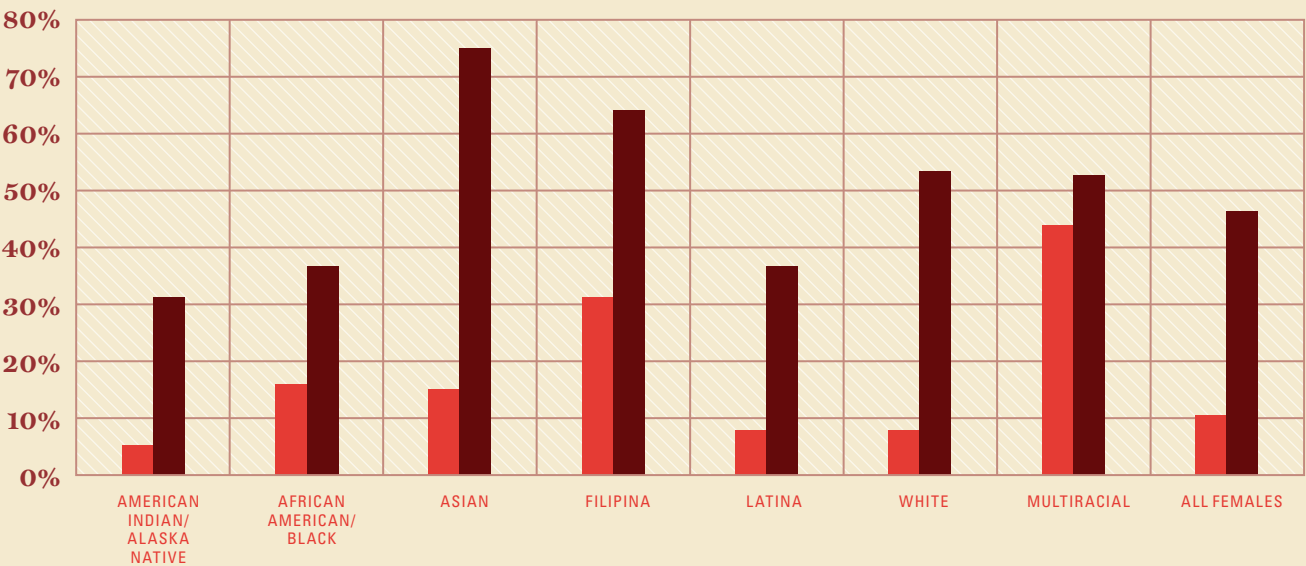


Figure 10. PERCENT OF FEMALE SUSD HIGH SCHOOL GRADUATES PASSING UC/CSU REQUIRED COURSES BY RACE/ETHNICITY: 2013–14 ⁵⁴





MILESTONE 4 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Ensure that all students can enter post-secondary education or job training prepared to succeed. Track improvement by monitoring for:

- » IMPROVING HIGH SCHOOL GRADUATION RATES across every racial/ethnic group, with special attention to low income students, youth in foster care, English learners and young men
- » Increasing the percentage of HIGH SCHOOL GRADUATES THAT PASS UC/CSU ELIGIBILITY REQUIREMENTS
- » Increasing ENROLLMENT IN POST-SECONDARY INSTITUTIONS AND JOB TRAINING PROGRAMS.

EMERGENT ALLIANCE RECOMMENDATIONS

- » Provide support programs that INTRODUCE CHILDREN TO CAREERS AND COLLEGE, STARTING IN ELEMENTARY SCHOOL.
- » CREATE A PIPELINE FROM LOCAL SCHOOL DISTRICTS to San Joaquin Delta College, University of the Pacific and California public universities.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES

Fathers & Families of San Joaquin, San Joaquin County Foster Youth and Homeless Services, San Joaquin County Human Services Agency's CalWORKs Program, San Joaquin County Office of Education's YouthBuild Program, San Joaquin County WorkNET, San Joaquin Delta College's Community Involvement Program, Stockton Adult School, Stockton Unified School District, Reinvent South Stockton, University of the Pacific

EXAMPLE SUPPORTING PROGRAM: SUMMER SUCCESS LEADERSHIP ACADEMY (SSLA)

SSLA encourages local high school students to apply to college by exposing them to university life and developing their academic and personal self-confidence. During the weeklong program, students live on University of the Pacific's Stockton campus and experience the joys and challenges of college life. Program participants also create game plans to help prepare for college.⁵⁷

MILESTONE 5

ENSURE ALL YOUTH OUT OF SCHOOL ARE EMPLOYED.

WHY IS THIS IMPORTANT?

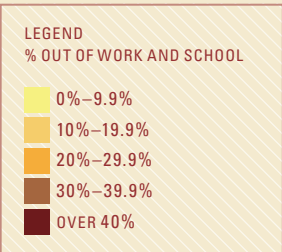
Youth who are disconnected from school and early work experience are less likely to achieve at high levels in their careers and more likely to face unemployment later in life. They also often have less access to typical sources of support for making a healthy transition to adulthood. Gainful employment and training opportunities can provide financial stability, additional employment prospects, job readiness skills, social networks and motivation for these opportunity youth to create long-term successes.⁵⁸

HOW ARE WE DOING IN STOCKTON?

- » In the Stockton metropolitan area, almost **1 IN 10 YOUTH AGES 16–19 WERE NOT IN SCHOOL OR WORKING** in 2009–2013.⁵⁹ Among 20–24 year olds, approximately **22% OF YOUNG MEN AND 28% OF YOUNG WOMEN WERE OUT OF WORK AND OUT OF SCHOOL.**⁶⁰ As demonstrated by figures 11 through 14, young people of color in South Stockton were out of school and out of work at the highest rates; over **40% OF BLACK YOUTH**, over **30% OF LATINO YOUTH**, and over **20% OF ASIAN YOUTH** in South Stockton were **NEITHER IN SCHOOL NOR WORKING** in 2010.⁶¹
- » As shown in figures 15 and 16, job availability in much of Stockton is on par with or somewhat above the state average, but **EMPLOYMENT RATES AMONG AREA RESIDENTS ARE LOW.**⁶⁶ Stockton needs a cross-sector effort to not only continue creating quality jobs, but to invest in outreach and young people's education and training to ensure that residents obtain them.

