



ASSESSING THE REGION VIA INDICATORS  
*Education and Youth Preparedness*

THE STATE OF THE  
GREAT CENTRAL VALLEY  
OF CALIFORNIA

*Supporting the economic, social, and environmental  
well-being of California's Great Central Valley*

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Supporting the economic, social, and environmental  
well-being of California's Central Valley

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Dear Friends:

This, the fifth installment of *The State of the Great Central Valley* series, examines the state of education in the region and the level of preparation its young people have to succeed in school, live healthy lives, and participate in community life. The data focuses on four important and basic support elements: family and home life, economic stability, youth health, and education.

Previous reports in the series have gauged the economy, community well-being, the environment, and public health. The reports have identified a number of serious challenges that are likely to increase as the population does. While agriculture is the heart of the Valley economy, urbanization is putting pressure on these resource lands. Growth is impacting housing prices, traffic flow, and air quality. In communities throughout the region, questions are being asked: Can we maintain a high quality of life? Can we have it all? The answer is no, unless there is greater investment in the region and its systems at this critical point in time.

The report profiles a region of 19 counties, the fastest growing area in California. With an overall large immigrant population, the Valley is becoming increasingly diverse, culturally, linguistically, and ethnically. In the report, you will find regional analysis, a look at the Valley's three subregions, and county-level data. To the south, the San Joaquin Valley is characterized by agriculture, oil and gas development, and expanding urbanization. The Sacramento Region is relatively urbanized and is increasingly looking like larger metropolitan areas on the coast. The North Valley is less densely populated and less urbanized. In addition to these subregional differences in character, the data demonstrate varying levels of performance and highlight specific issues worth greater attention.

Overall, poverty and unemployment are high. There is a deficit of good jobs and a population that, as a whole, has relatively low education levels. Fewer high school students graduate or are ready for college than in other parts of the state. There is much poverty and relatively little access to health care. It is a foundation that must be strengthened if the region is to provide a decent home and a promising future for today's youth.

The report has been funded in large part by Paramount Agricultural Companies. Additional support was received from Kaiser Permanente. *The State of the Great Central Valley* series is also made possible through funding from the William and Flora Hewlett Foundation and The James Irvine Foundation. We appreciate their investment in, and commitment to, young people in the region.

Sincerely,

Carol Whiteside  
President



# THE STATE OF THE GREAT CENTRAL VALLEY—EDUCATION AND YOUTH PREPAREDNESS

## *Assessing the Region Via Indicators*

### **What are Indicators?**

Indicators help to answer important questions such as how well the economy is functioning, how the schools are doing, or how air quality is improving or worsening. Indicators are powerful tools for measuring and tracking the overall quality of life and comparing performance against goals or benchmarks. The measurements help communities monitor changes by providing a baseline against which future changes can be tracked.

### **What are Good Indicators?**

A good indicator has several characteristics:

- It addresses the fundamental part of long-term regional or community well-being.
- It is clear and understandable.
- It can be tracked, is statistically measured at regular intervals, and comes from a reliable source.
- It is easy to communicate in concept as well as in terms of its value and importance to the region.
- It measures an outcome rather than an input.

### **About this Report:**

Each year, the Great Valley Center produces a report in the five-part *State of the Great Central Valley* series. The data is updated in 5-year increments. The flagship report is an economic report that was first released in 1999. The 2000 report featured indicators depicting the state of the Valley's environment; the 2001 report focused on community well-being by taking a look at social capital; and in 2002, the emphasis was on public health and access to care in the region. This report assesses youth preparedness and education. All five reports in the series and an online searchable database of indicators from each report is available at [www.greatvalley.org/indicators](http://www.greatvalley.org/indicators). The series will begin again with new data in 2004.

### **How to Use this Report:**

The data presented is a snapshot of information. The indicator set can be used as a benchmark for measuring the effectiveness of schools and other youth-serving systems in the Valley. The region's performance can be compared to other regions and to the state as a whole.

Using the information, analysis, and structure provided in this report, individual communities may develop specific indicators tailored to their own concern and unique assets. It can serve as a guide and a model for developing an indicator-based assessment of smaller communities and cities, providing valuable comparative data at the county, subregional, regional, and state levels. The indicators don't present the entire picture, but they are often surrogates for clusters of issues and behaviors. Statistical information must always be evaluated within the existing conditions of any specific place or person.



The computer icon indicates that more information can be found online at [www.greatvalley.org/indicators](http://www.greatvalley.org/indicators).

## RECOMMENDATIONS

Faced with poverty, high rates of maltreatment, and poor educational and health outcomes, the children and youth in the Valley confront enormous challenges in attaining full economic and civic participation as adults. The report data suggest the following strategies:

### 1 **Make Children a Priority**

You can't play catch-up in planning for the needs of children in a region with such a growing youth population. Supporting today's young people and preparing to meet the needs of tomorrow's children can make the difference between building a valuable resource and establishing a future drain on public coffers. Funds dedicated to effective programs that support children and are targeted to those with the greatest needs are an investment that will foster a stronger region and state in the long run.

### 2 **Reduce Poverty**

Poverty is devastating and there are not enough public funds to provide for the poor in the Central Valley. Economic development efforts, job training, the business community, and the educational system must work in concert to create jobs and develop a skilled workforce that will have food, shelter, necessities, and hope for a secure future. Without greater self-sufficiency, the Valley will continue to experience the high levels of poverty that are at the root of its chronic underperformance.

### 3 **Intervene When Necessary**

The Valley has higher rates of child maltreatment and young people in foster care than the rest of California. Effective systems must be in place to care for children when the family cannot. While nothing can replace the support of a strong family network, a caring community and public resources can make the difference between making it and not for children whose lives have been affected by child abuse and neglect, domestic violence, and parental substance abuse. Rebuilding a foundation for these children must include culturally sensitive avenues for parents and families to gain needed skills and address personal issues and take the child out of the home when necessary.

### 4 **Invest in Learning Opportunities**

Improved schools, more accessible after-school programs, stronger school-community partnerships and increased community-based youth development activities are learning opportunities vital in preparing students for successful lives and careers. We can all intervene by caring for their future. Mentoring, tutoring, leadership-skill development, and career counseling can point young people toward academic achievement and away from risky behaviors.

### 5 **Expect More of Young People**

Young people are capable community members. Their resources, energy, and input can be meaningful contributions to vibrant neighborhoods, towns, and cities. However, the expectation of their roles and responsibilities must be communicated and demonstrated by adult mentors and role models in the family and community. Much potential is lost because youth are given implicit and overt signals that they "can't do it," or even worse, that they are burdens. A supportive community that demands, and encourages, its young people to achieve physical, civic, and academic fitness will see the results.

# THE GREAT CENTRAL VALLEY OF CALIFORNIA

California's Great Central Valley is a vast region—some 450 miles long, averaging 50 miles wide.

Stretching from Mt. Shasta in the north to the Tehachapis in the south, the Valley encompasses 19 counties.

For brevity, "the Valley" will be used to refer to the 19-county region.

Because different parts of the Valley have different characteristics, the region has been divided into the following subregions:

- North Valley  
(5 counties—Butte, Colusa, Glenn, Shasta, and Tehama);
- Sacramento Region  
(6 counties—El Dorado, Placer, Sacramento, Sutter, Yolo, and Yuba);
- San Joaquin Valley  
(8 counties—Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare).

To give context to the data, statewide and regional data are presented.

- California  
(58 counties, including the 19 Valley counties);
- San Francisco Bay Area  
(9 counties—Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma);
- Los Angeles Region  
(5 counties—Los Angeles, Orange, Riverside, San Bernardino, and Ventura).



Source: GreenInfo Network

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## FAMILY & HOME LIFE

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Challenges to Valley communities include a high proportion of children in the population, a large number of single parent families, a lack of child care, and high rates of child abuse. With relatively low incomes, especially in the San Joaquin Valley, there are fewer resources within the family to support these children, making the public burden even greater.

- The Valley's child population is becoming more diverse; the percentage of Latino children more than doubled between 1990 and 2000 (growing from 17% to 39%) while the percentage of white children decreased from 75% to 43%. An unknown number of the Valley's children are undocumented immigrants who have less access to services.
- The Valley is more youthful than the rest of the state, with a youth dependency ratio of 43 children under 16 for every 100 people of working age, compared to 38 statewide.
- At 28%, the Valley has a higher percentage of children living in single parent families than the state (25%).
- As in the state as a whole, licensed child care is not readily available, with spaces for only 23% of Valley children ages 0-13 who need child care. Child care is less costly in the Valley than statewide, reflecting lower living costs.
- The rate of child abuse and neglect is much higher in the Valley: 17 incidents per 1,000 children under 18 compared to 12 statewide. Foster care rates are also high, with 5.1 children per 1,000 entering foster care compared to 3.4 statewide.



A United Community. With support from the Knights Landing Family Resource Center, students throughout Yolo County, from elementary to high school age, worked with professional artist Maceo Montoya to create this mural at Grafton Elementary School in Knights Landing. Representing the ideals that the youth value, the mural depicts the importance of diversity, equality, education, and hard work to keep their community strong.



## CHILD POPULATION

*The region, especially the San Joaquin Valley, has a higher proportion of children than the state as a whole.*

### Definition:


This indicator presents estimates of the child population age 0-17, broken down in relation to the population and by race/ethnicity. Latinos of all races are included in the Latino category. The data are from the US Census Bureau. The youth dependency ratio is the number of children under age 16 per 100 persons of working age (16 to 64).

