

The following secondary data profile provides a description of your coalition’s “footprint” area, including some assets and challenges with respect to youth development. This information is intended to complement what you are learning through your work with other sources of secondary data and primary data. Census data are reported at the census tract scale; the Meadowview coalition’s geographical area includes 4 census tracts.

**Community Description**

There are approximately 2659 youth ages 10-15 attending public schools (not including charter schools) in the Meadowview Coalition’s footprint area, and according to the 2000 U.S. Census, approximately 2707 10-14 year olds residing in the census tracts associated with the area.<sup>i</sup> In 2000, this neighborhood had a significantly higher percentage of youth than the city and county as a whole.<sup>ii</sup>

**Percentage of population made up of youth ages 10-14**

	42.01	42.02	42.03	43.0	Sacramento	Sacramento County
percentage	10.3	11.0	12.2	12.5	7.8	7.7

Many households with children included married couples with their own children, although approximately one third to one quarter of households across tracts were headed by women with no husband present, and many grandparents who reside with their children are primary caretakers.<sup>iii</sup> It is important to note that migrant families and undocumented residents are often undercounted by the U.S. Census, and this population might not be well-represented by the census data used in preparing this profile.

Mean commute time to work ranges from approximately 25-30 minutes across tracts, so many people leave their residential communities for jobs. There is some variation in median household income across census tracts in the neighborhood, although in general median income is substantially below that of the county.

**Local household income by census tract**

	42.01	42.02	42.03	43.0	Sacramento County
Median Household income	39,280	27,134	26835	27669	43816

Meadowview is home to racially and ethnically diverse population. The racial/ethnic breakdown of students enrolled in the local district’s public schools (not including any charter schools) is as follows.<sup>iv</sup>

**Public School Student Racial/Ethnic Breakdown**

	African American	American Indian/ Native Alaskan	Asian	Filipino	Pacific Islander	White	Hispanic/ Latino	Multiple/no response
Meadowview	23.7	0.8	32.7	1.1	2.9	5.3	32.4	1.1
County	15.9	1.2	13.3	2.8	1.4	40.4	23.6	1.4

Asians and Latinos make up the largest population in the public schools. However, the distribution of students varies substantially across local elementary schools. For example, at Susan B. Anthony ES, almost 65% of students are Asian. Latino students are the largest population at Edward Kemble, at 49%. African Americans comprise anywhere from 13.2 % to 34.1% of the student population. White students make up anywhere from 2.4% to 8.3% of the student population.

While English language skills can present a barrier for youth and family engagement with local institutions, there are many people who could bring skills in languages other than English to help make these connections.

	42.01	42.02	42.03	43.0
% born in another country	22.6	27.5	40.0	29.8
% speak language other than English at home	38.6	44.2	61.0	51.3
% speaking English less than "very well"	16.5	23.9	35.9	29.4

Across all communities, the largest percentage of people who do not speak English "very well" speak Spanish and Asian and Pacific Island languages.<sup>v</sup>

Many youth speak languages other than English. The majority of those designated as "English Learners" in school speak Spanish or Hmong, but other languages include Mien (Yao), Vietnamese, Hindi, Lao, Khmer, Russian, Tongan, Punjabi, Pashto, Samoan, and Tagalog. At the elementary level, anywhere from less than 28% (John Bidwell Elementary) to over 68% of students (Susan B. Anthony) are learning English. At local secondary schools, approximately 45% of students are classified as English learners. This suggests that youth themselves bring tremendous language and cultural resources to bear upon efforts to enhance youth well-being. Also, any efforts must be reflective of this linguistic and cultural diversity, and sensitive to the challenges and possibilities of growing up in and negotiating a region that is both very racially, culturally, linguistically and economically diverse.