Figures 11–14. **YOUTH AGES 20–24 OUT OF WORK AND OUT OF SCHOOL IN STOCKTON 2010** ^{62 63 64 65}

DESCRIPTION
SOURCE: US CENSUS, UNIVERSITY OF MINNESOTA IPUMS (2010)
This map shows the “out of school/out of work” rates of 20–24 year olds for geographical areas that contain a census population of 100,000 people.



DATE: 1/31/2016
<http://mappingregionalchange.ucdavis.edu/youth/>

Figure 11. **WHITE % OUT OF WORK AND SCHOOL** ⁶²

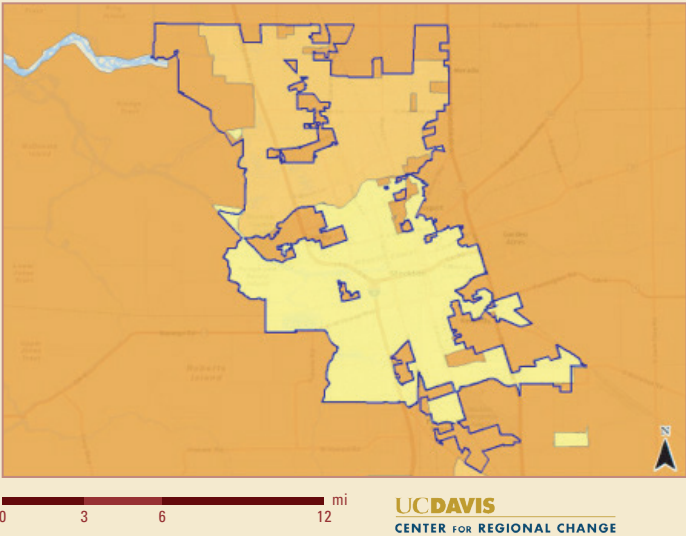


Figure 12. **ASIAN % OUT OF WORK AND SCHOOL** ⁶³

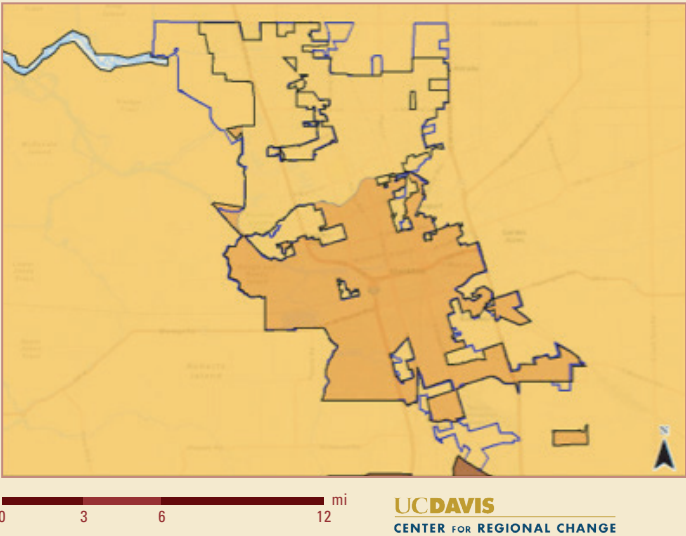


Figure 13. **LATINO % OUT OF WORK AND SCHOOL** ⁶⁴

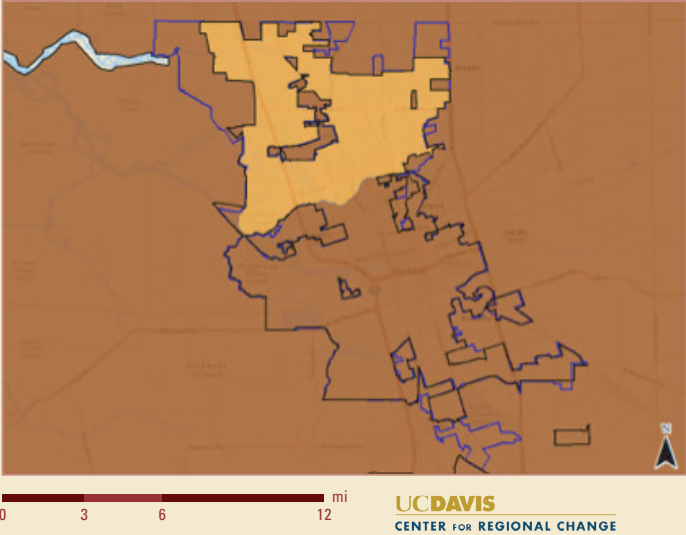
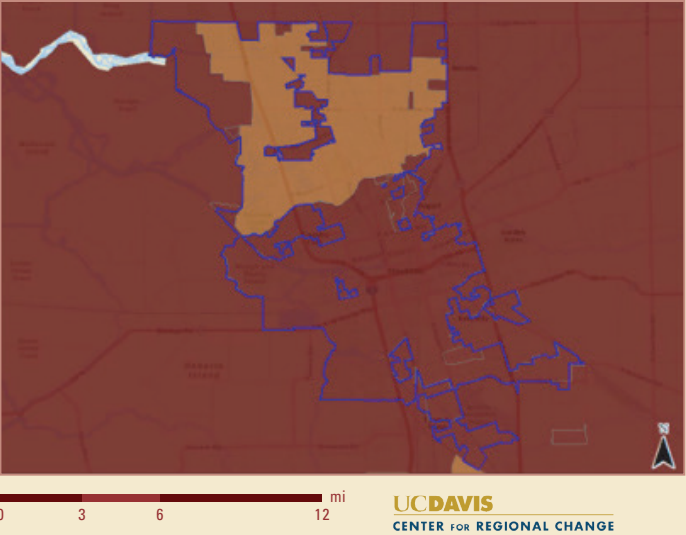


Figure 14. **AFRICAN AMERICAN % OUT OF WORK AND SCHOOL** ⁶⁵





MILESTONE 5 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Ensure that all youth have access to jobs and valuable work experience, including those who are not graduating from high school. Monitor progress by assessing for:

- » DECREASING numbers of STUDENTS OUT OF WORK AND OUT OF SCHOOL
- » INCREASING YOUNG ADULT EMPLOYMENT RATE.

