

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 3535 youth ages 10-15 attending public schools (not including charter schools) in the Rancho Cordova Coalition’s footprint area, and according to the 2000 U.S. Census, approximately 3910 10-14 year olds residing in the zip code areas associated with the area.<sup>i</sup> Across zip codes slightly more than one-third of households were inhabited by families with children under 18.<sup>ii</sup>

**Percentage of Households that are families with children under 18**

	<b>95655</b>	<b>95670</b>
percentage	37.1	34.1

Most of these households included married couples with children, although, especially in 95655, many heads of households were women or grandparents.<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.

Most local residents commute anywhere from approximately 23 minutes to work, so many people leave their residential communities for jobs but tend to not travel far from the Sacramento region. There is a big difference in household income across these zip code areas and, in some cases, within them.

**Local household income by zip code**

	<b>95655</b>	<b>95670</b>	<b>Sacramento County</b>
Median Household income	8292	45897	43816
Median range within zip code	8292-40717	25706-97501	8292-97501

Rancho Cordova is home to a racially/ethnically diverse population that is predominantly White and Hispanic/Latino population. The racial/ethnic breakdown of students enrolled in the local district’s public schools (not including any charter schools) is as follows.

**Public School Student Racial/Ethnic Breakdown**

	African American	American Indian/ Native Alaskan	Asian	Filipino	Pacific Islander	White	Hispanic/ Latino	Multiple/no response
Coalition Schools	15.6%	1.2%	5.5%	2.7%	1.6%	49.9%	22.5%	1.1
County	15.9	1.2	13.3	2.8	1.4	40.4	23.6	1.4

White students make up the largest population in the public schools. However, the distribution of students varies substantially across local elementary schools. For example, at Peter J. Shields more than 70% students are white and approximately 12% are Latino. At Cordova Villa and Rancho Cordova Elementary Schools, approximately 38% of students are Latino. At Cordova Meadows and Cordova Villa, more than 20% of students are African American.

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.

	95655	95670
% born in another country	N/A	20.3
% speak language other than English at home	5.6	25.0
% not speaking English "very well"	0	13.3

Local residents who were born in another country, are learning English, and speak a language other than English at home tend to speak "other Indo-European languages" or Spanish.<sup>iv</sup>

Many youth speak languages other than English including Spanish, Russian, Armenian, Ukrainian, Rumanian, Punjabi, Hindi, Cantonese, Pilipino, Korean, Mien (Yao), Vietnamese, Samoan, Hmong, and Arabic. The majority of students classified as "English learners" speak Spanish or Russian. At the elementary level, anywhere from less than 15% (Cordova Lane Elementary) to over 52% of students (White Rock Elementary) are learning English. At local secondary schools, while only 8.0% of W.E. Mitchell Middle School students are classified as English learners, approximately 25% of Mills Middle School 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, and divided into communities that are racially, culturally and economically more homogeneous.

**Meeting Basic Needs: Housing and Nutrition**

The percentage of families whose income is below poverty level across Galt area zip codes range from 100% in 9655 to 10.7% in 95670.<sup>v</sup> Housing costs more than 30% of household income for approximately 81% of residents in 95655, and for more than 25% of residents in 95670, suggesting that some households 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 some. This is reflected in the relatively high free/reduced meal rates at Cordova Meadows, Cordova Villa, Rancho Cordova, Riverview, White Rock, and Williamson Elementary in comparison with other elementary schools, where approximately one-third to one-half of students receive this service.

**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 95655 zip code area had low rates (0.0-0.8 children/youth per 1000) of youth entering the foster care system in 2004 for the first time; 95670 had medium high rates (3.1-5.5 children/youth per 1000)<sup>vi</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>vii</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 (71.8 to 102.9 children/youth per 1000) in Rancho Cordova in comparison with Sacramento County.<sup>viii</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 Fall 2005, approximately 57% of 5<sup>th</sup> grade students who took the CHKS reported feeling very safe at school. This number decreased to 23% in 7<sup>th</sup> grade and 15% in 9<sup>th</sup> grade, and then increased to 22% in 11<sup>th</sup> grade. Rates of reported harassment, fighting, or being afraid of being beaten up were slightly higher amongst 7<sup>th</sup> graders (at least 33%) in comparison with 9<sup>th</sup> graders, while reports about carrying a weapon were highest amongst 11<sup>th</sup> graders. In comparison with students statewide, Folsom-Cordova 7<sup>th</sup> graders reported slightly higher levels of harassment than students statewide, but slightly lower levels of physical fights, carrying weapons, and fear of being beaten up; 7<sup>th</sup> graders reported somewhat higher levels of protective school assets in comparison with students statewide. Folsom-Cordova 9<sup>th</sup> graders reported slightly lower levels of harassment and carrying of weapons than students statewide, but slightly higher levels of physical fights, and fear of being beaten up; 9<sup>th</sup> graders reported similar levels of protective school assets in comparison with students statewide<sup>ix</sup>

