

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 2583 youth ages 10-15 attending public schools (not including charter schools) in the West Sacramento Coalition’s footprint area, and according to the 2000 U.S. Census, approximately 2697 10-14 year olds residing in the zip code areas associated with the area.<sup>i</sup> In 95605, 38.1% of households are families with children under 18; in 95691, 32.6% of households are families with children under 18.<sup>ii</sup> Most of these households included married couples with children, although many heads of households were women or grandparents.<sup>iii</sup>

Most local residents commute from about 20 to 24 minutes to work, so many people leave their neighborhoods, but do not typically travel far from the Sacramento region. Most household incomes are substantially lower than the county median. 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>95605</b>	<b>95691</b>
County median income	50157	50157
Median Household income	26705	35,811
Median range within zip code	\$25083-\$29277	20,602-93915

West Sacramento 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 any charter schools) is as follows.

**Public School Student Racial Breakdown**

African American	American Indian/ Native Alaskan	Asian	Filipino	Pacific Islander	White	Hispanic/Latino
5.7%	2.3%	9.1%	2%	1.5%	38.8%	40.1%

Latinos make up the largest population in the public schools. However, the distribution of students varies substantially across the 6 elementary schools. For example, more than 70% of Elkhorn Village and Westfield Village students are Hispanic/Latino and less than 15% are White/not Hispanic; At Southport and Westmore Oaks Elementary Schools, more than 50% of the students are White, and less than 30% are Latino.

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.

	<b>95605</b>	<b>95691</b>
% born in another country	37.2%	17%
% speak language other than English at home	54.6%	27.3
% not speaking English “very well”	35.9	14.1

In 95605, the largest percentages of people who do not speak English “very well ” speak Spanish and other Indo-European languages; in 95691, the largest percentages of people who do not speak English “very well ” speak other Indo-European languages and Spanish.<sup>iv</sup> Local

residents who were born in another country, are learning English, and speak a language other than English at home tend to live in 95605, or specific areas of 95691.<sup>v</sup>

Many youth speak languages other than English, including Spanish, Hmong, Russian, Ukrainian, Cantonese, Mien, Lao, Khmer, Urdu, Hindi, Gujarati, Punjabi, Farsi, Rumanian, and others. At the elementary level, anywhere from less than 11% (Westmore Oaks) to well over half of students (Westfield and Elkhorn Village) are learning English. At the middle school, approximately 20% of students are classified as English learners, as are about 13% of students at the comprehensive high school and 10.5% of students at the continuation high school. 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 rich linguistic and cultural diversity, and sensitive to the challenges and possibilities of growing up in and negotiating a community that is both very racially, culturally, linguistically and economically diverse, and divided into neighborhoods 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 West Sacramento zip codes range from 12.9% in 95691 to 24.3% in 95605, which is significantly higher than the county poverty rate of 7.3%.<sup>vi</sup> Housing costs are high for many who live in the area, and they present an even greater challenge for renters<sup>vii</sup>. In 95605, more than one third of housing units are rented, and 66.2% are owner-occupied; in 95659, approximately 40% are rented and 60% are owner-occupied. Since rental units make up a large percentage of housing units in areas where household incomes are low, these data suggest that many households in 95605 and parts of 95691 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 high rates of free/reduced meal recipients at some elementary schools in the area, which range from 33.2% to 94.8%.

**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 West Sacramento Coalition’s focus area had medium high (95606) and high (95691) rates of children entering the foster care system in 2004 for the first time.<sup>viii</sup> 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 1000).

**Incidence of Substantiated Abuse of 11-15 year olds by Race in Yolo County<sup>ix</sup>**

<b>Race</b>	<b># per 1000 youth</b>
White	6.2
Black	19.1
Hispanic	7.3
Asian/Pacific Islander	2.9
Native American	4.5
Total	8.1

Neglect and abuse referral rates (not substantiated) were medium-high in 95606 and high in 95691 in comparison with the 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 49% of 5<sup>th</sup> grade students who took the CHKS reported feeling very safe at school. This number decreased to 15% in 7<sup>th</sup> grade and 11% 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 33%), while reports of carrying a gun or other 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. West Sacramento 7<sup>th</sup> and 9<sup>th</sup> graders reported somewhat lower levels of protective school assets in comparison with students statewide.<sup>xi</sup>