EMERGENT ALLIANCE RECOMMENDATIONS

- » Improve youth employability by enhancing workforce development programs’ capacity to REACH AND SUPPORT UNDERSERVED AND CULTURALLY DIVERSE POPULATIONS.
- » OFFER CLASSES IN THE HIGH-GROWTH, HIGH-WAGE, AND HIGH-DEMAND INDUSTRY SECTORS identified by the P-20 Council, which are aligned with California State Standards for Career and Technical Education and result in an industry-recognized certificates.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES

California Human Development Corporation, Family Resource and Referral Center, Fathers & Families of San Joaquin, San Joaquin County Foster Youth and Homeless Services, San Joaquin County Human Services Agency’s CalWORKs Program, San Joaquin County Office of Education, San Joaquin County WorkNET, San Joaquin Regional Conservation Corps, Stockton Chamber of Commerce, Stockton Unified School District

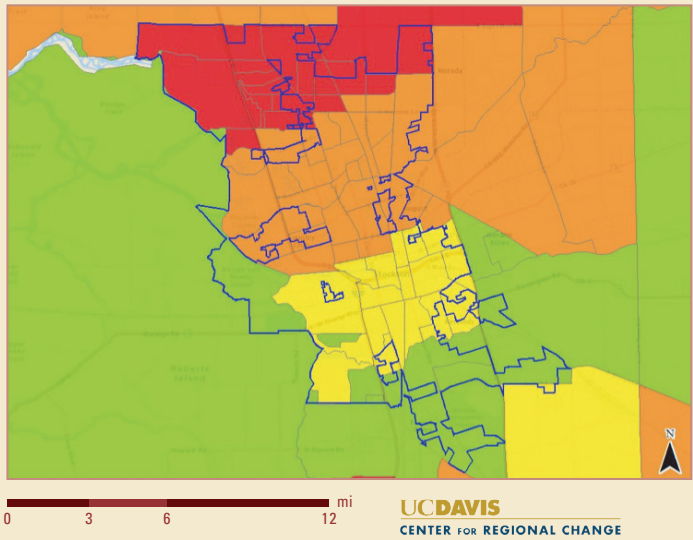
EXAMPLE SUPPORTING PROGRAM: YOUTHBUILD SAN JOAQUIN

YouthBuild San Joaquin provides a 9-month training program that is a federally funded partnership between the San Joaquin County Office of Education and San Joaquin Housing Authority. Their mission is to assist undereducated and unemployed young adults, ages 17 to 24 years, to work toward completion of a high school diploma or GED. Young adults in the program also learn construction skills while building affordable housing, develop leadership skills by becoming involved in their community and secure apprenticeships, as well as jobs within the construction industry after graduating from the program. YouthBuild San Joaquin is a comprehensive program that focuses on nontraditional approaches to education and paid, on-the-job training.⁶⁹

Figure 15. STOCKTON JOB AVAILABILITY 2011⁶⁷

DESCRIPTION
SOURCE: NETS

Number of jobs per 1,000 people, within a 5-mile radius.

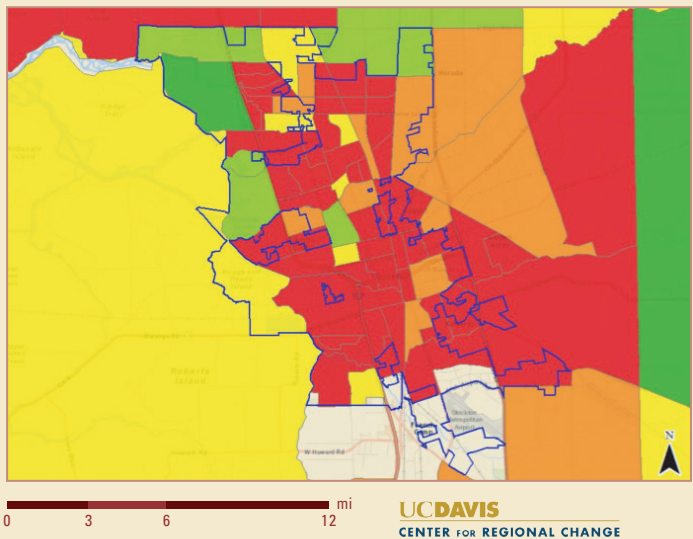


DATE: 1/31/2016
<http://interact.regionalchange.ucdavis.edu/roi/>

Figure 16. STOCKTON EMPLOYMENT RATE 2009–11⁶⁸

DESCRIPTION
SOURCE: ACS

Percentage of adults age 20–64 employed.



DATE: 1/31/2016
<http://interact.regionalchange.ucdavis.edu/roi/>

MILESTONE 6



ENSURE ALL YOUTH REMAIN SAFE FROM VIOLENT CRIME AND HAVE SECOND CHANCES TO GET ON-TRACK.

WHY IS THIS IMPORTANT?

Children who experience violence, either as a victim or witness, are more likely to experience mental and emotional health conditions such as depression, aggression, and conduct problems. Chronic exposure to violence also appears to elevate risk of additional physical health, academic and cognitive development challenges, which are linked to future involvement in violence as a victim or perpetrator. Even when children are not directly involved in violence, community violence can still negatively impact children’s well-being.⁷⁰

HOW ARE WE DOING IN STOCKTON?

