

This secondary data profile provides a description of 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 2631 youth ages 10-15 attending public schools (not including charter schools) in the South Sacramento Coalition's footprint area, and according to the 2000 U.S. Census, approximately 6288 10-14 year olds residing in the zip code areas associated with the area.ⁱ Between one-quarter and one-third of households are families with children under 18ⁱⁱ; most include married couples with children, although many heads of households are women or grandparents.ⁱⁱⁱ

Most local residents commute approximately 25 minutes to work, so many people leave the neighborhood but do not typically travel far from the Sacramento region. The median household income (\$27,429 in 95824 and \$31,670 in 95820) is substantially lower than that of the city (\$37,049), with some variation within the South Sacramento area.^{iv}

South Sacramento is home to rich diversity of youth and families. Of students enrolled in neighborhood public schools, approximately 15% are African American, 2% are American Indian or Native Alaskan, 30% are of Asian descent, 1% are Filipino, 1% are Pacific Islander, and 14% are Non-Hispanic White. Latinos make up the largest group in the public schools, at 36% of the student population. The distribution of ethnic populations varies somewhat across the 6 elementary schools; however, most elementary schools have at least three ethnic groups that comprise at least 10% of the student population. White students appear to not be attending the neighborhood secondary schools, as the percentage of white students drops markedly (to 6.4%, while they comprise 14.4% of the area's total student population).

More than 25% of community residents were born in other countries, and close to half speak a language other than English at home. More than 25% report not speaking English "very well." the largest percentages of these being speakers of Spanish and Asian languages.^v While English language skills can present a barrier for youth and family engagement with local institutions, there are also many people who could bring skills in languages other than English to support these connections.

Many youth speak languages other than English, including Spanish, Hmong, Cantonese, Mien, Lao, Vietnamese, Arabic, Russian, Ukrainian, Samoan, and others. At the elementary level, anywhere from a quarter to well over half of students are learning English; at the neighborhood middle school, 46.1% of students are classified as English learners, as are 37.1% of students at the Hiram Johnson high school. This stands in contrast with West Campus, another public high school in the area with a minimum GPA requirement that draws students from throughout the city, where 4.8% of students are English learners. This suggests that youth themselves can bring tremendous language and cultural resources to bear upon efforts to enhance youth well-being. Also, any efforts must be reflective of this rich linguistic and cultural diversity, and sensitive to the challenges and possibilities of growing up in and negotiating such a diverse environment.

Meeting Basic Needs: Housing and Nutrition

Poverty rates for families across South Sacramento zip codes range from 19.8% in 95820 to 26.9% in 95824, which is significantly higher than the city-wide poverty rate of 15.3%.^{vi} Housing costs are high for many who live in the area, and they present an even greater challenge for renters^{vii}; renters in this area pay a higher percentage of household income on housing in

comparison with the city as a whole.^{viii} Since rental units make up more than half of the housing units in the area and household incomes are low, these data suggest households 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 the high rates of free/reduced meal recipients at elementary schools in the area, which range from 83.1% to 99.7%.

Safety

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

In comparison with the county, the zip code areas within the South Sacramento Coalition’s focus area had high rates of children entering the foster care system in 2004 for the first time.^{ix} In the last quarter of 2005, Sacramento County had high rates of substantiated abuse with respect to the state.

