

The following secondary data profile provides a description of your community, 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.

**Community Description**

There are approximately 4396 enrolled youth in 6<sup>th</sup> – 9<sup>th</sup> grade, not including charter schools) in the El Dorado Hills Coalition’s school footprint. According to the 2000 US Census, there are approximately 2239 10 – 14 year olds residing in the 95762 zip code area.<sup>i</sup> 49.8% are families with children under the age of 18<sup>ii</sup>, out of which most were married couple families (44%) and a small number are women as single heads of households (4%). There are also a small number of families with grandparents as caregivers.<sup>iii</sup>

Most local residents commute about 32 minutes to work, so the majority of residents leave their community to go to work. Most household incomes are substantially higher than the county median.<sup>iv</sup>

El Dorado Hills is a predominantly white community (almost 84%) with approximately 16% of the population representing other ethnic/racial groups. Major cultural roots of the white community include German, English, Irish and Italian ancestries (total approximately 61%). The racial/ethnic breakdown of students enrolled in the local district’s public schools (not including charter schools) is as follows.

African American	American Indian/Native Alaskan	Asian	Filipino	Pacific Islander	White Not Hispanic	Hispanic/Latino
0.9%	1.3%	3.1%	1.1%	0.3%	83.8%	3.6%

The racial/ethnic distribution is relatively similar across schools.

About 5% of the population was foreign born, out of which 1% entered the country after 1990. 7% of local residents speak a language other than English at home, and out of these 4.8 % said they did not speak English “very well”.<sup>v</sup>

While the total number of students learning English is small (total 44), they represent a rich diversity of languages, including Spanish, Korean, Arabic, Farsi, Russian, Pashto, Vietnamese, Portuguese, French and Punjabi. The small numbers of English Language Learners suggest that efforts to enhance youth well-being in this community may need to pay close attention to what the minority experience might mean for these young people living in El Dorado Hills.

**Basic Needs: Housing and Nutrition**

The percentage of families whose income is below poverty level is 1.6%, well below the county average of 5.7%.<sup>vi</sup> Most of the houses are owner-occupied (91%).<sup>vii</sup> A total of 6.8 % of students are on free or reduced price meals. Most El Dorado Hills families are able meet the basic housing and nutrition needs of their children and youth. Together these data suggest that many families are likely to have adequate disposable resources to spend on youth programs and activities.

**Safety**

District wide data suggests that safety seems to be an issue for young people in schools. While approximately 60% of 5<sup>th</sup> grade respondents felt safe all the time<sup>viii</sup>, only approximately 30% of 7<sup>th</sup> grade respondents<sup>ix</sup> and 20% of 9<sup>th</sup> grade respondents said they felt “very safe” in their schools<sup>x</sup>. Bullying and teasing seems to be a problem in elementary school with 40% of 5<sup>th</sup> grade participants saying they were bullied and approximately 29% saying they were teased.

	5 <sup>th</sup> Grade	7 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Felt very safe or safe all the time	60%	30%	20%
Had been bullied	43%	n/a	n/a
Afraid of being beaten up	N/A	18%	18%
Ever teased about how their body looks	29%	N/A	N/A

In 2004, El Dorado County had medium low substantiated child abuse neglect referrals with respect to the state (9 – 14 children per 1000)<sup>xi</sup>. For 95762, approximately 9 children per 1000 were referred, which is well below the state incidence of 51 children per 1000.

**Health**

According to the CA Physical Fitness Test results, children’s physical fitness varies somewhat across neighborhoods with a majority falling in the healthy fit zone. The table displays the percentage of students that are in the “healthy fit zone” in terms of aerobic capacity, body composition and having met at least 5 out of 6 fitness standards.

School	Grade	% in Aerobic HFZ	% in Body Comp HFZ	% meeting atleast 5 of 6 fitness standards
<i>El Dorado County MS</i>	7	75.7	77.8	74.9
Marina Village MS	7	86.9	88.7	88.7
Rolling Hills MS	7	89.4	88.3	87.1
Camerado Springs	7	95	83.7	87.8
Pleasant Grove	7	62.7	71.9	74.7
<i>El Dorado County HS</i>	9	72.9	81.2	73.6
Oak Ridge High	9	85.8	91.1	84.0
Ponderosa High S	9	75.7	80.1	72.1
Union Mine HS	9	73	80.5	67.6

For 7<sup>th</sup> graders in Rescue Union, alcohol use was comparable to the statewide scores of students who took the California Student Survey (10%). However there was some variation across school districts with Buckeye Union middle schools showing lower current alcohol use (6%). Alcohol use increased to 22% for 9<sup>th</sup> graders, which is lower than the state average of 27%.

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

In this predominantly white community, positive identity development for minority ethnic/racial groups as well as opportunities for cross-cultural engagement and awareness for the dominant population might be particularly challenging. 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 makeup of the local population and its distribution across neighborhoods, and student reports of harassment based on ethnic and racial grounds 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 to 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 El Dorado Hills student population is more ethnically diverse than the teacher population, with teachers representing only a few of the minority ethnic groups.