- » Though California’s violent crime rate dropped to a 47-year low of 393 per 100,000 residents in 2014, the **VIOLENT CRIME RATE IN STOCKTON PERSISTED AT 1,331 PER 100,000 PEOPLE, MORE THAN THREE TIMES THE STATE AVERAGE.**^{71 72}
- » Beyond exposure to violent crime, in 2014, **SAN JOAQUIN COUNTY CHILDREN FACED NEGLECT (35.1%), PHYSICAL ABUSE (22.6%), EMOTIONAL ABUSE (24.6%) and SEXUAL ABUSE (11%)** at relatively high rates, with African American children experiencing the highest rates.^{73 74}
- » Suspension and expulsion do not address root causes of negative behavior; they also expose children to potentially unsafe settings while they are out of school. In the 2014–15 school year, the **SUSD SUSPENSION RATE WAS 9.4%**, more than double the state average of 3.8%. During the same year, 33 students were expelled from SUSD.⁷⁷
- » In 2014, SUSD and Stockton Police Departments together reported for all juveniles under age 18 a total of **394 ARRESTS FOR FELONIES** and **928 FOR MISDEMEANORS**. Stockton’s juvenile rates have been **DECREASING OVER THE PAST FIVE YEARS**; however, they remain **HIGHER THAN THE STATE AVERAGE**. These arrest rates vary by race/ethnicity. African American male youth are arrested at especially high rates among young men of color for both felonies and misdemeanors. White male youth have the highest arrest rates for misdemeanors. (See Figure 18 and 19)⁷⁸
- » From 2009 to 2012 the **PERCENT OF THE LOCAL JUVENILE JUSTICE POPULATION** (confined + alternative supervision) **DESIGNATED AS OPEN MENTAL HEALTH CASES INCREASED FROM 36% TO 51%** in San Joaquin County.⁸¹
- » From 2009–2012, Stockton’s **NUMBER OF DIRECT TRANSFERS TO ADULT COURT INCREASED** sharply from **10 PER 1,000** cases to **63 PER 1,000** cases; in 2012, Stockton’s direct transfer rate was more than triple the state average. (See Figure 20)⁸²

Figure 17. CHILD ABUSE AND NEGLECT REPORTS IN SAN JOAQUIN COUNTY PER 1,000 BY RACE/ETHNICITY: 2014^{75 76}

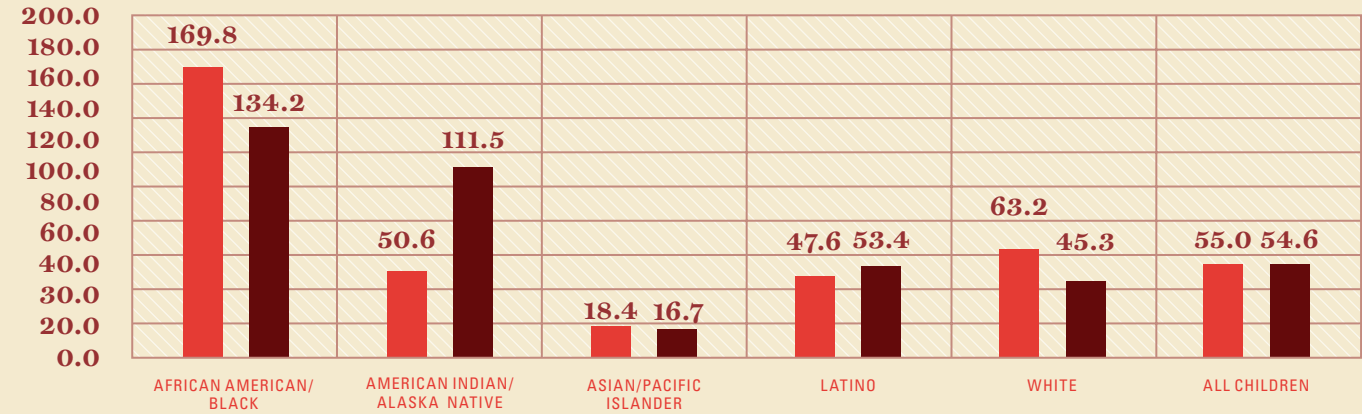


Figure 18. MALE JUVENILE MISDEMEANOR ARREST RATES IN STOCKTON AND CALIFORNIA PER 1,000 JUVENILES BY RACE/ETHNICITY: 2014⁸⁰