### Meeting Basic Needs: Housing and Nutrition

The percentage of families with children under 18 whose income is below poverty level across Meadowview is significantly higher than the overall county poverty rate of 10.5%, and varies somewhat across census tracts.<sup>vi</sup>

Percentage of families with children under 18 whose income is below poverty level

	42.01	42.02	42.03	43.0
Percentage	18.3	32.8	39.7	44.2

Housing costs are high for both home owners and renters<sup>vii</sup>, suggesting that many in this community are likely to have limited disposable resources to spend on youth programs, activities, etc., and meeting basic needs is likely a significant challenge for many. This is reflected in elementary school free/reduced meal rates, which range from approximately 65% at Union House Elementary to 97% at Mark Hopkins; at 5 of the 10 elementary schools, more than 90% of students receive free/reduced price meals.

### Transportation

Transportation is an important factor in youth well-being, as it not only enables youth to get to and from school and other activities, but enables family-members to work, go shopping, and get to doctor and other appointments.

As less than 10% of worker walked or took public transportation to work, or worked at home, households with one vehicle are likely to be using that vehicle to commute during the work day, leaving others dependent on public transportation. The following table shows that many households have no more than one vehicle, so youth are likely highly dependent on public transportation.

% Households where one vehicle or less is available

	42.01	42.02	42.03	43.0
Owners	37.0	38.7	37.9	38.3
Renters	50.0	74.7	76.2	58.3

**Safety**

Children and youth in this neighborhood contend with a variety of safety issues in their homes, schools and neighborhoods.

In comparison with Sacramento County, the Meadowview area zip codes (which extend beyond the coalition footprint area) had medium-low numbers of youth entering the foster care system in 2004 for the first time in 95822, and medium-high in 95823 and 95832.<sup>viii</sup> In the last quarter of 2005, Sacramento County had high rates of substantiated abuse with respect to the state.

**Substantiated Abuse of Youth Ages 11-15 by Ethnicity in Sacramento County<sup>ix</sup>**

Race	# per 1000 youth
White	15.4
Black	24.0
Hispanic	12.0
Asian/Pacific Islander	4.4
Native American	3.6
Total	13.8

Neglect and abuse referral rates (not substantiated) were medium-high in Meadowview zipcode areas in comparison with Sacramento County.<sup>x</sup> While it is clearly negative to have high substantiated and referral rates, high referral rates are also potentially an indicator that safety networks are working, and adults are looking out for potential problems.

District-wide, in 2004, approximately 51% of 5<sup>th</sup> grade students who took the California Healthy Kids Survey (CHKS) reported feeling very safe at school. This number decreased to 18% in 7<sup>th</sup> grade and 14% in 9<sup>th</sup> grade. Rates of reported harassment, fighting, or being afraid of being beaten up were highest amongst 7<sup>th</sup> graders (at least 30%), while reports of carrying a weapon were highest amongst high school students. In comparison with students statewide, SCUSD 7<sup>th</sup> and 11<sup>th</sup> graders reported more negative violence-related experiences. SCUSD 7<sup>th</sup> graders reported somewhat lower levels of protective school assets in 7<sup>th</sup> grade in comparison with students statewide, but levels were similar in 9<sup>th</sup> grade and lower again in 11<sup>th</sup> grade.<sup>xi</sup> District-level data suggest that many students in Meadowview might not be feeling safe in school, and might need more support during the transition from elementary to middle school. However it is not possible to assess student experience based exclusively on Meadowview student data due to district sampling strategies and participation rates.

**Health**

According to the CA Physical Fitness Test results, children’s physical fitness varies substantially across schools, and in many cases is quite poor. This table displays the percentage of students that are in the “healthy fit zone” in terms of aerobic capacity, body composition, and having at least 5 of 6 fitness standards.

