



PART ONE

The Invisible Achievement Gap

*Education Outcomes of Students in
Foster Care in California's Public Schools*

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Foster Care in California's Public Schools*

PART ONE

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This study was conducted under the auspices of the Center for the Future of Teaching and Learning at WestEd, which is dedicated to improving teacher-development policy and practice. For more than a decade, the Center has been steadfast in the pursuit of its mission to ensure that every student in California’s elementary and secondary schools has a well-prepared, effective, and caring teacher. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

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The seeds for this study were planted in 2008 with a report commissioned by the Stuart Foundation as part of its Ready to Succeed initiative. That report presented a number of recommendations to improve the education outcomes of students in foster care, with an immediate call for data to be shared between California’s education and child welfare systems. Based on a vision developed by the Center for the Future of Teaching and Learning and the Stuart Foundation, in 2010 the Center hosted “Documenting the Education Outcomes of Children and Youth in Foster Care,” a policy forum that yielded data-sharing agreements and strategies to link the state’s child welfare and education data, paving the way for this first-of-its-kind study in California.

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Executive summary

One of the most vexing problems for California, a state that is committed to providing high-quality public education for all students, has been the persistently low academic achievement of racial/ethnic minority students, English learners, students raised in poverty, and students with disabilities. For many years, closing these achievement gaps has been a priority. Yet, until recently, reform efforts have rarely acknowledged another group of students who also persistently underperform: students in foster care.

As is the case for many other states, California has had little statewide information about the education of school-aged children and youth who are in the foster-care system and for whom the state is legally responsible. This is largely due to challenges related to the availability, collection, and sharing of information about these students across the education and child welfare systems, which do not have a common unique student identifier for students who are in both systems. As a result, the education needs of these students have often gone unrecognized and unmet—leaving many of them trailing their classmates in academic achievement. It is this achievement gap that has been largely invisible to educators and child welfare professionals alike.

This report, *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California’s Public Schools*, sponsored by the Stuart Foundation, underscores and refines the message from a growing body of research literature that students in foster care constitute a distinct subgroup of academically at-risk students—a message that has not yet been clearly or fully translated from research to policy to practice.

The two-part study on which this report is based breaks new ground on this important issue by linking statewide individual student education data and child welfare data to create a first-ever education snapshot of all K–12 students in foster care in California. The first part of the study, reported here, describes the previously undocumented achievement gap for California students in foster care, by comparing their academic outcomes to those of the state’s K–12 population as a whole and of other at-risk subgroups with documented achievement gaps, specifically, students designated as having low socioeconomic status (SES), English learners, and students with disabilities. Given the strong association that research has found between family poverty and children’s placement in foster care, the comparison between students in foster care and low-SES students was particularly important for uncovering any differences in education outcomes for these two student populations. The second part of the study, reported in *The Invisible Achievement Gap, Part 2—How the Foster-Care Experiences of California Public School Students Are Associated With Their Education Outcomes*, used the same data to create a complementary snapshot that looks exclusively within the population of K–12 students in foster care to examine the relationship between education outcomes and specific characteristics of the foster-care experience.

Backed by its sweeping new school finance reform plan, California is now setting out to track the academic progress of students in foster care—the first state in the nation to do so. Thus, the findings reported below are especially timely. Taken together, they show that

California students in foster care have unique characteristics that justify their identification as a separate at-risk student subgroup and that this subgroup has a significant achievement gap compared to the other student groups. These findings serve as new evidence for policymakers to use in continuing efforts to improve the academic success of students in foster care. Specific areas needing attention will be identified in *Addressing the Invisible Achievement Gap—Areas of Focus for Improving Education Outcomes for California Students in Foster Care*, a CenterView from the Center for the Future of Teaching and Learning that draws from this report and will be released in late 2013.

A count of the number of students in foster care and the findings follow.

Understanding students in foster care—by the numbers.

In California, 5,969,112 K–12 students ages 5–17 were enrolled in the state’s public schools on the official census date for the 2009/10 school year. Among them were 43,140 students—about 1 of every 150 students—who had spent a period of time in child welfare supervised foster care that year.

In 2009/10, one in five California school districts reported enrolling no students in foster care and the majority of districts reported having between 1 and 49 students in foster care. In fact, for the time period of this study, the majority of California students in foster care were enrolled in just a small number of districts. Specifically, two thirds of these students were enrolled in 10 percent of the state’s school districts, with each of these districts enrolling at least 100 students in foster care.

Finding 1: Students in foster care constituted an at-risk subgroup that was distinct from low-SES students.

In this study, students in foster care had a different demographic profile than their K–12 classmates statewide or than their classmates who were classified as low SES. Students in foster care were three times more likely to be African American, but less likely than low-SES students or the statewide student populations to be Hispanic or to be designated as English learners. They were classified with a disability at twice the rate of the comparison groups, and, among students with disabilities, students in foster care were about five times more likely to be classified with an emotional disturbance than other students. Students in foster care were also older for their grade level and had higher rates of enrollment in grades 9, 10, or 11 than the comparison groups, a likely outcome of grade retention and a risk factor for dropping out.

Finding 2: Students in foster care were more likely than other students to change schools during the school year.

Students in foster care experienced much higher rates of school mobility than other students. Only about two thirds of students in foster care attended the same school for the full school year. In contrast, over 90 percent of the low-SES and the statewide student

populations attended the same school all year. Furthermore, about 1 in 10 students in foster care attended three or more schools during the school year, a level of school mobility experienced by only about 1 percent of the low-SES and general student populations.

Students in foster care were also more likely than other students to be enrolled in nontraditional public schools. Enrollment in these schools suggests that students were unsuccessful at traditional schools and, thus, were transferred to other school types that were expected to better meet their needs.

Finding 3. Students in foster care were more likely than the general population of students to be enrolled in the lowest-performing schools.

California uses the Academic Performance Index (API), an annual measure of school test-score performance, to rank schools in two ways: statewide and by 100 similar schools that have comparable demographic profiles. Based on both of these rankings, students in foster care, like low-SES students, were consistently more likely than the general population to attend the state's lowest-performing schools and less likely to attend the state's highest-performing schools. Roughly 15 percent attended the lowest-performing 10 percent of schools (API decile 1), and at each higher API school decile ranking, the percentage of these students declined, down to only 2 percent in the highest performing 10 percent of schools (API decile 10).

Finding 4: Students in foster care had the lowest participation rate in California's statewide testing program.

Each spring in past years, California students in grades 2–11 have taken a series of tests through the Standardized Testing and Reporting (STAR) Program, which looks at how well schools and students are performing in key subject areas. The test-taking rate for the general population in English language arts or mathematics with any of the STAR tests in spring 2010 was around 97 percent. Starting at grade 9, there was a regular decrease in the rate of test taking for all students statewide, with participation rates gradually decreasing to around 90 percent in grade 11. This test-taking pattern was similar for low-SES students, English learners, and students with disabilities.

Students in foster care had consistently lower STAR test-taking rates. Even in the elementary grades, just over 90 percent of the students in foster care enrolled in fall 2009 took a STAR test in spring 2010. The test-taking rates also decreased steadily from grade 8, with only about 75 percent of students in foster care participating in the STAR Program during their last year of testing.

Finding 5: Statewide testing showed an achievement gap for students in foster care and other at-risk student groups.

Historically, the California Standards Test (CST) has been administered to students in grades 2–11 to determine students' achievement of the state's content standards for each

grade or course. Student scores are compared to preset criteria to determine whether their performance on the test is advanced, proficient, basic, below basic, or far below basic. The state's goal is for all students to reach a performance level of proficient or above.

CST results showed that students in foster care consistently fell far short of achieving proficiency in English language arts, elementary mathematics, and the secondary mathematics courses algebra I and algebra II. Based on these results, students in foster care as a group showed an achievement gap similar to English learners and to students with disabilities. In addition, they were consistently outperformed by low-SES students. Test results for students in foster care fell into the two lowest performance levels for English language arts and mathematics—below basic and far below basic—at twice the rate of those for the statewide student population. Students who test at these lowest performance levels are particularly worrisome to teachers because these students are the furthest away from reaching proficiency in the tested courses.

Finding 6: High school students in foster care had the highest dropout rate and lowest graduation rate.

Reducing dropout rates and boosting high school graduation rates are state education priorities. To be on track to graduate from a California public high school, students are required to pass both the English language arts and mathematics parts of the California High School Exit Examination (CAHSEE), offered for the first time in grade 10. Just under half of the students in foster care passed the CAHSEE in grade 10, a passing rate considerably lower than the percentage for all students statewide and for low-SES students (76 and 66 percent, respectively).

Students in foster care were more likely than all comparison groups to drop out. During 2009/10, across the high school grades, the single-year dropout rate for students in foster care was 8 percent, compared to the statewide dropout rate of 3 percent and dropout rates for the other at-risk groups between 3 and 5 percent. While the dropout rate for every student group increased at each higher grade level for grades 9–12, for students in foster care the dropout rates in grades 9, 10, and 11 were consistently higher than for any of the other student groups, peaking at 14 percent in grade 12.

Finally, the graduation rate for all grade-12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups.

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Introduction

“It’s true that children in foster care face unbelievable challenges, starting with an unsafe home situation and being separated from their family. Then, once they’re in the foster-care system, many end up being moved from one placement to another, which, for school-age kids, may mean moving from one school to another. We see students who have to take algebra I two or three times simply because they haven’t been in one school long enough to finish the course, or who never get to complete a soccer season with their team.

“Remarkably, some of these same students ‘make it’ anyway. They do well in school, graduate and head off to college. Nothing makes me happier than hearing from someone who was in the foster-care system and, despite all the challenges, went on to earn a college degree and get a good job. Just imagine how much more often this would happen if all of our systems—whether in education or child welfare—worked together to understand and address the unique needs of these students.”

— School social worker

One of the most vexing problems for California, a state that is committed to providing high-quality public education for all students, has been the persistently low academic achievement of racial/ethnic minority students, English learners, students raised in poverty, and students with disabilities. For many years, closing these achievement gaps has been a priority for the state’s education reformers. Yet, until recently, reform efforts have rarely acknowledged another group of students who also persistently underperform: students in foster care.

While California tracks the progress of other academically vulnerable student groups, it has had little statewide information about the education of school-age children who are in the foster-care system and for whom it is legally responsible. As is also the case for many other states, California has not tracked how many of these students attend public schools, where they are enrolled, how well they fare academically, or whether they receive the education supports and services they need for success. At the school level, classroom teachers and other educators are generally unaware of students’ foster-care status. This is largely due to challenges related to the collection and sharing of information about these students across the education and child welfare systems, which do not share a common unique student identifier for students who are in both systems. As a result, the education needs of these students have often gone unrecognized and unmet—leaving many of them trailing their classmates in academic achievement.

It is this achievement gap that has been largely invisible to educators and child welfare professionals alike.

Each year, tens of thousands of children in communities across California are found through the state’s Child Protective Services system to be unsafe in their homes due to the existence or risk of abuse or neglect. These children are removed from their homes and placed in the foster-care system, with the goal of finding a safe and permanent home for each child, either through reunification with the child’s family (after the family has met certain conditions), through adoption, or through placement with a permanent legal guardian. While these children are in the foster-care system, the state assumes legal responsibility for their health and safety and should also be accountable for ensuring that they thrive in school.

“Given what we experience in foster care, it’s hard to trust people. What we need is the same someone to push us in the right direction year after year until we finish school and get a job.”

— Student in foster care

California’s public schools, which play a critical role in the successful development of all children, have an especially important role to play for students in foster care. When these students are able to continue at the same school, familiar teachers and friends may help lessen the distress of being removed from their family home or, as happens for some students, being moved from one foster placement to another. In addition, for students in foster care, what they learn and experience at school is all the more influential in seeding their economic, social, and personal aspirations, opportunities, and accomplishments over their lifetimes.

Unfortunately, for too many students in foster care, academic success remains elusive. A growing research literature has begun to make the case that students in foster care are especially at risk for school failure, as evidenced by poor grades and high rates of absenteeism, grade retention, disciplinary referrals, and dropping out of high school.¹ Yet the message that students in foster care constitute a distinct subgroup of at-risk students has not yet been clearly or fully translated from research to policy to practice.

A two-part study sponsored by the Stuart Foundation, *The Invisible Achievement Gap* breaks new ground by linking statewide education and child welfare data to create a first-ever education snapshot of all K–12 students in foster care in California. The first part of the study, reported here, begins by describing the demographic characteristics of these students and identifying the types of school they attend. Given the strong

¹ Christian, S. (2003). *Educating children in foster care*. Washington, DC: National Conference of State Legislatures; Leone, P., & Weinberg, L. (2010). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems*. Washington, DC: Center for Juvenile Justice Reform at Georgetown University. Available at <http://www.modelsforchange.net/publications/260>; Smithgall, C., Gladden, R., Howard, E., George, R., & Courtney, M. (2004). *Educational experiences of children in out-of-home care*. Chicago, IL: Chapin Hall Center for Children at the University of Chicago; Wulczyn, F., Smithgall, C., & Chen, L. (2009). Child well-being: The intersection of schools and child welfare. *Review of Research in Education*, 33, 35–62.

association between family poverty and children’s placement in foster care,² and given the California policy of designating all students in foster care as eligible for the school free and reduced-price lunch program and, thus, as having low socioeconomic status (SES), the study includes comparisons of students in foster care with low-SES students. The intent was to uncover any differences in the education experiences and outcomes of these socioeconomically similar students groups. To provide a broader perspective, it also compares students in foster care with the state’s K–12 population as a whole.

The study then turns to academic achievement and education outcomes for students in foster care. Here, in addition to comparing these students to the statewide student population and to low-SES students, it compares them to other at-risk subgroups with documented achievement gaps, specifically students who are English learners and students with disabilities.

Taken together, this study’s findings show that California students in foster care have unique characteristics that justify their identification as a separate at-risk student subgroup, and that this subgroup has a significant achievement gap compared to other student groups. These findings serve as new evidence for, and add urgency to, conversations about what policymakers can and must do to continue to improve the odds of academic success for students in foster care.

To further contextualize the education experiences of students in the foster-care system, the second part of this study drew on the same linked data to create a complementary snapshot of K–12 students, one taken from a slightly different perspective. *The Invisible Achievement Gap, Part 2—How the Foster-Care Experiences of California Public School Students Are Associated With Their Education Outcomes* looks within the population of students in foster care to examine the relationship between education outcomes and a set of characteristics from the foster-care experience, such as types of allegation that caused students’ removal from their families, number and types of students’ foster-care placements, and length of time students are in the foster-care system.

These reports are especially timely. Starting in the 2013/14 school year, the Local Control Funding Formula in the state’s sweeping new school finance reform plan rolls out, providing districts with supplemental funds to use in improving education outcomes for

“I bounced around a lot of schools and never got comfortable being there. Since I knew that I’d be at a school for just a little bit, I felt like I didn’t need to care about my studies.”

— Student in foster care

2 Barth R., Wildfire J., & Green R. (2006). Placement into foster care and the interplay of urbanicity, child behavior problems, and poverty. *American Journal of Orthopsychiatry*, 76(3), 358–366; Putnam-Hornstein E., Needell B., King B., & Johnson-Motoyama M. (2013). Racial and ethnic disparities: A population-based examination of risk factors for involvement with child protective services. *Child Abuse & Neglect*, 37(1), 33–46.

designated high-needs student subgroups, including students in foster care. For the first time, California's schools, districts, and county offices of education will be held accountable for the academic outcomes of students in foster care as a separate subgroup under the state's Academic Performance Index (API). To improve opportunities for success in school, educators must now identify and count these students and provide them with targeted academic supports.

In providing a more complete education picture of California students in foster care, these studies serve multiple purposes:

- raising awareness among education and child welfare policymakers and practitioners, as well as the courts, about the particular academic vulnerability of students in foster care;
- creating a baseline for tracking the academic progress of this student group;
- providing critical information to use in strengthening policy and practice aimed at narrowing the achievement gap between students in foster care and their classmates; and
- underscoring the need for accessible linked, comprehensive, and current education and child welfare data to inform and facilitate greater collaboration across agencies so as to better meet the needs of this particular student population.

As the first state in the nation sets out to track the academic progress of its students in foster care, *The Invisible Achievement Gap, Part 1*, calls for educators at all levels to do more for these students. Specific areas that require attention if we are to narrow the achievement gap identified in this report will be presented in *Addressing the Invisible Achievement Gap—Areas of Focus for Improving Education Outcomes for California Students in Foster Care*, a CenterView from the Center for the Future of Teaching and Learning that draws from this report and will be released in late 2013.*

* The CenterView will be available online at <http://cftl.org/centerviews/IAGCV13.pdf>

Data and Study Populations

The findings of this study are derived from a unique database that links statewide individual student education data from the state's California Longitudinal Pupil Achievement Data System (CALPADS) with individual client records from the state's Child Welfare Services Case Management System (CWS/CMS). For this study, these two data sources were matched to identify the education records of all K–12 students ages 5–17 who had a child welfare supervised foster-care placement between August 1, 2009 and June 1, 2010. The demographic characteristics and the types of school attended by students in foster care are analyzed and compared with the state's general K–12 student population as well as with the population of students classified as coming from a low socioeconomic background. The education outcomes of students in foster care are also compared with these two groups (all students statewide and students from a low socioeconomic background), as well as with other at-risk student subgroups with documented achievement gaps, specifically students who are English learners and students with disabilities. Each student population was defined as follow:

General statewide student population is composed of all K–12 students enrolled in a California public school who were 5–17 years old as of October 7, 2009. All of the student subgroups described below are part of this general statewide student population, and the subgroups are not mutually exclusive.

Students in foster care are students with a foster-care placement during the 2009/10 school year. Less than 1 percent of the general statewide student population had a foster-care placement.

Low-socioeconomic-status (SES) students are those whose parents have not received a high school diploma and/or whose family income qualifies the student for eligibility for a school's free or reduced-price lunch program. Approximately half of the general statewide student population was low SES.

English learners are students whose primary language is not English and who, based on their performance on state assessments, are considered to lack the level of English language skills (in listening, comprehension, speaking, reading, and writing) that is necessary to succeed in the school's regular instructional program. As a result, these students receive special services. Around 1 in 4 students in the general statewide student population was classified as an English learner.

Students with disabilities are students who are eligible for special education services; around 1 in 15 students in the general statewide student population was eligible for those services.

Details about the study methodology are presented in appendix A.

Understanding students in foster care—by the numbers

In California, 5,969,112 K–12 students ages 5–17 were enrolled in the state’s public schools for the 2009/10 school year.* Among these students were 43,140—about 1 of every 150 students—who would spend a period of time in child welfare supervised foster care that year.

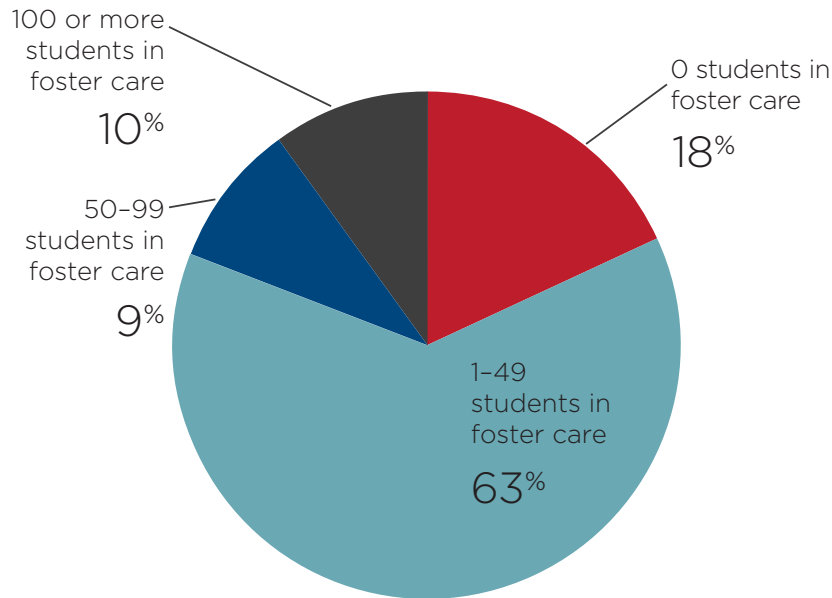
In that same school year, California had 1,048 school districts and, of these, only 193 reported enrolling *no* students in foster care. All others had students in foster care on their rosters: The majority of districts (659) reported having between 1 and 49 students in foster care. Another 90 districts enrolled between 50 and 99 of these students, and 106 districts enrolled at least 100 (fig. 1). Since many students in foster care are highly mobile and move from school to school as foster-care placements change, this one-time tally is likely an undercount of the numbers of these students who may transfer in and out of districts throughout the school year. But, no matter how few or how many students in foster care a district may have, every district must be aware of the special circumstances of these students—recognizing, for example, that a student’s foster-care status can change during the school year or from one grade or school to the next as these students enter, exit, or re-enter the child welfare system—and find ways to support their school success.

“When I was in elementary and middle school, I was switched around a lot. I didn’t leave those schools with teachers or kids I knew. Then, for the first time, I was in high school for four years and made friends. Really, it was the teachers who helped me the most. They showed me that I can finish homework, get good grades, go to college, and have a future.”

— *Student in foster care*

* This was the public school population as of October 7, 2009, the official one-day census date for the 2009/10 school year.

Figure 1. Distribution of districts by the number of students in foster care enrolled in public school, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

In fact, the majority of California students in foster care were enrolled in just a small number of districts. Specifically, two thirds were enrolled in just 10 percent of the state's school districts, with each of these districts enrolling at least 100 students in foster care. Collectively, the 10 districts with the most students in foster care served one quarter of this particular student population (table 1). Los Angeles Unified School District alone enrolled over 5,000 students in foster care, nearly 12 percent of the total number of these students in California.

Table 1. The 10 California school districts enrolling the most students who were in foster care, 2009/10

School districts	Foster care
(1) Los Angeles Unified School District	5,043
(2) Fresno Unified School District	923
(3) San Diego Unified School District	867
(4) Elk Grove Unified School District	711
(5) Long Beach Unified School District	617
(6) Sacramento City Unified School District	543
(7) Moreno Valley Unified School District	541
(8) Antelope Valley Union High School District	538
(9) San Bernardino City Unified School District	507
(10) San Francisco Unified School District	503
Total for 10 school districts	10,793
Total for California	43,140

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

The study's findings, which follow, serve as a compelling justification for counting—and being accountable for—students in foster care.

Key findings about the characteristics of students in foster care and the schools they attend

Findings

1. Students in foster care constituted an at-risk subgroup that was distinct from low-SES students.
2. Students in foster care were more likely than other students to change schools during the school year.
3. Students in foster care were more likely than the general population of students to be enrolled in the lowest-performing schools.

Finding 1: Students in foster care constituted an at-risk subgroup that was distinct from low-SES students.

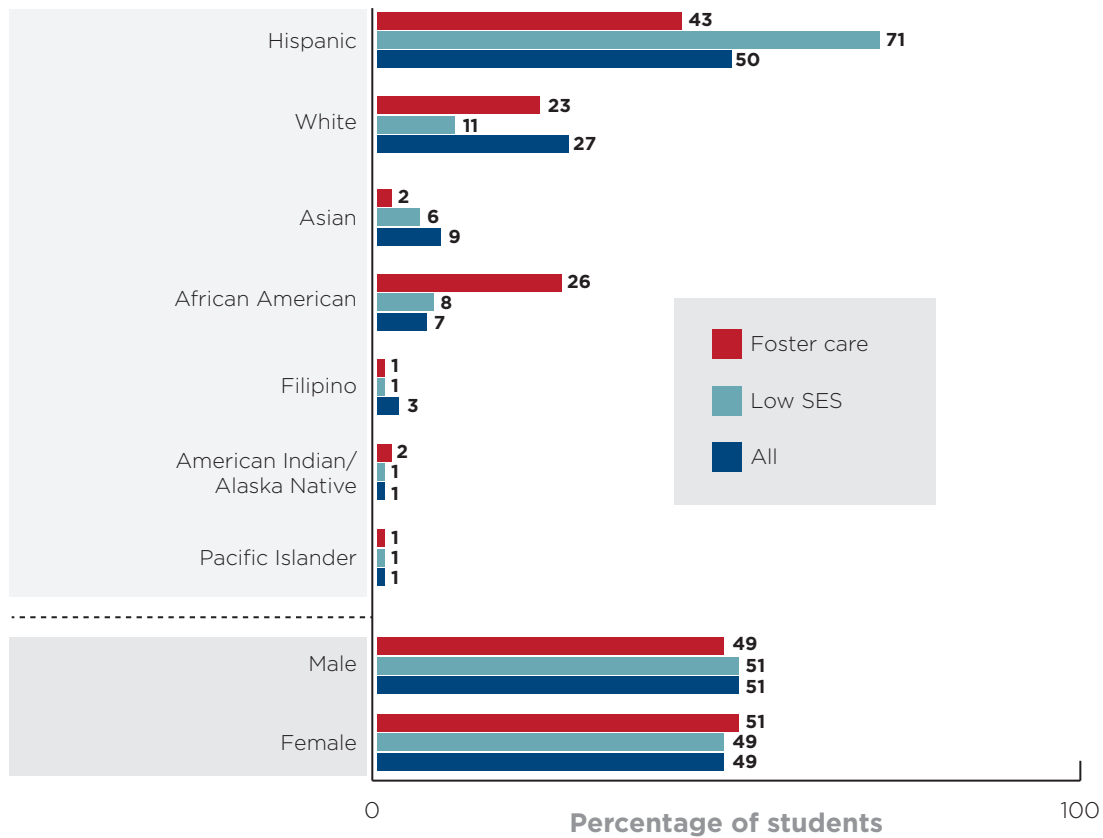
Students in foster care were more likely to be African American and less likely to be Hispanic than low-SES students in the state.

The racial/ethnic makeup of students in foster care differed significantly, and in several ways, from the makeup of the other two student populations (fig. 2):

- The largest ethnic group among students in foster care was Hispanic (43 percent); yet students in foster care were much less likely to be Hispanic than students who were classified as low-SES (71 percent) or than the total population of K–12 students statewide (50 percent).
- At 26 percent, the proportion of students in foster care who were African American was three times greater than in either of the other student groups, for which the share of African Americans was between 7 and 8 percent.
- Almost a quarter (23 percent) of students in foster care were White, while the share of Whites among low-SES students was 11 percent and the share among the statewide student population was slightly larger (27 percent).
- Students in foster care were less likely to be Asian (2 percent) compared to low-SES students or to all students statewide (6 and 9 percent, respectively). Each of the other racial/ethnic groups represented only a very small percentage (2 percent or less) in each of the three comparison populations.

For all three student groups compared here—students in foster care, low-SES students, and all K–12 students statewide—the gender split was the same: roughly one-half male and one-half female.

Figure 2. Distribution of students in foster care, low-socioeconomic-status students, and all students in California public schools, by race/ethnicity and by gender, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status students. Numbers and percentage for the groups “two or more races” and “none reported” are presented in appendix table B1. SES = socioeconomic status.

Nearly 1 in 5 students in foster care was classified with a disability.