### Why is it important?

- The child data population spotlights the children who currently need to be nurtured, and gives a snapshot of future adult demographics. The youth dependency ratio is an important gauge of the relationship between the number of children who need to be cared for and the number of potential workers available to help support them. A high youth dependency ratio means there is a greater demand on public services such as schools and child welfare, as well as on public/private systems such as child care and health care.
- Exposure to racial and ethnic diversity enriches the social and educational experience. At the same time, families from different backgrounds may bring different cultural beliefs in areas such as health, education, and religion. Health providers, schools, and other agencies need to provide programs that are culturally responsive to all groups.

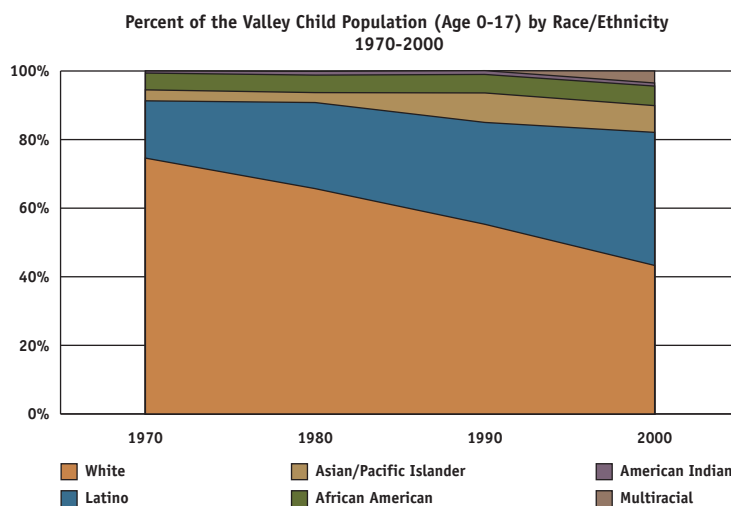
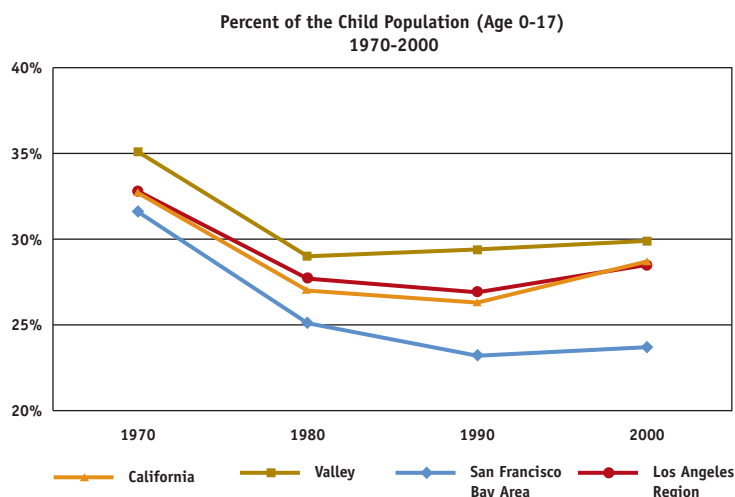
### How are we doing?

During the past 30 years the child population in the Valley has grown much more quickly than in the state as a whole. In 1970, 15% of California's children lived in the region. By 2000, the Valley's share had risen to 18%, an increase of 20%.

The Valley has a higher youth dependency ratio than California overall, with 43 children under 16 for every 100 people of working age, compared to 38 in the state as a whole. This is almost entirely accounted for by the San Joaquin Valley, which has a youth dependency ratio of 46. In all, 14 of the 19 counties in the Valley have youth dependency ratios greater than the state. 

At the same time, the child population in the Valley is becoming more diverse.

An unknown proportion of the population is undocumented immigrants, who are undercounted in the census and ineligible for many public services. Undocumented immigrants are more likely to live in poverty and social isolation, and as a result their children have less access to health care, education, and other resources.



## CHILDREN IN SINGLE PARENT FAMILIES

*The Valley has a higher rate of children living in single parent families than the state overall.*

### Definition:

This indicator represents the percent of children age 0-17 living in families who reside with only one parent.

### Why is it important?

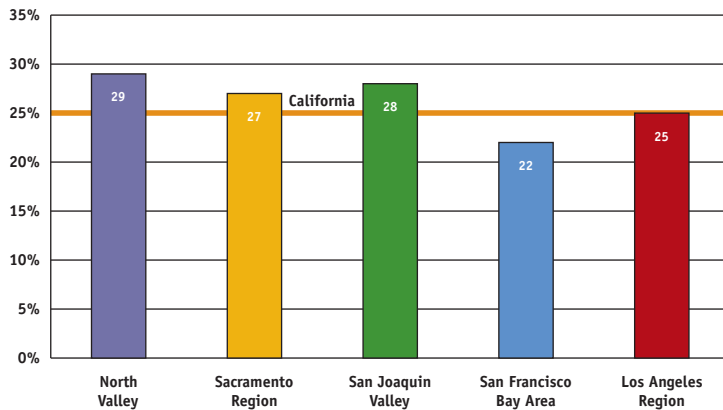
- Single parents generally have less time and fewer resources than married couples to meet the needs of their children.
- Children in single parent families can be at a disadvantage in receiving the guidance, encouragement, and financial support critical to their development into healthy, self-sufficient adults.

### How are we doing?

Overall, the Valley has more children in single parent families (28%) than the San Francisco Bay Area, the Los Angeles Region, and the state overall (25%). Within the Valley, the percentage is the highest in the North Valley. In the San Joaquin Valley, every county is at or above the state average. In the Sacramento Region, two counties (Sacramento and Yuba) are above the state average.

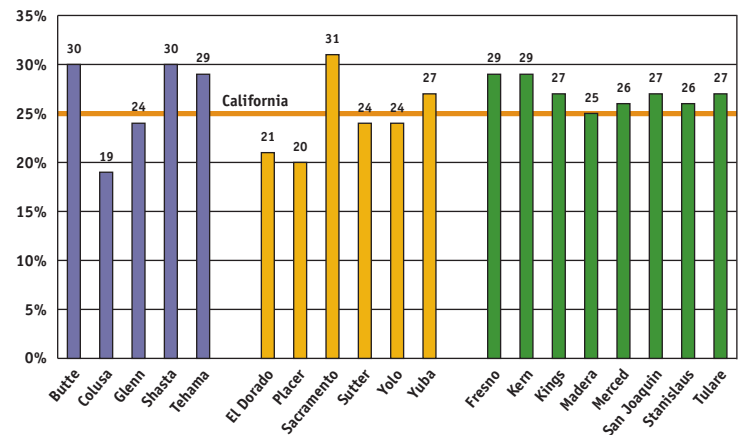
In three Valley counties – Butte, Shasta, and Sacramento – 30% or more children live in single-parent families. At the other end of the spectrum, fewer than 20% of children in Colusa County live in single parent families.

Percent of Children in Single Parent Families  
2000



Source: 2000 Census data extracts prepared by the Annie E. Casey Foundation

Percent of Children in Single Parent Families  
2000



Source: 2000 Census data extracts prepared by the Annie E. Casey Foundation

## CHILD CARE

*Child care is least available in the San Joaquin Valley, and least affordable in the Sacramento Region.*

### Definition:

**Child care availability:** Availability is measured as the percent of licensed child care slots available for children age 0-13 with working parents. This includes spaces in child care centers as well as family day care homes. Group child care is required to be licensed by the State of California. When a paid caregiver cares for children of only one other family besides their own they are exempt from licensing requirements. Exempt providers include paid nannies, relatives, friends, or neighbors receiving state-subsidized child care payments for low-income working families. These exempt providers are not included in the child care licensing figures. After-school centers that are exempt from licensing requirements are also excluded from these counts.

**Child care affordability:** Affordability is presented as the percent of the state minimum wage that is needed to place an infant of up to 24 months in age in a licensed child care center during 2000.

### Why is it important?


- Children who receive quality early childhood education enter school ready to learn, have better language, math, and social skills, experience fewer grade retentions, and have higher high school graduation rates.

- Affordable child care also allows mothers to participate in the workforce.

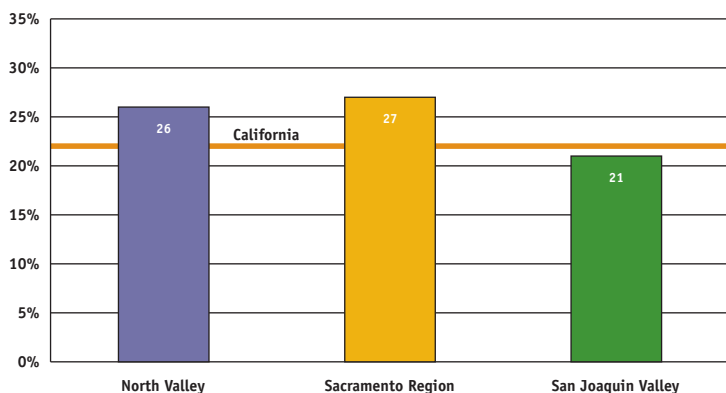
### How are we doing?

In the Valley, there are licensed child care spaces for 23% of children who need child care, compared to 22% in the state as a whole. The child care shortage is most acute in the San Joaquin Valley, where there are spaces available for only 21% of children who need care.

The number of families choosing exempt care is not tracked, except for low-income families whose child care is subsidized by the state. For children receiving subsidized care, an estimated 42% are cared for by exempt providers and 58% by licensed providers.