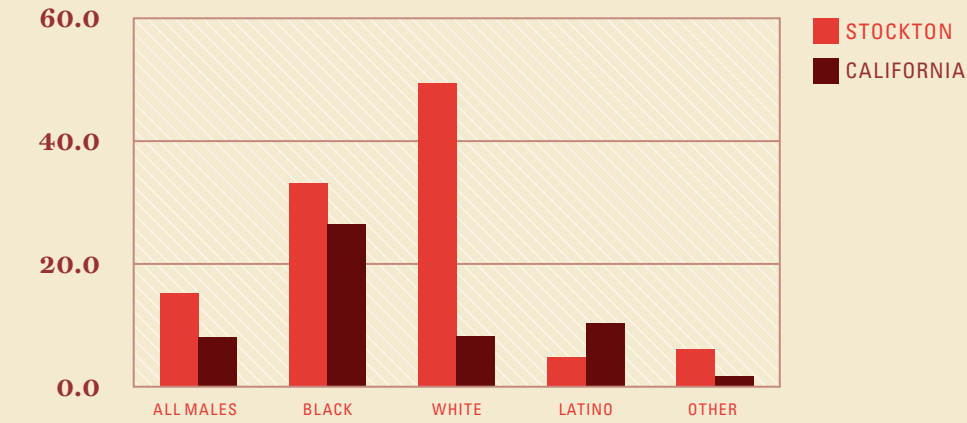


Figure 19. MALE JUVENILE FELONY ARREST RATES IN STOCKTON AND CALIFORNIA PER 1,000 JUVENILES BY RACE/ETHNICITY: 2014⁷⁹

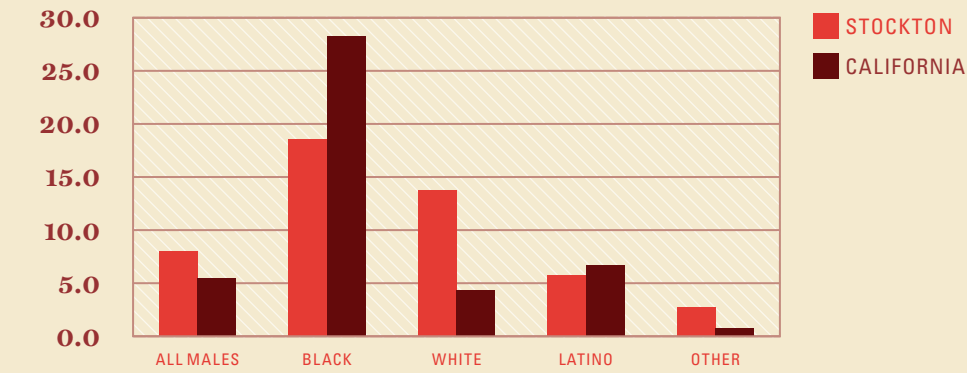
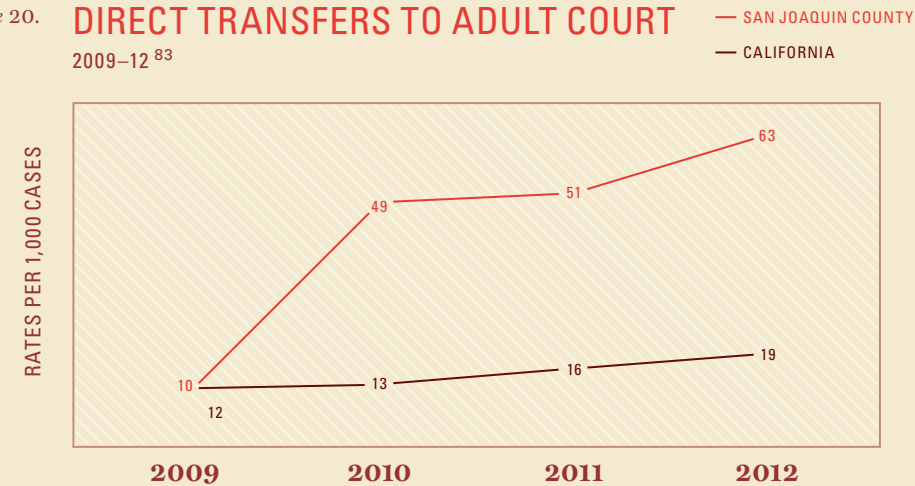




Figure 20. DIRECT TRANSFERS TO ADULT COURT 2009–12 ⁸³



» In a 2014 survey of crossover youth under San Joaquin County probation supervision, only half reported participating in a program that helps them succeed in school. Additionally, only 41% of participants reported that they PARTICIPATED IN AFTERSCHOOL PROGRAMS, including job training, faith based, community activities, and wraparound services.⁸⁴

» In the same 2014 survey of crossover youth, only 48% OF YOUTH REPORTED THAT IT IS “VERY TRUE” THAT THEY CAN TALK TO SOMEONE WHO CAN HELP THEM WHEN THEY ARE FEELING LONELY; more than one in ten youth reported that this is “not true at all.”⁸⁵

MILESTONE 6 • CONTINUED

STRATEGIC OBJECTIVE AND PERFORMANCE MEASURES

Decrease rates of youth violence and victimization. Assess progress by monitoring for:

- » DECREASING RATES OF children and youth experiencing ABUSE AND NEGLECT
- » DECREASING NUMBERS OF SUSPENSION AND EXPULSION and increasing use of alternative disciplinary strategies
- » DECREASING NUMBERS OF YOUTH AGES 0–17 ARRESTED AND DETAINED city and county agencies and addressing the disproportionate rate of African American youth felony arrests
- » DECREASING numbers of youth directed to ADULT COURT
- » Increasing numbers of youth PARTICIPATING IN AFTERSCHOOL ACTIVITIES
- » Increasing numbers of youth receiving HIGH QUALITY COUNSELING.

EMERGENT ALLIANCE RECOMMENDATIONS

- » Ensure that all youth have ACCESS TO HEALTH-RELATED AND SOCIAL SERVICES.
- » Expand GANG AWARENESS TRAININGS and TARGETED OUTREACH AND INTERVENTION services for individuals at highest risk of harm from violent crime.
- » Fully implement PROCEDURAL JUSTICE TRAININGS for Stockton Police.
- » IMPLEMENT DEPARTMENT AND MARSHALL PLAN ON PUBLIC SAFETY to facilitate integrity across the entire criminal justice system.
- » Ensure that youth in the juvenile justice system are provided EDUCATIONAL AND WORK TRAINING OPPORTUNITIES, as well as PHYSICAL AND MENTAL HEALTH-RELATED SERVICES.
- » Provide re-entry SUPPORT SERVICES TO AB 109 PARTICIPANTS, including trauma informed care, substance abuse services, mental health services, peer support networks, career counseling, and housing assistance.

EXAMPLE COMMUNITY RESOURCES

REGIONAL RESOURCES

California Center for Public Health Advocacy, City of Stockton’s Office of Violence Prevention, Fathers & Families’ Stockton Trauma Recovery Center, People and Congregations Together, San Joaquin County Office of Education, San Joaquin County Juvenile Probation Department, San Joaquin County Public Health Services, Stocktonians Taking Action to Neutralize Drugs, Stockton Food Bank, Stockton Unified School District

EXAMPLE SUPPORTING INITIATIVE: POSITIVE YOUTH JUSTICE INITIATIVE

The San Joaquin County Probation Department and its partners received a Positive Youth Justice Initiative \$400,000 implementation grant to test a series of reforms designed to transform juvenile justice into a more just, effective system and improve the lives of the youth they engage.⁸⁶