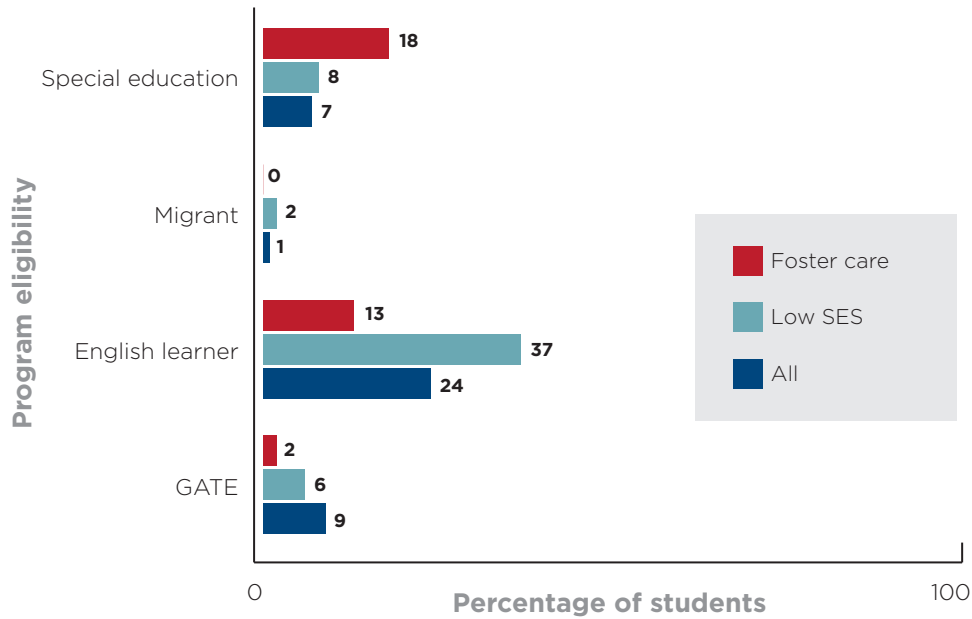
Students in foster care qualified for special education services at a much higher rate than the comparison groups (fig. 3). Nearly 1 in 5 students in foster care was classified with a disability (18 percent), twice the rate of low-SES students and the statewide student population.

In contrast, students in foster care were classified as English learners at a lower rate than the other student groups. Only 13 percent of students in foster care were designated as English learners, about one third the rate of low-SES students (37 percent) and about half the rate of the state’s general student population (24 percent).

Two percent of students in foster care were eligible for gifted and talented education services, compared to 6 percent of low-SES students and 9 percent of the state’s general student population.

Fewer than 1 percent of students in foster care were migrant students.

Figure 3. Percentage of students by program eligibility, for students in foster care, low-socioeconomic-status students, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status students. Some percentages round to zero. SES = socioeconomic status.

GATE = gifted and talented education.

Among students with disabilities, students in foster care had a higher rate of emotional disturbance.

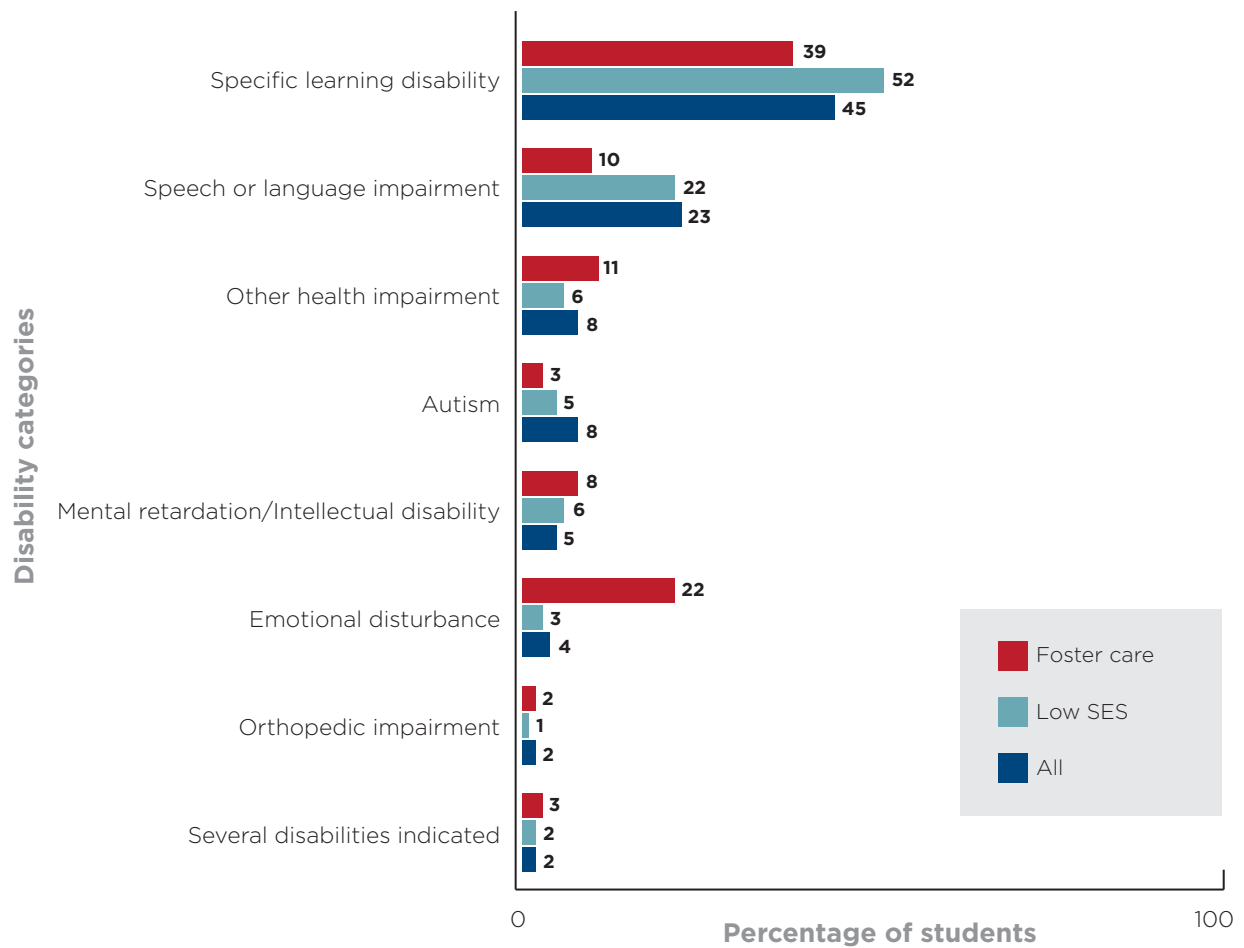
Figure 4 shows the breakdown by disability category for all students statewide who were classified with a disability. Among all students with a disability, students in foster care had by far the highest rate of *emotional disturbance*, which is a disability associated with difficulty maintaining relationships, inappropriate behaviors, and depression. More than 1 in 5 (22 percent) students in foster care with a disability were classified with *emotional disturbance*, a rate more than five times higher than the rate for low-SES students and for the statewide student population. Given the underlying trauma experienced by many children in foster care, it is not surprising that a greater proportion of these students present behaviors in school that are consistent with *emotional disturbance*. Also notable was the higher rate of students in foster care classified with *other health impairment*, a category that includes attention deficit hyperactivity disorder, and *mental retardation/intellectual disability*.

The largest disability classification for students in foster care was *specific learning disability* (39 percent), an impairment associated with challenges related to thinking, reading, writing and/or calculating. However, this percentage was smaller than the percentage for low-SES students (52 percent) or for all students statewide (45 percent). Students in foster care were also about half as likely to be classified with a *speech or language impairment* or *autism* as the comparison groups.

“In foster care we live with the unknown—about where we will be living or going to school or what will next happen in our lives. We often get punished for behaving in ways that are reactive to the unknown. Instead of addressing the real issues, at school we are just treated as troublemakers.”

— Student in foster care

Figure 4. Distribution of students with disabilities by the Individuals with Disabilities Education Act (IDEA) disability categories, for students in foster care, low-socioeconomic-status students, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Disability category information was available for 431,964 students with disabilities ages 5–17, including 7,693 students with disabilities in foster care and 246,959 low-socioeconomic-status students with disabilities. Disability categories that represented 1 percent or less of all student populations, including deaf/blindness, traumatic brain injury, deafness/hearing impairment, visual impairment, hard of hearing, and multiple disabilities are not included in the figure; the numbers and percentages are presented in appendix table B1. Students were coded as having "several disabilities" when several disability categories were indicated. SES = socioeconomic status.

Students in foster care were older for their grade level than the other student groups.

In California, the median age for students entering kindergarten is 5 years old, with students' ages increasing one year for each grade level, up to a median age of 17 in grade 12. Being over-age for grade is commonly due to academic difficulties, interruptions in schooling, inconsistent delivery of academic supports, or students changing schools, any of which can result in students failing to meet requirements for regular grade promotion and, thus, being retained in grade. In middle and high school, being over-age for grade puts students at greater risk of dropping out.

As seen in figure 5, from kindergarten to grade 8, there is virtually no difference in the very low over-age rates between low-SES students and the statewide student population. Even though the rates for students in foster care were also low, they were consistently higher than those of the other two student populations, and the disparity between students in foster care and the other two groups increased by grade levels. However, for each of the three student groups there was an increase in the percentage of over-age students in grade 9, suggesting that, during their freshman year in high school these students did not earn the course credits needed to advance to grade 10. For students in foster care, this increase was greater than for low-SES students or for the statewide student population; by grade 9, nearly 1 in 10 students in foster care was already overage, heightening the risk of these students dropping out of school.

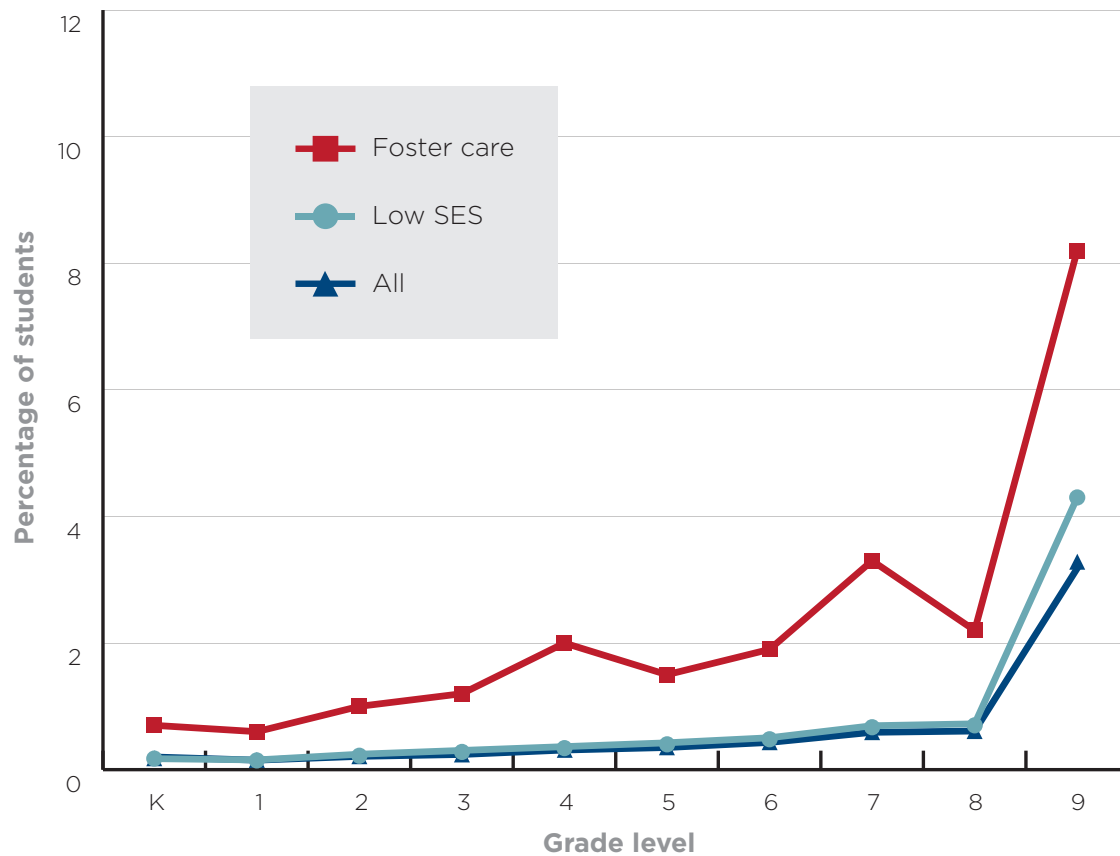
“I was in a living situation where school wasn’t a priority.

There was no time or place to do homework except after my caregiver went to sleep.

There was no one in my life who wanted me to make it through school except a few teachers who talked to me and helped me graduate and go to college.”

— Student in foster care

Figure 5. Percentage of students more than one year older than the median age for grade, for students in foster care, low-socioeconomic-status students, and all students in California public schools, by grade level, grades K–9, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. The population of analysis includes only students that were ages 5–17. The numbers and percentages of students by grade level are presented in appendix table B1. SES = socioeconomic status.

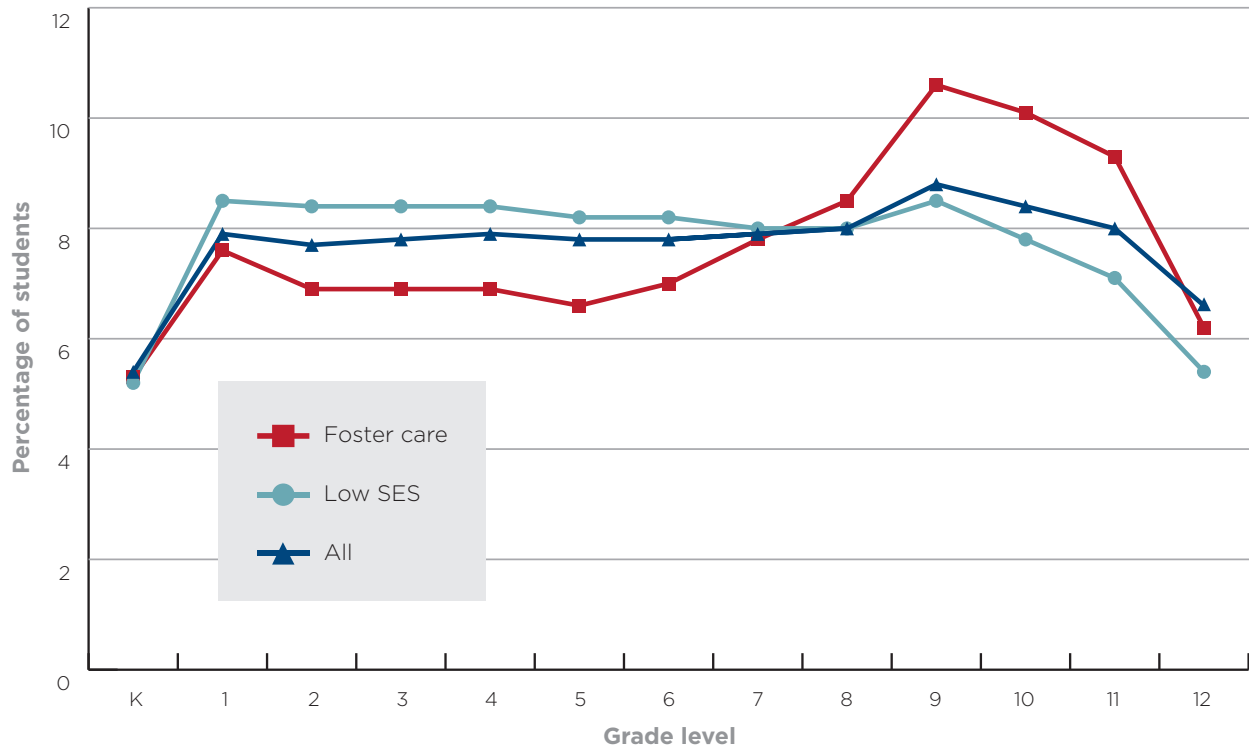
A greater proportion of students in foster care were enrolled in grades 9, 10, and 11 compared to the other student groups.

Figure 6 charts the distribution of students enrolled by grade level at the start of the 2009/10 school year. Within the statewide population of students ages 5–17, the distribution is characterized by a small percentage of students in kindergarten (which is not mandatory in California); an even distribution of about 8 percent per grade from grades 1–8; a small peak in grade 9, likely corresponding to a higher percentage of students retained at that grade level; and a decrease over grades 10–12 as students dropped out or were retained in the lower grades of high school.

For students in foster care, the distribution looks different, with a smaller proportion of students enrolled in the elementary and middle school grades, a greater proportion of students enrolled in high school grades 9–11, and a sharper decline after grade 9. The higher proportion of students in foster care in grades 9–11 may be associated with grade retention in

the early high school grades or with adolescents remaining in foster care rather than securing a permanent home placement, which is more likely for younger students. The sharper drop from grade 9 to grade 12 in the proportion of students in foster care is likely related to a higher rate of students in foster care dropping out of high school or being retained in the early high school grades.

Figure 6. Distribution across grade levels at the beginning of the school year, for students in foster care, low-socioeconomic-status students, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,967,287 students ages 5–17, including 43,109 students in foster care and 3,025,881 low-socioeconomic-status students. The 2,072 students (<0.1 percent) in ungraded elementary schools and 1,195 students (<0.1 percent) in ungraded secondary schools were not included in the graph. The numbers and percentage of students by grade level are presented in appendix table B1. SES = socioeconomic status.

Finding 2: Students in foster care were more likely than other students to change schools during the school year.

One third of students in foster care changed schools at least once during the school year—four times the rate of the low-SES or general populations.

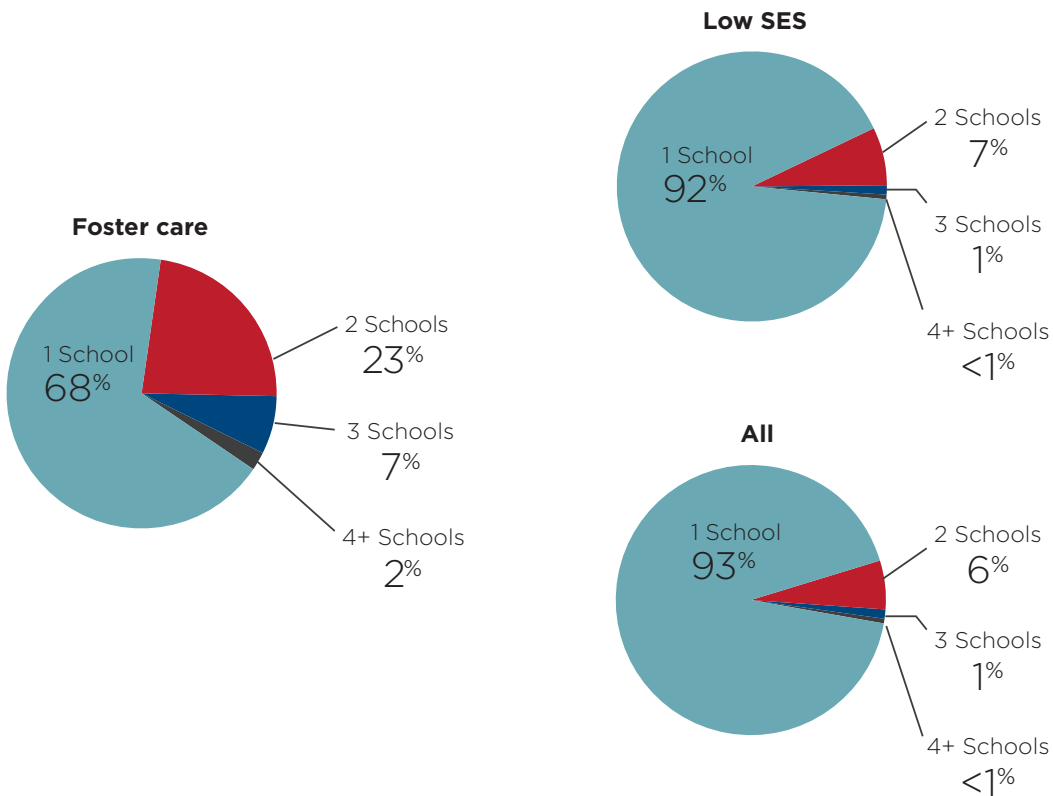
Students changing schools for reasons other than normal grade promotion is associated with a number of negative outcomes, such as lower achievement, a need for academic remediation, increased risk of dropout, and disruptions in peer relationships. At each new school there may also be problems transferring records and credits, causing students to repeat classes or grades or miss education services. For students in foster care the effects of school change can be especially difficult, contributing to instability beyond that experienced through placement in foster care itself.

Students in foster care experience much higher rates of school mobility than other students (fig. 7). Only about two thirds (68 percent) of students in foster care attended the same school for the full school year. In contrast, over 90 percent of the low-SES and the statewide student populations attended the same school all year. Furthermore, just under 10 percent of students in foster care attended three or more schools during the school year, a level of school mobility experienced by only about 1 percent of the low-SES and general student populations.

“My life was chaotic all the time and so was my school experience. I changed schools a lot. I made and lost friends. I didn’t try in classes I knew I wouldn’t finish. I got in trouble to get attention. Then after a while in high school I turned it around because I wanted a better life, and there were a few teachers who cared enough to help me pass and get a diploma.”

— Student in foster care

Figure 7. Number of schools attended during the school year, for students in foster care, low-socioeconomic-status students, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status students. Due to rounding percentages may not add up to 100. SES = socioeconomic status.

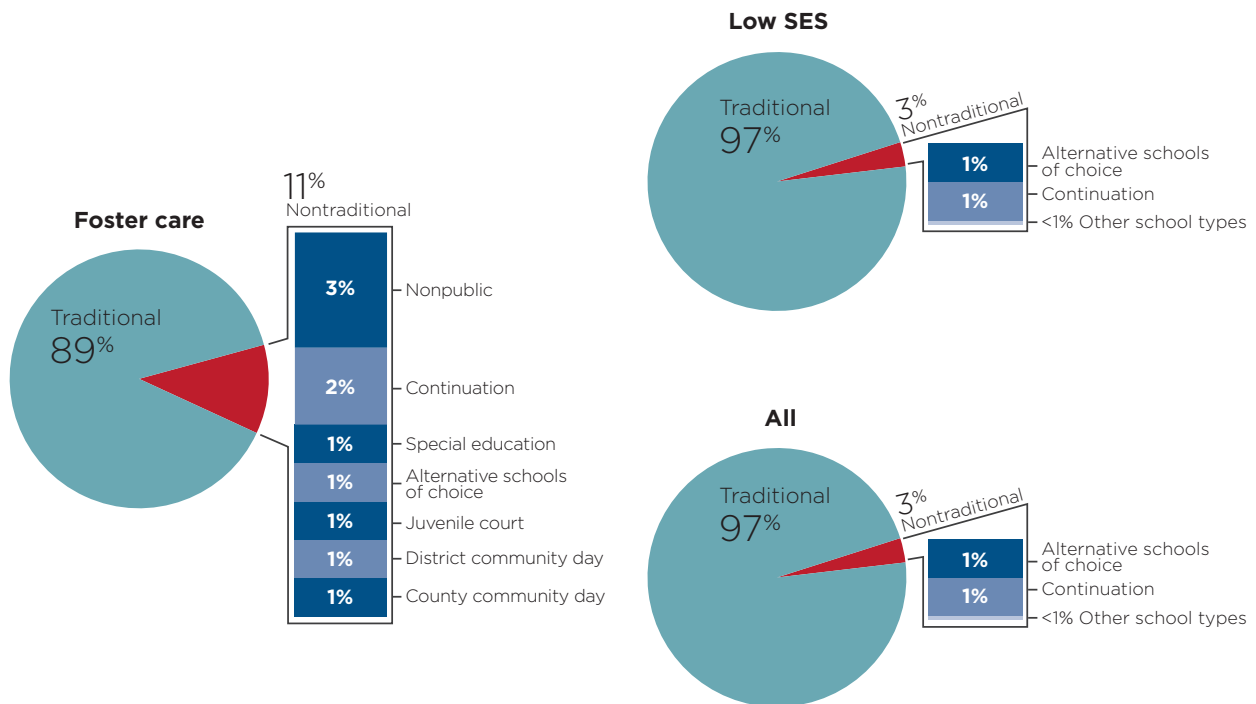
Students in foster care were more likely than other students to be enrolled in nontraditional public schools.

Nearly all (97 percent) of K–12 public school students in California attended traditional elementary, middle, or high schools (fig. 8). In addition to traditional schools, the state, counties, and districts also offer alternative education options, primarily for students with academic, developmental, and/or behavioral challenges who may be better served by a nontraditional school type. Enrollment in a nontraditional school suggests that students were unsuccessful at traditional schools and, thus, were transferred to other school types that were expected to better meet their needs.

Across grades K–12, some 11 percent of students in foster care were enrolled in nontraditional schools, compared with 3 percent each for the other student population groups. Figure 8 further shows that, compared to the other student population groups, students in foster care were more likely to be enrolled in each of the nontraditional school types, though in small percentages.

Specifically, students in foster care were more likely to attend one of the state’s nonpublic schools (3 percent), which are specialized private schools that provide education services to public school students with disabilities who cannot be served by other schools. (Included in this category of schools are any group homes that have been certified by the state to operate as nonpublic schools.) Some 2 percent of students in foster care were enrolled in continuation high schools, for students at risk of not graduating. Another 1 percent were enrolled in special education schools, for students with special learning needs. In addition, each of the following three school types accounted for 1 percent of the enrollment of students in foster care: juvenile court schools, for students under the authority of the juvenile justice system, and both county and district community day schools, for students with serious attendance or behavior infractions. For low-SES and the general population groups, the proportion of students enrolled in each alternative school type mostly rounded to zero, with the exception of alternative schools of choice and continuation high schools, which enrolled 1 percent of each of these populations.

Figure 8. Percentage of students in foster care, low-socioeconomic-status students, and all students in California public schools enrolled in nontraditional public schools, by type of school of enrollment, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status students. School type was missing for 104 students. The 2,870 students enrolled in opportunity schools as of October 7, 2009 are not included in this figure since they represented less than 0.1 percent of the total student population. Due to rounding percentages may not add up to 100. SES = socioeconomic status.

Finding 3. Students in foster care were more likely than the general population of students to be enrolled in the lowest-performing schools.

Students in foster care, like low-SES students, were more likely to attend the lowest-performing schools.

Figure 9 presents the statewide API rankings of schools (see box: *California Academic Performance Index decile ranks as measures of school performance*). As a point of reference, the figure shows that the general population of students is evenly distributed across school API rankings, with about 10 percent attending schools at each decile rank. In contrast, it clearly shows a very different pattern for students in foster care and low-SES students. Students in these latter two groups were consistently more likely than the general population to attend the state’s lowest-performing schools and less likely to attend the state’s highest-performing schools. Among students in foster care, roughly 15 percent attended the lowest-performing 10 percent of schools (API decile 1). The percentage of these students steadily declined with each higher API decile rankings; ultimately only 2 percent of students in foster care attended the highest-performing 10 percent of schools (API decile 10). The API rankings for the schools attended by low-SES students were comparable to their classmates who were in foster care. Overall, while about half of the general population attended schools in the lower half of the ranks, about two thirds of students in foster care and low-SES students attended schools in ranks 1 to 5.

“Until I transferred to a good school, I had no idea that I was the kind of student who could earn the grades and make it to college.”