**Students in the Healthy Fit Zone (HFZ)**

School	Grade	% in Aerobic HFZ	% in Body Composition HFZ	% meeting at least 5 of 6 fitness standards
<i>Sacramento County ESs</i>	5	61.2	69.2	53.7
<i>SCUSD ESs</i>	5	62.7	67.9	50.9
Freeport ES	5	44.4	69.1	25.9
Cesar Chavez Intermediate	5	60.4	56.6	49.1
John H. Still	5	73.8	73.8	44.1
John Bidwell ES	5	62.7	55.9	39.0
Mark Hopkins ES	5	46.3	70.1	28.4
Susan B. Anthony ES	5	91.1	73.2	83.9
John D. Sloat ES	5	64.5	54.8	61.3
<i>Sacramento County MSs</i>	7	59.9	69.3	58.1
<i>SCUSD MSs</i>	7	63.4	67.2	57.6
Charles M. Goethe MS	7	46.7	60.0	18.3
<i>Sacramento County HSs</i>	9	57.0	70.3	57.8
<i>SCUSD HSs</i>	9	50.0	33.7	49.6
Luther Burbank HS	9	26.4	59.9	33.8

Mark Hopkins and Freemont Elementary students stand out as having scored substantially below the district average on aerobic fitness and the general standards, while Susan B. Anthony students scored substantially higher. Middle and high school students also scored substantially below the district and county average on aerobic fitness and the general standards.

District-wide data on alcohol, drug and tobacco use suggests that 7<sup>th</sup> and 9<sup>th</sup> grade students who took the CHKS in 2004 were involved with high-risk behaviors at somewhat higher rates than students of the same age statewide who took the California Student Survey in 2003.

**Support for Positive Identity development/cross-cultural engagement**

There are few easily available types of secondary data that allow us to look at support for students' racial identity development and learning to engage with people of different backgrounds. Three types of data are the racial/ethnic make-up of the teacher population in comparison with the student population, the racial/ethnic make-up of the local population and its distribution across neighborhoods, and student reports of harassment on the CHKS.

Teachers are one population of adults that is positioned to support youth as they negotiate their own racial identity development and their relationships to other racial/ethnic groups. While teachers' racial/ethnic backgrounds do not necessarily predict their capacity to support youth and families in this process, an ethnically diverse staff presents opportunities for students to learn to engage with adults from a variety of backgrounds; staff who share the racial and ethnic background of their students bring their own experiences negotiating racial/ethnic identity, as well as cultural competence, that might be a basis for important connections with students and their families. In general, the Meadowview student population is much more ethnically diverse than the teacher population, which is predominantly white. However, many schools do have substantial numbers of teachers of color, and they could be an important resource for local youth and families.

As noted above, the Meadowview area is home to a rich diversity of residents, with Latinos, African Americans, Asians and Whites making up the largest racial/ethnic groups; a breakdown of the largest racial groups (>3%) is shown below.

**% Population by Race/Ethnicity (largest groups only)**

Race	42.01	42.02	42.03	43.0
White	32.2	24.0	22.9	21.0
Latino/any race	28.3	25.4	32.8	22.8
Black/African American	30.6	28.4	24.0	26.4
Asian	12.0	23.9	18.6	27.6
Pacific Islander	1.3	3.1	4.7	2.7
Some other race	15.2	11.9	19.6	13.2
Two or more races	7.7	2.7	9.2	7.4

These populations are not distributed evenly across the Meadowview area—that is, people of particular racial and ethnic backgrounds are more likely live in certain areas—but all four census tracts are very racially and ethnically diverse. This means that Meadowview youth are negotiating relationships with youth and adults who do not share their background both at school and in their neighborhoods.

The CHKS district level findings report that 37% of 7<sup>th</sup> grade and 31% of 9<sup>th</sup> grade survey participants had been harassed at school based on race, ethnicity, religion, gender, sexual orientation, or disability.<sup>xii</sup> While these data are not specific to Meadowview students, they suggest the likely importance of increased support for local youth around developing their own sense of identity and engaging with people of different backgrounds.

**Support for Academic Learning and negotiating educational transitions**

Across the Meadowview area, there is great variation in adults’ educational backgrounds.