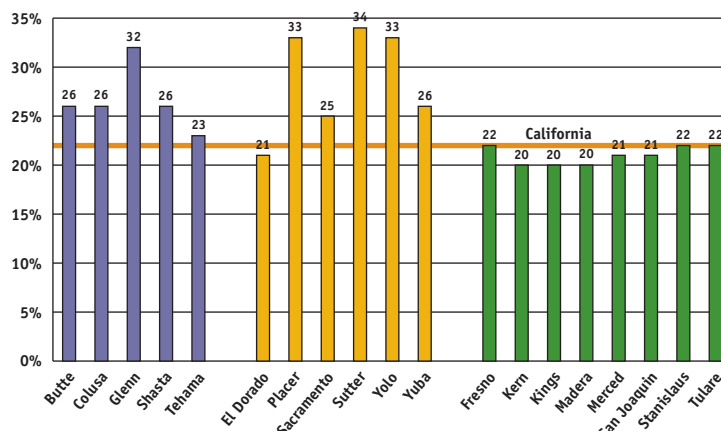
Child care affordability varies throughout the state, due to differences in the cost of care. Statewide, a minimum wage earner would need to pay 71% of his or her wages to cover the cost of child care for an infant in a licensed center. In almost every county in the Valley, child care is less costly than the state average, ranging from 43% of the income of a minimum wage earner in Kings County to 71% in Placer County. However, wages are lower in the Valley as well as the cost of living, so the child care burden is still large. 

Percent of Children (Age 0-13) with Child Care Needs Met by Licensed Care  
2000



Source: The California Child Care Portfolio, 2001

Percent of Children (Age 0-13) with Child Care Needs Met by Licensed Care  
2000



Source: The California Child Care Portfolio, 2001

## CHILD MALTREATMENT

*Child abuse rates are much higher in all subregions of the Valley than in the state as a whole.*

### Definition:

Child maltreatment reflects the unique count of children age 0-17 subject to a substantiated report of child abuse or neglect in each county. That is, a social worker has investigated an allegation of child maltreatment and determined that child abuse or neglect has in fact taken place. Children with substantiated reports of child abuse or neglect in multiple counties are counted once in each reporting county.

### Why is it important?

- Abused children suffer from an array of emotional, cognitive, and behavioral problems which may include suicide, substance abuse, depression, and academic problems. Children who are abused or neglected are more likely to repeat the cycle of violence into the next generation, through entering into violent relationships or abusing their own children. Child abuse and neglect is under-reported, and is found in families of all socioeconomic levels and ethnic groups. Domestic violence between

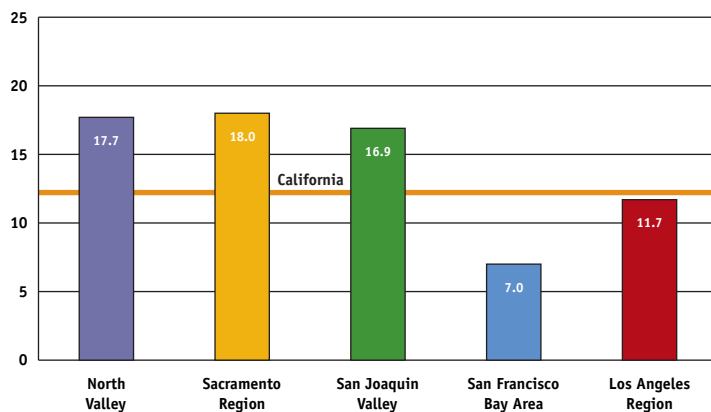
adult partners is present in up to 60% of child maltreatment cases. One of the greatest risk factors for both child maltreatment and domestic violence is parental drug and alcohol abuse. Abusive parents have often been abused as children. Other risk factors include family stresses such as poverty and social isolation.

### How are we doing?

With a child maltreatment rate of 17.3 per 1,000 children, the Valley has a higher child maltreatment rate than the state overall (12.2). In comparison, the child maltreatment rate is much lower in the San Francisco Bay Area and the Los Angeles Region. The majority of child maltreatment is due to neglect.

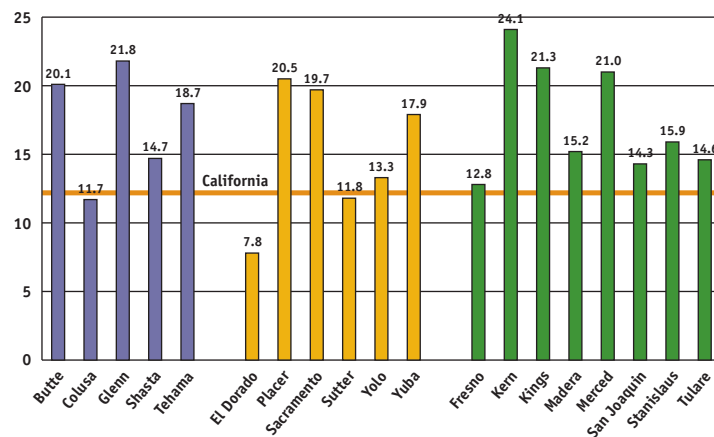
All three subregions in the Valley have substantially higher child maltreatment rates than the state overall. Only three counties in the Valley have rates lower than the state average: El Dorado, Colusa, and Sutter counties.

Rate of Substantiated Child Maltreatment Referrals (per 1,000 Children)  
2001



Source: UC Berkeley Center for Social Services Research  
Population Data Source: Claritas Inc. and 2000 US Census

Rate of Substantiated Child Maltreatment Referrals (per 1,000 Children)  
2001



Source: UC Berkeley Center for Social Services Research  
Population Data Source: Claritas Inc. and 2000 US Census



## FOSTER CARE

*Foster care rates remain higher in the Valley.*

### Definition:


This represents the number of children age 0-17 per 1,000 who were removed from their homes due to child abuse or neglect and entered child welfare-supervised foster care for the first time during calendar year 2002.

### Why is it important?

- Foster care provides a safety net for children who have been removed from their homes by child welfare services due to child abuse or neglect. Public policy and law generally hold that a child's best interests are served by being with their parents, and social service agencies work to strengthen the family with the goal of reunification.
- Children who are removed from their home may feel socially isolated and depressed. In addition, many children are moved from one foster setting to another. They are at risk for behavioral problems, drug and alcohol use, and delinquency. Those who remain in foster care until they "age out" at 18 often end up homeless.
- Foster children are more likely to have health and mental health problems, and do poorly in school.

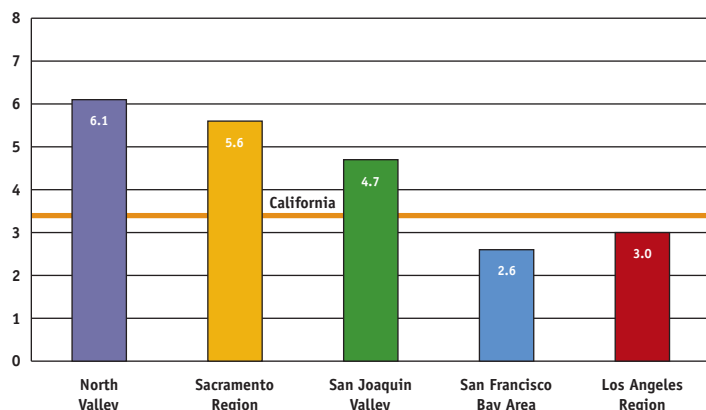
### How are we doing?

At 5.1 per 1,000 children, the first entry foster care rate is substantially higher in the Valley than the rate of 3.4 in the state as a whole.

Only six of the nineteen counties in the Valley have foster care rates at or below the state average. These include three counties in the Sacramento Region, two in the San Joaquin Valley, and one in the North Valley. The seven counties with the highest foster care rates within the Valley are geographically dispersed, including Butte, Shasta, Tehama, Sacramento, Yuba, Kern, and Kings counties. 

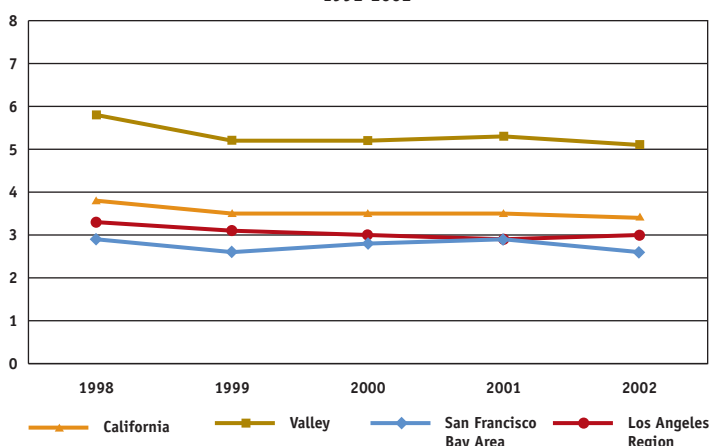
Length of stay in foster care is an indication of how quickly child welfare is able to resolve the problem that led to the child's removal. When children are removed from their parents, child welfare tries to find a safe environment with relatives. When that is not possible they are placed in non-kin foster homes or group homes. The goal is reunification with the parents or another permanent plan for the child; especially for those in non-kin homes it is hoped that a permanent resolution will be found quickly. All regions of the Valley do as well as or better than the state overall in finding permanent homes. Statewide, 37% of foster children in non-kin placements are still there after two years; the percentage is 33% in the Valley overall: 24% in the North Valley, 30% in the San Joaquin Valley, and 37% in the Sacramento Region.