As mentioned earlier, El Dorado Hills is a predominantly white community. A breakdown of the racial groups is shown as follows.

Race	% of Population
White	90.5
Hispanic/not white	5.0
Asian	3.8
Other race	1.5
Black	0.7

These populations were distributed fairly evenly as of 2000—that is, in general most of the coalitions' footprint area had similar levels of ethnic diversity. There may be certain neighborhoods (especially in the north-east) with slightly richer diversity than others. However, in light of tremendous population growth over the past seven years, this distribution might have shifted somewhat.

The CHKS district level findings report that 22% of 7<sup>th</sup> grade and 26% 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> These data suggest the likely importance of increased support for young people around developing their own sense of identity and engaging with people of different backgrounds.

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

The vast majority of residents in El Dorado hills have strong educational backgrounds with almost all residents above 25 having completed high school and about half with bachelors' and professional degrees<sup>xiii</sup>. It is likely that most parents/caretakers are familiar with the school system and have the ability to provide adequate support in navigating it.

The average class sizes are quite similar across middle and high schools, ranging from 27 – 30 students. 100% of teachers were fully credentialed in the middle schools while high schools carried 93-96% fully credentialed teachers.

**Number of Secondary School and District-wide Pupil Services Staff**

School	Students	Counselor	Psychologist	Librarian/ Media Teacher	Social Worker	Speech/Lan g. Specialist	Resource Specialist	Special Ed Specialist
Oak Ridge	2094	3	0	1	0	0	0	0
Ponderosa	2062	3	0	1	0	0	0	0
Union Mine	1478	3	0	1	0	0	0	0
Rolling Hills	878	1	0	0	0	0	0	0
Marina Village	650	1	0	0	0	0	0	0
Pleasant Grove	672	1	0	0	0	0	0	0
Camerado Springs	705	1	0	0	0	0	0	0

This area’s pupil services staff-student ratio is much higher than that of other districts in the county and the state as a whole.

**Standardized test outcomes**

Test scores are only one way of examining academic outcomes, and there is ongoing debate about their accuracy. Nonetheless, they are an important gauge, with real consequences for local schools. In El Dorado Hills the percentage of students scoring “proficient and above” exceeded the “target” (24.4% English, 26.6% math) for all schools. Students with disabilities were the only sub-group that did not meet the proficiency target for English Language Arts. All sub-groups met the target for Math.

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

The California Healthy Kids Survey (CHKS) asks a range of questions intended to measure students’ access to the types of supports, or “assets” that research has linked to healthy youth development. Of the 5<sup>th</sup> graders who participated in the CHKS survey, approximately 60% reported high developmental assets in school, 68% in their peer environment and 90% in their homes<sup>xiv</sup>. Of middle and high school students, approximately 44% and 34% of students reported high developmental assets in their school environment. These data suggest the importance of better understanding and increasing students’ access to caring relationships, high expectations and meaningful opportunities for participation (which ranked the lowest in percentage of students) in their schools and neighborhoods, especially as they transition into middle and high school.

**Non-profit Sector**

There are some resources for supporting youth development in El Dorado Hills, however a brief review of non-profit organizations incorporated in this zip code reveals a relatively small non-profit sector, with a few youth sports organizations, school based music and theater groups and health services<sup>xv</sup>. There is not much evidence of a wide variety of incorporated neighborhood groups, faith based organizations and social and service organizations however, such organizations may exist as more informal networks, or local branches of organizations based elsewhere.

<sup>i</sup> The difference in numbers of children enrolled in local schools versus the number of children recorded in the U.S. Census is likely due in large part to population growth over the last seven years.

<sup>ii</sup> US Census 2000.

<sup>iii</sup> US Census 2000. In 95762, of 186 grandparents living in a household with one or more grandchildren 37% are responsible for their grandchildren.

<sup>iv</sup> US Census 2000. Median household income for 95762 is \$91,529, while county median income is \$63,147.

<sup>v</sup> US Census 2000.

<sup>vi</sup> US Census 2000.

<sup>vii</sup> US Census 2000.

<sup>viii</sup> CHKS 2004 reports, Buckeye Union and Rescue Union. CHKS 5<sup>th</sup> grader percentage reflects an average of the 5<sup>th</sup> grade report from two school districts. 299 (81%) 5<sup>th</sup> graders from Rescue Union and 314 (67%) 5<sup>th</sup> graders from Buckeye Union participated in the survey.

<sup>ix</sup> 7<sup>th</sup> grader percentage reflects an average of the 7<sup>th</sup> grade report from two school districts. 380(69%) 7<sup>th</sup> graders from Buckeye Union and 480 (96%) 7<sup>th</sup> graders participated from Rescue Union.

<sup>x</sup> Approximately 827(58%) participated in the survey.

<sup>xi</sup> <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCounty.asp?>

<sup>xii</sup> CHKS District level report. Fall 2004.

<sup>xiii</sup> US Census 2000. In 95762 only about 2% have not completed high school.

<sup>xiv</sup> Fall 2004 CHKS District Level Reports.

<sup>xv</sup> see [www.guidestar.org](http://www.guidestar.org) search for organizations in 95762