ACKNOWLEDGEMENTS

- NISHA BALARAM » Program Assistant, Policy Link
- EMILY BORG » Policy & Resource Director, Fathers & Families of San Joaquin
- CAMPBELL BULLOCK » Executive Director, San Joaquin Community Data Co-Op
- JAGADA CHAMBERS » Boys and Men of Color Movement Coordinator Fathers & Families of San Joaquin
- STEPHANIE CHARBONNEAU » Senior Research Associate, San Joaquin Community Data Co-Op
- CHRISTIAN CLEGG » Deputy City Manager, City of Stockton
- MARK CONDIT » Language Development Specialist, San Joaquin County Office of Education
- SERGIO CUELLAR » Community Outreach Coordinator, UC Davis Center for Regional Change
- NANCY ERBSTEIN » Assistant Research Professor, UC Davis Department of Human Ecology
- SHEILAH GOULART » Director, YouthBuild San Joaquin, San Joaquin County of Education
- ALEJANDRA GUTIERREZ » Program Director, Fathers & Families of San Joaquin
- STEPHANIE JAMES » Chief of Probation, San Joaquin County Probation Department
- MEGAN KEARNEY » Graphic Designer, Megan Kearney Design
- MARY LEE » Deputy Director, Policy Link
- JEANETTE LIM » Junior Specialist, UC Davis Center for Regional Change
- TARIQ MUHAMMAD » Youth Organizer, Fathers & Families of San Joaquin
- SAMMY NUÑEZ » Executive Director, Fathers & Families of San Joaquin
- MARC PHILPART » Director, Policy Link
- JOEL REYNA » District Representative, Assemblymember Susan Talamantes Eggman, 13th Assembly District
- ROXANA SIERRA » Research Intern, UC Davis Center for Regional Change
- ANTHONY SILVA » Mayor, City of Stockton
- JOHN SOLIS » Executive Director, San Joaquin County Worknet
- MICHAEL TUBBS » District 6 Councilmember, City of Stockton
- DOUG WILHOIT » President-CEO, Greater Stockton Chamber of Commerce

REFERENCES

- 1 The White House. My Brother's Keeper. 2015. Accessed February 6, 2016. www.whitehouse.gov/my-brothers-keeper.
- 2 United States Department of Labor. 2015. *Economy at a Glance: Stockton, CA*. Accessed January 27, 2016. http://www.bls.gov/eag/eag.ca_stockton_msa.htm
- 3 City of Stockton. 2015. *City of Stockton*. Accessed February 3, 2016. <http://www.stocktongov.com/discover/history/hist.html>.
- 4 All data on this page from: United States Census Bureau. 2014. *American Community Survey*. Accessed January 30, 2016. <http://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2014/>.
- 5 San Joaquin County Community Health Status Report. 2011. April. Accessed January 15, 2016. <http://www.sjcephs.org/disease/documents/FINAL%20Updated%20Health%20Status%204-1-11.pdf>.
- 6 United States Census Bureau. 2014. *American Community Survey*. Accessed January 30, 2016. <http://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2014/>.
- 7 Ibid.
- 8 Ibid. *Figure represents sum of male and female householder, no spouse present, with own children under 18*.
- 9 California Department of Education. 2015. Enrollment by Ethnicity for 2014-15, SUSD. Accessed February 16, 2016. <http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?Choice=DistEnrEth&cYear=2014-15&cSelect=3968676--Stockton%2Unified&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>.
- 10 Ed-Data. *District Summary: Stockton Unified, Enrollment and Percent of English Learners*. Accessed February 4, 2016. <http://www.ed-data.org/district/San-Joaquin/Stockton-Unified>.
- 11 US Department of Education. 2015. *A Matter of Equity: Preschool in America*. Federal Report, US Department of Education, US Department of Education. Accessed February 4, 2016.
- 12 UC Davis Center for Regional Change. *Regional Opportunity Index, Prenatal Care: Percentage of mothers who received prenatal in first trimester 2013*. Accessed December 15, 2015. <http://interact.regionalchange.ucdavis.edu/roi/webmap/webmap.html>.
- 13 UC Davis Center for Regional Change. *Regional Opportunity Index, Infant Health: Percentage of births at or above healthy weight, or 2500 grams/5.5 pounds, 2013*. Accessed January 25, 2016. <http://interact.regionalchange.ucdavis.edu/roi/webmap/webmap.html>.
- 14 Kidsdata. 2015. *Infants Born at Low Birthweight, by Race/Ethnicity of Mother 2013. March*. Accessed January 5, 2016. <http://www.kidsdata.org>
- 15 UC Davis Center for Regional Change. *Teen Birth Rate: CCD map*. In 2009-2011 the teen birthrate in Stockton was 46.49 per 1000 females ages 15-19, compared to statewide rate of 12.53 per 1000. Accessed February 2, 2016. <http://interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html>
- 16 Kidsdata. 2015. *Teen Births, by Race/Ethnicity 2013. March*. Accessed December 15 2016. <http://www.kidsdata.org>
- 17 Kidsdata. 2015. *Health Insurance Coverage (Regions of 10,000 Residents or More), by Type of Insurance and Age 2009-2013*. January. Accessed January 29, 2016. <http://www.kidsdata.org>
- 18 Kidsdata. 2015. *Health Insurance Coverage (Regions of 10,000 Residents or More), by Race/Ethnicity 2009-2013*. Native Hawaiians and American Indians/ Alaska Native not reported due to Low Number Enrollment (LNE). January. Accessed January 29, 2015. <http://www.kidsdata.org>
- 19 Kidsdata. 2015. *Health Insurance Coverage (Regions of 10,000 Residents or More), by Type of Insurance and Age 2009-2013*. January. Accessed January 29, 2016. <http://www.kidsdata.org>
- 20 Kidsdata. 2015. *Health Insurance Coverage (Regions of 10,000 Residents or More), by Race/Ethnicity 2009-2013*. January. Accessed January 29, 2015. <http://www.kidsdata.org>
- 21 Kidsdata 2015. *Children in Poverty (Regions of 10,000 Residents or More), by Race/Ethnicity. Accessed January 29, 2016*. <http://www.kidsdata.org>
- 22 Kidsdata. 2015. *Children Living in Food Insecure Households 2012*. January. Accessed January 29, 2016. <http://www.kidsdata.org>
- 23 Kidsdata. 2015. *Households with a Housing Cost Burden, by City, School District and County (10,000 Residents of More) 2009-2013*. January. Accessed January 29, 2016. <http://www.kidsdata.org>
- 24 Kidsdata. 2015. *Annual Cost of Child Care, by Age Group and Type of Facility 2014*. November. Accessed January 15, 2016. <http://www.kidsdata.org>
- 25 Kidsdata. 2013. *Children Ages 3-5 Not Enrolled in Preschool or Kindergarten (Regions of 10,000 Residents or More) 2009-2013*. Accessed January 15, 2016. <http://www.kidsdata.org>
- 26 First 5. 2016. *First 5 San Joaquin*. Accessed February 4, 2016. <http://www.sjckids.org/Programs/Listings/Program-Information/ItemId/7/SUSD-First-5-Preschool-Project>.
- 27 Musen, Lindsey. 2010. *Early Reading Proficiency*. Annenberg Institute for School Reform, Brown University, Brown University. Accessed January 7, 2016.
- 28 California Department of Education. 2013. *2013 STAR Test Results: Stockton Unified School District: Percent of Third Graders Scoring Proficient or Advanced on CST English Language Arts*. Accessed January 7, 2016. <http://star.cde.ca.gov/>
- 29 California Department of Education. 2013. *2013 STAR Test Results: Stockton Unified, San Joaquin County and Statewide Results: Percent of Third Graders Scoring Proficient or Advanced on CST English Language Arts*. Accessed January 7, 2016. <http://star.cde.ca.gov/>
Data for Native Hawaiian or Pacific Islander not reported. To protect student confidentiality, test results are not reported on this site for any group when 10 or fewer students had valid test scores.