Rate of First Entries to Foster Care (per 1,000 Children)  
2002



Source: UC Berkeley Center for Social Services Research CWS/CMS Data  
Population Data Source: 2002 Claritas Inc. population projections  
(based on the 2000 US Census)

Rate of First Entries to Foster Care (per 1,000 Children)  
1992-2002



Source: UC Berkeley Center for Social Services Research CWS/CMS Data

## ECONOMIC STABILITY



One of the greatest challenges facing the Valley is the high rate of poverty. Poor children are more likely to go hungry, live in inadequate housing and unsafe neighborhoods, and have poor access to health care. They are less likely to be in good health and succeed in school, and more likely to be involved in the criminal justice system. The region's children, especially those in the San Joaquin Valley, fare worse than children statewide on all the economic indicators measured here.

- 23% of the Valley's children are living in poverty, compared to 18% in the state overall.
- 7% of the Valley's residents receive food stamps, compared to 4% statewide.
- 48% of school children receive free or reduced price school meals in the Valley, compared to 44% statewide. The rate is highest in the San Joaquin Valley (56%).
- In the San Joaquin Valley 12% of youth age 16-19 are unemployed and not in school, compared to 10% statewide.



The K.A.R.E. Program. The Kids' Arts Recreation Education (K.A.R.E.) Program, coordinated by the Shasta County Arts Council and Northern Valley Catholic Social Services, provides after-school arts activities to youth living in transitional housing in the Redding area.

## CHILDREN LIVING IN POVERTY

*Child poverty is highest in the San Joaquin Valley, and lowest in the Sacramento Region.*

### Definition:

**Children Living in Poverty.** This indicator represents the number of children under the age of 18 living below the Federal Poverty Level in 2000. (In 2000, the poverty threshold in California for a family of two adults and two children was \$17,463. In 2003, the poverty threshold was \$18,400. A minimum wage employee working year round at \$6.75 an hour earns \$14,040.)

**Parental Unemployment.** This indicator is measured as the percentage of children with neither parent employed. Median household income is taken from the 2000 Census.

### Why is it important?

- Children in poverty live in stressful environments without the necessities most children have, including adequate nutrition and aid in physical and cognitive growth and development.
- Children from poor families are less likely to further their education and have a stable job and income, and are more likely to have poor health, later in life.

### How are we doing?

At 23%, the Valley has a substantially higher child poverty rate than the state as a whole (18%). Within the Valley, the highest child poverty rate is found in the San Joaquin Valley.

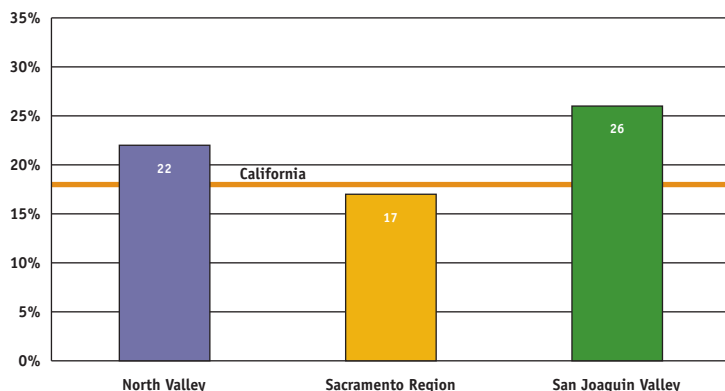
Only three Valley counties, all in the Sacramento Region, have a smaller percentage of children in poverty than the state as a whole: Placer, El Dorado, and Yolo counties. In the remaining 16 Valley counties, the child poverty rate is 19% or greater, with six counties experiencing a quarter or more children living in poverty. The counties with the greatest number of children in poverty are in the San Joaquin Valley – Tulare at 33%, Fresno at 30%, and Madera and Merced at 29%.

At 6%, parental unemployment is the same in the Valley as the state overall. It is highest in the San Joaquin Valley (7%) as compared to 5% in both the Sacramento Region and the North Valley. Parental unemployment ranges from a low of 2% in El Dorado and Placer counties to 8% in Colusa, Fresno, and Merced counties. 🏠

Seventeen of the 19 Valley counties had much lower median incomes than the state average (\$47,493). 🏠 The Valley's high proportion of seasonal agricultural work contributes to the poverty levels.

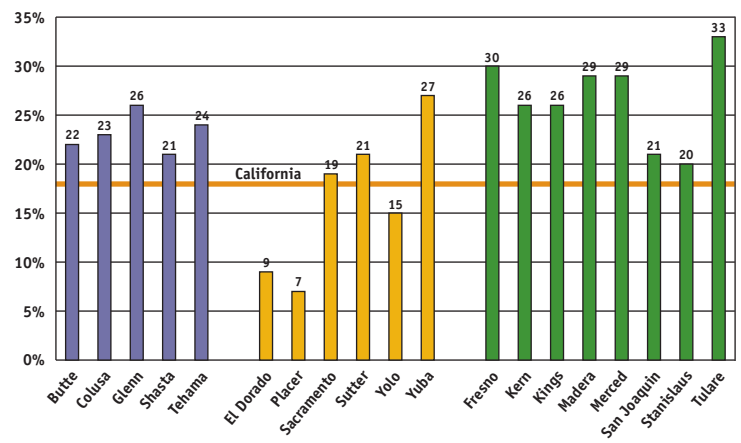
At the same time, population growth is putting pressure on housing costs, which are increasing rapidly, pricing out many low-income families. As a result, more families are having trouble paying rent in addition to covering the basic costs of food, health care, and child care.

Percent of Children Living in Poverty  
2000



Source: US Census Bureau, Small Area Income and Poverty Estimates, 2000  
Child Population: US Census Bureau, July 1 Census 2000 estimate

Percent of Children Living in Poverty  
2000



Source: US Census Bureau, Small Area Income and Poverty Estimates, 2000  
Child Population: US Census Bureau, July 1 Census 2000 estimate

## FOOD STAMP PARTICIPATION

*Food stamp rates are highest in the San Joaquin Valley.*

### Definition:

A food stamp recipient is a person receiving food stamp coupons that can be exchanged for groceries. In general, households are eligible for food stamps only if their gross monthly income is less than 130% of the Federal Poverty Level (\$1,961 for a family of four in 2002) and their net income is less than 100% of the federal poverty level (\$1,508 for a family of four in 2002). Families on TANF/CalWORKs are also generally eligible for food stamps. Undocumented immigrants are not eligible to receive food stamps. This indicator represents the percent of the total population receiving food stamps.

### Why is it important?

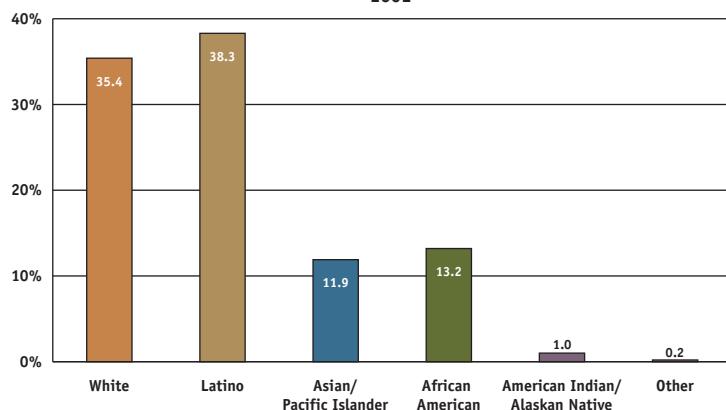
- The food stamp program is the cornerstone of federally funded food assistance to low-income families, including those moving from welfare to the workforce. Food stamps provide a safety net by providing families resources to buy food. Access to food stamps helps to ensure adequate nutrition for children, providing a stronger foundation for healthy growth and development and success in school. Low-income families who are eligible for food stamps may not participate because they may not be aware of the program or for other reasons. In addition, undocumented immigrants are not eligible for food stamps regardless of income.

### How are we doing?

In the Valley, 7% of the population, including adults and children, receive food stamps, compared to 4% in the state overall. In the San Joaquin Valley, all eight counties have 6% or more of their population receiving food stamps, with 10% or more in Fresno, Merced, and Tulare counties. In the Sacramento Region, the food stamp rate ranges from lows of 1% in Placer County and 2% in El Dorado County to highs of 7% in Sacramento County and 11% in Yuba County. Within the North Valley the lowest rate is 4% in Colusa County, and the other four counties have rates of 6-8%.

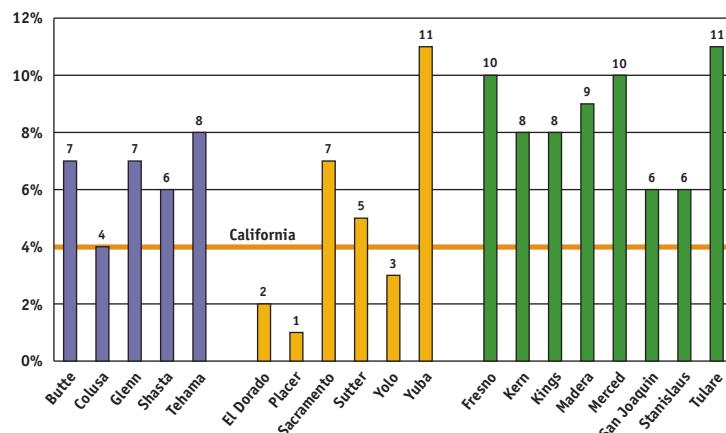
There are ethnic differences in food stamp participation as well. In the Valley, whites and Latinos are much more likely to receive food stamps compared to other ethnic groups. In the San Joaquin Valley, 51% of households receiving food stamps are Latino, 26% white, 12% Asian/Pacific Islander, 4% African American, and 1% Native American.