— Student in foster care

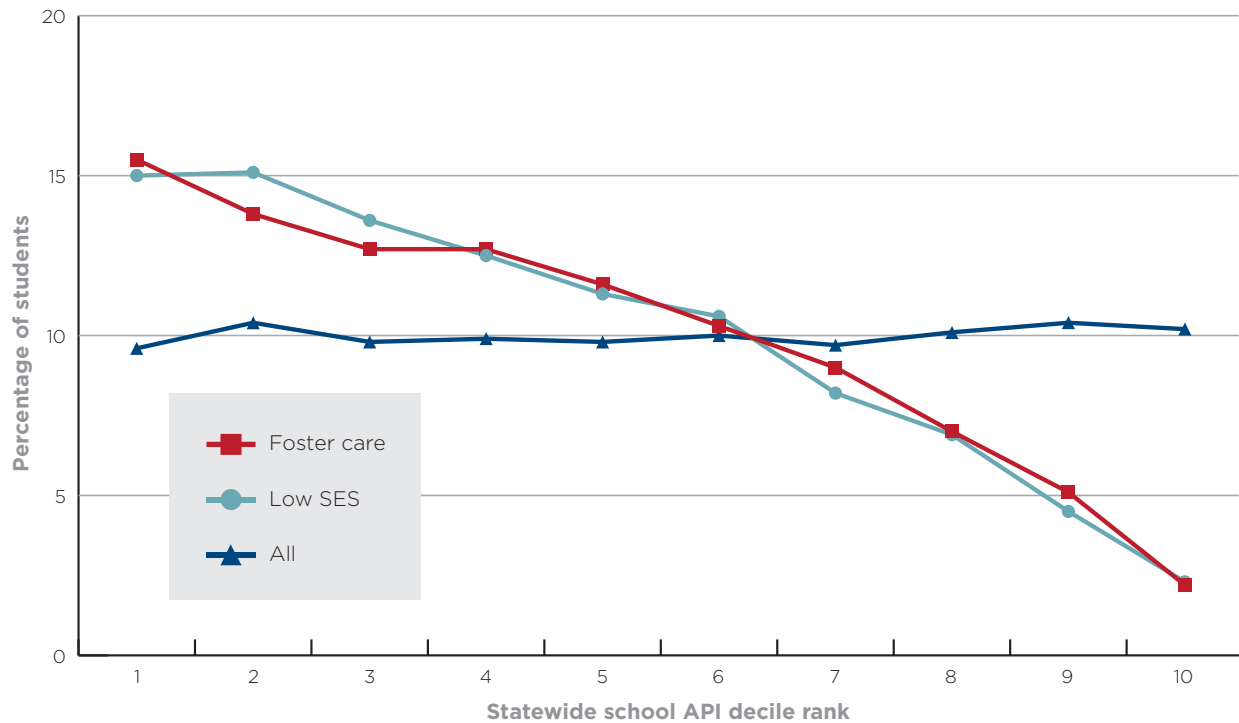
California Academic Performance Index decile ranks as measures of school performance

California uses the Academic Performance Index (API), an annual measure of school test-score performance, to report results for state and federal accountability requirements. The API is a single number ranging from 200 to 1,000 that summarizes the results of each school's standardized test scores. The statewide performance target is 800, and schools that fall short are required to meet annual growth targets until they reach the goal.

Every year the state provides a statewide API decile rank by sorting the API scores of schools of the same type (elementary, middle, and high) into 10 categories (deciles), ranging from 1 to 10. A statewide rank of 1 means that a school has an API score in the lowest-performing 10 percent of schools, while a statewide rank of 10 means that a school has an API score in the highest-performing 10 percent of schools.

Each year the state also provides a decile rank for similar schools. Like the statewide rank, it is based on each school's API score, but it compares each school with 100 others that have comparable demographic profiles. A similar schools rank of 1 means that a school's API score is comparable to the lowest-performing 10 percent of schools with a similar student population; a similar schools rank of 10 means that a school's API score is in the highest-performing 10 percent of schools with a similar student population.

Figure 9. Percentage of students in foster care, low-socioeconomic-status students, and all students in California public schools by the statewide school Academic Performance Index decile rank, 2009/10

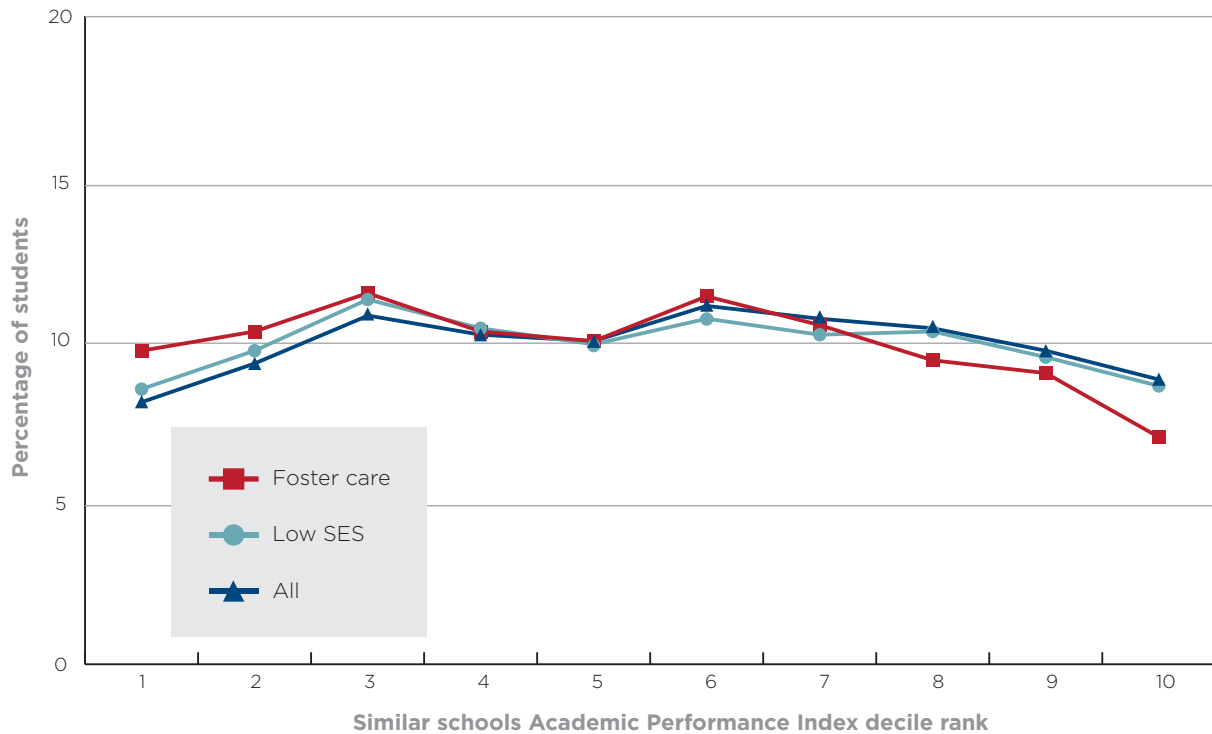


Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,787,164 students ages 5–17, including 38,557 students in foster care and 2,929,590 low-socioeconomic-status students. Information is reported for the school of enrollment as October 7, 2009. The numbers and percentages of students by statewide Academic Performance Index ranking are presented in appendix table B2. SES = socioeconomic status.

As shown in figure 10, the differences among the comparison groups across the similar schools ranks are much less marked than for the statewide school ranks seen in figure 9. In particular, the distributions of the general population and low-SES students across the similar schools decile ranks are virtually the same. However, although the differences among the student groups are relatively small, the similar schools API rankings further indicate that students in foster care were still more likely than either of the comparison groups to attend the lowest-performing 20 percent of schools (API deciles 1 and 2) and less likely to attend the highest-performing 30 percent of schools (API deciles 8–10).

Figure 10. Percentage of students in foster care, low-socioeconomic-status students, and all students in California public schools by similar schools Academic Performance Index decile rank, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,724,146 students ages 5–17, including 37,824 students in foster care and 2,903,263 low-socioeconomic-status students. Information is reported for the school of enrollment as October 7, 2009. The numbers and percentages of students by similar schools Academic Performance Index ranking are presented in appendix table B2. SES = socioeconomic status.

Key findings about the academic achievement and education outcomes of students in foster care

Findings

4. Students in foster care had the lowest participation rate in California's statewide testing program.
5. Statewide testing showed an achievement gap for students in foster care and other at-risk student groups.
6. High schools students in foster care had the highest dropout rate and lowest graduation rate.

Finding 4: Students in foster care had the lowest participation rate in California's statewide testing program.

At every grade level students in foster care were less likely than the other student groups to participate in statewide testing.

At the time of this study, all California public school students in grades 2–11 were required to take a statewide test, known as a Standardized Testing and Reporting (STAR) test, developed for each grade and subject, unless there was a written exemption request from a parent or guardian. (See box: *STAR testing*.) Figure 11 charts the percentage of students enrolled in fall 2009 who were tested in English language arts or mathematics with any of the STAR tests in spring 2010. It shows that the participation rate for the general population was around 97 percent. Starting at grade 9, there was a regular decrease in the rate of test taking for all students statewide, with participation rates gradually decreasing to around 90 percent in grade 11. This test-taking pattern was similar for low-SES students, English learners, and students with disabilities, with participation rates falling a couple of percentage points behind in grades 10 and 11 for each of the at-risk groups.

In contrast, students in foster care had consistently lower STAR test-taking rates than the other student groups. Even in the elementary grades, just over 90 percent of the students enrolled in fall 2009 took a STAR test in spring 2010.

The test-taking rates also decreased steadily from grade 8, with only about 75 percent of students in foster care participating in the STAR Program during their last year of testing. Students in foster care experienced the steepest drop in test taking between grades 8 and 9, corresponding to the

**“Sometimes in school
I felt like no one cares,
so why should I?”**

— Student in foster care

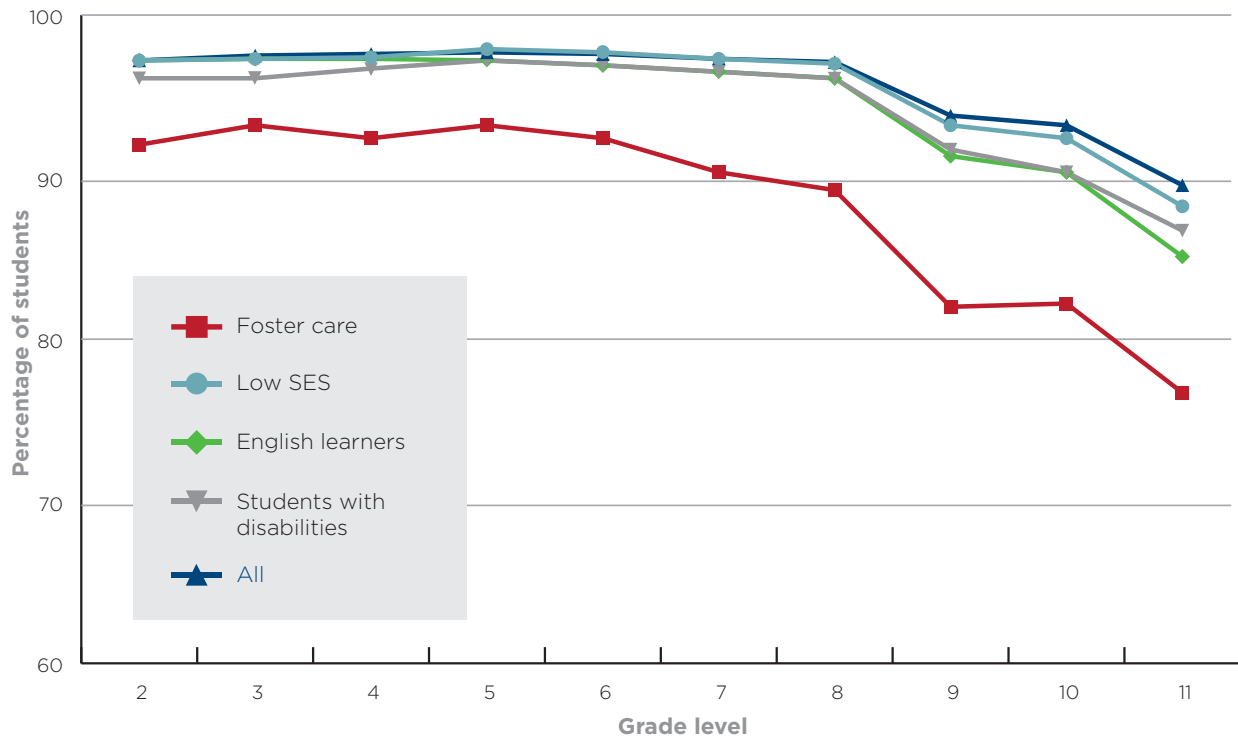
freshman year of high school. While the reasons for the lower test-taking rates of students in foster care are not fully understood, the changes in placements and higher mobility rates for this student group may at least partially explain why these students were less likely to be present during testing.

STAR testing

At the time of this study, all California students in grades 2–11 were required take a series of tests each spring through the Standardized Testing and Reporting (STAR) Program, which has looked at how well schools and students in certain grades are performing in mathematics, reading, writing, science, and history. The individual test results have been reported to families, schools, districts, and state and federal education agencies for monitoring student progress and for accountability purposes. The aggregated test results also have carried consequences for schools, both additional resources to encourage improvement and recognition for accomplishments.

The STAR Program has consisted of four tests. Most students have taken the California Standards Test (CST), criterion-referenced tests to assess content standards in the designated content areas. The other three tests have been the California Alternate Performance Assessment, an alternate performance assessment for students classified with significant cognitive disabilities in their individualized education programs; the California Modified Assessment, an alternate standards-based assessment for students with disabilities who meet eligibility requirements; and the Standards-based Tests in Spanish, criterion-referenced tests offered to Spanish-speaking English learners who have been enrolled in California schools for less than 12 months.

Figure 11. Percentage of students enrolled in fall who were tested in spring, by grade, for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. The population of analysis includes only students that were ages 5–17. The number of students per grade for each category as of fall 2009 is provided in table B3. Students tested included students who were tested in English language arts and mathematics with the California Standards Test, with or without modifications, the California Modified Assessment, the California Alternate Performance Assessment, or the Standards-based Tests in Spanish. Students tested also included students with blank tests but did not include students with a parent exemption or who were absent for the test. SES = socioeconomic status.

Finding 5: Statewide testing showed an achievement gap for students in foster care and other at-risk student groups.

Students in foster care fell far short of achieving proficiency in English language arts, and over one third fell below the basic performance level.

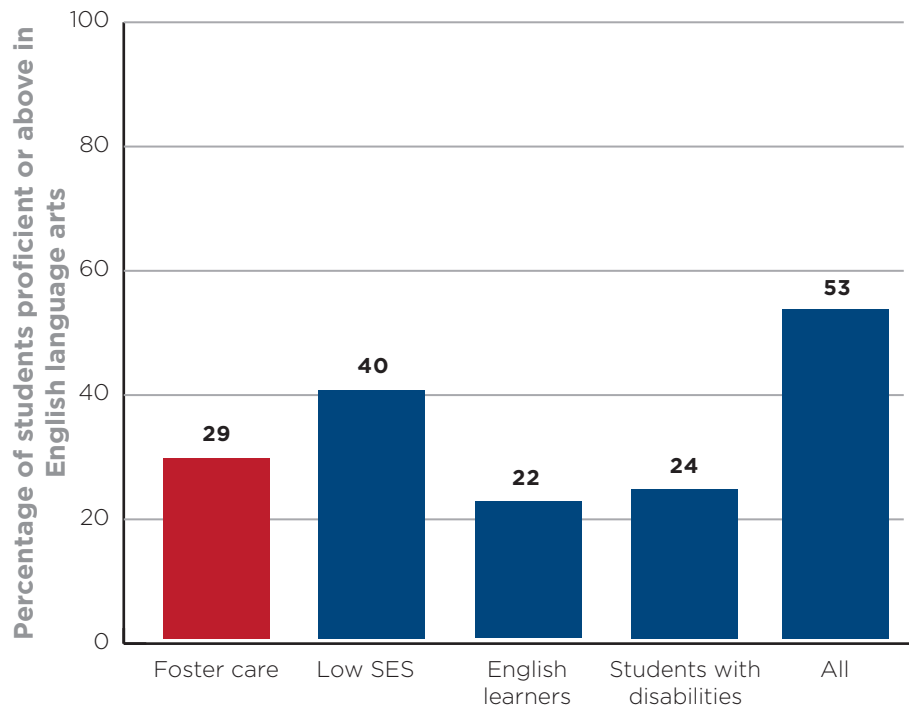
Results of the California Standards Test (CST) for English language arts in grades 2–11 are presented in figure 12. (See box: *California Standards Test*.) Statewide, the proficiency rate for the statewide student population was 53 percent, while the proficiency rate for all of the at-risk subgroups was 40 percent or below. Specifically, only 29 percent of students in foster care achieved proficiency, a rate higher than the test results of English learners (22 percent) and students with disabilities (24 percent), but 10 percentage points lower than for low-SES students (40 percent). Lower rates of proficiency are typically observed for English learners since all tests presented here were taken in English.

California Standards Test

At the time of this study, California school districts were required to administer the California Standards Test (CST) to all students in grades 2–11, except those receiving special education services whose individualized education programs specify taking an alternate assessment and those whose parents/guardians requested an exemption from testing. For this analysis, CSTs that were taken with modifications were excluded.

The purpose of the CSTs has been to determine students' achievement of the California content standards for each grade or course. Student scores are compared to preset criteria to determine whether their performance on the test is advanced, proficient, basic, below basic, or far below basic. The state's goal has been for students to reach a performance level of proficient or above on the CSTs, thereby demonstrating a competent understanding of the knowledge and skills being measured.

Figure 12. Percentage proficient or above for students in foster care, other at-risk student subgroups, and all students in California public schools for English language arts on the California Standards Test, grades 2–11, 2009/10

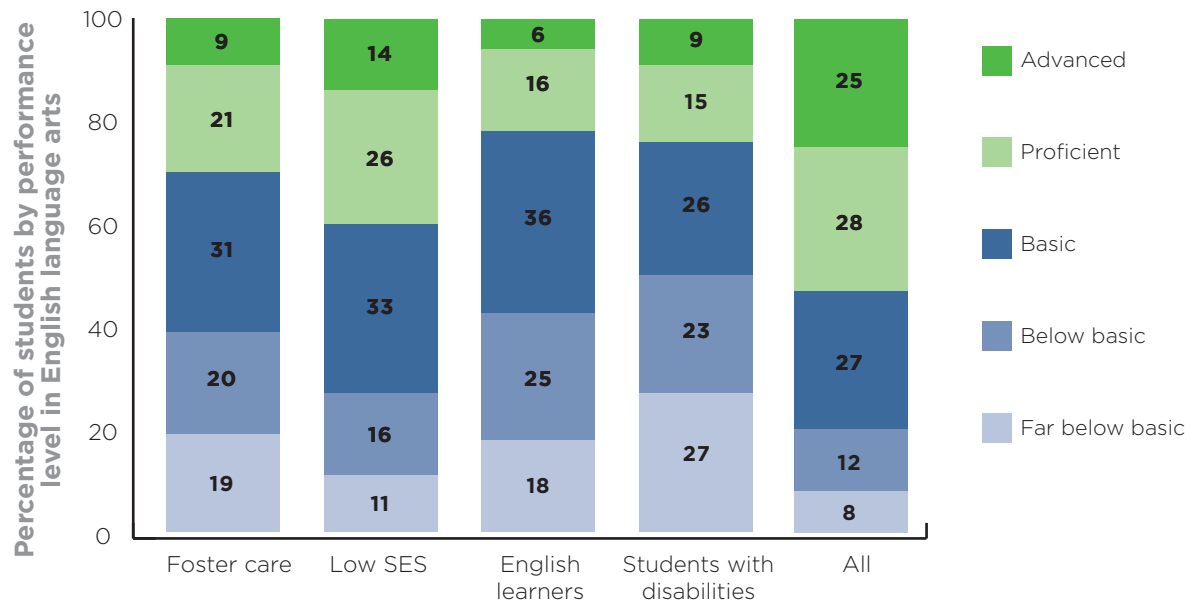


Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 4,378,521 students ages 5–17 in grades 2–11 in fall 2009 with English language arts California Standards Test (CST) results, not including CSTs that were taken with modifications; 26,827 students in foster care; 2,218,485 low-socioeconomic-status students; 949,501 English learners; and 214,921 students with disabilities. SES = socioeconomic status.

Figure 13 presents a more detailed look at the English language arts CST results for grades 2–11 and reports them by the state’s five performance levels. Particularly worrisome to educators are those students who have the furthest to go to reach proficiency, that is, those who demonstrated a limited or flawed understanding of the knowledge and skills measured by the CST by performing at the levels of below basic or far below basic. Statewide, 20 percent of all students and 27 percent of low-SES students tested at the lowest two performance levels for English language arts. In comparison, 39 percent of students in foster care, 43 percent of English learners, and 50 percent of students with disabilities tested at these lowest two performance levels.

Figure 13. Percentage by performance level for students in foster care, other at-risk student subgroups, and all students in California public schools for English language arts on the California Standards Test, grades 2–11, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages computed for 4,378,521 students ages 5–17 in grades 2–11 in fall 2009 with English language arts California Standards Test (CST) results, not including CSTs that were taken with modifications; 26,827 students in foster care; 2,218,485 low-socioeconomic-status students; 949,501 English learners; and 214,921 students with disabilities. Due to rounding percentages may not add up to 100. SES = socioeconomic status.

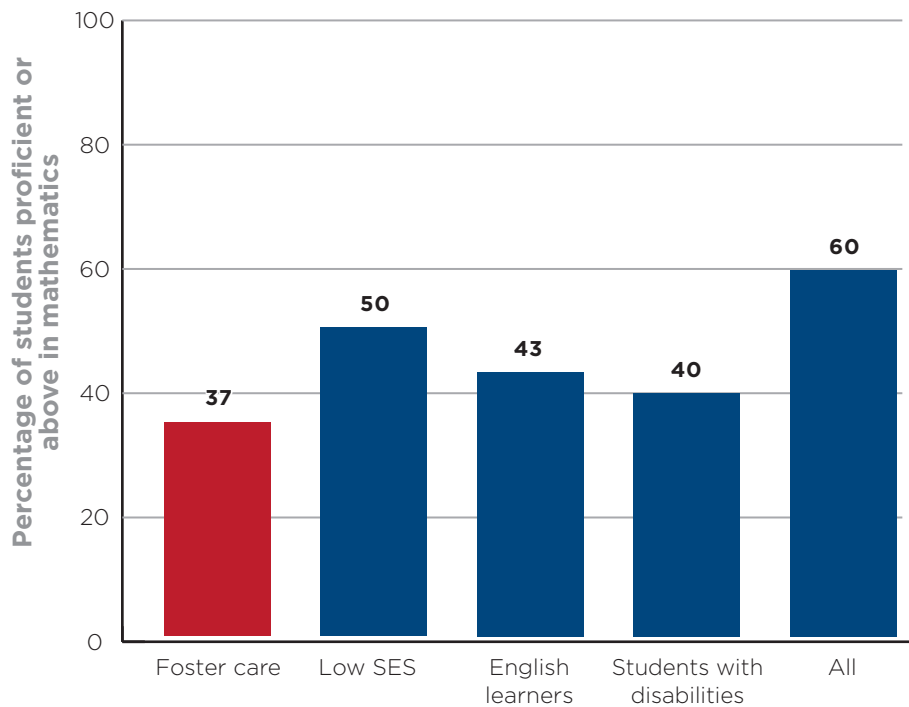
Students in foster care had the lowest proficiency rate in mathematics, and over one third fell below the basic performance level.

The CST results for mathematics in grades 2–7 are presented in figure 14. Statewide, the proficiency rate for the general population was 60 percent and all at-risk subgroups had a proficiency rate of 50 percent or less. Specifically, only 37 percent of students in foster care achieved proficiency, the lowest proficiency rate among the at-risk subgroups. The other at-risk subgroups had proficiency rates between 40 and 50 percent.

“I knew I didn’t have the grades or money to go to college. I accidentally enrolled in ROP and got skills to have a career and become independent. It was a way to learn life skills that you don’t get without a family and support.”

— Student in foster care

Figure 14. Percentage proficient or above for students in foster care, other at-risk student subgroups, and all students in California public schools for mathematics on the California Standards Test, grades 2–7, 2009/10

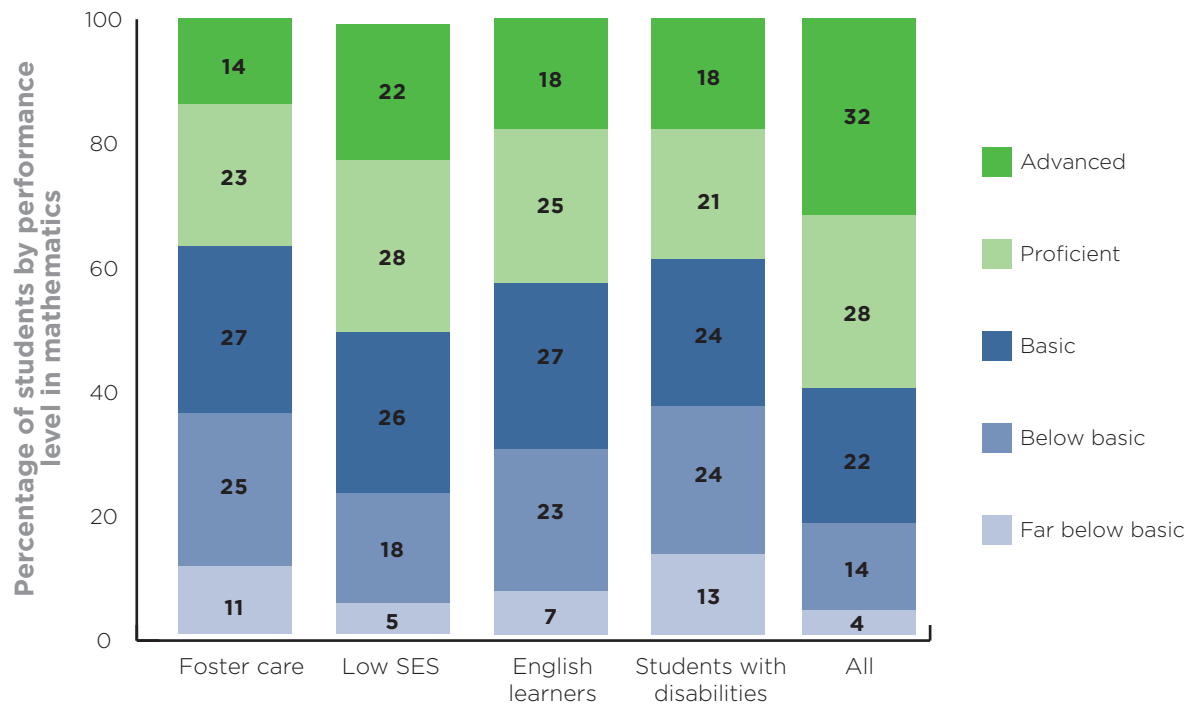


Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 2,560,081 students ages 5–17 in grades 2–7 in fall 2009 with mathematics California Standards Test (CST) results, not including CSTs that were taken with modifications; 14,420 students in foster care; 1,370,424 low-socioeconomic-status students; 690,548 English learners; and 125,295 students with disabilities. SES = socioeconomic status.

Figure 15 presents the mathematics CST results for grades 2–7 by the five performance levels and compares which student groups have the furthest to go to reach proficiency. Among all students statewide, 18 percent tested at the levels of below basic or far below basic for mathematics, while 23 percent of low-SES students tested at these two lowest levels. Among students in foster care, too, over one third (36 percent) performed at the two lowest levels (below basic and far below basic), showing that a large percentage of students in foster care were far from mastering proficiency. Students with disabilities performed similarly, with 37 percent performing at the lowest two levels, while 30 percent of English learners tested at the lowest levels.