30 California Department of Education. 2013. *2013 STAR Test Results: Lodi Unified District-California Standards Test Scores*. September 9. Accessed 2016. <http://star.cde.ca.gov/>

31 California Department of Education. 2014. *Truancy Report, Stockton Unified 2012-13*. Accessed December 15, 2015. <http://dq.cde.ca.gov/dataquest/>

32 UC Davis Center for Regional Change. *Putting Youth on the Map: Elementary Truancy Rate, 2013, Stockton Unified School District*. Accessed January 29, 2016. <http://interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html>.

33 Ibid.

34 Quoted from Child Abuse Prevention Council. 2013. *Child Abuse Prevention Council of San Joaquin*. Accessed February 2016. www.nochildabuse.org.

35 Child Trends Databank. 2015. *High School Drop Out Rates*. November 15. Accessed December 15, 2015 <http://www.childtrends.org/?indicators=high-school-dropout-rates>.

36 Office of the Attorney General, California. 2013. *In School + On Track: Attorney General's 2013 Report on California's Elementary School Truancy & Absenteeism Crisis*. Special Report, California Attorney General's Truancy Project, Office of the Attorney General, California, Office of the Attorney General, California. Accessed January 7, 2015.

37 UC Davis Center for Regional Change. *Putting Youth on the Map: High School Graduation Rates, Stockton Unified School District 2011-2013*. Accessed January 7, 2015. <http://interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html>.

38 Ibid.

39 Ibid.

40 Ibid.

41 California Department of Education. 2015. *Cohort Outcome Data for Class of 2013-2014: District Results Stockton Unified: English Learners Dropout Rates*. Online Report, Data Reporting Office, California Department of Education, California Department of Education. Accessed January 7, 2016. <http://dq.cde.ca.gov/dataquest/> Data for Native Hawaiian or Pacific Islander and Two or More Races are not reported. To protect student confidentiality, results are not reported on this site for any group when 10 or fewer students had valid test scores.

42 California Department of Education. 2015. *Cohort Outcome Data for Class of 2013-2014: District Results Stockton Unified: By Gender*. Pacific Islanders/Native Hawaiian and Multiracial student data excluded to protect student privacy, as there are ten or fewer students. Online Report, Data Reporting Office, California Department of Education, California Department of Education. Accessed January 7, 2016.

43 UC Davis Center for Regional Change. *Putting Youth on the Map: Community Involvement, 2013* (from California Healthy Kids Survey). Data Accessed February 23, 2016. interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html.

44 Child Trends Data Bank. 2015. *High School Dropout Rates*. Accessed December 15, 2015. <http://www.childtrends.org/?indicators=high-school-dropout-rates>.

45 UC Davis Center for Regional Change. *Putting Youth on the Map: Truancy Rates (High Schools), 2012-2013*. Accessed February 3, 2016. interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html

46 California Department of Education. 2013. *Suspension and Expulsion Report For 2012-13 Suspension and Expulsion Rates, Stockton Unified*. Accessed January 7, 2016. <http://dq.cde.ca.gov/dataquest/>

47 California Department of Education. 2013. *Suspension and Expulsion Report For 2012-13: Defiance Suspension and Expulsion, Stockton Unified*. Accessed January 7, 2016. <http://dq.cde.ca.gov/dataquest/> Suspension rates cacluated as (N(suspensions for population X)/N(population X))*100. Students may be counted more than once if they were suspended multiple times.

48 California Department of Education. 2013. *Enrollment by Ethnicity for 2012-13 District Enrollment by Ethnicity*. March 3. Accessed January 7, 2016. <http://dq.cde.ca.gov/dataquest/>

49 American Institutes for Research. 2015. *The District Role in Graduation Rate Improvement: Promising Practices from Five California Districts*. November 15. Accessed February 2016. <http://www.air.org/resource/district-role-graduation-rate-improvement-promising-practices-five-california-districts>.

50 Carnevale, Anthony P., Nicole Smith, and Jeff Strohl. 2010. *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Center on Education and the Workforce, Georgetown University, Georgetown University.