Substantiated Abuse of 11-15 year olds by Ethnicity in Sacramento County^x

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) in the 95820 were high in comparison with the county, while these rates were ranked “medium high” in 95824.^{xi} 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 5th grade students who took the California Healthy Kids Survey (CHKS) reported feeling very safe at school. This number decreased to 18% in 7th grade and 14% in 9th grade. Rates of reported harassment, fighting, or being afraid of being beaten up were highest amongst 7th graders (at least 30%), while reports of carrying a weapon were highest amongst high school students. In comparison with students statewide, SCUSD 7th and 11th graders reported more negative violence-related experiences. SCUSD 7th graders reported somewhat lower levels of protective school assets in 7th grade in comparison with students statewide, but levels were similar in 9th grade and lower again in 11th grade.^{xii} District-level data suggest that many students in South Sacramento might not be feeling safe in school, and might need additional support during the transition from elementary to middle school. However it is not possible to assess student experience based exclusively on South Sacramento 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 neighborhoods, 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
Clayton B. Wire ES	5	20.2	69.0	33.3
Earl Warren ES	5	80.0	72.3	58.5
Elder Creek ES	5	70.4	74.8	61.7
Joseph Bonnheim ES	5	98.5	56.7	73.1
Peter Burnett ES	5	86.4	65.0	75.7
Tahoe ES	5	61.4	56.8	54.5
<i>Sacramento County MSs</i>	7	59.9	69.3	58.1
<i>SCUSD MSs</i>	7	63.4	67.2	57.6
Will C. Wood MS	7	60.9	60.9	52.0
<i>Sacramento County HSs</i>	9	57.0	70.3	57.8
<i>SCUSD HSs</i>	9	50.0	33.7	49.6
Hiram Johnson HS	9	26.4	59.9	33.8
West Campus HS	9	71.5	72.4	72.9

At most elementary schools, more students are in the Aerobic and Body Composition HFZ in comparison with the district and county; however, many students at Clayton B. Wire fared especially poorly on aerobic an overall fitness standard, while fewer students at Bonnheim and Tahoe were in the Body Composition HFZ. South Sacramento middle school students performed at a similar level to others in the district and county, while most high school students who were likely to be local residents were not physically fit. There is a striking contrast between the physical fitness of students at Hiram Johnson, many of who live in South Sacramento, and West Campus, where many students come from other neighborhoods and, on average, higher income households.

District-wide data on alcohol, drug and tobacco use suggests that 7th and 9th 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 it’s distribution across neighborhoods, and CHKS secondary level data on student experiences of harassment based on race, ethnicity, religion, gender, sexual orientation, or disability.

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 South Sacramento student population is much more ethnically diverse than the teacher population, which is predominantly white. However, teachers do reflect a diversity of racial and ethnic backgrounds, and could serve as an important resource for local youth and families.

As noted above, South Sacramento is home to a rich diversity of residents; a breakdown of the largest racial groups is shown below.

% Population by Race (largest racial groups only)

Race	95820	95824
White	47.7	34.8
Hispanic/not white	35.8	33.8
Black	11.9	10.9
Asian	11.6	26.8

These populations are not distributed evenly across the South Sacramento area—that is, people of particular racial backgrounds tend to live in certain areas. However, people of any one racial background rarely makes up more than half the population in any part of the coalition’s “footprint,” meaning that most young people have many opportunities to connect with both other youth and adults who share their background and those who do not.

The CHKS district level findings report that 37% of 7th grade and 31% of 9th grade survey participants had been harassed at school based on race, ethnicity, religion, gender, sexual orientation, or disability.^{xiii} While these data are not specific to South Sacramento 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 South Sacramento, many fewer adult residents have received high school and 4-year college degrees in comparison with the city as a whole.^{xiv} These numbers, in combination with the large number of foreign-born residents, suggest that 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 in neighborhood elementary schools varies across elementary schools, raising some question about equal access to learning support at this level^{xv}; most elementary school students appear to have access to fully credentialed teachers. At the middle and high schools serving most neighborhood youth, average class sizes are 25.6 and 26.2 respectively. Hiram Johnson High School has 3 counselors and 1 Librarian/Library Media teacher; Will C. Wood has 1 counselor and 1 Librarian/Library Media teacher. They do not have resident social workers, psychologists, nurses, speech/language/hearing specialists, or resource specialists, but might be receiving support from district-wide staff. The percentages of fully credentialed teachers at Hiram Johnson and Will C. Wood are lower than the district and county averages.^{xvi}

As of December 2006, all elementary and middle schools except Joseph Bonnheim were receiving state or federal funds for afterschool programming; preliminary state funding results suggest that Bonnheim will be receiving state afterschool funds starting in 2007.^{xvii} However, there appears to be limited licensed childcare in the neighborhood.^{xviii}