Educational Attainment	42.01	42.02	42.03	43.0	Sacramento County
High School Degree	26.2	23.5	27.8	29.3	22.9
Batchelor’s or higher	10.0	10.5	6.3	4.7	24.8

Across all census tracts, more adult residents have completed high school than in the county as a whole, but many fewer have completed a 4-year college or higher degree.<sup>xiii</sup> These numbers, in combination with the large number of foreign-born residents, suggest that in some communities many parents/caretakers are likely unfamiliar with U.S. school systems and systems of higher education, so youth are more dependent on the support of peers and others in negotiating educational transitions.

Average class size across elementary schools ranges from 16.6 (Kemble) to 19.4 (John H. Still). Secondary school average class sizes are significantly smaller than those of the district, county and state. While 100% of teachers are fully credentialed at Susan B. Anthony and John D. Sloat Elementary School, at others the percentage ranges from 81.2% (Cesar Chavez Intermediate) to 95.2 (John Bidwell). Secondary schools have significantly fewer fully credentialed teachers than the district, county and state average (80.7% at Luther Burbank and 87.2% at Goethe).<sup>xiv</sup>

Secondary school pupil services-student ratios supports in Meadowview are noticeably higher than those of the county. However, it is unclear whether school site numbers account for district-level pupil services staff that serve multiple school sites.

**Pupil Services Staff to Student Ratios (Middle and High School Grades)**

	Pupil Services Ratio
Sacramento County	1:280.9
Charles M. Goethe	1:406.5
Luther Burbank	1:439.8

As of December 2006, all qualifying schools except John D. Sloat and John Bidwell Elementary Schools were receiving state or federal afterschool funding; however, in the January 2007 preliminary award of state afterschool funding, John D. Sloat had been awarded funds.<sup>xv</sup> As of spring 2006, there appeared to be limited licensed school-age childcare in the immediate Meadowview neighborhood.<sup>xvi</sup>

### **Standardized test outcomes**

Test scores are only one way of examining academic outcomes, and there is ongoing debate about their accuracy, particularly in the case of students of color and English learners. Nonetheless, they are an important gauge, with real consequences for local schools. In the Meadowview area, most schools did not meet the “target” percentage of students scoring “proficient and above” in both English and math across all sub-groups.<sup>xvii</sup> At the secondary level, while Luther Burbank almost met the target, Goethe students scored significantly below across all sub-groups except Asian students (the school just met the target for this subgroup). Six elementary schools met target rates for all subpopulations, and of these, three had at least 30% of all sub-groups score proficient and above.<sup>xviii</sup>

It is important to note that while most Meadowview students attend Luther Burbank High School, students have the option of attending other high schools in the district, and can also be placed at continuation high schools. These data were not reviewed for this profile.

### **Youth Development Assets (based on CHKS data)**

The CHKS asks a range of questions intended to measure students’ access to the types of support, or “assets” that research has linked to healthy youth development. Of the 5<sup>th</sup> graders district-wide who participated in CHKS, 48% reported high levels of external developmental assets in their school, 80% in their homes, and 51% amongst their peers.<sup>xix</sup> Of middle and high school student participants, 24% of 7<sup>th</sup> graders and 22% of 9<sup>th</sup> graders reported high levels of school assets for youth development. These data suggest the importance of better understanding and increasing students’ access to caring relationships, high expectations and meaningful opportunities for participation in their schools and neighborhoods, especially as they transition into middle and high school.

### **Non-profit Sector**

While Meadowview youth and families face many challenges, this neighborhood also includes rich resources for supporting youth development, including an active and diverse non-profit sector.<sup>xx</sup> A brief review of non-profit organizations incorporated in associated zip code areas (95822, 95823, 95832) reveals a variety of organizations focused on youth well-being, community development, arts, sports, and prevention and intervention services, albeit substantially fewer based in 95832. There are also a wide variety of neighborhood groups, religious institutions, and social and service organizations that are reflective of the language and cultural diversity of the area. It is unclear how many of these organizations specifically focus on youth and youth development, but they offer potential resources for addressing youth needs and interests.