Percent of Participating Valley Households in the Federal and State Food Stamp Programs by Race and Ethnicity 2002



Source: California Department of Social Services

Percent of Population Receiving Food Stamps 2002



Source: California Employment Development Department Social and Economic Data  
Population estimates: US Census Bureau



## STUDENTS RECEIVING FREE/REDUCED PRICE MEALS

*Participation in free/reduced price meal programs is highest in the San Joaquin Valley, and lowest in the Sacramento Region.*

### Definition:

This indicator measures the percent of the student population age 5-17 enrolled in free or reduced price meal programs at school. Eligibility is based on family income. If the gross family income is less than 130% of the Federal Poverty Level (\$23,530 annually for a family of 4 in 2002) the child is eligible for free meals; if the gross family income is below 185% of the federal poverty level (\$33,485 for a family of 4 in 2002) the student is eligible for reduced price meals.

### Why is it important?

- Low-income parents sometimes do not have the resources to purchase and feed their children food adequate nutritionally to meet dietary guidelines. Hunger impairs the learning of children and malnutrition can interfere with physical and cognitive growth. For younger children, even mild malnutrition can negatively impact their healthy development and success in school.
- The free or reduced price meals program provides meals that follow the daily dietary guidelines from the American Dietetic Association. School meals contain more key nutrients than many lunches brought from home or bought elsewhere and are required to limit fat calories to 30% of total calories.

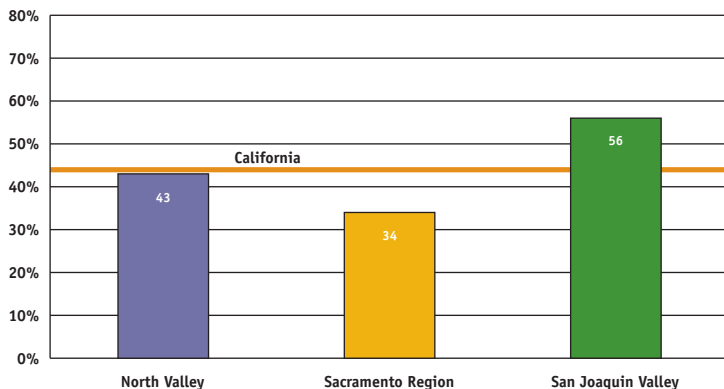
- It is important to ensure that eligible children participate in the school meals program. For a variety of reasons not all school districts offer a meals program and eligible children are not able to participate.

### How are we doing?

Forty-eight percent of school children participate in the school meals program in the Valley, compared to 44% statewide. Fifty-six percent of San Joaquin Valley children are receiving free or reduced price meals at school, higher than the North Valley or the Sacramento Region.

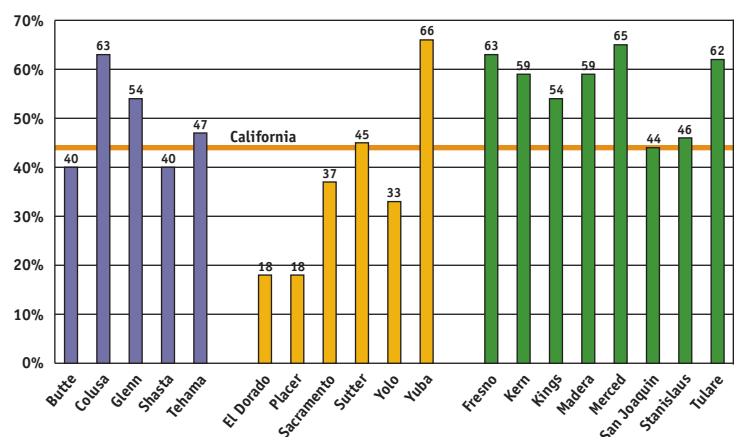
All but four of the 19 counties in the Valley have school meal program participation rates of 40% or greater. The counties with the lowest rates are El Dorado, Placer, Yolo, and Sacramento. The counties with the highest rates are Yuba, Merced, Colusa, Fresno and Tulare.

Percent of Children (Age 5-17) Receiving Free or Reduced Price Meals  
2002



Source: California Department of Education

Percent of Children (Age 5-17) Years Receiving Free or Reduced Price Meals  
2002



Source: California Department of Education

## DISCONNECTED YOUTH

*Unemployed or out-of-school youth rates are highest in San Joaquin Valley, and lowest in North Valley.*

### Definition:

This indicator represents the percent of teens age 16-19 who are neither employed nor in school during the nine months school is typically in session.

### Why is it important?

- Teens and young adults who are not working, in school, or in the military are disconnected from the social institutions that help them navigate late adolescence and young adulthood. Young women are more likely to be unemployed and not in school than young men, and low-income youth and people of color are also more likely to be disconnected.
- Teens who are not in school are unable to complete high school or meet the requirements for attending community college or a four-year college or university. Disconnected youth are also not getting the experience necessary to obtain a stable job with opportunity for mobility, and are less likely to develop stable earnings. Disconnected young women are more likely to be on welfare and have a higher incidence of teen pregnancy, and young men are more likely to be arrested and serve time in jail. Overall, teens unemployed and not in school have a bleak future in terms of financial security and socioeconomic status.

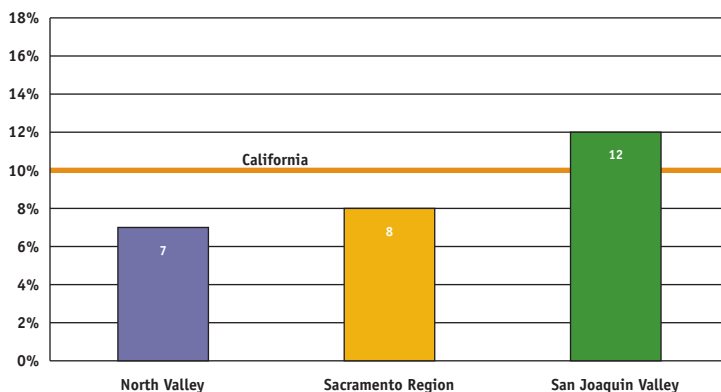
### How are we doing?

The Valley has the same rate of disconnected youth as the state (10%). Within the region, the San Joaquin Valley has the highest rate, compared to the Sacramento Region and the North Valley.

All eight San Joaquin Valley counties have disconnected youth rates above the state average with the highest in Kings and Madera counties. In the Sacramento Region, only Yuba County is above the state rate. In the North Valley, Butte County is the lowest at 6% and Colusa County is the highest in the region at 16%.

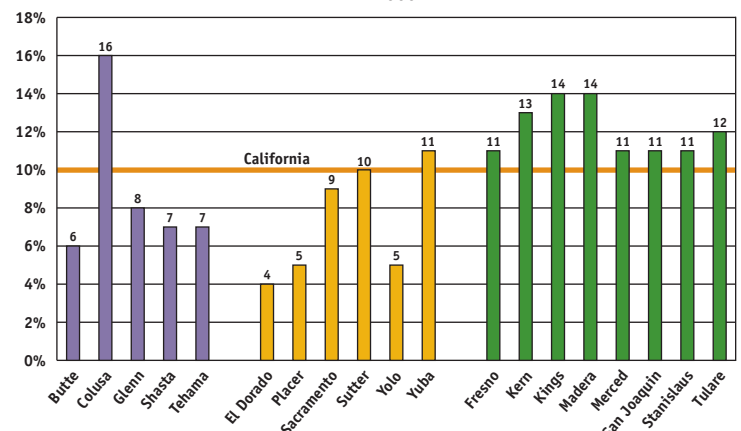
The most recent data available are from 2000, and youth unemployment has probably risen since then in tandem with the overall unemployment rate. Based on national trends it is expected that the unemployment rate for youth of color and for undocumented youth is higher than for mainstream youth, although these data are not available at the regional or county level.

Percent of Youth (Age 16-19) Unemployed and Not in School  
2000



Source: Kids Count, Census 2000

Percent of Youth (Age 16-19) Unemployed and Not in School  
2000



Source: Kids Count, Census 2000

## EDUCATION



Overall, Valley students are not performing as well as students in other parts of the state: test scores are lower, a lower percentage are graduating, and many are not ready for college. This is especially true in the San Joaquin Valley, where the poverty rate is the region's highest. While a concerted effort on the part of educators and communities has paid off in higher test scores and graduation rates, greater progress is necessary to bring the Valley into alignment with state performance.

- 49% of Valley children attend preschool, compared to 54% in the state.
- At 21%, the Valley has a lower percentage of English Language Learners (ELL) than the state. This holds for the San Joaquin Valley, which has a significant Latino and Asian immigrant population. At the same time, only 39% of San Joaquin Valley third graders score at or above the 50th national percentile in reading, compared to 47% statewide.
- Despite recent improvements, the region's 84.8% high school graduation rate remains below the statewide rate of 86.9%.
- Only 26% of Valley high school students take the SAT, compared to 37% statewide. Over the past four years, the number has dropped in the region, even as it has risen in other parts of the state.
- 68% of San Joaquin Valley mothers have graduated from high school. Statewide, this figure is 74%. The Sacramento Region and the North Valley fare better in this area.



Photo by Joseph Arpad

Children graduating from a preschool program. Children that attend preschool are more likely to develop skills critical later in life.

## CHILDREN ATTENDING PRESCHOOL

*Children in the San Joaquin Valley are least likely to attend preschool. Valley rates range from 36% in Madera County to 73% in Placer County.*

### Definition:

This indicator measures the number of children in preschool, age 3 and up, and estimates the percentage of 3- to 4-year-olds enrolled in preschool by dividing the total number of all children in preschool by the total number of 3- to 4-year-olds. The percentage of 3- to 4-year-olds enrolled in preschool does not account for 4-year-olds who may be enrolled in kindergarten, and does not exclude 5-year-olds who may be enrolled in preschool.