Figure 15. Percentage by performance level for students in foster care, other at-risk student subgroups, and all students in California public schools for mathematics on the California Standards Test, grades 2–7, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

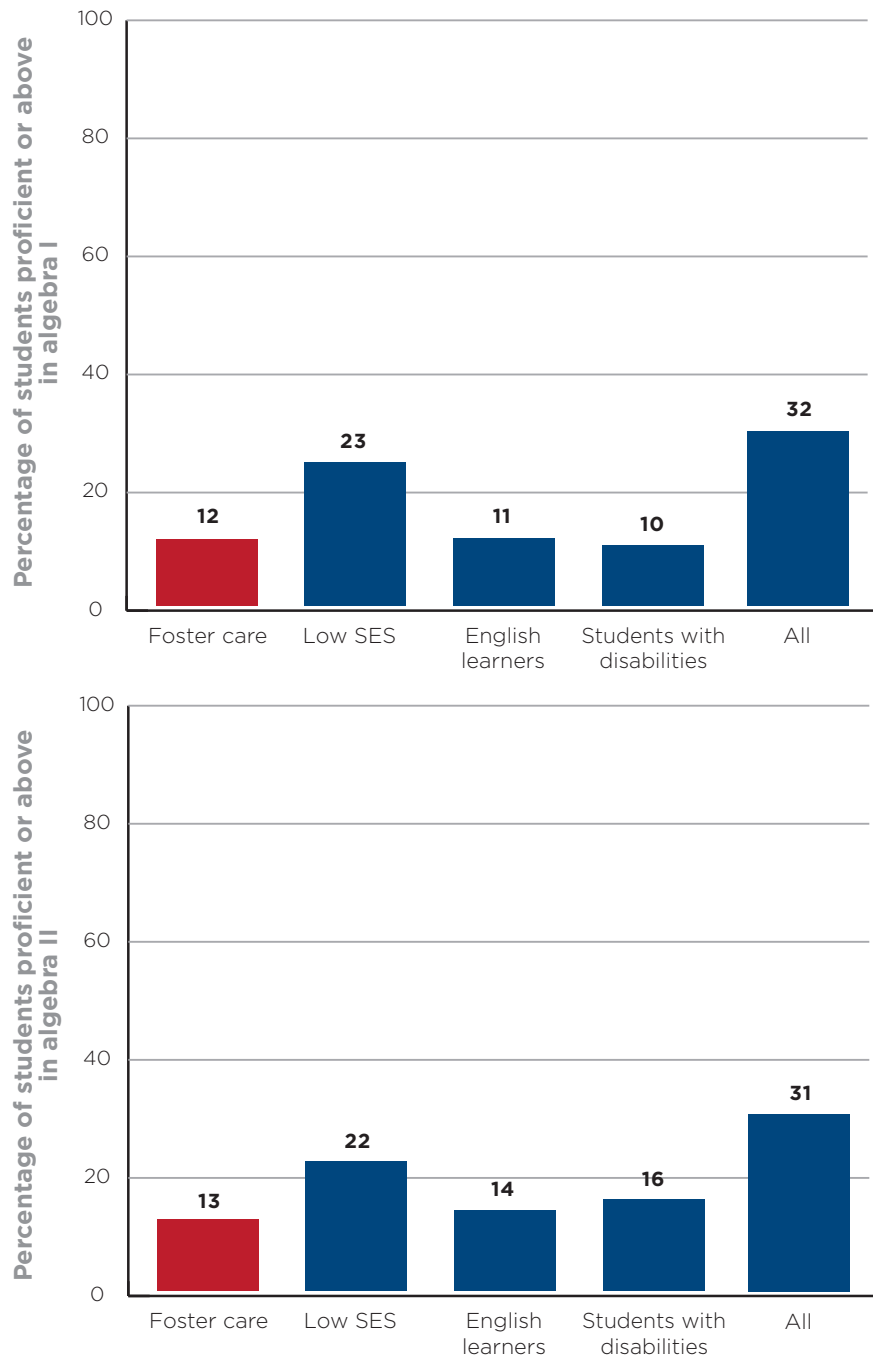
Note. Percentages computed for 2,560,081 students ages 5–17 in grades 2–7 in fall 2009 with mathematics California Standards Test (CST) results, not including CSTs that were taken with modifications; 14,420 students in foster care; 1,370,424 low-socioeconomic-status students; 690,548 English learners; and 125,295 students with disabilities. Due to rounding, percentages may not add up to 100. SES = socioeconomic status.

For students in foster care, proficiency rates in algebra I and algebra II were at least twice as low as the statewide proficiency rates; about two thirds of students in foster care taking either algebra course performed below the basic performance level.

Successfully completing a rigorous sequence of secondary mathematics courses is required to qualify for four-year college. Starting in grade 7 for those taking algebra in middle school and continuing through grade 11, students enrolled in secondary mathematics courses take subject-specific CSTs.

Figure 16 presents the percentage of students who scored proficient or above on the CSTs for algebra I, which is a high school graduation requirement, and algebra II, which is an entrance requirement for many colleges and universities. The results were similar for both courses. Among all students statewide, just under one third of the students achieved proficiency in algebra I (32 percent) and algebra II (31 percent). In contrast, among students in foster care, between 12 and 13 percent of students achieved proficiency in either course, with similarly low rates for English learners and students with disabilities. As with the elementary mathematics results, low-SES students also tested at lower rates of proficiency compared to the statewide population.

Figure 16. Percentage proficient or above for students in foster care, other at-risk student subgroups, and all students in California public schools for algebra I and algebra II on the California Standards Test, 2009/10

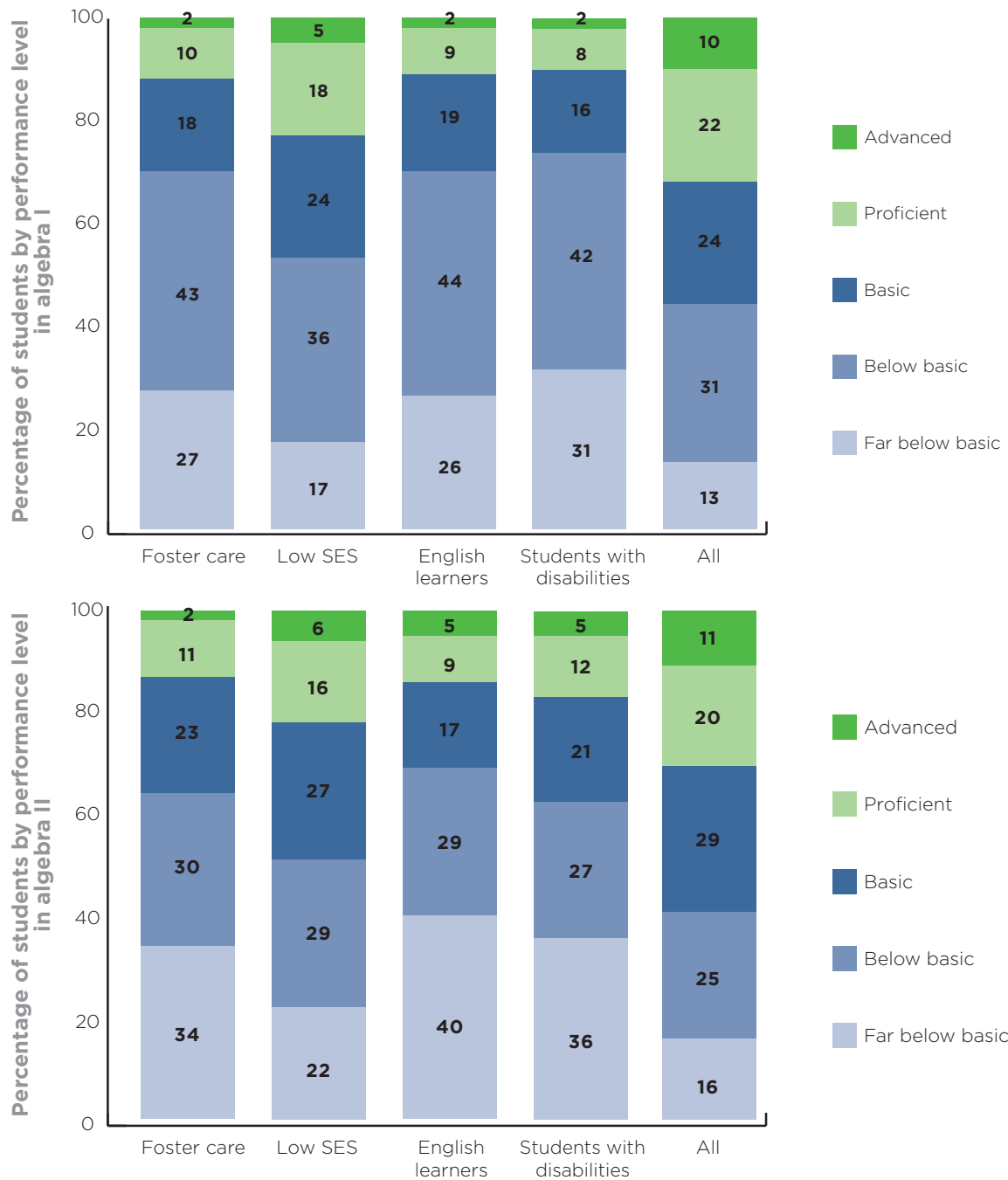


Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 719,078 students age 17 or younger enrolled in grades 7–11 in fall 2009 who took the algebra I California Standards Test (CST), not including CSTs that were taken with modifications; 5,379 students in foster care; 363,565 low-socioeconomic-status (low-SES) students; 124,080 English learners; and 37,331 students with disabilities. Percentages are computed for 258,743 students age 17 or younger and enrolled in grades 7–11 in fall 2009 who took the algebra II CST, not including CSTs that were taken with modifications; 819 students in foster care; 100,086 low-SES students; 17,039 English learners; and 4,123 students with disabilities. SES = socioeconomic status.

Whereas figure 16 presented data on students who performed at or above proficient on the CSTs in algebra I and algebra II, figure 17 presents the full range of student performance on these tests. Here, as with CST test results for mathematics in grades 2–7, students in foster care were among those who had the furthest to go to reach proficiency, with roughly two thirds of students in foster care scoring at below basic or far below basic for algebra I (70 percent) and algebra II (64 percent). These rates exceeded those for the low-SES students and general population groups (around 50 percent) but were comparable with those of English learners and students with disabilities.

Figure 17. Percentage by performance level for students in foster care, other at-risk student subgroups, and all students in California public schools for algebra I and algebra II on the California Standards Test, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 719,078 students age 17 or younger enrolled in grades 7–11 in fall 2009 who took the algebra I California Standards Test (CST), not including CSTs that were taken with modifications; 5,379 students in foster care; 363,565 low-socioeconomic-status (low-SES) students; 124,080 English learners; and 37,331 students with disabilities. Percentages are computed for 258,743 students age 17 or younger and enrolled in grades 7–11 in fall 2009 who took the algebra II CST, not including CSTs that were taken with modifications; 819 students in foster care; 100,086 low-SES students; 17,039 English learners; and 4,123 students with disabilities. Due to rounding, percentages may not add up to 100. SES = socioeconomic status.

Finding 6: High school students in foster care had the highest dropout rate and lowest graduation rate.

Only about one half of students in foster care passed California’s high school exit exam in grade 10.

Among all grade-10 students who took both the English language arts and mathematics parts of the California High School Exit Examination (see box: *The California High School Exit Examination*) in 2009/10, three fourths (76 percent) passed both parts, fulfilling the state’s exit exam requirement (fig. 18). In contrast, just under one half (49 percent) of students in foster care who took CAHSEE passed both parts in grade 10. This pass rate was considerably lower than the pass rate of 66 percent for low-SES students but higher than the pass rate of 33 percent for English learners and 30 percent for students with disabilities.

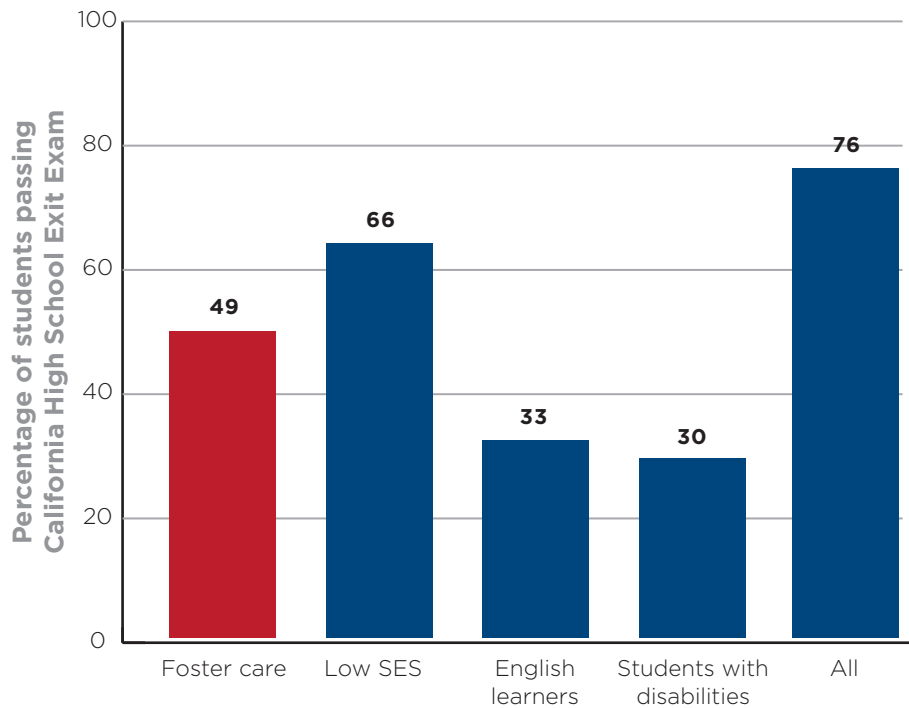
“No one knew why I messed up in school. No one was there to help me be successful in school. No one told me to stay in school. No one cared when I stopped going.”

— *Student in foster care*

The California High School Exit Examination

The California High School Exit Examination (CAHSEE) is a required test that all students must pass in order to graduate from a California public high school. Students with disabilities can take the test with accommodations or modifications as specified in their individualized education programs (IEP), or they may be eligible for an exemption or waiver. The CAHSEE has two parts, English language arts and mathematics. It is first administered to students in grade 10, at which point passing both parts is an indicator of being on track to graduate on time from high school. Students have multiple opportunities to retake one or both parts of the test in grades 11 and 12 if they failed it the first time.

Figure 18. Percentage of tested grade-10 students who passed both the English language arts and mathematics parts of the California High School Exit Examination, for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 455,171 students age 17 or younger who took both the English language arts and mathematics parts of the California High School Exit Examination in grade 10; 3,266 students in foster care; 210,467 low-socioeconomic-status students; 65,869 English learners; and 26,673 students with disabilities. SES = socioeconomic status.

Students in foster care dropped out at a higher rate than the other at-risk student subgroups.

Figure 19 presents the single-year dropout rate for students in grades 9–12, that is, the proportion of students enrolled in fall 2009 who subsequently dropped out without completing high school. There are various ways to calculate a dropout rate, each describing the magnitude of the rate differently. The single-year rate typically produces the lowest rate. The adjusted cohort rate—now used in California—typically produces the highest and most complete rate, but it requires longitudinal data unavailable for this study. (See box: *The dropout and graduation challenges.*) During 2009/10, the dropout rate for students in foster care was

“School was a great escape for me. It was a safe place. But if any of the teachers did know I was in foster care, none of them knew how to help me out.”

— Student in foster care

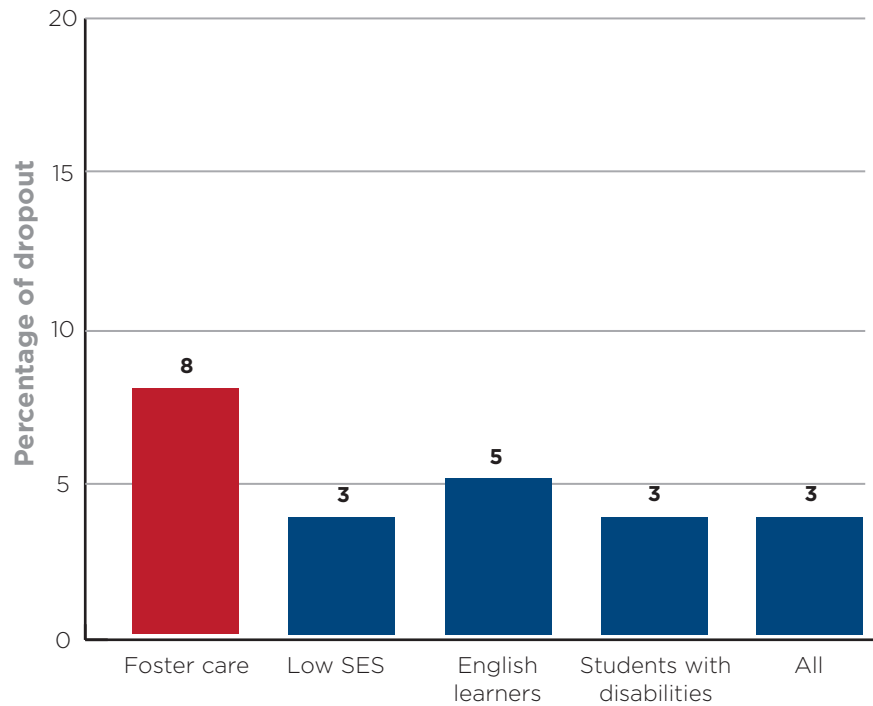
8 percent, about three times higher than the statewide dropout rate of 3 percent and also higher than the rate for all other at-risk student subgroups: English learners (5 percent), students with disabilities (3 percent), and low-SES students (3 percent).

The dropout and graduation challenges

Reducing dropout rates is one of the state's most vexing education challenges. The consequences of students leaving high school without a diploma are severe by almost any standard. These students are more likely than high school graduates to experience unemployment, poverty, incarceration, and health problems; and it is estimated that, over their lifetimes, dropouts cost California billions of dollars in lost tax revenues and increased government expenditures on health, crime, and welfare. Because high school completion is so crucial to the future success of students and the state, California educators closely monitor these rates for student groups already identified at risk of school failure; however, they have not yet begun to track these rates for students in foster care.

Like dropout prevention, boosting high school graduation rates is a state education priority. The demands of a global economy and the future workforce in California have placed a premium on having more students fulfill high school graduation requirements and earn a diploma that prepares them to enter college and careers. Since earning a regular high school diploma means better economic returns and life prospects than dropping out of school, the state closely monitors the graduation outcomes of student groups identified at risk of school failure; however, here again students in foster care have not yet been accounted for.

Figure 19. Single-year dropout rate for students in foster care, other at-risk student subgroups, and all students in California public schools, grades 9–12, 2009/10

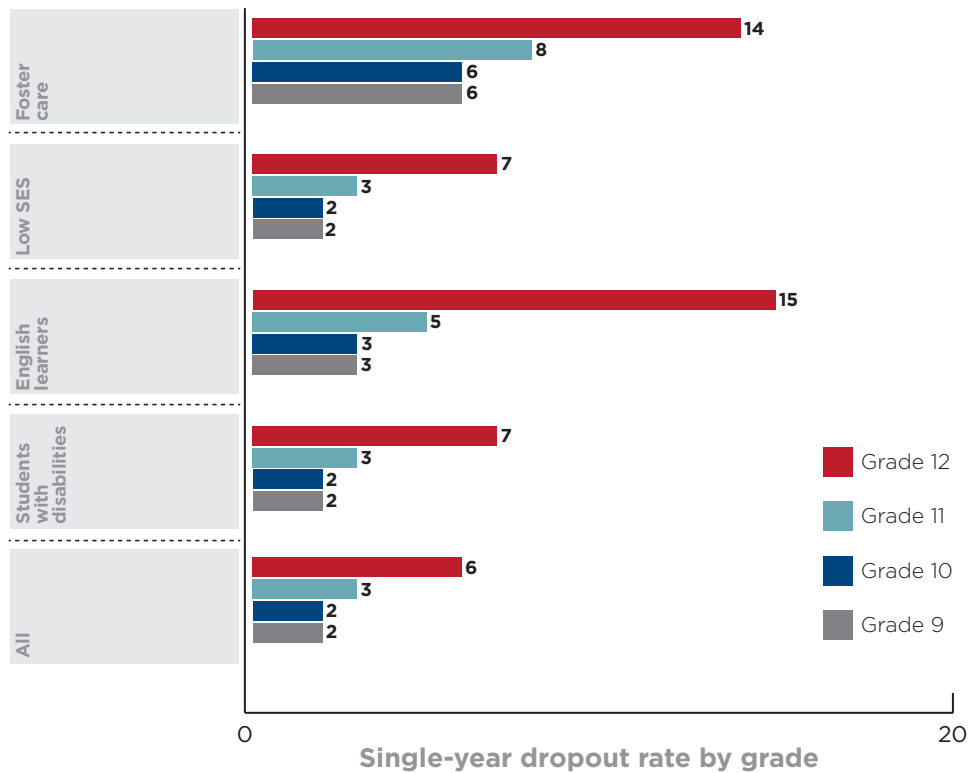


Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 1,902,259 students age 17 or younger enrolled in grades 9–12 in fall 2009; 15,584 students in foster care; 869,449 low-socioeconomic-status students; 271,772 English learners; and 135,428 students with disabilities. SES = socioeconomic status.

Single-year dropout rates reported for each high school grade level show the grades in which students are most likely to leave school without a diploma in a given year. Across the student groups, dropout rates increased at each higher grade level, from grade 9 through 12 (fig. 20). However, for students in foster care, the dropout rates in grades 9, 10, and 11 were consistently higher than for each of the other student groups. For the statewide student population, the dropout rate peaked at 6 percent in grade 12, slightly below the rates for low-SES students and students with disabilities. In contrast, the dropout rate for grade-12 students in foster care was 14 percent, nearing the 15 percent dropout rate for English learners, the highest rate among the student groups.

Figure 20. Single-year dropout rate by grade for students in foster care, other at-risk student subgroups, and all students in California public schools, grades 9–12, 2009/10



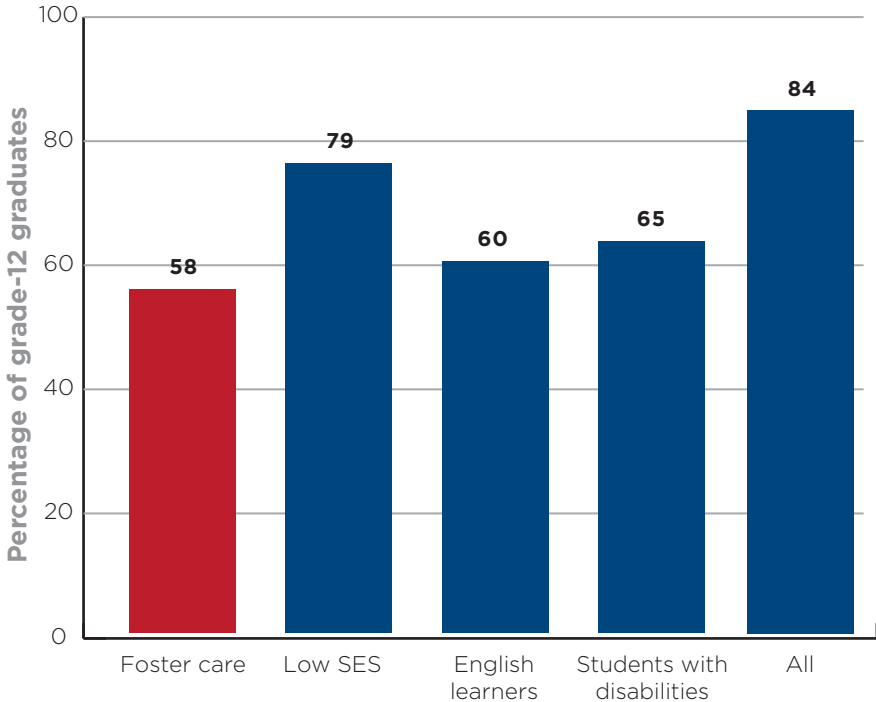
Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 1,902,259 students age 17 or younger enrolled in grades 9–12 in fall 2009; 15,584 students in foster care; 869,449 low-socioeconomic-status students; 271,772 English learners; and 135,428 students with disabilities. Sample sizes by grades are provided in appendix table B7. SES = socioeconomic status.

The grade-12 graduation rate for students in foster care was lower than for the other at-risk student subgroups.

The graduation rate for all grade-12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups (fig. 21). Similarly, English learners who had not been reclassified as English proficient by grade 12 also struggled to earn a diploma, with just 60 percent graduating. Some 65 percent of students with disabilities graduated, still far below the statewide rate. Low-SES students fared better with a grade-12 graduation rate of 79 percent.

Figure 21. Percentage of grade-12 graduates, for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10



Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 394,715 students age 17 or younger enrolled in grades 12 in fall 2009; 2,674 students in foster care; 163,208 low-socioeconomic-status students; 42,326 English learners; and 23,741 students with disabilities. Graduates are students who graduated with a standard high school diploma, including those students with disabilities who graduated with a California High School Exit Examination waiver. SES = socioeconomic status.

Conclusion

K–12 students in foster care are unquestionably at a disadvantage in their education and typically show poor academic achievement and education outcomes. However, these students can also be amazingly resilient, and when they receive adequate academic and social supports they can persist and succeed in school.

During the 2009/10 school year, over 43,000—or about 1 of every 150—K–12 public school students in California spent some period of time in foster care. Many districts served only a small number of these students, but for more than 100 districts, enrollment rosters included at least 100 students in foster care.

New information shows that, as a group, students in foster care have a different demographic profile than their K–12 classmates statewide or than their classmates who are classified as low SES. According to the data used for this study, students in foster care were more likely to be African American and less likely to be Hispanic or to be English learners; twice as likely to be eligible for special education services; and four times more likely to change schools at least once during the school year. Like low-SES students, a much greater proportion of students in foster care attended the state’s lowest performing schools compared to the statewide student population; but compared to both the statewide student population and low-SES students, they were more likely to attend nontraditional schools.

Students in foster care also showed the lowest participation rate in the state’s STAR Program, the highest dropout rate, and the lowest graduation rate, even when compared with the other at-risk student groups of low-SES students, English learners, and students with disabilities. For those students in foster care who did participate in state testing, their achievement gap was comparable to those of English learners and of students with disabilities. Like these other at-risk student groups, students in foster care need and deserve education supports and services to narrow this gap and succeed in school.

A critical first step in this effort is to ensure that educators and policymakers become aware of students in foster care as a distinct at-risk student population that is similar to, but different from, other at-risk student subgroups. For this to happen, these students must be counted. Then, educators and policymakers must be held accountable for supporting the success of this vulnerable student group. With backing from the state’s new accountability reforms, the time to work toward closing this achievement gap is now.

This report focuses much-needed attention on students in foster care. By identifying the distressing achievement gap experienced by this student group, it does more than just define this education crisis. It provides the evidence needed for policymakers to move forward in addressing this important issue.

There is much more we must understand about the education experiences and outcomes of students in foster care. As noted earlier, *The Invisible Achievement Gap, Part 2*, will provide more information about how students’ different foster-care experiences are associated

with education outcomes. But, as new student data become available, and data-sharing agreements and collaboration between education and child welfare agencies become stronger, we must dig still deeper. We must start by examining the rates of absenteeism, suspension, and expulsion, as well as the pre-school and postsecondary experiences, of these students relative to other at-risk student groups.

Meanwhile, the need for action and accountability remains urgent. The stakes are high for the more than 43,000 children and youth in foster care who attend California's public schools. They cannot afford to wait any longer.

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Appendix A. Methodology

1. Data sources

The data sources used in this study were extracts from administrative datasets from the California Department of Education (CDE) and the California Department of Social Services (CDSS).

CDE sources

A first set of data, including student demographic characteristics, school characteristics, and state assessments were obtained from CDE.