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 South Sacramento, most elementary schools met the “target” number of students scoring proficient and above, with the exception being Elder Creek with respect to their Hispanic population. However, this target is set at a relatively low 24.4% for English/Language Arts and 26.5% for math. Typically, elementary school students are scoring higher in math than in English/Language Arts, in keeping with the district and state, and reflecting the large percentage of English learners in the neighborhood. In general, elementary school students of Hispanic origin appear to be struggling most with the tests, scoring lowest as a category in almost all

elementary schools; at Will C. Wood Middle School and Hiram Johnson High School, Hispanic and African American students did not score at proficient/above at the target rates. In general, proficiency rates at the high school ranged from approximately 12% (African American students in math) to 44% (Asian students in math); English learner proficiency rates were 23.9% in language arts, and 27.5% in math. These scores stand in contrast to those of West Campus, where admission requires a minimum GPA; there proficiency rates range from approximately 80% upward across racial/ethnic groups and subjects, with the exception of Latino math proficiency rates, which were 53.4%.

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 5th 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.^{xix} Of middle and high school student participants, 24% of 7th graders and 22% of 9th 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 South Sacramento youth and families face many challenges, this community also includes rich resources for supporting youth development, including an active and diverse non-profit sector.^{xx} A brief review of non-profit organizations incorporated in this zip code area reveals a variety of organizations focused on youth development, community development, arts, sports, and prevention and intervention services. 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.

ⁱ There are 2631 10-15 year olds based on adding 2005-2006 grade 5-9 enrollment in local public schools; there are 6288 10-14 year olds based on 2000 U.S. Census data. Much of 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 the extension of zipcode areas into other school attendance areas. Some difference might also be due to enrollment in charter and/or private schools and/or population changes.

ⁱⁱ In zip codes 95820/94824 approximately 33.9%/25.4% households are families with children under 18 (US Census 2000)

ⁱⁱⁱ 19.3%/25.4% of households are married couples with children and 11.2%/14.3% are female householders with children and no husband present. Of grandparents living in a household with one or more of their own grandchildren (1198/1268), 34%/32.7% grandparents are responsible for their grandchildren. (US Census 2000)

^{iv} In 95824, median across census tracts varies from \$21,2148-\$32,955; in 95820, median across census tracts varies from \$21,174 to \$72,019, with significantly higher household incomes concentrated in one census tract. (US Census 2000)

^v Across zip codes 95820/95824, approximately 22%/34.8% of local residents are foreign born, 39.5%/55.4% report speaking a language other than English at home, and 21%/32.6% residents reported to speak English less than "very well." (US Census 2000)

^{vi} U.S. Census 2000

^{vii} Rent is more than 30% of household income in approximately 46% of households, while owner costs are more than 30% of household income for 27.2 and 29.7% of households across the 2 zip codes. (US Census 2000)

^{viii} City-wide, approximately 28% of owners pay more than 30% of household income for housing; approximately 42.5% of renters pay more than 30% of household income for housing. (US Census 2000)

^{ix} 5.6 or more children/youth per 1000. <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCountyMap.asp?page=Sac> . Accessed 1/17/07.

^x 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 2nd quarter DSS data.

^{xi} 103.0+ referrals per 1000 children/youth in 95820, 71.8-102.9 referrals per 1000 in 95824.

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

^{xii} CHKS District level report, Fall 2004. Approximately 70% of 7th graders, 74% of 9th graders, 65% of 11th graders participated in the survey.

^{xiii} CHKS SCUSD District Report: Secondary Schools, p.9

^{xiv} Across 95820/95824 65.8/55.9 of adult residents are high school graduates, and 9.9%/5.8% hold at least a Bachelor's degree; those with a 4-year college degree are primarily concentrated in specific areas within the South Sacramento Coalition footprint, which for the most part coincide with areas with largest concentration of white residents. This stands in contrast with the city as a whole, where 77.3% of residents have graduated from high school, and 23.9% have at least a Bachelor's degree. (US Census 2000)

^{xv} Average class size ranged from 21.6 at Tahoe to 24.6 at Peter Burnett in the 2004-2005 school year (CDE)

^{xvi} 91.1% and 93.5%, in comparison with district average of 92.7%, and county average of 96.6%. (CDE)

^{xvii} After-School Education and Safety (ASES) and/or 21st Century Community Learning Center funds (CDE)

^{xviii} Based on DSS list of licensed childcare accessed Spring 2006.

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

^{xx} see www.guidestar.org search for organizations in 95820, 95824