### Why is it important?

- Young childhood is a critical time for children's cognitive, social, emotional and physical development. While parents are children's first teachers and provide them with an essential foundation for later learning, quality preschools offer all children opportunities to develop important skills and understanding that contribute to success during their school years.
- Children who attend quality preschool programs are less likely to be placed in special education or held back a grade. They are also more likely to exhibit

positive behaviors in the classroom, do better on standardized math and reading tests, graduate from high school, and continue their education.

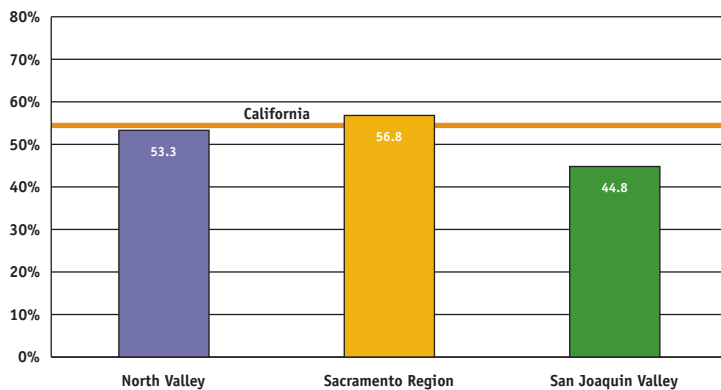
- When every child arrives at school prepared to do his or her best, the whole classroom benefits. Furthermore, the entire K-12 system enjoys gains as fewer resources must be diverted to special or remedial education.

### How are we doing?

The Valley has a lower proportion of its 3- and 4-year-olds in preschool (49%) compared to the state as a whole (54%). The Sacramento Region has among the highest percentages, with El Dorado and Placer having two-thirds or more of their 3- and 4-year-olds enrolled in preschool.

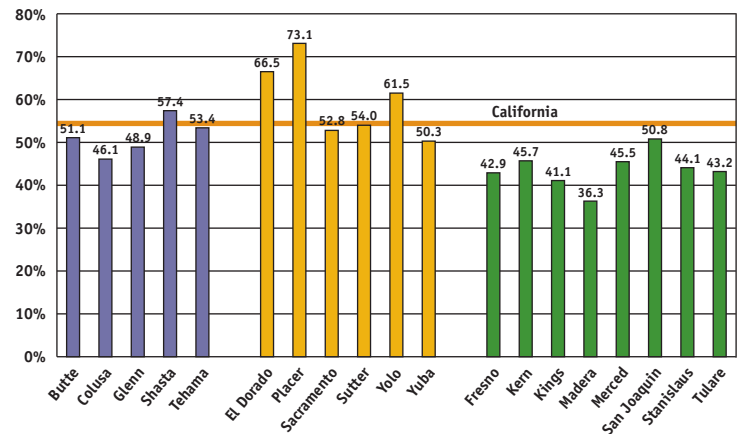
The San Joaquin Valley has among the lowest percentages, with all of the counties in this area below the state average. The fewest proportions of young children attend preschool in Madera, Kings, Fresno, and Tulare counties.

Estimated Percentage of Children (Age 3-4) in Preschool  
2000



Source: US Census Bureau, 2000 Census

Estimated Percentage of Children (Age 3-4) in Preschool  
2000



Source: US Census Bureau, 2000 Census



Milton Chen, Ph.D.  
Executive Director, The George Lucas Educational Foundation

## THE ACTUAL PROVES THE POSSIBLE

### GREAT SCHOOLS FOR THE GREAT CENTRAL VALLEY

To envision the future of schools, consider this tale of a young boy from the Great Central Valley, growing up in Modesto during the 1950s. His school days were filled with the tedium of memorizing names and isolated facts, but the boy had a rich imagination and abiding curiosity. He once asked his mother, “If there is only one God, why are there so many different religions?” However, that question, rich with possibility for the study of world cultures, philosophies and religions, was not part of the school curriculum. As a teenager, he liked to work with his hands and repaired and raced cars. On his own, he read up on the history and economics of the automotive industry and considered becoming a car mechanic.

A serious car accident before high school graduation prompted him to reexamine his life’s path. He decided to continue his education, at Modesto Junior College. Still on a search for his life’s direction, he entered the University of Southern California with interests in philosophy, art, and photography. There, he was able to combine his interests in the USC School of Cinema-Television. Filmmaking enabled him to express his talents and his imagination on screen, using technologies to record and edit pictures and sound. His film about teen love, rock and roll, and high school friends cruising in a Valley town the summer after their graduation brought him public acclaim.

#### Lessons From a True Tale

This story is not a fable, but the true story of a boy the world now knows as George Lucas. His name is synonymous with innovations in technology that have transformed filmmaking and entertainment. However, his own educational epiphany was delayed until he was in his 20s. As a devoted father of three children, he wants children to experience the joy of learning earlier in life.

George Lucas created our educational foundation to use the media, especially documentary films, to capture what the nation’s best classrooms look like. As Mr. Lucas has said, “There are many young learners who, like myself, learn visually as well as verbally, who like to use their hands as well as their heads, and whose creative and artistic talents go untapped in the traditional textbook-based classroom. The

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*"Creating schools for the 21st century requires less time looking in the rear view mirror and more vision anticipating the road ahead." ~ George Lucas*

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Internet is showing us many ways of connecting students and teachers to new sources of knowledge and expertise, such as the impressive collections in our best museums or creative scientists in our research centers. Creating schools for the 21st century requires less time looking in the rear view mirror and more vision anticipating the road ahead.”

Education is at a crossroads. Social trends, economic changes, digital technologies, and the aftermath of 9/11 have all conspired to place our schools under intense scrutiny. Our nation now recognizes that its future as a world economic and political power can only be assured by educating all children to their fullest potential, including a college degree. Yet large numbers of our students, especially from low-income and minority backgrounds, continue to be alienated from and drop out of school, at tremendous societal and personal cost.

### Costs of Failure, Benefits of Success

According to recent statistics, the state average in per-pupil spending is \$7,324. Inmates in California prisons cost the state \$28,439, a four-fold increase. The average reading level of inmates is seventh grade. When our schools fail to educate, the social

costs are astronomical. How many young people, including other potential George or Georgina Lucases, have fallen through our educational system and what has this cost families and communities?

Conversely, when schools succeed, the benefits of educated Californians' contributions to economic prosperity and the quality of life in their families and regions have an exponential impact.

Leaders in public policy, schools, universities, businesses, and communities generally agree that our nation's schools must change, but they often disagree on how. This educational soul-searching poses the most fundamental questions about schooling and demands more radical rethinking: What goals, organization, and activities should a school have in the 21st century? What does it mean to be a teacher? How do we define a student?

The answers are becoming clear. Some argue that the solutions have been apparent for

decades, in the knowledge base of education closely held in university libraries. Others point to tremendous improvements in other sectors, including business, manufacturing, and health care, where technology has transformed work, and argue that these same benefits must now be applied to schools. Both are right.

### The Community-Based School

Some schools across the nation have redefined the institution of school to be hardly recognizable from its traditional roots. Their defining concept is of a "community-based school" where the artificial barriers between classroom and community are surmounted and "school life" merges with "real life." In these schools, students are motivated to learn because their school assignments are grounded in real-life issues, in the sciences or the humanities. The

textbook-based curriculum, based on the dusty assumption that all knowledge to be mastered by students could be contained in a single book (often a decade or more old), has been replaced by a vibrant, project-based curriculum.

To conduct longer-term projects over a month or a semester, students form teams to investigate problems and issues in depth. They display initiative and independence in organizing their time and work. The projects often begin with a rich and generative question. Elementary school students have studied questions such as "Where do butterflies come from in the spring?" and "What is the quality of drinking water in your home, how does it get there, and where does it go?" Middle and high school students have investigated questions such as "Who was William Shakespeare and why are his plays relevant to today's world?" and even "How would you use geometry and computer-aided design to develop an architectural plan for a school of the future?" The quality of the student work is

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astonishing, and often several years ahead of current definitions of being “on grade level.”

These schools do not resemble the bastions that most of us attended, sealed off from contact with the outside community. As Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, has observed, “teaching has been an activity undertaken behind closed doors between moderately consenting participants.” This hermetically sealed model of the classroom is remarkably robust. As Allen Glenn, professor and former dean of education at the University of Washington points out: “the biggest obstacle to school change is our memories.”

### The New Teacher

Most difficult among the changes required to reinvent schools are the human changes, especially in the role of the teacher. (As one saying goes, “Technology is easy. People are hard.”) In successful community-based schools, teachers are energized by the excitement of

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*Technology enables teachers and their students to reach out beyond the school building.*

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the project-based approach to teaching. As professionals, they possess strong mastery of their subjects and how to teach them. They know that the resources for their teaching include not only books, but the Internet, videos, and experts in their own communities.

Technology enables teachers and their students to reach out beyond the school building. Sources of knowledge as far away as the Library of Congress or NASA are as close as a computer screen, offering a window on a worldwide web of learning possibilities. These teachers have the time to regularly plan and reflect on their teaching practice with other colleagues.

In a community-based school, students and teachers go out into the community to

exploit its learning resources—people, businesses, libraries, museums, and universities. Those same resources flow back into the school. In Apple Valley, Minnesota, the community built a new high school on the grounds of the local zoo, so that students could learn in close proximity to botanists and zoologists. The resulting School of Environmental Studies, often referred to as the “Zoo School,” has become a model for partnerships between schools and community institutions.