- *CALPADS*: Individual educational data for all students enrolled in a California public school during school year 2009/10 were obtained from the California Longitudinal Pupil Achievement Data System (CALPADS), which falls under the authority of CDE. Two CALPADS extracts were used for this study: 2009/10 CALPADS Fall 1 data submission and 2010/11 CALPADS Fall 1 data submission. Data from the Fall 1 2009/10 submission were used to define the population of students for the study, and the submissions from both years were used together to produce a full picture of the entire 2009/10 school year. The two submissions contained information on student demographics, enrollment, school of attendance, and exits throughout the school year, as well as personally identifiable information to be used for matching students in the dataset to the CDSS extract. The two CALPADS extracts were later complemented by a CALPADS Operational Data Store (ODS) Disability Code extract containing information about disability types for those students who were identified with a disability.
- *STAR and CAHSEE*: Data from the 2009/10 Standardized Testing and Reporting (STAR) Program and the 2009/10 California High School Exit Examination (CAHSEE) were used for reporting on academic achievement.
- *Dropout extract*: a statewide student-level extract with dropout status was sent by CDE as a separate file because it included information consolidated at the end of the 2009/10 school year.
- Finally, the publicly available *CDE school directory*, including information about school types, and the 2010 base *API Data File*, including the statewide school decile ranks, were downloaded from the CDE website.

The 2009/10 CALPADS Fall 1 data submission extract was used to identify the population of analysis: the 5,969,112 students ages 5–17 who were enrolled in a California public school as of the state census date of October 7, 2009. The population of analysis for this study was restricted to students ages 5–17 because:

- 1) age 5 is the normative age for entering kindergarten, and
- 2) at age 18, students in foster care in California may leave the child welfare system and, as a consequence, their enrollment numbers in school drop considerably.

The CALPADS Fall 1 data submission extract for the following year, 2010/11, was merged into the 2009/10 extract using the common State Student Identification number (SSID), a unique, non-personally-identifiable number linked to a given student within the California public K–12 educational system, to track changes in school enrollment for school year 2009/10. The dropout data extract, identifying students who dropped out during the 2009/10 school year, as well as the STAR and CAHSEE data extracts, were also merged into the population dataset using the unique SSID. School-level information from the API data file and the CDE school directory were merged in the population data file using the unique school identification number of the school attended as of the state census date, October 7, 2009.

CDSS source: list of children with an open foster-care placement during the school year 2009–10

Individual records for clients in foster care were obtained from the Child Welfare Services Case Management System (CWS/CMS), which falls under the auspices of the CDSS. The population of clients in foster care in California to be matched to the CDE population of analysis was defined as all CDSS clients ages 5 (born before August 1, 2004) to 17 (born after October 8, 1991) with an open placement episode during the 2009/10 school year (between August 1, 2009 and June 1, 2010). Client records showing the agency responsible for placement to be “private adoption,” “mental health,” or “Kinship Guardianship Assistance Payment Program (Kin-GAP)” were excluded; client records showing the agency responsible for placement to be “child welfare,” “probation,” and “other agencies” were included for the match (but only “child welfare” placements were kept for the analysis). The population of clients in foster care matched to the CDE population of analysis consisted of 62,274 individual clients.

2. Linked analysis dataset

Although each system—CDE and CDSS—has its own unique child identifier, there is no common identifier that links a child between both systems. Therefore, researchers needed to develop a process to match the records for each individual child across both systems.

This study used a deterministic and “fuzzy” sequential matching process, in which the first, middle, and last names of individuals, as well as date of birth, city of residence, and city of school, were used to link across the two databases.

The methodology for constructing the linked analysis dataset is described below.

Preparation for making the match

Before starting the matching process, students’ first name, last name, and date of birth were thoroughly examined to evaluate their discriminating power and the presence of compound/hyphenated names. Additional variables available in both datasets (i.e., middle

names, city of residence, and city of school) were also examined, and researchers set up a process for using that additional information to sort out duplicate matching.

Discriminating power of the matching fields: Within the 5,969,112 records in the CDE population, researchers found 14,781 combinations of first name, last name, and date of birth that appeared more than one time, representing a percentage of duplicate values among the matching variables of less than one quarter of a percent (0.25 percent). When the middle name, city of residence, or city of school (one or the other is required to match) was added to the combination for each individual in an effort to sort out the duplicates, virtually all records that had this information available were unduplicated.

Compound/hyphenated names: The name fields were evaluated for the presence of compound/hyphenated names (names with two or more words separated by a blank or a special character in the same data field) since the presence of several names in a field can create difficulties in accurately matching individuals across datasets (see table A1).

Table A1. Percentage of compound/hyphenated first and last names in the California Department of Education and California Department of Social Services datasets

	CDE students	CDSS clients
Total number	5,969,112	62,274
With compound/hyphenated first names	271,329 (5%)	665 (1%)
With compound/hyphenated last names	492,601 (8%)	3,480 (6%)

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. CDE = California Department of Education. CDSS = California Department of Social Services.

In cases of compound/hyphenated names, three versions of each full name—a full name being one that included the multiple names found in the given name field—were kept in three separate fields: one corresponding to the name as it was provided with no blank or separator, one storing only the first part (as defined by the presence of a blank or special character) of the compound/hyphenated name, and a third one storing the second part. All fields were used sequentially in the matching process.

Control variables for duplicate matching: When a CDSS client matched to more than one CDE student, the middle name, city of residence, and city of school, if available, was used to unduplicate the data. The availability of this additional information is summarized in table A2.

Table A2. California Department of Education students and California Department of Social Services clients with information on city of residence, city of school, and middle name

	CDE students	CDSS clients
Total number	5,969,112	62,274
With a city of residence as of October 7, 2009	5,456,984 (91%)	59,291 (95%)
With a city of school as of October 7, 2009	5,936,142 (99%)	47,518 (76%)
With a middle name	4,095,049 (69%)	36,212 (58%)

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 20019/10.

Note. CDE = California Department of Education.. CDSS = California Department of Social Services.

Process for making the match

The matching process was developed as six successive steps written in SAS software.*

The process used a sequence of deterministic and “fuzzy” matches using SAS software SOUNDEX and SPEDIS functions. Figure A below summarizes the matching process.

Step 1 of the process to match individuals in the two datasets used the exact text strings recorded for first names, last names, and dates of birth to match the two datasets.

Because of the prevalence of compound/hyphenated names, steps 2 and 3 were structured to capture different combinations for entering compound/hyphenated last names along with the date of birth. Step 2 of the match used only the first word (as separated by a blank or special character) from the first name and the first word in the last name; step 3 used the first word in the first name field and the second word in the last name field.

Steps 4, 5, and 6 repeated the sequence of steps 1, 2, and 3 but, instead of relying on the spelling of names, steps 4, 5, and 6 used a SOUNDEX transformation on the first and last name fields. The SOUNDEX is an algorithm that codes a name as a short sequence of characters and numerals based on the way a name sounds. Gender was added as a matching field in these steps because the SOUNDEX function tends to lose the gender specificity of some first names. The pool of potential matches obtained at each of these steps was further limited by imposing a restriction on the spelling distance between the two names being matched, as calculated by the SPEDIS function. SPEDIS computes the spelling distance between two words as the normalized cost of operations required to convert one word into the other. Based on a close examination of the SOUNDEX results, only matches with a spelling distance less than a score of 33 were kept as final matches. A more detailed description of the matching process, including specifics about the SOUNDEX and SPEDIS functions, is provided in an online technical memo available at http://cftl.org/documents/2013/IAG/IAG_TM.pdf

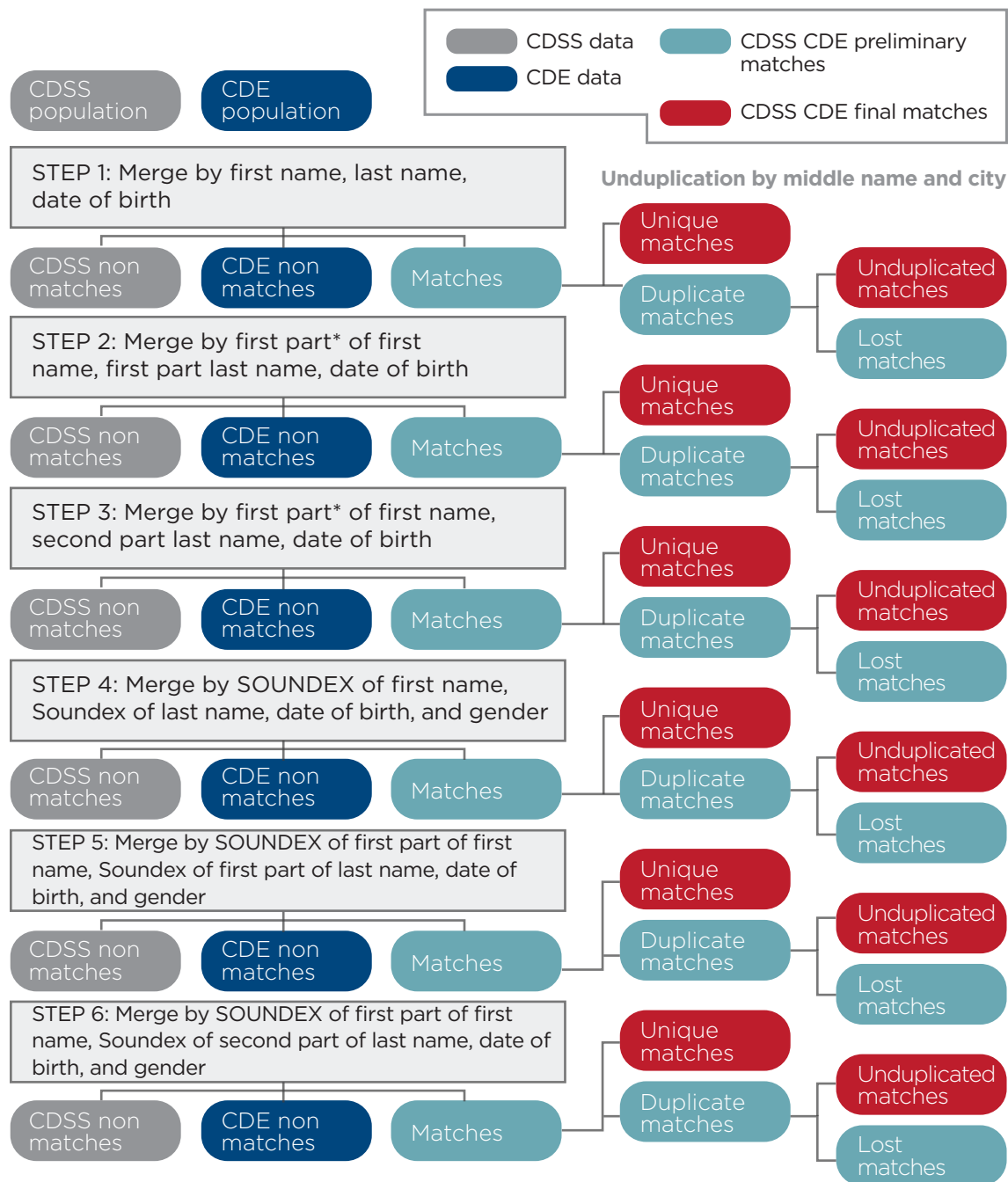
* Version 9.3 of the SAS System for Windows. Copyright © 2002–2003 SAS Institute Inc.

From one step to the next, only the residual records—those not matched in a previous step—were kept in the pool to be matched in a subsequent step. At each step, the set of CDSS clients who matched exactly to only one student in the CDE dataset were kept as final matches, while the set of CDSS clients for whom there were duplicate matches in the CDE dataset were further studied to be unduplicated. When a CDSS client matched to more than one CDE student, we looked at the city of school, the city of residence, and the middle name to pick the right match. If a one-to-one match could be achieved using the additional information, the record was identified as a final match. If confirming data (i.e., city of school, city of residence, middle name) were not available for any of the duplicate records, or if the data were available but the information was the same for all duplicates (e.g., same middle name), we did not unduplicate the data and the CDSS client did not get matched.

The final total number of matches was 50,528 out of 62,274 CDSS clients (an 81 percent match rate). After restricting the population to students with child welfare supervised foster care that lasted more than one day, there were 43,140 students in foster care in the population of analysis. However, the match rate obtained for this study is likely an underestimation because CDSS clients with delayed entry in school (i.e., starting kindergarten after age 5), who dropped out of school, or who did not attend a public school, would not be expected to appear in the CDE data system.

The concordance of variables available in both datasets that were not used for the match were next examined as a measure of quality for the match, and, also, a random sample of the matches obtained were further examined for accuracy. A more detailed description of the entire matching process, its results, and the quality-control process are provided in the online technical memo, at http://cftl.org/documents/2013/IAG/IAG_TM.pdf

Figure A. Overview of the matching process



Note. CDE = California Department of Education. CDSS = California Department of Social Services. * First part differs from the original name only for compound/hyphenated names; in those cases it refers to the first name in the field.

3. Analysis variables

The matching process identified 43,140 students in foster care among the population of 5,969,112 students in the state. Other variables of analysis are described below.

Student characteristics

For all students, the demographic variables of gender, race/ethnicity, date of birth, and highest parental education level, and the status variables of English learner, free and reduced-priced lunch, special education, migrant, and gifted and talented education, were taken from the CALPADS Fall 1 2009 data. In addition:

- Age was computed as of October 7, 2009.
- A student was considered old for grade if the student was more than one year older than the median age for the grade. This indicator was only reported for grades K–9 because of the bias introduced for later grades by the age restriction of the population of analysis (less than 18 years old).
- Low SES: a student was classified as low SES if the student was marked as eligible for the school free and reduced-priced-lunch program or if the highest parental education level was less than high school graduation.
- English Learner: a student was coded as an English learner if the CALPADS English proficiency variable indicated ‘EL’ or English learner. For this analysis, the English learner status was additionally set to “missing” if the English proficiency variable was originally missing (1 percent) or marked as TBD (1.5 percent).

Disability type was obtained separately from a CALPADS Operational Data Store (ODS) Disability Code extract. Disability type is reported only for those students who were classified as eligible for special education services in the CALPADS Fall 1 2009 data. If several disabilities were reported independently of the ‘multiple disabilities’ category, the student was reported for this analysis as having ‘several disabilities indicated’ (6,500 students or 1.5 percent of students with disabilities).

School of enrollment as of October 7, 2009 and school characteristics

Using the combined CALPADS Fall 1 2009 and 2010 data, the full history of enrollment throughout the school year was defined, allowing the identification of the unique County-District-School (CDS) code for the school of enrollment as of October 7, 2009. This code was used to report district of enrollment and grade level. The CDS code for the school of enrollment as of October 7, 2009 was next merged into the CDE school directory to identify school type and into the API data file for 2010 to identify the statewide school decile ranks.

Statewide school API decile rank: Every year the state provides a statewide API decile rank by sorting the API scores of schools of the same type (elementary, middle, and high) into 10 categories (deciles), ranging from 1 to 10. A statewide rank of 1 means that a school has an API score in the lowest-performing 10 percent of schools, while a statewide rank of 10 means that a school has an API score in the highest-performing 10 percent of

schools. Special education schools and schools participating in the Alternative Schools Accountability Model (ASAM) do not receive statewide ranks.

Similar schools API decile rank: Each year the state also provides a decile rank for similar schools, which, like the statewide rank, is based on each school's API score, but compares each school with 100 others that have comparable demographic profiles. A similar schools rank of 1 means that a school's API score is comparable to the lowest-performing 10 percent of schools with a similar student population; a similar schools rank of 10 means that a school's API score is in the highest-performing 10 percent of schools with a similar student population. Special education schools, schools participating in the ASAM, and small schools with between 11 and 99 valid STAR Program scores do not receive similar schools ranks.

School type: The original school type categories were aggregated as follows: Juvenile Court Schools and Youth Authority Facilities were grouped into juvenile court schools; State Special Schools were grouped into special education schools; Elementary Schools In one School District (Public) were grouped into elementary schools; Junior High Schools (Public) were grouped into intermediate/middle schools; and High Schools In one School District (Public) were grouped into high schools.

Number of schools attended during the school year

Both the Fall 1 2009 and 2010 CALPADS submissions were merged to track changes in school enrollment for the entire school year 2009/10. The following rules were considered to count the number of schools throughout the school year:

- Only enrollments coded as primary in the CALPADS data were counted.
- Records with exits that occurred before September 1, 2009 or enrollments that occurred on or after June 1, 2010 were not kept as active records for the student.
- A record is considered a full year of enrollment if the student was continuously enrolled from September 1, 2009 to May 1, 2010 (some students graduated in May).

Academic outcomes

Standardized Testing and Reporting program indicators

Individual student records for the 2009/10 Standardized Testing and Reporting (STAR) Program were obtained from CDE and used to compute indicators of participation in the assessment, and to compute performance levels and indicators of proficiency in English language arts and mathematics for the general statewide population, students in foster care, as well as the other at-risk student subgroups: low SES students, English learners, and students with disabilities.

The STAR Program consists of four tests:

- the California Standards Test (CST), criterion-referenced tests that assess content standards in the designated content areas;

- the California Alternate Performance Assessment (CAPA), an alternate performance assessment for students classified with significant cognitive disabilities in their individualized education programs (IEPs);
- the California Modified Assessment (CMA), an alternate standards-based assessment for students with disabilities who meet eligibility requirements; and
- the Standards-based Tests in Spanish (STS), criterion-referenced tests offered to Spanish-speaking English learners who have been enrolled in California schools for less than 12 months.

Participation in STAR: For each group of students, the percentage of students who participated in the STAR Program was obtained by dividing (a) the number of students who took the CST (with or without modification), the CMA, the CAPA or the STS in either English language arts or mathematics by (b) the number of students enrolled as of October 7, 2009 for the group of students of interest. The number of students who took the STAR included students with blank tests but did not include students with a parent exemption or who were absent for the test.

For the CST, the state’s five established performance levels were used for the reporting of results: advanced, proficient, basic, below basic, and far below basic. These performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level, and students are allocated to a performance level based on set cut-offs of their scaled scores for each subject area and grade level. The State Board of Education set the minimum scaled score target of “350” as proficient for all California students for the CSTs.

CST performance levels and percentage proficient or above: For students who took the CST without modification and got a valid score, the percentage of students in each performance level was reported for all of the groups of students of interest. The percentages by performance levels and the percentage of students who were proficient or above were reported for students who took:

- the English language arts CST in grades 2–11,
- the mathematics CST in grades 2–8,
- the algebra I CST in grades 7–11 (end of course), and
- the algebra II CST in grades 8–11 (end of course).

CAHSEE grade-10 passing status

CAHSEE passing rate: Individual student records for the 2009/10 California High School Exit Examination (CAHSEE) were obtained from CDE and used to compute, for each group of students, the passing rate in both English language arts and mathematics among students who took the test in grade 10 in that school year.

Dropout and graduation outcomes

Dropout status: a statewide student-level extract with dropout status was provided by CDE as a separate file, and after merging this data with the analysis dataset using the SSIDs, all students in grades 9–12 who were coded by the state as dropouts for the school year 2009/10 were identified. The single-year dropout rates were reported by the grade of enrollment as of October 7, 2009.

Grade-12 graduation: For students who were enrolled in grade 12 as of October 7, 2009, the graduation status at the end of the school year was obtained from the 2010 CALPADS Fall 1 submission using all completion codes dated before September 1, 2010. Only students who graduated with a standard high school diploma, including those students with disabilities who graduated with a CAHSEE waiver or were exempt from CAHSEE, were considered as graduates. Other types of completer, such as students who received a special education certificate of completion, completed the General Equivalency Degree (GED), or passed the California High School Proficiency Examination (CHSPE), were not included among the graduates.

4. Study limitations

A limitation of this study is the restriction of the population of analysis to students under age 18 as of the state's census date, October 7, 2009. While students in the population could turn 18 during the period of study, the population was defined in a way that recognized students in foster care have the option to exit the child welfare system at age 18, which a number of students in foster care in the study population did. Therefore, students in foster care can only be compared to other students who are in the same age range. By excluding students older than 17, this snapshot of students cannot be compared to similar reports on the K–12 statewide population in its entirety. This restriction especially affected the comparability of high school outcome rates, such as for graduation and dropping out.

Another limitation is that the number of students in foster care reported by district is based on the school of enrollment as of October 7, 2009. Given the changing foster-care status of these students, and their high rates of school mobility, the number of students reported by district is likely an undercount.

Additionally, the data were for only the school year 2009/10, and it was not possible for this study to compute cohort graduation and dropout rates, which is the recommended convention for reporting these outcomes. Instead single-year dropout rates and grade 12 graduation rates were reported.

Lastly, despite the study achieving a high matching rate, it is likely that some children with an open episode in foster care during the period of study were not identified as a student in foster care.

Appendix B. Frequency tables

Table B1. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by demographic characteristics, 2009/10

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
Gender	Female	2,908,441	48.7	1,477,835	48.8	21,878	50.7
	Male	3,060,671	51.3	1,548,403	51.2	21,262	49.3
Race/ Ethnicity	Hispanic	2,999,164	50.2	2,139,276	70.7	18,655	43.2
	White	1,618,812	27.1	335,841	11.1	9,845	22.8
	Asian	508,129	8.5	178,087	5.9	760	1.8
	African American	410,615	6.9	232,702	7.7	11,024	25.6
	Filipino	151,645	2.5	43,276	1.4	254	0.6
	American Indian/Alaska Native	43,254	0.7	20,960	0.7	808	1.9
	Pacific Islander	35,692	0.6	17,869	0.6	224	0.5
	Two or more races	92,632	1.6	25,612	0.8	742	1.7
	None reported	109,169	1.8	32,615	1.1	828	1.9
Special education	Yes	443,626	7.4	254,102	8.4	7,939	18.4
	No	5,525,486	92.6	2,772,136	91.6	35,201	81.6
Migrant	Yes	77,411	1.3	69,936	2.3	132	0.3
	No	5,891,701	98.7	2,956,302	97.7	43,008	99.7
English learner	Yes	1,415,123	23.7	1,106,461	36.6	5,670	13.1
	No	4,553,989	76.3	1,919,777	63.4	37,470	86.9
GATE	Yes	511,840	8.6	180,667	6.0	901	2.1
	No	5,457,272	91.4	2,845,571	94.0	42,239	97.9

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Table B1. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by demographic characteristics, 2009/10 (continued)

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
Disability category	Specific learning disability	196,455	45.5	127,559	51.7	2,996	38.9
	Speech or language impairment	100,064	23.2	53,983	21.9	754	9.8
	Other health impairment	35,625	8.2	15,918	6.4	863	11.2
	Autism	33,418	7.7	11,637	4.7	228	3.0
	Mental retardation/ Intellectual disability	22,648	5.2	14,686	5.9	613	8.0
	Emotional disturbance	16,350	3.8	8,372	3.4	1,710	22.2
	Orthopedic impairment	7,610	1.8	3,612	1.5	119	1.5
	Several disabilities indicated	6,500	1.5	4,109	1.7	219	2.8
	Hard of hearing	4,764	1.1	2,552	1.0	32	0.4
	Multiple disabilities	2,808	0.7	1,355	0.5	52	0.7
	Visual impairment	2,334	0.5	1,131	0.5	30	0.4
	Deafness/ Hearing impairment	2,189	0.5	1,385	0.6	43	0.6
	Traumatic brain injury	1,109	0.3	626	0.3	-	-
	Deaf-blindness	90	*0.0	34	*0.0	-	-

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Table B1. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by demographic characteristics, 2009/10 (continued)

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
Over-age for grade	K	649	0.2	245	0.2	15	0.7
	1	702	0.1	345	0.1	20	0.6
	2	977	0.2	553	0.2	31	1.0
	3	1,108	0.2	701	0.3	36	1.2
	4	1,473	0.3	867	0.3	60	2.0
	5	1,634	0.4	1,003	0.4	42	1.5
	6	2,000	0.4	1,177	0.5	58	1.9
	7	2,793	0.6	1,603	0.7	111	3.3
	8	2,911	0.6	1,686	0.7	82	2.2
	9	17,634	3.4	11,043	4.3	374	8.2
Grade level	K	322,627	5.4	158,465	5.2	2,293	5.3
	1	472,914	7.9	256,777	8.5	3,266	7.6
	2	461,895	7.7	253,797	8.4	2,979	6.9
	3	462,554	7.8	253,768	8.4	2,984	6.9
	4	468,605	7.9	253,993	8.4	2,965	6.9
	5	462,941	7.8	248,596	8.2	2,832	6.6
	6	464,197	7.8	247,120	8.2	3,025	7.0
	7	470,082	7.9	240,743	8.0	3,377	7.8
	8	475,946	8.0	241,723	8.0	3,682	8.5
	9	524,947	8.8	255,636	8.4	4,559	10.6
	10	504,167	8.4	236,177	7.8	4,353	10.1
	11	478,430	8.0	214,428	7.1	3,998	9.3
	12	394,715	6.6	163,208	5.4	2,674	6.2
	Ungraded elementary	2,072	*0.0	935	*0.0	77	0.2
	Ungraded secondary	1,195	*0.0	515	*0.0	45	0.1

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Table B1. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by demographic characteristics, 2009/10 (continued)

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
Number of schools attended during the school year	1 school	5,563,633	93.2	2,789,962	92.2	29,331	68.0
	2 schools	359,870	6.0	208,816	6.9	9,782	22.7
	3 schools	40,212	0.7	24,154	0.8	3,054	7.1
	4+ schools	5,397	0.1	3,306	0.1	973	2.3

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status (low-SES) students. Disability category information was missing for 11,662 students with disabilities (3 percent) including 7,143 low-SES students and 246 students in foster care. Grade level was missing for 1,825 students (<0.1 percent), including 31 students in foster care and 357 low-SES students. Over-age for grade was computed for grades K–9 only because of the age restriction (17 years old or younger) of the sample. Due to rounding, percentages may not add up to 100. The * denotes rounding to zero. The – denotes masking low cell size. SES = socioeconomic status. GATE = gifted and talented education.

Table B2. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by school characteristics, 2009/10

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
School type	Elementary schools	2,879,118	48.2	1,544,411	51.0	18,543	43.0
	High schools	1,748,933	29.3	796,009	26.3	12,173	28.2
	Intermediate/ Middle schools	1,074,326	18.0	563,944	18.6	7,242	16.8
	K-12 schools	85,975	1.4	31,272	1.0	557	1.3
	Alternative schools of choice	58,419	1.0	29,030	1.0	475	1.1
	Continuation high schools	55,292	0.9	31,512	1.0	1,013	2.3
	Special education schools	20,227	0.3	8,439	0.3	636	1.5
	County community day schools	15,615	0.3	7,877	0.3	351	0.8
	Juvenile court/Youth authority schools	9,955	0.2	5,597	0.2	401	0.9
	District community day schools	9,186	0.2	5,566	0.2	361	0.8
	Nonpublic schools	9,093	0.2	1,194	*0.0	1,309	3.0
	Opportunity schools	2,870	*0.0	1,371	*0.0	78	0.2
Statewide school Academic Performance Index rank	1	557,740	9.6	440,596	15.0	5,982	15.5
	2	603,617	10.4	442,979	15.1	5,326	13.8
	3	568,223	9.8	397,133	13.6	4,900	12.7
	4	572,199	9.9	366,025	12.5	4,908	12.7
	5	565,706	9.8	332,242	11.3	4,463	11.6
	6	579,758	10.0	309,958	10.6	3,978	10.3
	7	562,795	9.7	239,891	8.2	3,471	9.0
	8	585,933	10.1	203,068	6.9	2,701	7.0
	9	603,684	10.4	131,283	4.5	1,976	5.1
	10	587,509	10.2	66,415	2.3	852	2.2

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Table B2. Number and percentage of all students, low-socioeconomic-status students, and students in foster care in California public schools, by school characteristics, 2009/10 (continued)

		All		Low SES		Foster care	
		Number	Percentage	Number	Percentage	Number	Percentage
Similar schools Academic Performance Index rank	1	469,114	8.2	249,056	8.6	3,705	9.8
	2	535,852	9.4	282,986	9.7	3,915	10.4
	3	622,919	10.9	331,609	11.4	4,371	11.6
	4	591,652	10.3	304,138	10.5	3,913	10.3
	5	575,713	10.1	290,481	10.0	3,835	10.1
	6	640,215	11.2	312,453	10.8	4,355	11.5
	7	615,217	10.7	297,942	10.3	3,998	10.6
	8	602,752	10.5	302,232	10.4	3,602	9.5
	9	559,912	9.8	279,969	9.6	3,445	9.1
	10	510,800	8.9	252,397	8.7	2,685	7.1

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Percentages are computed for 5,969,112 students ages 5–17, including 43,140 students in foster care and 3,026,238 low-socioeconomic-status (low-SES) students. School type information was missing 103 students. Special education schools and schools participating in the Alternative Schools Accountability Model (ASAM) do not receive statewide ranks; the 2010 statewide school Academic Performance Index (API) decile rank was only available for 5,787,164 students ages 5–17, including 38,557 students in foster care and 2,929,590 low-SES students. Special education schools, schools participating in the ASAM, and small schools with between 11–99 valid STAR Program scores do not receive similar schools ranks; similar schools API decile rank was only available for 5,724,146 students ages 5–17, including 37,824 students in foster care and 2,903,263 low-SES students. Information is reported for the school of enrollment as of October 7, 2009. Due to rounding, percentages may not add up to 100. The * denotes rounding to zero. SES = socioeconomic status.