## Health

According to the CA Physical Fitness Test results, children’s physical fitness varies somewhat across neighborhoods and communities, and in some 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 Comp HFZ	% meeting at least 5 of 6 fitness standards
<i>Sacramento County ESs</i>	5	61.2	69.2	53.7
<i>Folsom-Cordova ES</i>	5	62.3	75.5	60.1
Cordova Gardens	5	42.6	63.2	50.0
Cordova Lane	5	23.3	65.6	37.8
Cordova Meadows	5	41.5	75.4	44.6
Cordova Villa	5	29.8	71.9	36.8
Mather Heights	5	41.4	75.4	58.6
Peter J. Shields	5	44.6	83.1	63.1
Rancho Cordova	5	61.0	64.9	50.6
Reymouth	5	N/A	N/A	N/A
Riverview	5	2.6	78.9	34.2
White Rock	5	61.8	57.8	47.1
Williamson	5	66.2	69.2	55.4
<i>Sacramento County MS</i>	7	61.2	69.2	53.7
<i>Folsom-Cordova MS</i>	7	68.3	77.7	68.6
Mills	7	40.2	66.7	32.3
.E. Mitchell	7	73.0	71.7	76.2
<i>Sacramento County</i>	9	57.0	70.3	57.8
<i>Folsom-Cordova HS</i>	9	55.2	75.9	63.0
Cordova	9	45.2	66.3	44.0
Kinney	9	34.6	0.0	23.1
Mather Academy	9	N/A	N/A	N/A

While some schools are posting higher scores than the county average, quite a few elementary and secondary schools’ scores are much lower.

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 2005 were for the most part involved with high-risk behaviors at slightly lower rates than students of the same age statewide who took the California Student Survey in 2003; 9<sup>th</sup> grade responses regarding being very drunk or sick after drinking and binge drinking were the same as the state average.

**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 Rancho Cordova student population is much more ethnically diverse than the teacher population, which is predominantly white. However, some schools do have substantial numbers of teachers of color, and they are an important resource for local youth and families.

As noted above, the Rancho Cordova area is home to a rich diversity of residents, although Whites and Latinos make 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	95655	95670
White	44.0	70.9
Latino/any race	15.2	11.4
Some other race	11.5	5.0
Black	12.9	8.8
Two or more races	20.4	5.5
Asian	6.8	8.5

These populations are not distributed evenly across Rancho Cordova; while some areas are more than 75% White, others are less than 50% white. While a relatively high percentage of white residents in some predominantly white neighborhoods were born in another country, in others this was not the case. This may mean that while some young people have opportunities to connect with youth and adults who do not share their background in their residential neighborhoods, others do so primarily in school.

The CHKS district level findings report that 29% of 7<sup>th</sup> grade and 28% of 9<sup>th</sup> grade survey participants had been harassed at school based on race, ethnicity, religion, gender, sexual orientation, or disability.<sup>x</sup> These data 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 Rancho Cordova area, there is great variation in adults’ educational backgrounds.

Educational Attainment	95655	95670	Sacramento County
High School Degree	23.6	24.0	22.9
Batchelor's or higher	3.2	25.6	24.8

In 95655, many fewer adult residents have received 4-year college degrees in comparison with residents of 95670 and the county as a whole; however, high school graduation rates are approximately the same across these areas.<sup>xi</sup> These numbers, in combination with the large number of foreign-born residents, suggest that in families parents/caretakers are most 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 range from 20.2 at Cordova Villa to 24.4 at Riverview. Average class sizes at the middle schools and Cordova High are larger than those of the county (26.8) and state (27.3). All elementary school teachers are fully credentialed, except at Rancho Cordova, where 96.3% of teachers are fully credentialed. Kinney High (91.7) and Mather Youth Academy (90.0) have fewer fully credentialed teachers than the district average of 96.7% and the county average of 95%.<sup>xii</sup>

Secondary school pupil services-student ratios supports in vary across schools.