These schools also reinvent the use of time. In the assembly-line approach to instruction, all students are expected to learn the same thing at the same rate. The assembly line starts at 8:30 and ends at 2:30; a bell rings and the “product line” shifts every 45 minutes. The factory only operates nine months of the year. Community schools are more flexible, adjusting schedules to meet learning needs. Often, the instructional period is two hours or more and related subjects such as English and history, or mathematics and science, are integrated into distinct courses and study periods. Students use afternoons, evenings, weekends, and even summers to continue their learning beyond the normal school day.

### The Power of Relationships in Education

For the 2002 “Community Well-Being” report in this series, Manuel Pastor of the University of California, Santa Cruz, wrote a trenchant essay on the importance of social relationships as a factor in measuring the health of a region. The place to begin to build this “social capital” and to weave this web of relationships and connectedness for our young people is in the schools. The community school offers an ideal model for connecting young people with their peers and caring adults.

Community schools value education of the heart, as well as the mind and understand that powerful learning occurs when both are connected. When students work in teams and learn to communicate with each other and resolve conflicts, they are developing critical social and emotional skills for the digital

workplace, where specialization made group work the norm. Employers are placing increasing emphasis on hiring and developing employees with these skills.

Our best schools are emphasizing this undervalued part of the “invisible curriculum,” which well-known author Daniel Goleman has called “emotional intelligence.” There are, in fact, curricula that teach such skills to students, such as the Resolving Conflict Creatively Program (RCCP) implemented in the Modesto schools. Such programs reveal a well-kept secret: emotionally intelligent students often perform better on tests and other measures of learning because they can deal with stress and are more persistent. “EQ” is at least as important as IQ.

### Learning From Success

Where do such schools exist? They are in every state, but they are little known. Since 1997, The George Lucas Educational Foundation has profiled innovative practices in more than 100 schools across the nation. A recent success story on our website comes from the Great Central Valley and the Susan B. Anthony School in Sacramento, where close bonds between minority families and the school have been forged. The key was an age-old practice, simple in concept yet powerful in practice: having teachers visit the homes of their students.

In so doing, the teachers, often accompanied by Vietnamese or Spanish translators, cross the chasm from their own cultures to those of their students. And parents, who may have been reluctant to visit a school whose dominant language is not their own, learn that they can become “co-educators” with a caring teacher in the education of their children. This program exemplifies how one school’s success can spread. Every school in the Sacramento Unified School District has adopted this practice and state funding has disseminated it further to more than 400 schools in California.

In one of our earliest stories, filmed in 1997, fourth and fifth grade students at the Clear View Charter School in Chula Vista studied insects, collecting them in their backyards and on the school playground. They were able to send their

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*The road to a brighter educational future for California lies in the struggle of ideas for what our schools should become.*

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insects to scientists at San Diego State University and schedule time to talk to them via audio and video using a two-way, fiber-optic cable connection. Amazingly, the students were able to view their insects at high magnification under the university’s electron microscope. A few years later, the Internet brought this project within reach of every school in the nation.

The Great Central Valley can build on these success stories and many others in creating a regional educational system to serve as a model for California and the nation.

The road to a brighter educational future for California lies in the struggle of ideas for what our schools should become, not just in the political struggle for sufficient funds. The signposts along this road should direct our attention to the successes of schools that have already begun the journey and the lessons we can learn from them. In the words of philosopher Immanuel Kant, “The actual proves the possible.”

*To see short documentary films and related articles about the schools mentioned, go to [www.glef.org](http://www.glef.org) and type the name of the school into the search bar.*





## MOTHER'S EDUCATION LEVEL

*The lowest maternal education rate is in the San Joaquin Valley, and the highest rate is in the Sacramento Region.*

### Definition:

Mother's level of education is derived from the 2000 Census and represents the education level of women with children under 18 at the time of the census. This indicator reflects the percentage of mothers who have completed high school, including those who have attended college or post-graduate education.

### Why is it important?

- Maternal education is positively associated with a child's success in school, particularly in the areas of math and reading composition.

- Mothers who have acquired basic knowledge and skills are better prepared to provide the intellectual resources needed for their child's success in school.

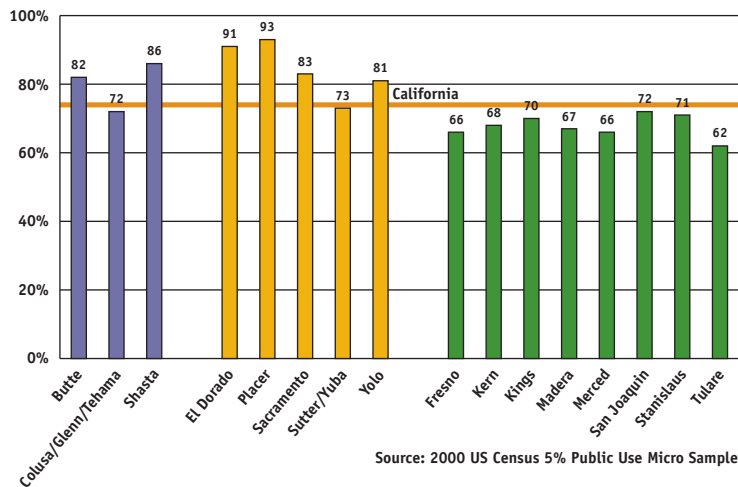
### How are we doing?

The Valley and the state level is 74%, but there are differences within the region. In the San Joaquin Valley, 68% of mothers are educated at the high school level or higher, as are 81% of North Valley and 84% of Sacramento Region moms.

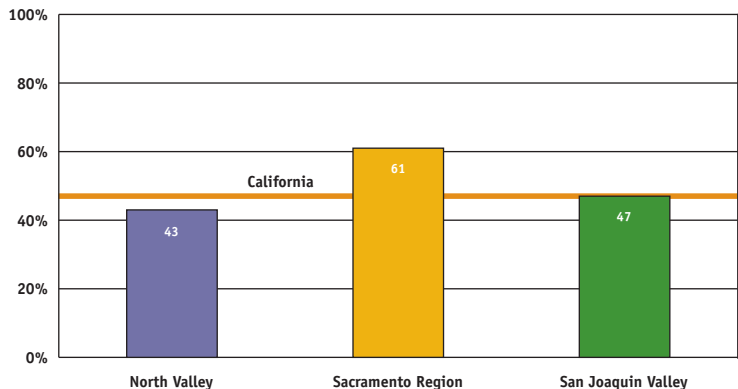
All eight counties in the San Joaquin Valley have a lower percentage of mothers with a high school education or more than the state overall. In the Sacramento Region, 4 counties are higher than the state. The highest rates are found in Placer and El Dorado counties. In the North Valley, two counties are well above the statewide average.

There are ethnic differences in maternal education, with white mothers better educated than Latino mothers, in the region as well as statewide. Latino mothers are best educated in the Sacramento Region and least educated in the North Valley.

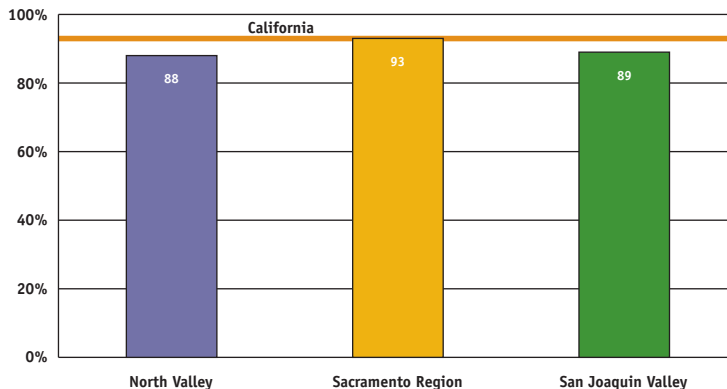
Percent of Mothers with at Least High School Education  
2000



Percent of Latino Mothers with at Least a High School Education  
2000



Percent of White Mothers with at Least a High School Education  
2000



## ENGLISH LANGUAGE LEARNERS

*The highest percentage of English Language Learners is in the San Joaquin Valley, and the lowest is in the North Valley.*

### Definition:

English Language Learners (ELL) are those students who report a primary language other than English on the state Home Language Survey on the basis of the state approved oral language assessment procedures for grades K-12 (including literacy for grades 3-12 only). They have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

### Why is it important?

- Becoming proficient in the English language is critical to long-term success in school, leading to higher socioeconomic status through high school graduation, college education and better career opportunities.
- English proficiency opens avenues of civic and community participation such as voting in elections that might not otherwise be available.
- Students of lower socioeconomic backgrounds generally require more time to master English. Oral proficiency can take 3 to 5 years; academic competence, 4 to 7 years.

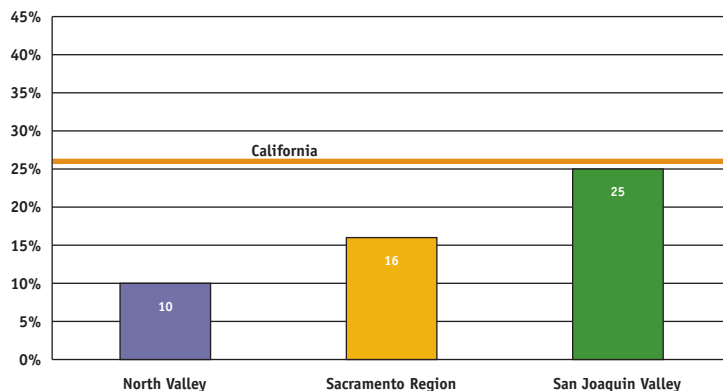
- At the time ELL students are learning English, they must also master content presented in the school curriculum.