Table B3. Number and percentage of all students, students in foster care, and students in other at-risk student subgroups in California public schools who participated in the state's Standardized Testing and Reporting Program in English language arts or mathematics, 2009/10

		Number of students tested	Total enrolled in fall 2009	Percentage tested
All	All grades	4,573,624	4,773,764	95.8
	2	448,996	461,895	97.2
	3	450,962	462,554	97.5
	4	457,553	468,605	97.6
	5	452,523	462,941	97.7
	6	453,096	464,197	97.6
	7	457,573	470,082	97.3
	8	462,341	475,946	97.1
	9	492,473	524,947	93.8
	10	469,747	504,167	93.2
	11	428,360	478,430	89.5
Foster care	All grades	30,412	34,754	87.5
	2	2,740	2,979	92.0
	3	2,780	2,984	93.2
	4	2,741	2,965	92.4
	5	2,639	2,832	93.2
	6	2,796	3,025	92.4
	7	3,050	3,377	90.3
	8	3,283	3,682	89.2
	9	3,739	4,559	82.0
	10	3,578	4,353	82.2
	11	3,066	3,998	76.7
Low SES	All grades	2,341,782	2,445,981	95.7
	2	246,990	253,797	97.3
	3	247,661	253,768	97.6
	4	248,213	253,993	97.7
	5	243,252	248,596	97.9
	6	241,401	247,120	97.7
	7	234,225	240,743	97.3
	8	234,524	241,723	97.0
	9	238,139	255,636	93.2
	10	218,146	236,177	92.4
	11	189,231	214,428	88.2

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Table B3. Number and percentage of all students, students in foster care, and students in other at-risk student subgroups in California public schools who participated in the state's Standardized Testing and Reporting Program in English language arts or mathematics, 2009/10 (continued)

		Number of students tested	Total enrolled in fall 2009	Percentage tested
English learners	All grades	1,024,674	1,074,618	95.4
	2	172,755	177,785	97.2
	3	156,318	160,579	97.3
	4	130,780	134,354	97.3
	5	107,881	111,030	97.2
	6	89,265	92,160	96.9
	7	84,605	87,662	96.5
	8	78,406	81,602	96.1
	9	79,589	87,169	91.3
	10	69,486	76,990	90.3
	11	55,589	65,287	85.1
Students with disabilities	All grades	354,254	375,261	94.4
	2	30,283	31,509	96.1
	3	34,983	36,394	96.1
	4	38,536	39,852	96.7
	5	39,053	40,291	96.9
	6	37,737	39,022	96.7
	7	36,775	38,221	96.2
	8	36,662	38,285	95.8
	9	36,041	39,287	91.7
	10	34,063	37,668	90.4
	11	30,121	34,732	86.7

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Students tested in Standardized Testing and Reporting (STAR) Program 2010 in English language arts or mathematics include students who took, with or without modification, the California Standards Test, the California Modified Assessment, the California Alternate Performance Assessment, or the Standards-based Tests in Spanish in either English language arts or mathematics in spring 2010. SES = socioeconomic status.

Table B4. Number of students in foster care, other at-risk student subgroups, and all students in California public schools, by California Standards Test performance levels in English language arts, mathematics, algebra I, and algebra II, 2009/10

		Number of students with CST scores	Number of students by performance level				
			Far below basic	Below basic	Basic	Proficient	Advanced
English language arts grades 2-11	Foster care	26,827	5,165	5,456	8,337	5,529	2,340
	Low SES	2,218,485	241,176	365,486	729,718	578,773	303,332
	English learners	949,501	167,558	237,763	337,616	154,153	52,411
	Students with disabilities	214,921	56,980	48,724	56,874	32,600	19,743
	All	4,378,521	342,239	530,423	1,189,972	1,221,951	1,093,936
Mathematics grades 2-7	Foster care	14,420	1,557	3,645	3,937	3,285	1,996
	Low SES	1,370,424	74,177	251,538	356,176	385,098	303,435
	English learners	690,548	47,963	155,533	188,814	172,287	125,951
	Students with disabilities	125,295	15,929	29,821	29,726	26,846	22,973
	All	2,560,081	100,650	356,766	564,461	729,200	809,004
Algebra I (end of course)	Foster care	5,379	1,467	2,316	971	532	93
	Low SES	363,565	60,274	130,277	88,146	65,472	19,396
	English learners	124,080	31,676	54,651	23,922	11,243	2,588
	Students with disabilities	37,331	11,750	15,864	5,807	3,010	900
	All	719,078	96,630	222,070	173,309	158,012	69,057
Algebra II (end of course)	Foster care	819	282	243	185	89	20
	Low SES	100,086	22,266	29,072	27,009	15,607	6,132
	English learners	17,039	6,781	4,983	2,901	1,528	846
	Students with disabilities	4,123	1,469	1,121	854	481	198
	All	258,743	40,808	63,696	73,781	52,615	27,843

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Includes only students who took the CST without modifications in spring 2010. CST = California Standards Test. SES = socioeconomic status.

Table B5. Percentage of students in foster care, other at-risk student subgroups, and all students in California public schools, by California Standards Test performance levels in English language arts, mathematics, algebra I, and algebra II, 2009/10

		Percentage proficient or above	Percentage of students				
			Far below basic	Below basic	Basic	Proficient	Advanced
English language arts grades 2–11	Foster care	29.3	19.3	20.3	31.1	20.6	8.7
	Low SES	39.8	10.9	16.5	32.9	26.1	13.7
	English learners	21.8	17.6	25.0	35.6	16.2	5.5
	Students with disabilities	24.4	26.5	22.7	26.5	15.2	9.2
	All	52.9	7.8	12.1	27.2	27.9	25.0
Mathematics grades 2–7	Foster care	36.6	10.8	25.3	27.3	22.8	13.8
	Low SES	50.2	5.4	18.4	26.0	28.1	22.1
	English learners	43.2	6.9	22.5	27.3	24.9	18.2
	Students with disabilities	39.8	12.7	23.8	23.7	21.4	18.3
	All	60.1	3.9	13.9	22.0	28.5	31.6
Algebra I (end of course)	Foster care	11.6	27.3	43.1	18.1	9.9	1.7
	Low SES	23.3	16.6	35.8	24.2	18.0	5.3
	English learners	11.1	25.5	44.0	19.3	9.1	2.1
	Students with disabilities	10.5	31.5	42.5	15.6	8.1	2.4
	All	31.6	13.4	30.9	24.1	22.0	9.6
Algebra II (end of course)	Foster care	13.3	34.4	29.7	22.6	10.9	2.4
	Low SES	21.7	22.2	29.0	27.0	15.6	6.1
	English learners	13.9	39.8	29.2	17.0	9.0	5.0
	Students with disabilities	16.5	35.6	27.2	20.7	11.7	4.8
	All	31.1	15.8	24.6	28.5	20.3	10.8

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Includes only students who took the California Standards Test without modifications in spring 2010. Due to rounding, percentages may not add up to 100 or to the reported sum. SES = socioeconomic status.

Table B6. Number and percentage of grade-10 students who passed the English language arts, mathematics, and both parts of the California High School Exit Examination, for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10

		Number of students tested	Number of students passing	Percentage passing
English language arts grade 10	Foster care	3,447	2,094	60.7
	Low SES	215,057	157,635	73.3
	English learners	67,974	28,331	41.7
	Students with disabilities	29,766	11,646	39.1
	All	463,520	377,084	81.4
Mathematics grade 10	Foster care	3,395	1,911	56.3
	Low SES	213,808	159,612	74.7
	English learners	67,154	35,093	52.3
	Students with disabilities	27,466	11,184	40.7
	All	460,925	375,863	81.5
Both English language arts and mathematics grade 10	Foster care	3,266	1,610	49.3
	Low SES	210,467	139,420	66.2
	English learners	65,869	21,900	33.2
	Students with disabilities	26,673	7,924	29.7
	All	455,171	344,881	75.8

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. SES = socioeconomic status.

Table B7. The single-year dropout rate by grades 9–12 for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10

		Number of students	Number of dropouts	Percentage of dropouts
Foster care	Grades 9–12	15,584	1,244	8.0
	9	4,559	277	6.1
	10	4,353	267	6.1
	11	3,998	324	8.1
	12	2,674	376	14.1
Low SES	Grades 9–12	869,449	28,544	3.3
	9	255,636	4,605	1.8
	10	236,177	5,212	2.2
	11	214,428	6,677	3.1
	12	163,208	12,050	7.4
English learners	Grades 9–12	271,772	14,040	5.2
	9	87,169	2,238	2.6
	10	76,990	2,412	3.1
	11	65,287	3,085	4.7
	12	42,326	6,305	14.9
Students with disabilities	Grades 9–12	135,428	4,559	3.4
	9	39,287	694	1.8
	10	37,668	884	2.3
	11	34,732	1,212	3.5
	12	23,741	1,769	7.5
All	Grades 9–12	1,902,259	51,963	2.7
	9	524,947	8,182	1.6
	10	504,167	9,568	1.9
	11	478,430	12,375	2.6
	12	394,715	21,838	5.5

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. SES = socioeconomic status.

Table B8. Number and percentage of grade-12 graduates for students in foster care, other at-risk student subgroups, and all students in California public schools, 2009/10

	Number of students in grade 12	Number of grade-12 graduates at the end of the school year	Percentage of grade-12 graduates
Foster care	2,674	1,558	58.3
Low SES	163,208	128,901	79.0
English learners	42,326	25,267	59.7
Students with disabilities	23,741	15,459	65.1
All	394,715	331,607	84.0

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/2010.

Note. SES = socioeconomic status.

Appendix C. Public school students in foster care by county and by district in California, for school year 2009/10

Table C1. Public school students in foster care by California county for school year 2009/10

County	Total number of students	Number of students in foster care	Percentage of students in foster care in county	Percentage of California students in foster care
Alameda	204,936	1,082	0.5	2.5
Alpine	109	<15	-	-
Amador	4,469	42	0.9	0.1
Butte	30,474	491	1.6	1.1
Calaveras	6,077	79	1.3	0.2
Colusa	4,295	<15	-	-
Contra Costa	160,768	1,017	0.6	2.4
Del Norte	4,150	55	1.3	0.1
El Dorado	28,690	248	0.9	0.6
Fresno	185,434	1,825	1.0	4.2
Glenn	5,467	66	1.2	0.2
Humboldt	17,350	151	0.9	0.4
Imperial	34,756	220	0.6	0.5
Inyo	2,919	<15	-	-
Kern	167,194	1,538	0.9	3.6
Kings	27,431	195	0.7	0.5
Lake	9,003	92	1.0	0.2
Lassen	4,857	53	1.1	0.1
Los Angeles	1,534,486	12,648	0.8	29.3
Madera	28,385	214	0.8	0.5
Marin	29,205	108	0.4	0.3
Mariposa	2,095	<15	-	-
Mendocino	12,421	158	1.3	0.4
Merced	53,973	625	1.2	1.4
Modoc	1,598	24	1.5	0.1
Mono	1,559	<15	-	-
Monterey	67,935	205	0.3	0.5
Napa	19,832	101	0.5	0.2
Nevada	11,594	94	0.8	0.2
Orange	483,105	1,592	0.3	3.7
Placer	65,647	285	0.4	0.7
Plumas	2,273	36	1.6	0.1
Riverside	406,976	3,615	0.9	8.4
Sacramento	227,952	2,334	1.0	5.4
San Benito	10,997	74	0.7	0.2
San Bernardino	400,804	3,601	0.9	8.3
San Diego	475,072	2,759	0.6	6.4

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Table C1. Public school students in foster care by California county for school year 2009/10 (continued)

County	Total number of students	Number of students in foster care	Percentage of students in foster care in county	Percentage of California students in foster care
San Francisco	53,621	577	1.1	1.3
San Joaquin	130,906	964	0.7	2.2
San Luis Obispo	33,427	277	0.8	0.6
San Mateo	87,573	267	0.3	0.6
Santa Barbara	63,441	363	0.6	0.8
Santa Clara	255,314	906	0.4	2.1
Santa Cruz	36,901	220	0.6	0.5
Shasta	26,781	433	1.6	1.0
Sierra	443	<15	-	-
Siskiyou	5,837	73	1.3	0.2
Solano	63,272	475	0.8	1.1
Sonoma	68,308	394	0.6	0.9
Stanislaus	100,176	602	0.6	1.4
Sutter	19,656	146	0.7	0.3
Tehama	9,919	179	1.8	0.4
Trinity	1,656	28	1.7	0.1
Tulare	93,129	681	0.7	1.6
Tuolumne	6,323	58	0.9	0.1
Ventura	136,236	514	0.4	1.2
Yolo	28,549	170	0.6	0.4
Yuba	13,356	139	1.0	0.3

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Includes counts of students ages 5–17 as of October 7, 2009. The – denotes masking low cell sizes.

Table C2. Public school students in foster care by California county and by school district for school year 2009/10

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Alameda	Alameda City Unified	10,073	38	0.4	0.1
Alameda	Alameda County Office of Education	2,296	32	1.4	0.1
Alameda	Albany City Unified	3,693	<15	-	-
Alameda	Berkeley Unified	8,850	51	0.6	0.1
Alameda	California School for the Blind (State Special School)	31	<15	-	-
Alameda	California School for the Deaf-Fremont (State Special School)	347	<15	-	-
Alameda	Castro Valley Unified	8,689	33	0.4	0.1
Alameda	Dublin Unified	4,066	<15	-	-
Alameda	Emery Unified	727	<15	-	-
Alameda	Fremont Unified	31,129	59	0.2	0.1
Alameda	Hayward Unified	21,057	115	0.5	0.3
Alameda	Livermore Valley Joint Unified	12,543	41	0.3	0.1
Alameda	Mountain House Elementary	46	0	0	0
Alameda	New Haven Unified	12,526	61	0.5	0.1
Alameda	Newark Unified	6,676	24	0.4	0.1
Alameda	Oakland Unified	44,244	466	1.1	1.1
Alameda	Piedmont City Unified	2,496	<15	-	-
Alameda	Pleasanton Unified	14,428	<15	-	-
Alameda	San Leandro Unified	8,429	43	0.5	0.1
Alameda	San Lorenzo Unified	11,478	67	0.6	0.2
Alameda	SBE - Livermore Valley Charter	865	0	0	0
Alameda	Sunol Glen Unified	247	0	0	0
Alpine	Alpine County Unified	109	<15	-	-
Amador	Amador County Office of Education	223	<15	-	-
Amador	Amador County Unified	4,099	39	1.0	0.1
Amador	CEA Amador Co	147	0	0	0
Butte	Bangor Union Elementary	127	0	0	0
Butte	Biggs Unified	557	<15	-	-
Butte	Butte County Office of Education	1,250	23	1.8	0.1
Butte	Chico Unified	12,600	158	1.3	0.4
Butte	Durham Unified	1,031	<15	-	-
Butte	Feather Falls Union Elementary	<15	-	-	-
Butte	Golden Feather Union Elementary	119	<15	-	-
Butte	Gridley Unified	2,059	24	1.2	0.1
Butte	Manzanita Elementary	271	0	0	0
Butte	Oroville City Elementary	2,594	55	2.1	0.1
Butte	Oroville Union High	2,728	47	1.7	0.1
Butte	Palermo Union Elementary	1,312	30	2.3	0.1
Butte	Paradise Unified	4,414	97	2.2	0.2

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Butte	Pioneer Union Elementary	85	<15	-	-
Butte	Thermalito Union Elementary	1,317	28	2.1	0.1
Calaveras	Bret Harte Union High	809	<15	-	-
Calaveras	Calaveras County Office of Education	453	<15	-	-
Calaveras	Calaveras Unified	3,348	58	1.7	0.1
Calaveras	Mark Twain Union Elementary	728	<15	-	-
Calaveras	Vallecito Union	739	<15	-	-
Colusa	Colusa County Office of Education	174	0	0	0
Colusa	Colusa Unified	1,301	<15	-	-
Colusa	Maxwell Unified	399	0	0	0
Colusa	Pierce Joint Unified	1,274	<15	-	-
Colusa	Williams Unified	1,147	<15	-	-
Contra Costa	Acalanes Union High	5,453	<15	-	-
Contra Costa	Antioch Unified	18,354	227	1.2	0.5
Contra Costa	Brentwood Union Elementary	8,023	34	0.4	0.1
Contra Costa	Byron Union Elementary	1,647	<15	-	-
Contra Costa	Canyon Elementary	64	<15	-	-
Contra Costa	Contra Costa County Office of Education	961	34	3.5	0.1
Contra Costa	John Swett Unified	1,613	<15	-	-
Contra Costa	Knightsen Elementary	487	<15	-	-
Contra Costa	Lafayette Elementary	3,155	0	0	0
Contra Costa	Liberty Union High	6,950	52	0.7	0.1
Contra Costa	Martinez Unified	3,902	23	0.6	0.1
Contra Costa	Moraga Elementary	1,696	<15	-	-
Contra Costa	Mt. Diablo Unified	33,135	188	0.6	0.4
Contra Costa	Oakley Union Elementary	4,498	33	0.7	0.1
Contra Costa	Orinda Union Elementary	2,308	0	0	0
Contra Costa	Pittsburg Unified	9,254	101	1.1	0.2
Contra Costa	San Ramon Valley Unified	27,153	32	0.1	0.1
Contra Costa	Walnut Creek Elementary	3,220	<15	-	-
Contra Costa	West Contra Costa Unified	28,895	269	0.9	0.6
Del Norte	Del Norte County Office of Education	549	<15	-	-
Del Norte	Del Norte County Unified	3,601	49	1.4	0.1
El Dorado	Black Oak Mine Unified	1,592	<15	-	-
El Dorado	Buckeye Union Elementary	4,946	34	0.7	0.1
El Dorado	Camino Union Elementary	412	<15	-	-
El Dorado	El Dorado County Office of Education	1,017	29	2.9	0.1
El Dorado	El Dorado Union High	6,804	63	0.9	0.1
El Dorado	Gold Oak Union Elementary	579	<15	-	-
El Dorado	Gold Trail Union Elementary	528	<15	-	-

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
El Dorado	Indian Diggings Elementary	21	<15	-	-
El Dorado	Lake Tahoe Unified	3,813	35	0.9	0.1
El Dorado	Latrobe	175	0	0	0
El Dorado	Mother Lode Union Elementary	1,304	<15	-	-
El Dorado	Pioneer Union Elementary	394	<15	-	-
El Dorado	Placerville Union Elementary	1,162	<15	-	-
El Dorado	Pollock Pines Elementary	701	<15	-	-
El Dorado	Rescue Union Elementary	4,030	19	0.5	0.0
El Dorado	SBC - Aspire Public Schools	1,068	<15	-	-
El Dorado	SBC - Pacific Technology	129	0	0	0
El Dorado	Silver Fork Elementary	15	0	0	0
Fresno	Alvina Elementary	202	0	0	0
Fresno	American Union Elementary	341	<15	-	-
Fresno	Big Creek Elementary	36	0	0	0
Fresno	Burrel Union Elementary	97	0	0	0
Fresno	Caruthers Unified	1,267	<15	-	-
Fresno	Central Unified	13,958	173	1.2	0.4
Fresno	Clay Joint Elementary	234	0	0	0
Fresno	Clovis Unified	36,896	264	0.7	0.6
Fresno	Coalinga-Huron Joint Unified	4,187	19	0.5	0.0
Fresno	Firebaugh-Las Deltas Joint Unified	2,156	<15	-	-
Fresno	Fowler Unified	2,244	<15	-	-
Fresno	Fresno County Office of Education	1,749	57	3.3	0.1
Fresno	Fresno Unified	72,171	923	1.3	2.1
Fresno	Golden Plains Unified	1,726	0	0	0
Fresno	Kerman Unified	4,321	24	0.6	0.1
Fresno	Kings Canyon Joint Unified	9,324	81	0.9	0.2
Fresno	Kingsburg Elementary Charter	2,254	18	0.8	0.0
Fresno	Kingsburg Joint Union High	1,128	<15	-	-
Fresno	Laton Joint Unified	692	<15	-	-
Fresno	Mendota Unified	2,478	<15	-	-
Fresno	Monroe Elementary	186	0	0	0
Fresno	Orange Center	306	<15	-	-
Fresno	Pacific Union Elementary	346	<15	-	-
Fresno	Parlier Unified	3,184	27	0.8	0.1
Fresno	Pine Ridge Elementary	88	0	0	0
Fresno	Raisin City Elementary	295	<15	-	-
Fresno	Riverdale Joint Unified	1,441	<15	-	-
Fresno	Sanger Unified	10,181	93	0.9	0.2
Fresno	Selma Unified	6,122	41	0.7	0.1

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Fresno	Sierra Unified	1,552	<15	-	-
Fresno	Washington Colony Elementary	443	<15	-	-
Fresno	Washington Union High	1,121	<15	-	-
Fresno	West Fresno Elementary	1,239	18	1.5	0.0
Fresno	West Park Elementary	861	<15	-	-
Fresno	Westside Elementary	608	<15	-	-
Glenn	Capay Joint Union Elementary	161	<15	-	-
Glenn	Glenn County Office of Education	161	<15	-	-
Glenn	Hamilton Unified	794	<15	-	-
Glenn	Lake Elementary	141	0	0	0
Glenn	Orland Joint Unified	2,155	32	1.5	0.1
Glenn	Plaza Elementary	139	0	0	0
Glenn	Princeton Joint Unified	215	0	0	0
Glenn	Stony Creek Joint Unified	81	<15	-	-
Glenn	Willows Unified	1,620	<15	-	-
Humboldt	Arcata Elementary	902	<15	-	-
Humboldt	Big Lagoon Union Elementary	49	<15	-	-
Humboldt	Blue Lake Union Elementary	138	<15	-	-
Humboldt	Bridgeville Elementary	37	<15	-	-
Humboldt	Cuddeback Union Elementary	110	0	0	0
Humboldt	Cutten Elementary	532	0	0	0
Humboldt	Eureka City High	<15	-	-	-
Humboldt	Eureka City Schools	3,810	36	0.9	0.1
Humboldt	Ferndale Unified	481	0	0	0
Humboldt	Fieldbrook Elementary	111	0	0	0
Humboldt	Fortuna Union Elementary	683	<15	-	-
Humboldt	Fortuna Union High	1,076	<15	-	-
Humboldt	Freshwater Elementary	301	<15	-	-
Humboldt	Garfield Elementary	55	0	0	0
Humboldt	Green Point Elementary	<15	-	-	-
Humboldt	Humboldt County Office of Education	412	<15	-	-
Humboldt	Hydesville Elementary	143	<15	-	-
Humboldt	Jacoby Creek Elementary	411	0	0	0
Humboldt	Klamath-Trinity Joint Unified	978	19	1.9	0.0
Humboldt	Kneeland Elementary	37	<15	-	-
Humboldt	Loleta Union Elementary	284	<15	-	-
Humboldt	Maple Creek Elementary	<15	-	-	-
Humboldt	Mattole Unified	861	<15	-	-
Humboldt	McKinleyville Union Elementary	1,127	<15	-	-
Humboldt	Northern Humboldt Union High	1,606	<15	-	-

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Humboldt	Orick Elementary	20	0	0	0
Humboldt	Pacific Union Elementary	507	<15	-	-
Humboldt	Peninsula Union	21	0	0	0
Humboldt	Rio Dell Elementary	299	<15	-	-
Humboldt	Rohnerville Elementary	652	<15	-	-
Humboldt	Scotia Union Elementary	204	<15	-	-
Humboldt	South Bay Union Elementary	611	<15	-	-
Humboldt	Southern Humboldt Joint Unified	726	<15	-	-
Humboldt	Trinidad Union Elementary	145	0	0	0
Imperial	Brawley Elementary	3,642	42	1.2	0.1
Imperial	Brawley Union High	1,857	17	0.9	0.0
Imperial	Calexico Unified	8,830	38	0.4	0.1
Imperial	Calipatria Unified	1,119	16	1.4	0.0
Imperial	Central Union High	3,882	19	0.5	0.0
Imperial	El Centro Elementary	5,387	34	0.6	0.1
Imperial	Heber Elementary	1,067	<15	-	-
Imperial	Holtville Unified	1,629	<15	-	-
Imperial	Imperial County Office of Education	610	<15	-	-
Imperial	Imperial Unified	3,494	<15	-	-
Imperial	Magnolia Union Elementary	109	0	0	0
Imperial	McCabe Union Elementary	1,110	<15	-	-
Imperial	Meadows Union Elementary	463	<15	-	-
Imperial	Mulberry Elementary	89	<15	-	-
Imperial	San Pasqual Valley Unified	704	<15	-	-
Imperial	Seeley Union Elementary	405	<15	-	-
Imperial	Westmorland Union Elementary	359	0	0	0
Inyo	Big Pine Unified	163	0	0	0
Inyo	Bishop Joint Union High	683	<15	-	-
Inyo	Bishop Union Elementary	1,203	<15	-	-
Inyo	Death Valley Unified	65	0	0	0
Inyo	Inyo County Office of Education	251	<15	-	-
Inyo	Lone Pine Unified	385	0	0	0
Inyo	Owens Valley Unified	42	0	0	0
Inyo	Round Valley Joint Elementary	127	<15	-	-
Kern	Arvin Union Elementary	3,221	22	0.7	0.1
Kern	Bakersfield City	26,159	293	1.1	0.7
Kern	Beardsley Elementary	1,683	20	1.2	0.0
Kern	Belridge Elementary	31	0	0	0
Kern	Blake Elementary	<15	-	-	-
Kern	Buttonwillow Union Elementary	370	<15	-	-

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Kern	Caliente Union Elementary	76	0	0	0
Kern	Delano Joint Union High	4,338	<15	-	-
Kern	Delano Union Elementary	7,387	40	0.5	0.1
Kern	Di Giorgio Elementary	202	0	0	0
Kern	Edison Elementary	1,090	<15	-	-
Kern	El Tejon Unified	1,199	<15	-	-
Kern	Elk Hills Elementary	77	0	0	0
Kern	Fairfax Elementary	2,071	21	1.0	0.0
Kern	Fruitvale Elementary	3,124	20	0.6	0.0
Kern	General Shafter Elementary	182	<15	-	-
Kern	Greenfield Union	8,051	85	1.1	0.2
Kern	Kern County Office of Education	3,416	81	2.4	0.2
Kern	Kern Union High	36,486	351	1.0	0.8
Kern	Kernville Union Elementary	822	<15	-	-
Kern	Lakeside Union	1,279	15	1.2	0.0
Kern	Lamont Elementary	2,601	<15	-	-
Kern	Linns Valley-Poso Flat Union	15	<15	-	-
Kern	Lost Hills Union Elementary	551	0	0	0
Kern	Maple Elementary	265	0	0	0
Kern	Maricopa Unified	783	<15	-	-
Kern	McFarland Unified	3,148	24	0.8	0.1
Kern	McKittrick Elementary	69	<15	-	-
Kern	Midway Elementary	64	0	0	0
Kern	Mojave Unified	2,378	34	1.4	0.1
Kern	Muroc Joint Unified	1,976	<15	-	-
Kern	Norris Elementary	3,450	18	0.5	0.0
Kern	Panama-Buena Vista Union	15,959	177	1.1	0.4
Kern	Pond Union Elementary	235	<15	-	-
Kern	Richland Union Elementary	3,114	24	0.8	0.1
Kern	Rio Bravo-Greeley Union Elementary	948	<15	-	-
Kern	Rosedale Union Elementary	5,149	41	0.8	0.1
Kern	SBE - Ridgecrest Charter	244	<15	-	-
Kern	Semitropic Elementary	255	<15	-	-
Kern	Sierra Sands Unified	5,191	27	0.5	0.1
Kern	South Fork Union	273	<15	-	-
Kern	Southern Kern Unified	3,267	29	0.9	0.1
Kern	Standard Elementary	2,743	42	1.5	0.1
Kern	Taft City	2,041	21	1.0	0.0
Kern	Taft Union High	1,004	<15	-	-
Kern	Tehachapi Unified	4,619	26	0.6	0.1