## 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 Comp HFZ	% meeting at least 5 of 6 fitness standards
<i>Yolo County ESs</i>	5	57.5	68.2	51.0
Norman ES	5	43.3	58.3	53.3
Bridgeway Island ES	5	66.2	80.5	70.1
Bryte ES	5	39.7	53.4	51.7
Elkhorn Village ES	5	83.6	70.1	79.1
Evergreen ES	5	51.9	59.6	30.8
Southport ES	5	69.2	74.7	68.1
Westfield Village ES	5	52.1	57.7	42.3
Westmore Oaks ES	5	85.0	75.0	84.0
<i>Yolo County MSs</i>	7	59.8	65.4	52.7
Golden State Middle	7	33.5	62.5	26.9
<i>Yolo County HSs</i>	9	47.9	66.4	54.6
River City HS	9	31.2	68.8	37.2
Yolo HS	9	47.6	100.0	61.9

Elkhorn Village ES stands out as an elementary school that serves a high percentage of students from low-income families in which a high percentage students have received high scores; Yolo High School students also scored relatively high in comparison with the county high school average. Middle school students scored substantially below the county average.

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 West Sacramento student population is much more ethnically diverse than the teacher population, which is predominantly white. While a substantial number of white students are children of Russian and Ukrainian immigrants, state data do not reveal the ethnic/cultural background of white teachers. Together, West Sacramento teachers do reflect a diversity of racial and ethnic backgrounds, and are an important resource for local youth and families. Westfield and Elkhorn Elementary Schools especially stand out as having a relatively large percentage of Latino teachers.

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

**% Population by Race (largest racial groups only)**

<b>Race</b>	<b>95605</b>	<b>95691</b>
White	58.5	69.4
Hispanic/not white	38.2	24.4
Some other race	20.7	12.8
Black	3.1	2.2
Asian	7.2	7.2

These populations are not distributed evenly across the West Sacramento area—that is, people of particular racial backgrounds tend to live in certain areas. While some parts of the coalition’s “footprint” area are very racially and ethnically diverse, others are not. 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 35% of 7<sup>th</sup> grade and 32% 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 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 West Sacramento, there is great variation in adults’ educational backgrounds. In 95605, many fewer adult residents have received high school and 4-year college degrees in comparison with residents of 95691 and the county as a whole.<sup>xiii</sup> These numbers, in combination with the large number of foreign-born residents, suggest that in some neighborhoods 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 somewhat across elementary schools, in most cases being 22-23 students; most elementary school students appear to have access to fully credentialed teachers. At the middle and high schools, average class sizes are 31, 28.6, and 15.4 (Yolo High) respectively. Middle and comprehensive high school average class sizes are larger than those of the county (26.8) and state (27.3). While 100% of teachers are fully credentialed at Golden State MS and Yolo High School, only 90% of teachers are fully credentialed at River City High School, which is lower than the district and county averages.<sup>xiv</sup>

Secondary pupil services supports are as follows.

**Number of Secondary School and District-wide Pupil Services Staff** <sup>xv</sup>

School	Students	Coun- selor	Psycho- logist	Librarian/ Media Teacher	Social Worker	Nurse	Speech/Language/ Hearing Specialist	Resource Specialist	Special Ed. Specialist
Golden State MS	1073	2	0	0	0	0	0	1	0
River City HS	1672	4	0	1	0	0	0	0	0
Yolo HS	143	1	0	0	0	0	0	0	0
Washington USD	7135	0	4	0	0	3	4	1	1

As of December 2006, while Golden State middle school had state or federal afterschool funding, none of the elementary school did; however, in the January 2007 preliminary award of state afterschool funding, six West Sacramento elementary schools received funds.<sup>xvi</sup> As of spring 2006, there were only three licensed school-age childcare centers in the community, and none of them were in the areas with the highest population densities and percentages of families in poverty.<sup>xvii</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 West Sacramento, Southport, Westport, Evergreen, Bridgeway Island elementary schools, which tend to serve more affluent neighborhoods and fewer English learners, the percentage of students scoring “proficient and above” exceeded the “target” (24.4% English, 26.6% math); Alice Norman, Westfield Village, Elkhorn Village, and Bryte did not. In general, 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 area. The largest elementary sub-population scoring proficient and above were the 64.2% of white students on math at Westmore ES. At Golden State Middle School, Hispanic students and English learners did not score proficient/above at the target rate in English, and Hispanic students did not in math; the largest middle school sub-population scoring proficient and above were the 49.7% of white students on English. River City High School students exceeded the sub-group target rates in all categories that were measured, the strongest showing being 58.7% of white students scoring proficient/above in English.