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

	Pupil Services Ratio
Sacramento County	1:280.9
Folsom-Cordova USD	1:264.4
Mills MS	1:262.5
Mitchell MS	1:774
Cordova HS	1:366.8
Kinney HS	1:277

As of December 2006, some elementary schools in which more than 50% of students qualify for free/reduced meals had state or federal afterschool funding, while others did not; however, in the January 2007 preliminary award of state afterschool funding suggests remaining schools were awarded grants.<sup>xiii</sup> As of spring 2006, there were several licensed school-age childcare centers in Rancho Cordova.<sup>xiv</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 Rancho Cordova, some schools exceeded the “target” percentage of students scoring “proficient and above” in both English and math (24.4% English, 26.6% math) for all sub-groups, while others did not for their English learners. As a district, like many others, Rancho Cordova shows evidence of achievement gaps according to students’ racial/ethnic and socio-economic backgrounds.

These data were not available for the continuation high school. Population data suggests that African American, Latino, American Indian/Alaska Native, Pacific Islander youth are over-represented at the continuation high school in comparison with the comprehensive high school, which suggests the importance of learning more about why this is the case.

**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 support, or “assets” that research has linked to healthy youth development. Of the 5<sup>th</sup> graders district-wide who participated in CHKS, 52% reported high levels of external developmental assets in their school, 84% in their homes, and 57% amongst their peers.<sup>xv</sup> Of middle and high school student participants, 39% of 7<sup>th</sup> graders and 23% 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.

### Youth Development Non-profit Sector

Rancho Cordova includes rich resources for supporting youth development, including public agencies, many committed individuals, and active religious institutions and associations. Rancho Cordova is also in fairly close proximity to the resources of Sacramento. A brief review of non-profit organizations incorporated in this zip code area reveals a range of civic and community development and health care organizations. Organizations focused specifically on youth include sports programs and Girl Scouts. However, none of these organizations are incorporated in 95655<sup>xvi</sup> There is little evidence of social and service organizations and programming that are reflective of the language and cultural diversity of the area; however, such organizations may exist as more informal networks, or local branches of organizations based elsewhere. The small size of the youth-serving non-profit sector raises important questions about whether it makes sense to catalyze the development of new organizations (or organizational branches) and expand existing programs, and how public sector agencies can connect with key informal community leaders to tap local cultural skills and knowledge.

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<sup>i</sup> There are 3535 10-15 year olds based on adding 2005-2006 grade 5-9 enrollment in local public schools; there are 3910 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 extension of zipcode areas into other school attendance areas, population changes, or some combination thereof.

<sup>ii</sup> US Census 2000

<sup>iii</sup> US Census 2000. In 95655/95670 14.6/22.1% of householders are married couples with children and 20.6/9.4% are female householders with children and no husband present. Of grandparents living in a household with one or more of their own grandchildren (32/1123), 100/28.5% of them are responsible for their grandchildren.

<sup>iv</sup> US Census 2000 population by race data maps

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

<sup>vi</sup> <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCountyMap.asp?page=Sac>. Retrieved 1/17/07.

<sup>vii</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>viii</sup> <http://cssr.berkeley.edu/cwscmsreports/maps/showRefsCountyMap.asp?page=Sac>. Retrieved 1/17/07.

<sup>ix</sup> CHKS Folsom-Cordova District level report, Approximately 70% of 5<sup>th</sup> graders, 73% of 7<sup>th</sup> graders, and 72% of 9<sup>th</sup> graders participated in the survey. Levels of representation at individual school sites are not available. Note that this district includes schools that fall outside the Rancho Cordova Coalition footprint area.

<sup>xi</sup> US Census 2000

<sup>xii</sup> California Department of Education

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

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

<sup>xv</sup> CHKS Folsom-Cordova District level report, Approximately 70% of 5<sup>th</sup> graders, 73% of 7<sup>th</sup> graders, and 72% of 9<sup>th</sup> graders participated in the survey. Levels of representation at individual school sites are not available. Note that this district includes schools that fall outside the Rancho Cordova Coalition footprint area.

<sup>xvi</sup> see [www.guidestar.org](http://www.guidestar.org) search for organizations by zip code