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Kern	Vineland Elementary	848	<15	-	-
Kern	Wasco Union Elementary	3,080	<15	-	-
Kern	Wasco Union High	1,652	<15	-	-
Kings	Armona Union Elementary	1,817	<15	-	-
Kings	Central Union Elementary	1,793	<15	-	-
Kings	Corcoran Joint Unified	3,214	26	0.8	0.1
Kings	Hanford Elementary	5,356	46	0.9	0.1
Kings	Hanford Joint Union High	3,741	29	0.8	0.1
Kings	Island Union Elementary	262	0	0	0
Kings	Kings County Office of Education	388	<15	-	-
Kings	Kings River-Hardwick Union Elementary	655	<15	-	-
Kings	Kit Carson Union Elementary	431	<15	-	-
Kings	Lakeside Union Elementary	334	<15	-	-
Kings	Lemoore Union Elementary	3,275	32	1.0	0.1
Kings	Lemoore Union High	2,130	<15	-	-
Kings	Pioneer Union Elementary	1,593	<15	-	-
Kings	Reef-Sunset Unified	2,442	<15	-	-
Lake	Kelseyville Unified	1,678	24	1.4	0.1
Lake	Konocti Unified	2,959	34	1.1	0.1
Lake	Lake County Office of Education	59	<15	-	-
Lake	Lakeport Unified	1,513	<15	-	-
Lake	Lucerne Elementary	250	<15	-	-
Lake	Middletown Unified	1,667	<15	-	-
Lake	Upper Lake Union Elementary	477	<15	-	-
Lake	Upper Lake Union High	400	<15	-	-
Lassen	Big Valley Joint Unified	220	<15	-	-
Lassen	Fort Sage Unified	421	<15	-	-
Lassen	Janesville Union Elementary	397	<15	-	-
Lassen	Johnstonville Elementary	226	<15	-	-
Lassen	Lassen County Office of Education	82	<15	-	-
Lassen	Lassen Union High	1,044	<15	-	-
Lassen	Ravendale-Termo Elementary	189	<15	-	-
Lassen	Richmond Elementary	206	0	0	0
Lassen	Shaffer Union Elementary	260	<15	-	-
Lassen	Susanville Elementary	1,143	<15	-	-
Lassen	Westwood Unified	669	<15	-	-
Los Angeles	ABC Unified	20,078	94	0.5	0.2
Los Angeles	Acton-Agua Dulce Unified	1,691	<15	-	-
Los Angeles	Alhambra Unified	18,036	54	0.3	0.1
Los Angeles	Antelope Valley Union High	24,195	538	2.2	1.2

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Los Angeles	Arcadia Unified	9,572	<15	-	-
Los Angeles	Azusa Unified	10,522	107	1.0	0.2
Los Angeles	Baldwin Park Unified	18,939	184	1.0	0.4
Los Angeles	Bassett Unified	4,658	60	1.3	0.1
Los Angeles	Bellflower Unified	13,902	117	0.8	0.3
Los Angeles	Beverly Hills Unified	4,823	<15	-	-
Los Angeles	Bonita Unified	9,681	146	1.5	0.3
Los Angeles	Burbank Unified	15,951	75	0.5	0.2
Los Angeles	Castaic Union Elementary	3,108	<15	-	-
Los Angeles	CEA Los Angeles Co	157	0	0	0
Los Angeles	Centinela Valley Union High	6,381	57	0.9	0.1
Los Angeles	Charter Oak Unified	5,945	63	1.1	0.1
Los Angeles	Claremont Unified	6,911	40	0.6	0.1
Los Angeles	Compton Unified	25,019	466	1.9	1.1
Los Angeles	Covina-Valley Unified	13,624	115	0.8	0.3
Los Angeles	Culver City Unified	6,597	18	0.3	0.0
Los Angeles	Downey Unified	22,080	171	0.8	0.4
Los Angeles	Duarte Unified	3,893	33	0.8	0.1
Los Angeles	East Whittier City Elementary	8,595	64	0.7	0.1
Los Angeles	Eastside Union Elementary	3,137	65	2.1	0.2
Los Angeles	El Monte City Elementary	9,561	57	0.6	0.1
Los Angeles	El Monte Union High	10,002	41	0.4	0.1
Los Angeles	El Rancho Unified	10,232	133	1.3	0.3
Los Angeles	El Segundo Unified	3,131	<15	-	-
Los Angeles	Garvey Elementary	5,500	52	0.9	0.1
Los Angeles	Glendale Unified	25,666	55	0.2	0.1
Los Angeles	Glendora Unified	6,854	42	0.6	0.1
Los Angeles	Gorman Elementary	1,237	<15	-	-
Los Angeles	Hacienda la Puente Unified	20,529	220	1.1	0.5
Los Angeles	Hawthorne	8,794	70	0.8	0.2
Los Angeles	Hermosa Beach City Elementary	1,499	<15	-	-
Los Angeles	Hughes-Elizabeth Lakes Union Elementary	316	<15	-	-
Los Angeles	Inglewood Unified	13,815	189	1.4	0.4
Los Angeles	Keppel Union Elementary	2,756	47	1.7	0.1
Los Angeles	La Canada Unified	3,934	<15	-	-
Los Angeles	Lancaster Elementary	14,338	351	2.4	0.8
Los Angeles	Las Virgenes Unified	11,343	<15	-	-
Los Angeles	Lawndale Elementary	6,060	50	0.8	0.1
Los Angeles	Lennox	7,161	34	0.5	0.1
Los Angeles	Little Lake City Elementary	4,722	47	1.0	0.1

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Los Angeles	Long Beach Unified	83,357	617	0.7	1.4
Los Angeles	Los Angeles County Office of Education	8,657	183	2.1	0.4
Los Angeles	Los Angeles Unified	634,039	5043	0.8	11.7
Los Angeles	Los Nietos	1,947	21	1.1	0.0
Los Angeles	Lowell Joint	3,004	19	0.6	0.0
Los Angeles	Lynwood Unified	17,067	151	0.9	0.4
Los Angeles	Manhattan Beach Unified	6,419	<15	-	-
Los Angeles	Monrovia Unified	5,744	29	0.5	0.1
Los Angeles	Montebello Unified	31,531	203	0.6	0.5
Los Angeles	Mountain View Elementary	8,016	38	0.5	0.1
Los Angeles	Newhall	6,771	<15	-	-
Los Angeles	Norwalk-La Mirada Unified	19,977	154	0.8	0.4
Los Angeles	Palmdale Elementary	20,374	425	2.1	1.0
Los Angeles	Palos Verdes Peninsula Unified	11,543	<15	-	-
Los Angeles	Paramount Unified	15,181	131	0.9	0.3
Los Angeles	Pasadena Unified	19,112	312	1.6	0.7
Los Angeles	Pomona Unified	27,951	296	1.1	0.7
Los Angeles	Redondo Beach Unified	8,119	15	0.2	0.0
Los Angeles	Rosemead Elementary	2,863	<15	-	-
Los Angeles	Rowland Unified	15,390	130	0.8	0.3
Los Angeles	San Gabriel Unified	6,409	20	0.3	0.0
Los Angeles	San Marino Unified	3,168	<15	-	-
Los Angeles	Santa Monica-Malibu Unified	11,315	28	0.2	0.1
Los Angeles	Saugus Union	9,847	32	0.3	0.1
Los Angeles	SBE - Animo Inglewood Charter	530	<15	-	-
Los Angeles	SBE - Barack Obama Charter	241	<15	-	-
Los Angeles	SBE - Doris Topsy-Elvord Academy	90	<15	-	-
Los Angeles	SBE - Lifeline Education Charter	259	<15	-	-
Los Angeles	SBE - New West Charter Middle	336	<15	-	-
Los Angeles	SBE - The School of Arts and Enterprise	399	<15	-	-
Los Angeles	SBE - Today's Fresh Start Charter	514	<15	-	-
Los Angeles	South Pasadena Unified	4,217	<15	-	-
Los Angeles	South Whittier Elementary	3,593	24	0.7	0.1
Los Angeles	Sulphur Springs Union	5,538	31	0.6	0.1
Los Angeles	Temple City Unified	5,380	<15	-	-
Los Angeles	Torrance Unified	23,876	97	0.4	0.2
Los Angeles	Valle Lindo Elementary	1,112	<15	-	-
Los Angeles	Walnut Valley Unified	14,406	30	0.2	0.1
Los Angeles	West Covina Unified	14,083	147	1.0	0.3
Los Angeles	Westside Union Elementary	8,469	117	1.4	0.3

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Los Angeles	Whittier City Elementary	6,344	60	0.9	0.1
Los Angeles	Whittier Union High	13,043	100	0.8	0.2
Los Angeles	William S. Hart Union High	25,050	132	0.5	0.3
Los Angeles	Wilsona Elementary	1,496	35	2.3	0.1
Los Angeles	Wiseburn Elementary	2,764	<15	-	-
Madera	Alview-Dairyland Union Elementary	336	<15	-	-
Madera	Bass Lake Joint Union Elementary	881	<15	-	-
Madera	Chawanakee Unified	722	<15	-	-
Madera	Chowchilla Elementary	1,946	25	1.3	0.1
Madera	Chowchilla Union High	925	<15	-	-
Madera	Golden Valley Unified	1,884	27	1.4	0.1
Madera	Madera County Office of Education	672	<15	-	-
Madera	Madera Unified	18,587	114	0.6	0.3
Madera	Raymond-Knowles Union Elementary	77	0	0	0
Madera	Yosemite Unified	2,355	19	0.8	0.0
Marin	Bolinas-Stinson Union	96	0	0	0
Marin	Dixie Elementary	1,759	<15	-	-
Marin	Kentfield Elementary	1,062	0	0	0
Marin	Laguna Joint Elementary	28	0	0	0
Marin	Lagunitas Elementary	270	<15	-	-
Marin	Larkspur-Corte Madera	1,260	0	0	0
Marin	Lincoln Elementary	<15	-	-	-
Marin	Marin County Office of Education	386	49	12.7	0.1
Marin	Mill Valley Elementary	2,637	<15	-	-
Marin	Nicasio	45	0	0	0
Marin	Novato Unified	7,647	29	0.4	0.1
Marin	Reed Union Elementary	1,239	0	0	0
Marin	Ross Elementary	350	0	0	0
Marin	Ross Valley Elementary	1,950	0	0	0
Marin	San Rafael City Elementary	3,773	<15	-	-
Marin	San Rafael City High	2,040	<15	-	-
Marin	Sausalito Marin City	344	<15	-	-
Marin	Shoreline Unified	559	<15	-	-
Marin	Tamalpais Union High	3,737	<15	-	-
Marin	Union Joint Elementary	<15	-	-	-
Mariposa	Mariposa County Office of Education	65	<15	-	-
Mariposa	Mariposa County Unified	2,030	<15	-	-
Mendocino	Anderson Valley Unified	511	<15	-	-
Mendocino	Arena Union Elementary	306	<15	-	-
Mendocino	Fort Bragg Unified	1,829	17	0.9	0.0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Mendocino	Laytonville Unified	383	<15	-	-
Mendocino	Leggett Valley Unified	115	<15	-	-
Mendocino	Manchester Union Elementary	55	0	0	0
Mendocino	Mendocino County Office of Education	161	<15	-	-
Mendocino	Mendocino Unified	509	<15	-	-
Mendocino	Point Arena Joint Union High	182	<15	-	-
Mendocino	Potter Valley Community Unified	247	<15	-	-
Mendocino	Round Valley Unified	377	<15	-	-
Mendocino	Ukiah Unified	5,968	80	1.3	0.2
Mendocino	Willits Unified	1,778	31	1.7	0.1
Merced	Atwater Elementary	4,304	49	1.1	0.1
Merced	Ballico-Cressey Elementary	293	<15	-	-
Merced	Delhi Unified	2,556	22	0.9	0.1
Merced	Dos Palos Oro Loma Joint Unified	2,416	<15	-	-
Merced	El Nido Elementary	161	<15	-	-
Merced	Gustine Unified	1,663	<15	-	-
Merced	Hilmar Unified	2,207	<15	-	-
Merced	Le Grand Union Elementary	379	0	0	0
Merced	Le Grand Union High	540	<15	-	-
Merced	Livingston Union Elementary	2,404	22	0.9	0.1
Merced	Los Banos Unified	8,755	75	0.9	0.2
Merced	McSwain Union Elementary	816	<15	-	-
Merced	Merced City Elementary	10,426	200	1.9	0.5
Merced	Merced County Office of Education	1,510	59	3.9	0.1
Merced	Merced River Union Elementary	177	0	0	0
Merced	Merced Union High	10,267	116	1.1	0.3
Merced	Plainsburg Union Elementary	111	0	0	0
Merced	Planada Elementary	759	<15	-	-
Merced	Snelling-Merced Falls Union Elementary	78	0	0	0
Merced	Weaver Union	2,402	23	1.0	0.1
Merced	Winton Elementary	1,749	20	1.1	0.0
Modoc	Modoc County Office of Education	43	<15	-	-
Modoc	Modoc Joint Unified	879	<15	-	-
Modoc	Surprise Valley Joint Unified	139	0	0	0
Modoc	Tulelake Basin Joint Unified	537	<15	-	-
Mono	Eastern Sierra Unified	464	<15	-	-
Mono	Mammoth Unified	1,058	<15	-	-
Mono	Mono County Office of Education	37	<15	-	-
Monterey	Alisal Union	7,287	<15	-	-
Monterey	Bradley Union Elementary	45	0	0	0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Monterey	Carmel Unified	2,099	<15	-	-
Monterey	Chualar Union	349	<15	-	-
Monterey	Gonzales Unified	2,218	<15	-	-
Monterey	Graves Elementary	35	0	0	0
Monterey	Greenfield Union Elementary	2,539	<15	-	-
Monterey	King City Union	2,315	<15	-	-
Monterey	Lagunita Elementary	86	0	0	0
Monterey	Mission Union Elementary	100	0	0	0
Monterey	Monterey County Office of Education	1,603	<15	-	-
Monterey	Monterey Peninsula Unified	11,149	39	0.3	0.1
Monterey	North Monterey County Unified	4,356	20	0.5	0.0
Monterey	Pacific Grove Unified	1,710	<15	-	-
Monterey	Pacific Unified	47	0	0	0
Monterey	Salinas City Elementary	7,603	23	0.3	0.1
Monterey	Salinas Union High	12,945	47	0.4	0.1
Monterey	San Antonio Union Elementary	196	0	0	0
Monterey	San Ardo Union Elementary	103	0	0	0
Monterey	San Lucas Union Elementary	55	0	0	0
Monterey	Santa Rita Union Elementary	2,958	<15	-	-
Monterey	Soledad Unified	4,255	<15	-	-
Monterey	South Monterey County Joint Union High	1,988	<15	-	-
Monterey	Spreckels Union Elementary	942	0	0	0
Monterey	Washington Union Elementary	952	0	0	0
Napa	Calistoga Joint Unified	814	0	0	0
Napa	Howell Mountain Elementary	109	0	0	0
Napa	Napa County Office of Education	172	0	0	0
Napa	Napa Valley Unified	17,388	96	0.6	0.2
Napa	Pope Valley Union Elementary	57	<15	-	-
Napa	Saint Helena Unified	1,292	<15	-	-
Nevada	Chicago Park Elementary	142	<15	-	-
Nevada	Clear Creek Elementary	148	0	0	0
Nevada	Grass Valley Elementary	1,644	<15	-	-
Nevada	Nevada City Elementary	1,132	<15	-	-
Nevada	Nevada County Office of Education	1,768	19	1.1	0.0
Nevada	Nevada Joint Union High	3,616	38	1.1	0.1
Nevada	Pleasant Ridge Union Elementary	1,541	<15	-	-
Nevada	Pleasant Valley Elementary	538	<15	-	-
Nevada	Ready Springs Union Elementary	258	<15	-	-
Nevada	Twin Ridges Elementary	95	<15	-	-
Nevada	Union Hill Elementary	712	<15	-	-

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Orange	Anaheim City	18,320	100	0.5	0.2
Orange	Anaheim Union High	32,347	152	0.5	0.4
Orange	Brea-Olinda Unified	5,790	<15	-	-
Orange	Buena Park Elementary	5,223	27	0.5	0.1
Orange	Capistrano Unified	51,994	53	0.1	0.1
Orange	Centralia Elementary	4,364	25	0.6	0.1
Orange	Cypress Elementary	3,833	<15	-	-
Orange	Fountain Valley Elementary	6,101	<15	-	-
Orange	Fullerton Elementary	13,184	51	0.4	0.1
Orange	Fullerton Joint Union High	14,323	50	0.3	0.1
Orange	Garden Grove Unified	46,119	139	0.3	0.3
Orange	Huntington Beach City Elementary	6,522	<15	-	-
Orange	Huntington Beach Union High	15,553	55	0.4	0.1
Orange	Irvine Unified	26,098	33	0.1	0.1
Orange	La Habra City Elementary	5,351	28	0.5	0.1
Orange	Laguna Beach Unified	2,830	<15	-	-
Orange	Los Alamitos Unified	9,280	17	0.2	0.0
Orange	Magnolia Elementary	5,993	40	0.7	0.1
Orange	Newport-Mesa Unified	20,911	71	0.3	0.2
Orange	Ocean View	9,235	25	0.3	0.1
Orange	Orange County Department of Education	6,290	114	1.8	0.3
Orange	Orange Unified	29,196	96	0.3	0.2
Orange	Placentia-Yorba Linda Unified	25,151	86	0.3	0.2
Orange	Saddleback Valley Unified	31,387	77	0.2	0.2
Orange	Santa Ana Unified	54,310	176	0.3	0.4
Orange	Savanna Elementary	2,319	17	0.7	0.0
Orange	Tustin Unified	21,735	65	0.3	0.2
Orange	Westminster Elementary	9,346	38	0.4	0.1
Placer	Ackerman Elementary	490	<15	-	-
Placer	Alta-Dutch Flat Union Elementary	120	<15	-	-
Placer	Auburn Union Elementary	2,050	22	1.1	0.1
Placer	Colfax Elementary	577	<15	-	-
Placer	Dry Creek Joint Elementary	7,051	30	0.4	0.1
Placer	Eureka Union	3,458	<15	-	-
Placer	Foresthill Union Elementary	467	<15	-	-
Placer	Loomis Union Elementary	2,453	<15	-	-
Placer	Newcastle Elementary	447	0	0	0
Placer	Placer County Office of Education	524	20	3.8	0.0
Placer	Placer Hills Union Elementary	1,029	<15	-	-
Placer	Placer Union High	4,316	39	0.9	0.1

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Placer	Rocklin Unified	11,040	31	0.3	0.1
Placer	Roseville City Elementary	9,242	21	0.2	0.0
Placer	Roseville Joint Union High	9,518	41	0.4	0.1
Placer	SBE - Western Sierra Collegiate Academy	148	0	0	0
Placer	Tahoe-Truckee Joint Unified	3,798	<15	-	-
Placer	Western Placer Unified	8,919	52	0.6	0.1
Plumas	Plumas County Office of Education	22	0	0	0
Plumas	Plumas Unified	2,251	36	1.6	0.1
Riverside	Alvord Unified	19,280	171	0.9	0.4
Riverside	Banning Unified	4,541	91	2.0	0.2
Riverside	Beaumont Unified	7,976	157	2.0	0.4
Riverside	California School for the Deaf-Riverside (State Special School)	307	<15	-	-
Riverside	Coachella Valley Unified	17,471	101	0.6	0.2
Riverside	Corona-Norco Unified	50,461	327	0.6	0.8
Riverside	Desert Center Unified	18	0	0	0
Riverside	Desert Sands Unified	28,318	129	0.5	0.3
Riverside	Hemet Unified	21,244	238	1.1	0.6
Riverside	Jurupa Unified	19,669	198	1.0	0.5
Riverside	Lake Elsinore Unified	21,374	136	0.6	0.3
Riverside	Menifee Union Elementary	9,143	66	0.7	0.2
Riverside	Moreno Valley Unified	34,762	541	1.6	1.3
Riverside	Murrieta Valley Unified	21,359	99	0.5	0.2
Riverside	Nuview Union	1,991	<15	-	-
Riverside	Palm Springs Unified	23,047	155	0.7	0.4
Riverside	Palo Verde Unified	3,451	<15	-	-
Riverside	Perris Elementary	5,457	52	1.0	0.1
Riverside	Perris Union High	10,169	120	1.2	0.3
Riverside	Riverside County Office of Education	5,881	104	1.8	0.2
Riverside	Riverside Unified	40,884	309	0.8	0.7
Riverside	Romoland Elementary	2,823	62	2.2	0.1
Riverside	San Jacinto Unified	9,172	115	1.3	0.3
Riverside	Temecula Valley Unified	29,327	152	0.5	0.4
Riverside	Val Verde Unified	18,851	272	1.4	0.6
Sacramento	Arcohe Union Elementary	427	<15	-	-
Sacramento	Center Joint Unified	5,009	45	0.9	0.1
Sacramento	Elk Grove Unified	60,192	711	1.2	1.6
Sacramento	Elverta Joint Elementary	264	0	0	0
Sacramento	Folsom-Cordova Unified	18,569	88	0.5	0.2
Sacramento	Galt Joint Union Elementary	3,978	26	0.7	0.1
Sacramento	Galt Joint Union High	2,205	20	0.9	0.0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Sacramento	Natomas Unified	11,931	129	1.1	0.3
Sacramento	River Delta Joint Unified	2,082	<15	-	-
Sacramento	Robla Elementary	1,920	<15	-	-
Sacramento	Sacramento City Unified	45,938	543	1.2	1.3
Sacramento	Sacramento County Office of Education	812	34	4.2	0.1
Sacramento	San Juan Unified	45,172	354	0.8	0.8
Sacramento	Twin Rivers Unified	29,453	368	1.2	0.9
San Benito	Aromas/San Juan Unified	1,240	<15	-	-
San Benito	Bitterwater-Tully Elementary	25	0	0	0
San Benito	Cienega Union Elementary	31	0	0	0
San Benito	Hollister	5,473	47	0.9	0.1
San Benito	Jefferson Elementary	17	0	0	0
San Benito	North County Joint Union Elementary	720	<15	-	-
San Benito	Panoche Elementary	<15	-	-	-
San Benito	San Benito County Office of Education	71	0	0	0
San Benito	San Benito High	3,002	18	0.6	0.0
San Benito	Southside Elementary	252	0	0	0
San Benito	Tres Pinos Union Elementary	137	0	0	0
San Benito	Willow Grove Union Elementary	19	0	0	0
San Bernardino	Adelanto Elementary	8,089	153	1.9	0.4
San Bernardino	Alta Loma Elementary	6,281	32	0.5	0.1
San Bernardino	Apple Valley Unified	14,365	169	1.2	0.4
San Bernardino	Baker Valley Unified	219	0	0	0
San Bernardino	Barstow Unified	6,164	61	1.0	0.1
San Bernardino	Bear Valley Unified	2,803	<15	-	-
San Bernardino	Central Elementary	4,719	23	0.5	0.1
San Bernardino	Chaffey Joint Union High	24,577	172	0.7	0.4
San Bernardino	Chino Valley Unified	30,917	147	0.5	0.3
San Bernardino	Colton Joint Unified	22,727	187	0.8	0.4
San Bernardino	Cucamonga Elementary	2,322	<15	-	-
San Bernardino	Etiwanda Elementary	12,272	68	0.6	0.2
San Bernardino	Fontana Unified	39,378	362	0.9	0.8
San Bernardino	Helendale Elementary	631	<15	-	-
San Bernardino	Hesperia Unified	21,936	238	1.1	0.6
San Bernardino	Lucerne Valley Unified	2,342	16	0.7	0.0
San Bernardino	Morongo Unified	9,134	79	0.9	0.2
San Bernardino	Mountain View Elementary	2,801	<15	-	-
San Bernardino	Mt. Baldy Joint Elementary	103	0	0	0
San Bernardino	Needles Unified	971	<15	-	-
San Bernardino	Ontario-Montclair Elementary	21,857	133	0.6	0.3

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
San Bernardino	Oro Grande Elementary	1,775	16	0.9	0.0
San Bernardino	Redlands Unified	20,844	128	0.6	0.3
San Bernardino	Rialto Unified	26,044	339	1.3	0.8
San Bernardino	Rim of the World Unified	4,415	55	1.2	0.1
San Bernardino	San Bernardino City Unified	51,352	507	1.0	1.2
San Bernardino	San Bernardino County Office of Education	3,301	81	2.5	0.2
San Bernardino	SBE - Nova Meridian Academy	<15	-	-	-
San Bernardino	Silver Valley Unified	2,823	<15	-	-
San Bernardino	Snowline Joint Unified	8,360	77	0.9	0.2
San Bernardino	Trona Joint Unified	286	0	0	0
San Bernardino	Upland Unified	13,372	73	0.5	0.2
San Bernardino	Victor Elementary	11,166	142	1.3	0.3
San Bernardino	Victor Valley Union High	12,872	234	1.8	0.5
San Bernardino	Youth Training School At Chino	<15	-	-	-
San Bernardino	Yucaipa-Calimesa Joint Unified	9,565	57	0.6	0.1
San Diego	Alpine Union Elementary	1,932	15	0.8	0.0
San Diego	Bonsall Union Elementary	1,917	<15	-	-
San Diego	Borrego Springs Unified	496	<15	-	-
San Diego	Cajon Valley Union	15,554	122	0.8	0.3
San Diego	Cardiff Elementary	733	<15	-	-
San Diego	Carlsbad Unified	10,603	<15	-	-
San Diego	Chula Vista Elementary	26,244	153	0.6	0.4
San Diego	Coronado Unified	3,016	<15	-	-
San Diego	Dehesa Elementary	1,125	<15	-	-
San Diego	Del Mar Union Elementary	4,036	<15	-	-
San Diego	Encinitas Union Elementary	5,311	0	0	0
San Diego	Escondido Union	18,621	71	0.4	0.2
San Diego	Escondido Union High	8,854	41	0.5	0.1
San Diego	Fallbrook Union Elementary	5,427	18	0.3	0.0
San Diego	Fallbrook Union High	2,822	<15	-	-
San Diego	Grossmont Union High	24,177	186	0.8	0.4
San Diego	Jamul-Dulzura Union Elementary	1,236	<15	-	-
San Diego	Julian Union Elementary	2,375	<15	-	-
San Diego	Julian Union High	166	<15	-	-
San Diego	La Mesa-Spring Valley	12,085	107	0.9	0.2
San Diego	Lakeside Union Elementary	4,659	34	0.7	0.1
San Diego	Lemon Grove	3,718	54	1.5	0.1
San Diego	Mountain Empire Unified	2,243	36	1.6	0.1
San Diego	National Elementary	5,689	49	0.9	0.1
San Diego	Oceanside Unified	20,271	68	0.3	0.2

