

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 3300 youth in 5th – 8th grade,(not including charter schools) in the Woodland Coalition’s footprint area. According to the 2000 US Census, there are approximately 4551 10-14 year olds residing in the three zip code areas that fall within the Woodland Coalition’s footprint area (95695 , 95645, and 95776).ⁱ In 95776, 49.6% were families with children under the age of 18. In 95695 36.3% were families with children under 18 and in 95465, 37.8% were of this category.ⁱⁱ Most of these households included married couples with children, although many heads of households were women or grandparents. 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 about 20-24 minutes to work so the majority of residents leave their residential area for employment. Household incomes for 95776 and 95695 are lower than the county median, and 95645 is substantially lower.

Local household income by zipcode

	95776	95695	95645	County
Median Household income	46,999	43,237	37,167	50157

The Woodland area is home to a rich diversity of youth and families. The racial/ethnic breakdown of students enrolled in the local district’s public schools (not including charter schools) is as followsⁱⁱⁱ.

African American	American Indian/Native Alaskan	Asian	Filipino	Pacific Islander	White	Hispanic/Latino
1.2%	0.6%	3.8%	0.4%	0.3%	35.5%	55.7%

Latinos make up the largest population in the public schools. The distribution of students varies somewhat across the elementary schools. Six out of the twelve elementary schools had more than 60% Latinos, while only two of the twelve schools had less than 40% Latinos. The elementary schools across the district had slightly more Latino students than the middle and high schools.^{iv} While some secondary schools have slightly larger Asian and White populations, the others have slightly larger African American and Latino populations.

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.

	95776	95695	95645
% born in another country	26.1%	16.4	33.6%
% speak language other than English at home	45%	30.7%	55.4%
% not speaking English “very well”	24.7%	14.6%	31.3%

In all zipcodes, the largest percentages of people who do not speak English “very well” speak Spanish. However, as the table shows, the number of English learners varies considerably across the Woodland region.

Many youth speak languages other than English, including Spanish, Punjabi, Urdu, Mandarin (Putonghua), Khmer (Cambodian), Hindi, Vietnamese and Mien (Yao). At the elementary level, anywhere from 11% of the students (Zamora Elementary) to 64% (Grafton Elementary) are classified as English Language Learners. At the middle school, approximately 26% of students are classified as English Language Learners.

Basic Needs: Housing and Nutrition

The percentage of families whose income was below the poverty level across the Woodland region was 9.2% (consistent across zipcodes), which was higher than the county poverty rate of 7.3%^v. In 95695 68.1% houses were owned and 38.9% were rentals. In 95776 ,56% were owned and 44% were rentals. In 95465, 70.9% were owner-occupied while 29% were rentals. Housing costs as a percentage of income were highest in the 95645 area where the household income is the lowest. Low household income is reflected in the high rate of free/reduced meal recipients at some elementary schools in all three zipcodes in the area (a majority above 40%), which range from 19.5% to 85.9%.

Safety

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

In comparison with the county, the zip code areas within the Woodland Coalition’s focus area have medium-low (95695), medium-high (95776) and high (95645) rates of children entering foster care for the first time.^{vi} In the last quarter of 2005, Yolo County had medium-low rates of substantiated abuse with respect to the state (9.0 – 14.0 children per 100).^{vii}

Neglect and abuse referral rates (not substantiated) were medium-high in 95695 and 95776 and high in 95645. While it is clearly negative to have high substantiated referral rates, high referral rates are also potentially an indicator that safety networks are working and adults are looking out for potential problems.

Students’ sense of school safety appears to decrease as students get older. While 55% of the 5th graders said they felt safe all the time, only 21% of the 7th graders and 13% of 9th graders said they felt “very safe” at school^{viii}. Reports of carrying a gun or weapon were also the highest in high school students.

California Healthy Kids Survey Responses

	5 th	7 th	9 th
Been bullied	55%	na	na
Teased about their body	36%		
Afraid of being beaten up	na	29%	25%
Feels safe all the time, or very safe	55%	21%	13%

Health

According to the CA Physical Fitness Test results, children’s physical fitness varies substantially across schools, and in most cases was poor. The 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 out of 6 fitness standards. Students scored lower than the Yolo county average at all grade levels.

School	Grade	% in Aerobic HFZ	% in Body Comp HFZ	% meeting at least 5 of 6 fitness standards
<i>Yolo County</i>	5	57.5	68.2	51.0
<i>Woodland ES</i>	5	49.1	64.8	37.7
Beamer	5	73.8	75.4	67.2
Dingle	5	67.7	61.3	33.9
Gibson	5	75.0	70.8	49
Grafton	5	7.7	46.2	7.7
Freeman	5	72.9	66.1	59.3
Rhoda Maxwell	5	51.3	33.8	62.5
Whitehead	5	50	78.8	48.1
Willow Spring	5	84.3	66.7	80.4
<i>Yolo County</i>	7	59.8	65.4	52.7
<i>Woodland MS</i>	7	64.3	64.3	53.4
Lee	7	54.7	60.7	40.4
Douglass	7	66.6	69.8	63.0
<i>Yolo County</i>	9	47.9	66.4	54.6
<i>Woodland HS</i>	9	40.6	67.6	48.5
Woodland High	9	38.9	67.5	47.4
Pioneer High	9	43.1	67.9	50.3

District wide data on alcohol, drug and tobacco use suggests that 7th and 9th grader 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 makeup 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 relationship to other ethnic/racial 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 Woodland districts' student population is much more ethnically diverse than the teacher population, which tends to be predominantly white in most schools (with the exception of Beamer and Grafton that have above 60% Latino/a teachers). Together Woodland teachers do reflect a diversity of racial and ethnic backgrounds, and are an important resource for local youth and families.