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<sup>i</sup> There are 3090 10-15 year olds based on adding 2005-2006 grade 5-9 enrollment in local public schools; there are 3085 10-14 year olds based on 2000 U.S. Census data. It is unclear whether the difference in numbers of children enrolled in local schools versus the numbers of children recorded in the 2000 U.S. Census is due to enrollment in charter and/or private schools, the nature of school attendance areas, population changes, or some combination thereof.

<sup>ii</sup> US Census 2000

<sup>iii</sup> US Census 2000. 23.0 / 24.5/31.4/30.6% of householders are married couples with children and 11.4 / 11.6/19.6/14.0% are female householders with children and no husband present. Of grandparents living in a household with one or more of their own grandchildren (240/299/135/389), 57.9/29.4/45.9/36.0% of them are responsible for their grandchildren.

<sup>iv</sup> Schools include Luther Burbank HS, Charles M. Goethe MS, John H. Still ES, John Bidwell ES, John D. Sloat ES, Freeport ES, Mark Hopkins ES, Edward Kemble ES, Cesar Chavez Intermediate, and Susan B. Anthony ES.

<sup>v</sup> US Census 2000

<sup>vi</sup> U.S. Census 2000

<sup>vii</sup> **% Households where housing costs more than 30% of household income**

	42.01	42.02	42.03	43.0	Sacramento
Owners	29.6	41.4	30.7	41.5	28.0
Renters	41.6	57.5	45.4	48.9	42.5

<sup>viii</sup> <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCountyMap.asp?page=Sac>. Retrieved 1/17/07. Medium low rates were 0.9-3.0 per 1000 youth, and medium high were 3.1-5.5 per 1000 youth.

<sup>ix</sup> Needell, B., Webster, D., Armijo, M., Lee, S., Cuccaro-Alamin, S., Shaw, T., Dawson, W., Piccus, W., Magruder, J., Exel, M., Smith, J., Dunn, A., Frerer, K., Putnam Hornstein, E., & Ataie, Y. (2006). *Child Welfare Services Reports for California*. Retrieved 1/17/07, from University of California at Berkeley Center for Social Services Research website. URL:

<http://cssr.berkeley.edu/CWSCMSreports/>, based on 2006 2<sup>nd</sup> quarter DSS data.

<sup>x</sup> <http://cssr.berkeley.edu/cwscmsreports/maps/showRefsCountyMap.asp?page=Sac>. Retrieved 1/17/07. Medium high rates are 71.8-102.9 children per 1000

<sup>xi</sup> CHKS District level report, Fall 2004. Approximately 70% of 7<sup>th</sup> graders, 74% of 9<sup>th</sup> graders, 65% of 11<sup>th</sup> graders participated in the survey.

<sup>xii</sup> CHKS SCUSD District Report: Secondary Schools, p.9

<sup>xiii</sup> US Census 2000

<sup>xiv</sup> California Department of Education ([www.cde.ca.gov](http://www.cde.ca.gov))

<sup>xv</sup> After-School Education and Safety (ASES) and/or 21<sup>st</sup> Century Community Learning Center funds

<sup>xvi</sup> Based on DSS list of licensed school-age childcare accessed Spring 2006.

<sup>xvii</sup> Target % of students performing at proficient and above

	English/ Language Arts	Math
Elementary	24.4%	26.5%
Middle School	24.4%	26.5%
High School	22.3%	20.9%

<sup>xviii</sup> Mark Hopkins, Susan B. Anthony, John Bidwell, and Cesar Chavez met target rates; the latter three schools had at least 30% of all student sub-groups meeting target rates.

<sup>xix</sup> Fall 2004 SCUSD Findings for the CHKS. 48% of 5<sup>th</sup> graders participated in the survey, which is less than the recommended 60% participation rate recommended to increase the likelihood of good representation

<sup>xx</sup> See [www.guidestar.org](http://www.guidestar.org) search for organizations in Sacramento with Meadowview area zip codes. Data accessed January 2006.