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
San Diego	Poway Unified	32,591	35	0.1	0.1
San Diego	Ramona City Unified	6,064	25	0.4	0.1
San Diego	Rancho Santa Fe Elementary	683	0	0	0
San Diego	San Diego County Office of Education	3,233	161	5.0	0.4
San Diego	San Diego Unified	125,769	867	0.7	2.0
San Diego	San Dieguito Union High	12,374	<15	-	-
San Diego	San Marcos Unified	17,237	48	0.3	0.1
San Diego	San Pasqual Union Elementary	544	<15	-	-
San Diego	San Ysidro Elementary	4,549	44	1.0	0.1
San Diego	Santee Elementary	6,080	25	0.4	0.1
San Diego	SBC - High Tech High	1,180	0	0	0
San Diego	Solana Beach Elementary	2,673	<15	-	-
San Diego	South Bay Union Elementary	7,400	79	1.1	0.2
San Diego	Spencer Valley Elementary	2,210	<15	-	-
San Diego	Sweetwater Union High	40,683	319	0.8	0.7
San Diego	Vallecitos Elementary	341	<15	-	-
San Diego	Valley Center-Pauma Unified	4,113	<15	-	-
San Diego	Vista Unified	23,823	85	0.4	0.2
San Diego	Warner Unified	215	<15	-	-
San Francisco	San Francisco County Office of Education	584	71	12.2	0.2
San Francisco	San Francisco Unified	52,595	503	1.0	1.2
San Francisco	SBE - Edison Charter Academy	442	<15	-	-
San Joaquin	Banta Elementary	279	0	0	0
San Joaquin	CEA San Joaquin Co	122	0	0	0
San Joaquin	Escalon Unified	2,869	<15	-	-
San Joaquin	Jefferson Elementary	2,428	<15	-	-
San Joaquin	Lammersville Elementary	1,744	<15	-	-
San Joaquin	Lincoln Unified	8,515	51	0.6	0.1
San Joaquin	Linden Unified	2,349	18	0.8	0.0
San Joaquin	Lodi Unified	29,809	199	0.7	0.5
San Joaquin	Manteca Unified	22,507	232	1.0	0.5
San Joaquin	New Hope Elementary	191	0	0	0
San Joaquin	New Jerusalem Elementary	678	<15	-	-
San Joaquin	Oak View Union Elementary	398	<15	-	-
San Joaquin	Ripon Unified	2,957	17	0.6	0.0
San Joaquin	San Joaquin County Office of Education	2,475	59	2.4	0.1
San Joaquin	Stockton Unified	36,646	264	0.7	0.6
San Joaquin	Tracy Joint Unified	16,922	96	0.6	0.2
San Joaquin	Tracy Joint Union High	17	0	0	0
San Luis Obispo	Atascadero Unified	4,726	42	0.9	0.1

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
San Luis Obispo	Cayucos Elementary	201	0	0	0
San Luis Obispo	Coast Unified	716	<15	-	-
San Luis Obispo	Lucia Mar Unified	10,357	88	0.8	0.2
San Luis Obispo	Paso Robles Joint Unified	6,595	70	1.1	0.2
San Luis Obispo	Pleasant Valley Joint Union Elementary	115	<15	-	-
San Luis Obispo	San Luis Coastal Unified	7,013	38	0.5	0.1
San Luis Obispo	San Luis Obispo County Office of Education	615	20	3.3	0.0
San Luis Obispo	San Miguel Joint Union	533	<15	-	-
San Luis Obispo	Shandon Joint Unified	287	<15	-	-
San Luis Obispo	Templeton Unified	2,269	<15	-	-
San Mateo	Bayshore Elementary	485	<15	-	-
San Mateo	Belmont-Redwood Shores Elementary	2,948	<15	-	-
San Mateo	Brisbane Elementary	555	<15	-	-
San Mateo	Burlingame Elementary	2,561	0	0	0
San Mateo	Cabrillo Unified	3,248	<15	-	-
San Mateo	Hillsborough City Elementary	1,481	0	0	0
San Mateo	Jefferson Elementary	6,598	23	0.3	0.1
San Mateo	Jefferson Union High	4,969	36	0.7	0.1
San Mateo	La Honda-Pescadero Unified	344	0	0	0
San Mateo	Las Lomas Elementary	1,202	0	0	0
San Mateo	Menlo Park City Elementary	2,450	<15	-	-
San Mateo	Millbrae Elementary	2,096	0	0	0
San Mateo	Pacifica	3,029	<15	-	-
San Mateo	Portola Valley Elementary	727	0	0	0
San Mateo	Ravenswood City Elementary	4,193	20	0.5	0.0
San Mateo	Redwood City Elementary	8,689	20	0.2	0.0
San Mateo	San Bruno Park Elementary	2,511	<15	-	-
San Mateo	San Carlos Elementary	2,990	<15	-	-
San Mateo	San Mateo County Office of Education	529	23	4.3	0.1
San Mateo	San Mateo Union High	8,204	30	0.4	0.1
San Mateo	San Mateo-Foster City	10,160	<15	-	-
San Mateo	SBE - Everest Public High	104	0	0	0
San Mateo	Sequoia Union High	8,065	35	0.4	0.1
San Mateo	South San Francisco Unified	8,984	44	0.5	0.1
San Mateo	Woodside Elementary	451	0	0	0
Santa Barbara	Ballard Elementary	110	0	0	0
Santa Barbara	Blochman Union Elementary	458	<15	-	-
Santa Barbara	Buellton Union Elementary	649	<15	-	-
Santa Barbara	Carpinteria Unified	2,240	<15	-	-
Santa Barbara	Cold Spring Elementary	178	0	0	0

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Santa Barbara	College Elementary	387	<15	-	-
Santa Barbara	Cuyama Joint Unified	246	0	0	0
Santa Barbara	Goleta Union Elementary	3,545	<15	-	-
Santa Barbara	Guadalupe Union Elementary	1,071	<15	-	-
Santa Barbara	Hope Elementary	935	<15	-	-
Santa Barbara	Lompoc Unified	9,746	88	0.9	0.2
Santa Barbara	Los Alamos Elementary	219	<15	-	-
Santa Barbara	Los Olivos Elementary	697	<15	-	-
Santa Barbara	Montecito Union Elementary	388	0	0	0
Santa Barbara	Orcutt Union Elementary	4,594	30	0.7	0.1
Santa Barbara	Santa Barbara County Office of Education	714	<15	-	-
Santa Barbara	Santa Barbara Elementary	5,519	<15	-	-
Santa Barbara	Santa Barbara Secondary	9,687	28	0.3	0.1
Santa Barbara	Santa Maria Joint Union High	7,181	47	0.7	0.1
Santa Barbara	Santa Maria-Bonita	13,166	115	0.9	0.3
Santa Barbara	Santa Ynez Valley Union High	1,064	<15	-	-
Santa Barbara	Solvang Elementary	561	0	0	0
Santa Barbara	Vista del Mar Union	86	0	0	0
Santa Clara	Alum Rock Union Elementary	12,873	55	0.4	0.1
Santa Clara	Berryessa Union Elementary	8,057	22	0.3	0.1
Santa Clara	Cambrian	3,126	<15	-	-
Santa Clara	Campbell Union	7,094	<15	-	-
Santa Clara	Campbell Union High	7,565	22	0.3	0.1
Santa Clara	Cupertino Union	17,408	<15	-	-
Santa Clara	East Side Union High	25,089	149	0.6	0.3
Santa Clara	Evergreen Elementary	12,904	35	0.3	0.1
Santa Clara	Franklin-McKinley Elementary	9,799	41	0.4	0.1
Santa Clara	Fremont Union High	10,077	26	0.3	0.1
Santa Clara	Gilroy Unified	10,569	79	0.7	0.2
Santa Clara	Lakeside Joint	82	0	0	0
Santa Clara	Loma Prieta Joint Union Elementary	403	0	0	0
Santa Clara	Los Altos Elementary	4,199	<15	-	-
Santa Clara	Los Gatos Union Elementary	2,867	16	0.6	0.0
Santa Clara	Los Gatos-Saratoga Joint Union High	3,081	<15	-	-
Santa Clara	Luther Burbank	543	0	0	0
Santa Clara	Milpitas Unified	9,500	31	0.3	0.1
Santa Clara	Moreland Elementary	3,966	<15	-	-
Santa Clara	Morgan Hill Unified	9,323	30	0.3	0.1
Santa Clara	Mountain View Whisman	4,487	<15	-	-
Santa Clara	Mountain View-Los Altos Union High	3,548	<15	-	-

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Santa Clara	Mt. Pleasant Elementary	2,666	<15	-	-
Santa Clara	Oak Grove Elementary	11,240	46	0.4	0.1
Santa Clara	Orchard Elementary	800	<15	-	-
Santa Clara	Palo Alto Unified	11,404	<15	-	-
Santa Clara	San Jose Unified	31,200	115	0.4	0.3
Santa Clara	Santa Clara County Office of Education	4,330	61	1.4	0.1
Santa Clara	Santa Clara Unified	14,251	61	0.4	0.1
Santa Clara	Saratoga Union Elementary	2,202	0	0	0
Santa Clara	Sunnyvale	6,055	20	0.3	0.0
Santa Clara	Union Elementary	4,606	<15	-	-
Santa Cruz	Bonny Doon Union Elementary	116	0	0	0
Santa Cruz	Happy Valley Elementary	123	0	0	0
Santa Cruz	Live Oak Elementary	2,022	17	0.8	0.0
Santa Cruz	Mountain Elementary	128	0	0	0
Santa Cruz	Pacific Elementary	101	0	0	0
Santa Cruz	Pajaro Valley Unified	18,547	110	0.6	0.3
Santa Cruz	San Lorenzo Valley Unified	3,650	20	0.5	0.0
Santa Cruz	Santa Cruz City Elementary	2,086	<15	-	-
Santa Cruz	Santa Cruz City High	4,625	18	0.4	0.0
Santa Cruz	Santa Cruz County Office of Education	1,191	32	2.7	0.1
Santa Cruz	Scotts Valley Unified	2,521	<15	-	-
Santa Cruz	Soquel Union Elementary	1,791	<15	-	-
Shasta	Anderson Union High	1,957	22	1.1	0.1
Shasta	Bella Vista Elementary	405	<15	-	-
Shasta	Black Butte Union Elementary	215	<15	-	-
Shasta	Cascade Union Elementary	1,372	39	2.8	0.1
Shasta	Castle Rock Union Elementary	64	<15	-	-
Shasta	Columbia Elementary	980	<15	-	-
Shasta	Cottonwood Union Elementary	1,008	<15	-	-
Shasta	Enterprise Elementary	3,289	43	1.3	0.1
Shasta	Fall River Joint Unified	1,118	<15	-	-
Shasta	French Gulch-Whiskeytown Elementary	18	<15	-	-
Shasta	Gateway Unified	3,773	64	1.7	0.1
Shasta	Grant Elementary	590	<15	-	-
Shasta	Happy Valley Union Elementary	494	<15	-	-
Shasta	Igo, Ono, Platina Union Elementary	89	<15	-	-
Shasta	Indian Springs Elementary	<15	-	-	-
Shasta	Junction Elementary	298	<15	-	-
Shasta	Millville Elementary	244	<15	-	-
Shasta	Mountain Union Elementary	71	<15	-	-

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Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Shasta	North Cow Creek Elementary	274	<15	-	-
Shasta	Oak Run Elementary	20	0	0	0
Shasta	Pacheco Union Elementary	605	<15	-	-
Shasta	Redding Elementary	3,389	53	1.6	0.1
Shasta	Shasta County Office of Education	506	60	11.9	0.1
Shasta	Shasta Union Elementary	171	<15	-	-
Shasta	Shasta Union High	5,799	72	1.2	0.2
Shasta	Whitmore Union Elementary	19	0	0	0
Sierra	Sierra County Office of Education	<15	-	-	-
Sierra	Sierra-Plumas Joint Unified	440	<15	-	-
Siskiyou	Big Springs Union Elementary	79	0	0	0
Siskiyou	Bogus Elementary	<15	-	-	-
Siskiyou	Butte Valley Unified	314	<15	-	-
Siskiyou	Butteville Union Elementary	153	<15	-	-
Siskiyou	Delphic Elementary	52	0	0	0
Siskiyou	Dunsmuir Elementary	152	<15	-	-
Siskiyou	Dunsmuir Joint Union High	91	0	0	0
Siskiyou	Forks of Salmon Elementary	<15	-	-	-
Siskiyou	Gazelle Union Elementary	54	<15	-	-
Siskiyou	Grenada Elementary	157	<15	-	-
Siskiyou	Happy Camp Union Elementary	108	<15	-	-
Siskiyou	Hornbrook Elementary	42	0	0	0
Siskiyou	Junction Elementary	21	0	0	0
Siskiyou	Klamath River Union Elementary	18	0	0	0
Siskiyou	Little Shasta Elementary	28	0	0	0
Siskiyou	McCloud Union Elementary	82	<15	-	-
Siskiyou	Montague Elementary	129	<15	-	-
Siskiyou	Mt. Shasta Union Elementary	581	<15	-	-
Siskiyou	Scott Valley Unified	684	<15	-	-
Siskiyou	Seiad Elementary	30	0	0	0
Siskiyou	Siskiyou County Office of Education	359	<15	-	-
Siskiyou	Siskiyou Union High	705	<15	-	-
Siskiyou	Weed Union Elementary	291	<15	-	-
Siskiyou	Willow Creek Elementary	48	0	0	0
Siskiyou	Yreka Union Elementary	965	18	1.9	0.0
Siskiyou	Yreka Union High	679	<15	-	-
Solano	Benicia Unified	4,852	<15	-	-
Solano	Dixon Unified	3,802	<15	-	-
Solano	Fairfield-Suisun Unified	21,115	213	1.0	0.5
Solano	Solano County Office of Education	433	<15	-	-

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Solano	Travis Unified	4,978	21	0.4	0.0
Solano	Vacaville Unified	12,620	53	0.4	0.1
Solano	Vallejo City Unified	15,472	159	1.0	0.4
Sonoma	Alexander Valley Union Elementary	121	0	0	0
Sonoma	Bellevue Union Elementary	1,663	18	1.1	0.0
Sonoma	Bennett Valley Union Elementary	925	<15	-	-
Sonoma	Cinnabar Elementary	184	0	0	0
Sonoma	Cloverdale Unified	1,453	<15	-	-
Sonoma	Cotati-Rohnert Park Unified	6,002	33	0.5	0.1
Sonoma	Dunham Elementary	171	0	0	0
Sonoma	Forestville Union Elementary	425	<15	-	-
Sonoma	Fort Ross Elementary	40	0	0	0
Sonoma	Geyserville Unified	246	<15	-	-
Sonoma	Gravenstein Union Elementary	603	<15	-	-
Sonoma	Guerneville Elementary	291	<15	-	-
Sonoma	Harmony Union Elementary	737	<15	-	-
Sonoma	Healdsburg Unified	1,951	<15	-	-
Sonoma	Horicon Elementary	64	0	0	0
Sonoma	Kashia Elementary	<15	-	-	-
Sonoma	Kenwood	146	0	0	0
Sonoma	Liberty Elementary	1,129	<15	-	-
Sonoma	Mark West Union Elementary	1,362	<15	-	-
Sonoma	Monte Rio Union Elementary	93	<15	-	-
Sonoma	Montgomery Elementary	36	<15	-	-
Sonoma	Oak Grove Union Elementary	793	<15	-	-
Sonoma	Old Adobe Union	1,686	<15	-	-
Sonoma	Petaluma City Elementary	2,245	<15	-	-
Sonoma	Petaluma Joint Union High	5,412	<15	-	-
Sonoma	Piner-Olivet Union Elementary	1,610	<15	-	-
Sonoma	Rincon Valley Union Elementary	3,011	<15	-	-
Sonoma	Roseland Elementary	2,055	<15	-	-
Sonoma	Santa Rosa Elementary	4,704	18	0.4	0.0
Sonoma	Santa Rosa High	11,263	58	0.5	0.1
Sonoma	SBE - River Montessori Elementary Charter	75	0	0	0
Sonoma	Sebastopol Union Elementary	1,043	<15	-	-
Sonoma	Sonoma County Office of Education	715	104	14.5	0.2
Sonoma	Sonoma Valley Unified	4,501	15	0.3	0.0
Sonoma	Twin Hills Union Elementary	960	0	0	0
Sonoma	Two Rock Union	172	0	0	0
Sonoma	Waugh Elementary	891	0	0	0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Sonoma	West Side Union Elementary	155	0	0	0
Sonoma	West Sonoma County Union High	2,253	17	0.8	0.0
Sonoma	Wilmar Union Elementary	197	<15	-	-
Sonoma	Windsor Unified	5,500	21	0.4	0.0
Sonoma	Wright Elementary	1,415	<15	-	-
Stanislaus	Ceres Unified	11,891	71	0.6	0.2
Stanislaus	Chatom Union	678	<15	-	-
Stanislaus	Denair Unified	1,433	<15	-	-
Stanislaus	Empire Union Elementary	2,983	25	0.8	0.1
Stanislaus	Gratton Elementary	117	0	0	0
Stanislaus	Hart-Ransom Union Elementary	934	<15	-	-
Stanislaus	Hickman Community Charter	1,054	<15	-	-
Stanislaus	Hughson Unified	2,107	<15	-	-
Stanislaus	Keyes Union	966	<15	-	-
Stanislaus	Knights Ferry Elementary	130	0	0	0
Stanislaus	La Grange Elementary	<15	-	-	-
Stanislaus	Modesto City Elementary	14,094	70	0.5	0.2
Stanislaus	Modesto City High	14,536	97	0.7	0.2
Stanislaus	Newman-Crows Landing Unified	2,627	<15	-	-
Stanislaus	Oakdale Joint Unified	5,155	19	0.4	0.0
Stanislaus	Paradise Elementary	174	0	0	0
Stanislaus	Patterson Joint Unified	5,325	29	0.5	0.1
Stanislaus	Riverbank Unified	2,729	<15	-	-
Stanislaus	Roberts Ferry Union Elementary	112	<15	-	-
Stanislaus	Salida Union Elementary	2,777	16	0.6	0.0
Stanislaus	SBE - Aspire Vanguard College Preparatory Academy	196	<15	-	-
Stanislaus	Shiloh Elementary	126	0	0	0
Stanislaus	Stanislaus County Office of Education	1,721	31	1.8	0.1
Stanislaus	Stanislaus Union Elementary	3,065	16	0.5	0.0
Stanislaus	Sylvan Union Elementary	8,136	43	0.5	0.1
Stanislaus	Turlock Unified	13,368	118	0.9	0.3
Stanislaus	Valley Home Joint Elementary	124	0	0	0
Stanislaus	Waterford Unified	3,606	<15	-	-
Sutter	Brittan Elementary	473	<15	-	-
Sutter	Browns Elementary	162	<15	-	-
Sutter	East Nicolaus Joint Union High	327	0	0	0
Sutter	Franklin Elementary	454	<15	-	-
Sutter	Live Oak Unified	1,812	<15	-	-
Sutter	Marcum-Illinois Union Elementary	1,474	<15	-	-
Sutter	Meridian Elementary	82	0	0	0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Sutter	Nuestro Elementary	702	<15	-	-
Sutter	Pleasant Grove Joint Union	186	0	0	0
Sutter	Sutter County Office of Education	310	<15	-	-
Sutter	Sutter Union High	702	<15	-	-
Sutter	Winship-Robbins	181	0	0	0
Sutter	Yuba City Unified	12,791	106	0.8	0.2
Tehama	Antelope Elementary	612	<15	-	-
Tehama	Bend Elementary	65	<15	-	-
Tehama	Corning Union Elementary	1,836	27	1.5	0.1
Tehama	Corning Union High	393	<15	-	-
Tehama	Elkins Elementary	<15	-	-	-
Tehama	Evergreen Union	958	<15	-	-
Tehama	Flournoy Union Elementary	36	<15	-	-
Tehama	Gerber Union Elementary	397	<15	-	-
Tehama	Kirkwood Elementary	85	<15	-	-
Tehama	Lassen View Union Elementary	301	<15	-	-
Tehama	Los Molinos Unified	543	<15	-	-
Tehama	Manton Joint Union Elementary	32	<15	-	-
Tehama	Mineral Elementary	90	<15	-	-
Tehama	Plum Valley Elementary	15	0	0	0
Tehama	Red Bluff Joint Union High	1,900	55	2.9	0.1
Tehama	Red Bluff Union Elementary	2,084	38	1.8	0.1
Tehama	Reeds Creek Elementary	138	<15	-	-
Tehama	Richfield Elementary	249	<15	-	-
Tehama	Tehama County Office of Education	173	<15	-	-
Trinity	Burnt Ranch Elementary	100	0	0	0
Trinity	Coffee Creek Elementary	<15	-	-	-
Trinity	Cox Bar Elementary	<15	-	-	-
Trinity	Douglas City Elementary	110	<15	-	-
Trinity	Junction City Elementary	75	<15	-	-
Trinity	Lewiston Elementary	62	<15	-	-
Trinity	Mountain Valley Unified	342	<15	-	-
Trinity	Southern Trinity Joint Unified	115	0	0	0
Trinity	Trinity Alps Unified	768	<15	-	-
Trinity	Trinity Center Elementary	<15	-	-	-
Trinity	Trinity County Office of Education	49	<15	-	-
Tulare	Allensworth Elementary	70	0	0	0
Tulare	Alpaugh Unified	456	0	0	0
Tulare	Alta Vista Elementary	490	<15	-	-
Tulare	Buena Vista Elementary	183	<15	-	-

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Tulare	Burton Elementary	3,635	25	0.7	0.1
Tulare	Citrus South Tule Elementary	46	0	0	0
Tulare	Columbine Elementary	200	0	0	0
Tulare	Cutler-Orosi Joint Unified	3,978	<15	-	-
Tulare	Dinuba Unified	5,730	62	1.1	0.1
Tulare	Ducor Union Elementary	171	<15	-	-
Tulare	Earlimart Elementary	1,940	<15	-	-
Tulare	Exeter Union Elementary	1,953	25	1.3	0.1
Tulare	Exeter Union High	1,108	<15	-	-
Tulare	Farmersville Unified	2,458	15	0.6	0.0
Tulare	Hope Elementary	134	0	0	0
Tulare	Hot Springs Elementary	20	0	0	0
Tulare	Kings River Union Elementary	486	<15	-	-
Tulare	Liberty Elementary	250	<15	-	-
Tulare	Lindsay Unified	3,949	<15	-	-
Tulare	Monson-Sultana Joint Union Elementary	400	<15	-	-
Tulare	Oak Valley Union Elementary	431	<15	-	-
Tulare	Outside Creek Elementary	116	0	0	0
Tulare	Palo Verde Union Elementary	548	<15	-	-
Tulare	Pixley Union Elementary	950	<15	-	-
Tulare	Pleasant View Elementary	520	0	0	0
Tulare	Porterville Unified	12,864	80	0.6	0.2
Tulare	Richgrove Elementary	705	<15	-	-
Tulare	Rockford Elementary	340	<15	-	-
Tulare	Saucelito Elementary	79	0	0	0
Tulare	Sequoia Union Elementary	334	<15	-	-
Tulare	Springville Union Elementary	355	<15	-	-
Tulare	Stone Corral Elementary	135	<15	-	-
Tulare	Strathmore Union Elementary	764	<15	-	-
Tulare	Sundale Union Elementary	693	<15	-	-
Tulare	Sunnyside Union Elementary	397	<15	-	-
Tulare	Terra Bella Union Elementary	872	<15	-	-
Tulare	Three Rivers Union Elementary	154	0	0	0
Tulare	Tipton Elementary	607	<15	-	-
Tulare	Traver Joint Elementary	186	0	0	0
Tulare	Tulare City	8,788	112	1.3	0.3
Tulare	Tulare County Office of Education	1,455	27	1.9	0.1
Tulare	Tulare Joint Union High	5,061	41	0.8	0.1
Tulare	Visalia Unified	26,035	188	0.7	0.4
Tulare	Waukena Joint Union Elementary	254	0	0	0

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Tulare	Woodlake Union Elementary	1,513	<15	-	-
Tulare	Woodlake Union High	785	<15	-	-
Tulare	Woodville Union Elementary	531	0	0	0
Tuolumne	Bellevue Elementary	122	<15	-	-
Tuolumne	Big Oak Flat-Groveland Unified	418	<15	-	-
Tuolumne	Columbia Union	571	<15	-	-
Tuolumne	Curtis Creek Elementary	364	<15	-	-
Tuolumne	Jamestown Elementary	626	<15	-	-
Tuolumne	Sonora Elementary	712	<15	-	-
Tuolumne	Sonora Union High	1,312	<15	-	-
Tuolumne	Soulsbyville Elementary	520	<15	-	-
Tuolumne	Summerville Elementary	369	<15	-	-
Tuolumne	Summerville Union High	908	<15	-	-
Tuolumne	Tuolumne County Superintendent of Schools	74	<15	-	-
Tuolumne	Twain Harte-Long Barn Union Elementary	327	<15	-	-
Ventura	Briggs Elementary	495	<15	-	-
Ventura	CEA Ventura Co	18	0	0	0
Ventura	Conejo Valley Unified	20,644	40	0.2	0.1
Ventura	Fillmore Unified	3,718	<15	-	-
Ventura	Hueneme Elementary	7,721	25	0.3	0.1
Ventura	Mesa Union Elementary	1,180	0	0	0
Ventura	Moorpark Unified	7,099	15	0.2	0.0
Ventura	Mupu Elementary	130	<15	-	-
Ventura	Oak Park Unified	3,728	<15	-	-
Ventura	Ocean View	2,422	<15	-	-
Ventura	Ojai Unified	2,939	<15	-	-
Ventura	Oxnard	14,916	66	0.4	0.2
Ventura	Oxnard Union High	16,137	78	0.5	0.2
Ventura	Pleasant Valley	6,893	25	0.4	0.1
Ventura	Rio Elementary	4,229	16	0.4	0.0
Ventura	Santa Clara Elementary	56	0	0	0
Ventura	Santa Paula Elementary	3,505	17	0.5	0.0
Ventura	Santa Paula Union High	1,544	<15	-	-
Ventura	Simi Valley Unified	19,641	101	0.5	0.2
Ventura	Somis Union	468	0	0	0
Ventura	Ventura County Office of Education	1,797	21	1.2	0.0
Ventura	Ventura Unified	16,956	76	0.4	0.2
Yolo	Davis Joint Unified	8,318	38	0.5	0.1
Yolo	Esparto Unified	1,032	<15	-	-
Yolo	Washington Unified	7,198	60	0.8	0.1

(Continued on next page)

Table C2. Public school students in foster care by California county and by school district for school year 2009/10 (continued)

County	District	Total number of students	Number of students in foster care	Percentage of students in foster care in district	Percentage of California students in foster care
Yolo	Winters Joint Unified	1,608	<15	-	-
Yolo	Woodland Joint Unified	10,148	60	0.6	0.1
Yolo	Yolo County Office of Education	245	<15	-	-
Yuba	Camptonville Elementary	306	<15	-	-
Yuba	Marysville Joint Unified	9,621	104	1.1	0.2
Yuba	Plumas Lake Elementary	1,013	<15	-	-
Yuba	Wheatland	1,179	<15	-	-
Yuba	Wheatland Union High	761	<15	-	-
Yuba	Yuba County Office of Education	476	<15	-	-

Source. Authors' analysis of linked California Department of Education and California Department of Social Services administrative data, 2009/10.

Note. Includes counts of students ages 5–17 as of October 7, 2009. The – denotes masking low cell sizes.

PART ONE

The Invisible Achievement Gap

*Education Outcomes of Students in
Foster Care in California's Public Schools*