51 Moore, Colleen, and Nancy Shulock. 2010. *Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges*. Institute for Higher Education Leadership & Policy, California State University, Sacramento, Sacramento: California State University, Sacramento. http://edsources.org/wp-content/uploads/divided_we_fail_final.pdf

52 California Department of Education. n.d. *12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance All Students, Stockton Unified (2013-14)*. Accessed 2015. <http://dq.cde.ca.gov/dataquest/> Data for Native Hawaiian or Pacific Islander and Two or More Races are not reported. To protect student confidentiality, results are not reported on this site for any group when 10 or fewer students had valid test scores.

53 Ibid.

54 Ibid.

55 United States Census Bureau. 2015. *State & County QuickFacts*. December 2. Accessed January 15, 2016. <http://quickfacts.census.gov/qfd/states/00000.html>.

56 California Department of Education. *2008-09 High School Graduates' College Enrollment (Estimated): State Fiscal Stabilization Fund Postsecondary Indicator CII*. Accessed January 15, 2016. <http://dq.cde.ca.gov/dataquest/>

57 University of the Pacific. *University Pipeline Programs*. Accessed February 2016. <http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/University-Pipeline-Programs>.

58 Kids Count. 2012. *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*. Policy Report, Kids Count, Annie E. Casey Foundation, Annie E. Casey Foundation. <http://www.kidsdata.org>

59 Kidsdata. *Teens Not in School and Not Working, by County and School District (10,000 Residents or More) 2009-2013*. Accessed January 29, 2016. <http://www.kidsdata.org>

60 UC Davis Center for Regional Change. *Putting Youth on the Map: Male % Out of Work and School*. Accessed January 29, 2016. <http://interact.regionalchange.ucdavis.edu/youth/webmap/webmap.html>. Approximate rate for each gender calculated based on average of rates by gender for PUMA 1901 and PUMA 1902.

61 Ibid.

62 Ibid.

63 Ibid.

64 Ibid.

65 Ibid.

66 UC Davis Center for Regional Change. *Regional Opportunity Index: Job Availability vs. employment rate in Stockton, 2009-2013*. Accessed January 29, 2016. <http://interact.regionalchange.ucdavis.edu/roi/webmap/webmap.html>.

67 Ibid.

68 Ibid.

69 Community Connections. *San Joaquin County Office of Education (SJCOE): Youthbuild San Joaquin*. Accessed February 2016. http://communityconnectionssjc.org/programs/details/san_joaquin_county_office_of_education_youthbuild_san_joaquin/.

70 Child Trends Databank. 2013. *Children's Exposure to Violence*. July. Accessed December 15, 2015. <http://www.childtrends.org/?indicators=childrens-exposure-to-violence>.

71 Lofstrom , Magnus, and Brandon Martin. 2015. *Crime Trends in California*. September. Accessed December 15, 2015. http://www.ppic.org/main/publication_show.asp?i=1036.

72 FBI. 2014. *Crime in the United States, Table 8: Violent Crime in Stockton, California*. Accessed February 4, 2016. Rate calculated by dividing cases of violent crime (3,988) by total Stockton population (299,519) times 100,000. <https://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2014/crime-in-the-u.s.-2014/offenses-known-to-law-enforcement/violent-crime/violent-crime>

73 Kidsdata. 2015. *Child Abuse and Neglect Reports, by Race/Ethnicity 2014*. May. Accessed January 7, 2016. <http://www.kidsdata.org>

74 Kidsdata. 2015. *Child Abuse and Neglect Reports, by Type of Abuse 2014*. May. Accessed January 7, 2016. <http://www.kidsdata.org>

75 Kidsdata. 2015. *Child Abuse and Neglect Reports, by Race/Ethnicity 2014. May*. Accessed January 7, 2016. <http://www.kidsdata.org>

76 Kidsdata. 2015. *Child Abuse and Neglect Reports 2014*. May. Accessed January 7, 2016. <http://www.kidsdata.org>

77 California Department of Education. *Suspension and Expulsion Report For 2014-15 Suspension and Expulsion Rates, Stockton Unified*. Accessed January 15, 2016. <http://dq.cde.ca.gov/dataquest/>

78 Felony and misdemeanor arrest counts from Office of the Attorney General. 2015. *CJSC Statistics: Felony and Misdemeanor Arrests of All Juveniles (Stockton USD, Stockton, California), 2010-2014*. Accessed February 4, 2016. <http://oag.ca.gov/crime/cjsc/stats/arrests>. Total population under 18 for Stockton and for CA from U.S. Census Bureau, 2014 American Community Survey 1-Year Estimates. Accessed February 9, 2016. <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Arrest rates calculated as ((N(arrest for population X)/N(population X))*1000. Population categories were developed from the census were tables B01001B -B01001I and include White alone (not Hispanic/Latino), Black or African American Alone, Hispanic/Latino Alone. For the ‘Other’ category, the following populations groups were summed: American Indian and Alaska Native Alone, Asian Alone, Native Hawaiian and Pacific Islander Alone, Some Other Race Alone, Two or More Races.

79 Ibid.

80 Ibid.

81 Office of the Attorney General. 2013. *San Joaquin County: Juveniles*. Accessed January 27, 2016. <http://casi.cjcj.org/Juvenile/San-Joaquin>.

82 Ibid.

83 Ibid.

84 Resource Development Associates. 2014. *Positive Youth Justice Initiative Year 1 Evaluation – Summary of Implementation in San Joaquin County*. Evaluation Report, Positive Youth Justice Initiative, Sierra Health Foundation , Resource Development Associates.

85 Ibid.

86 Center for Health Program Management. *Positive Youth Justice Initiative Grantee Partners*. Accessed 2016. <http://www.shfcenter.org/pyji/grantee-partners>.

“We need to give every child, no matter what they look like, where they live, the chance to reach their full potential. Because if we do—if we help these wonderful young men become better husbands and fathers, and well-educated, hardworking, good citizens—then not only will they contribute to the growth and prosperity of this country, but they will pass on those lessons on to their children, on to their grandchildren who will start a different cycle. And this country will be richer and stronger for it—for generations to come.”

— PRESIDENT BARACK OBAMA

FEBRUARY 27, 2014