These data were not available for the continuation high school. Population data suggests that African American, Latino, Pacific Islander, and, especially, American Indian/Alaska Native youth are over-represented at the continuation high school in comparison with the comprehensive high school.

### **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, 53% reported high levels of external developmental assets in their school, 80% in their homes, and 41% amongst their peers.<sup>xviii</sup> Of middle and high school student participants, 26% of 7<sup>th</sup> graders and 20% 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 West Sacramento youth and families face many challenges, this community also includes rich resources for supporting youth development, including active and diverse religious

institutions. However, a brief review of non-profit organizations incorporated in this zip code area reveals a relatively small non-profit sector, with some organizations focused on youth development, community development, arts, sports, and prevention and intervention services.<sup>xix</sup> There is not 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.

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<sup>i</sup> There are 2583 10-15 year olds based on adding 2005-2006 grade 5-9 enrollment in local public schools; there are 2697 10-14 year olds based on 2000 U.S. Census data, comprising 9.5 / 7.5% of the population at that time in the 95605/95691. 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 95605/95691 25.2 /20.4 % of householders are married couples with children and 10.0 / 9.0 % are female householders with children and no husband present. Of grandparents living in a household with one or more of their own grandchildren (479/581), 37.8%/ 48.2% of them are responsible for their grandchildren.

<sup>iv</sup> US Census 2000. Across zip codes 95605/95691, approximately 37.2% of local residents are foreign born, 54.6/27.3% report speaking a language other than English at home, and 35.9%/14.1% residents reported to speak English less than "very well."

<sup>v</sup> US Census 2000 data maps for population racial make-up

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

<sup>vii</sup> US Census 2000. Rent is more than 30% of household income in approximately 46.4%/48.2% of households in each zip code, while owner costs are more than 30% of household income for 28.1% and 26.5% of households across the 2 zip codes

<sup>viii</sup> 5.6 or more children/youth per 1000. <http://cssr.berkeley.edu/cwscmsreports/maps/showEntriesCountyMap.asp?page=Yol>. Retrieved 1/17/07

<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> 29.5-50.7 referrals per 1000 children/youth in 95606, 50.8+ referrals per 1000 in 95691.

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

<sup>xi</sup> CHKS District level report, Washington USD, Fall 2004. Approximately 64% of 5<sup>th</sup> graders, 70% of 7<sup>th</sup> graders, 82% of 9<sup>th</sup> graders, 78% of 11<sup>th</sup> graders participated in the survey.

<sup>xiii</sup> US Census 2000. Across 95605/95691 59.6/76.2 of adult residents are high school graduates, and 6.1%/12.0% hold at least a Bachelor's degree. This stands in contrast with the county as a whole, where 79.8% of residents have graduated from high school, and 34.1% have at least a Bachelor's degree, although county numbers are skewed due to the presence of U.C. Davis.

<sup>xiv</sup> 90% at River City HS, in comparison with district average of 97.1% and county average of 95.8%. California Department of Education

<sup>xv</sup> CDE ( <http://dq.cde.ca.gov/dataquest/PuplSvs3.asp?cYear=2005-06&cChoice=DstPSvcs1&cDist=5772694--WASHINGTON^UNIFIED>). Retrieved 1/17/06

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

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

<sup>xviii</sup> Fall 2004 Washington USD Findings for the CHKS. 64% of 5<sup>th</sup> graders, 70% of 7<sup>th</sup> graders and 82% of 9<sup>th</sup> graders participated in the survey, but the level of representation across all elementary and high schools is unclear.

<sup>xix</sup> see [www.guidestar.org](http://www.guidestar.org) search for organizations in 95605, 95691