As noted above, Woodland is home to a rich diversity of residents; a breakdown of the largest racial groups (>3%) is shown below.

Race/Ethnicity	95776	95695	95645
White	60	70.2	56.8
Hispanic/not white	45.5	35.5	58.7
Some other race	26	19.4	34.9
Asian	5.4	2.9	1.2

As can be seen in the table above, the ethnic/racial populations cluster differently in different areas of the Woodland coalition's footprint area. Some neighborhoods within these zipcode areas are more racially/ethnically diverse than others. This means that while many 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 7th grade survey respondents and 28% of 9th grade respondents had been harassed at school based on race, ethnicity, religion, gender, sexual orientation or disability.^{ix} 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 three zipcodes, there is a significant variation in adults' educational backgrounds. In 95645 many fewer adults have received high school and 4 year college degrees in comparison with residents of 95695. The greater number of foreign born residents in 95645 suggests that in this neighborhood parents/caretakers may be more unfamiliar with the US school systems and systems of higher education, so youth are more dependent on the support of peers and other in negotiating educational transitions.

Adults Educational Backgrounds	95776	95695	95645
% High school graduate or higher	67.5	74.7	42.8
% Bachelors degree or higher	16.4	18.5	10.8

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Secondary Data Profile
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Average class size in neighborhood elementary schools was approximately 23, ranging from 18.6 – 24.2. Seven of the twelve elementary schools have fully credentialed teachers while the remaining four have above 90% credentialed teachers. Middle and high school class sizes are slightly larger than the county averages, but similar to the state averages.

School	Counselor	Psychologist	Librarian	Social Worker	Nurse	Speech/Lang. Specialist	Resource Specialist	Special Ed Specialist	Other
Woodland Joint Unified	0	7	1	0	8	6	0	0	2
Woodland Senior High	5	0	0	0	0	0	0	0	0
Pioneer High	6	0	1	0	0	1	0	0	0
Douglas MS	1	0	0	0	0	0	0	0	0
Lee MS	1	0	0	0	0	0	0	0	0

The table above shows the total number of pupil services by staff type for the whole district and for the high schools combined. In general, high schools varied in their services. For instance, while Pioneer high had a librarian and speech specialist in addition to their six counselors, Woodland High had five counselors and no other staff services. Both the middle schools had one counselor each and no other staff service type. Pupil services ratios were better at Douglass (1:300.7) and Pioneer (1:203) than at Lee (1:720) and Woodland (1:335.6) (although there appears to be a discrepancy in the data based on the fact that Lee and Douglass are listed as having the same numbers of support staff). These ratios in most cases are higher than that of the county (254.6) and state (270.6), but might not account for the support of district-wide pupil services staff.

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.

For the Woodland district, a majority of Latino students did not meet the target for English/Language arts, while most did for math, in keeping with the large percentage of English learners in the area. Whitehead elementary, Woodland Prairie, Tafoya, Plainfield elementary and Beamer did not meet their target while Freeman, Zamora, Rhoda Maxwell, Willow Spring and Dingle did. Zamora elementary had the highest subpopulation scores in English and Math for both the Latino and White sub-groups.

For the continuation high school, which serves grades 10-12, graduation rates have improved over the last two years. Population data indicates that a higher number of Latinos are represented in the continuation school than in the other high schools.

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 5th graders district-wide who participated in CHKS, 59% scored high in school assets, 83% scores high in external assets in their home and 46% scored high in their peer relationships.

External Assets	7th	9th
Caring Relationships	35%	29%
High Expectations	50%	39%
Meaningful Participation	20%	11%

For 9th graders, caring relationships, high expectations and meaningful participation were lower than scores in 7th grade.^x 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

There are some resources for supporting youth development in the Woodland region such as basic childcare, youth services and health. The zipcodes vary significantly in their access to health and recreational non-profit services.^{xi} A brief review of non-profit organizations incorporated in 95645 area reveals a very small non-profit sector. There is little evidence of a wide variety of incorporated neighborhood groups, faith based organizations and social and service organizations 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.

ⁱ US Census 2000. 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.

ⁱⁱ US Census 2000.

ⁱⁱⁱ Numbers include all elementary, middle and high schools in Woodland Joint Unified district, including the continuing high school.

^{iv} The continuation high school has a higher percentage of Latinos than the other two high schools. All school data are derived from the California Department of Education (CDE).

^v US Census 2000.

^{vi} 29.5 – 50.7 children per 1000 is medium high and above 50 children per 1000 is high.

^{vii} <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCountymap.asp?>

^{viii} 382 5th graders participated (46% of 5th graders), 576 7th graders participated (72%) and 532 9th graders participated in the survey (61%). The California Department of Education and West Ed note the importance of achieving at least a 60% participation rate across all schools and classrooms to generalize survey results to the entire student population at each grade level.

^{ix} CHKS District level report., Woodland USD, Fall 2004.

^x CHKS District level report., Woodland USD, Fall 2004.

^{xi} See www.guidestar.org search for organizations in 95776, 95685 and 95645.