### How are we doing?

Because of its large immigrant population, 26% of California's K-12 students are classified as ELL compared to 21% of Valley students. Within the Valley, the San Joaquin Valley has the highest percentage of ELL students.

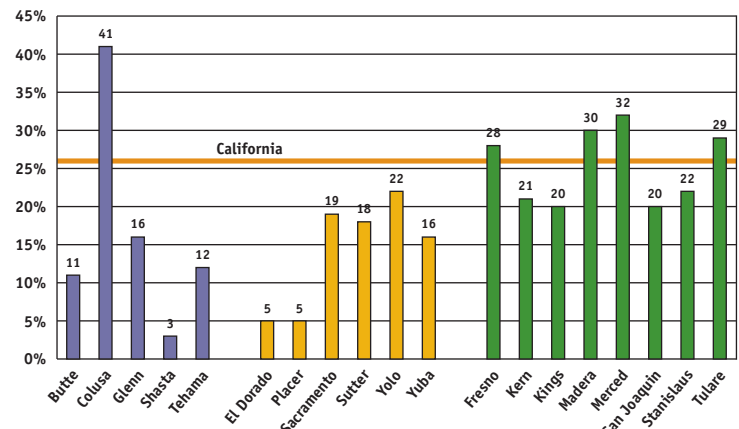
There are large differences between counties in the percentage of ELL students. At 41%, Colusa County has the highest percentage (but the absolute number is small). Yolo County is the only other county in the North Valley or Sacramento Region with 20% or more ELL students. In comparison, all eight of the counties in the San Joaquin Valley have 20% or more, with the highest being Merced, Madera, Tulare, and Fresno counties. Almost a third of San Joaquin Valley students speak Spanish at home. 🏠

Percent of English Language Learners  
2002-2003



Source: California Department of Education

Percent of English Language Learners  
2002-2003



Source: California Department of Education

## THIRD GRADE READING SCORES

*The highest third grade reading scores are in the Sacramento Region, and the lowest are in the San Joaquin Valley.*

### Definition:

This indicator measures the number of third graders testing at or above the 50th national percentile ranking in reading in 2001-2002 on the Stanford Achievement Test (SAT-9), a nationally standardized test used in California's Standardized Testing and Reporting (STAR) program. Begun in 1998, the STAR program requires that nearly all students in grades 2 through 11 be tested annually. These test scores include English Language Learners (ELL) who are designated by the schools as not fluent in English.

### Why is it important?

- By the end of the third grade, children should show evidence of reading comprehension and be able to read unfamiliar words through various strategies such as roots, prefixes, and suffixes.
- Third grade reading scores are highly correlated with later academic success. Early intervention is critical for children who are struggling with reading.

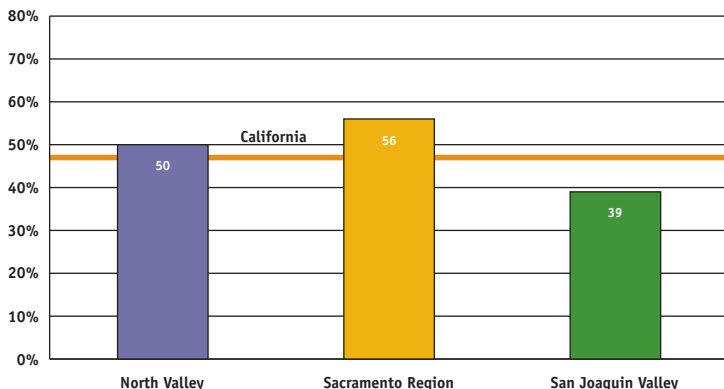
- Test scores are also highly correlated with socioeconomic status. The relatively low reading scores in the Valley reflect the high poverty rates, as well as the large number of immigrant students whose native language is not English.

### How are we doing?

Overall, the Valley has lower third grade reading scores than the state; only 45% of third graders scored above the fiftieth percentile, compared to 47% statewide. The San Joaquin Valley exhibited the lowest scores. The Sacramento Region and the North Valley both scored better than the statewide average.

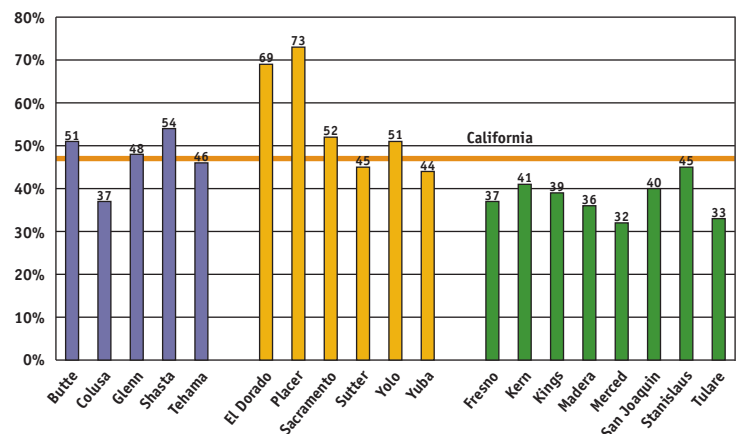
In the eight counties in the San Joaquin Valley, only in Stanislaus County did test scores reach the Valley's regional average of 45%. By contrast, 5 of the 6 counties in the Sacramento Region exhibited scores of 45% or higher (all but Yuba County at 44%), as did 4 of 5 counties in the North Valley (all but Colusa County at 37%).

Percent of Third Graders Testing  
At or Above the 50th Percentile Ranking for Reading  
2001-2002



Source: California Department of Education

Percent of Third Graders Testing  
At or Above the 50th National Percentile Ranking for Reading  
2001-2002



Source: California Department of Education

## AVERAGE DAILY ATTENDANCE

*The Valley and its subregions have attendance rates very similar to the state as a whole.*

### Definition:

The Average Daily Attendance (ADA) is a calculation based on the number of students in school each day in proportion to the number enrolled. ADA is derived from the number of student attendance days for July through April 15th divided by the number of days of instruction, including regular school district and charter schools.

### Why is it important?

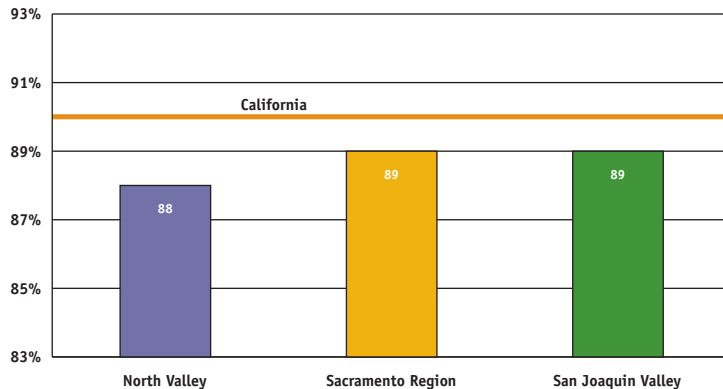
- Schools receive funding from the state based on ADA, and focus on reducing truancy for financial as well as pedagogical reasons.
- Students cannot succeed in school if they are not there. In turn, absenteeism and the ensuing academic problems make it more difficult to succeed in post-secondary education and first jobs.

- Children who frequently miss school are likely to have burdens that regular attendees do not: health problems, financial difficulties, and the burden of supporting and/or caring for family, which can interfere with school performance and create additional stress for children to manage.
- Irregular attendance is also an indicator of disconnectedness and is correlated with drug use and juvenile crime.

### How are we doing?

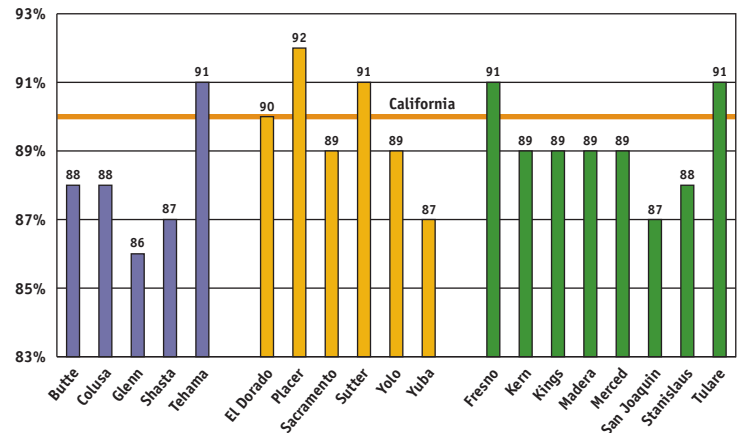
At 89%, the Valley has almost the same attendance rate as the state (90%). Within the Valley, the three subregions are very similar, with the Sacramento Region and the San Joaquin Valley at 89% and the North Valley at 88%. All but one of the 19 Valley counties has an ADA within 3% of the state average. The highest ADA in the Valley is Placer County; the lowest is Glenn County.

Average Daily Attendance, K-12  
2002-2003



Source: California Department of Education

Average Daily Attendance, K-12  
2002-2003



Source: California Department of Education

## TEACHER QUALITY

*There is a higher percentage of credentialed teachers in the North Valley than the state and the rest of the Valley.*

### Definition:

**Credentialed Teachers:** This measures the percentage of the total teaching staff in the public schools that have completed a teacher preparation program and hold a preliminary, clear, professional clear, or life teaching credential.

**Highly Qualified Teachers:** The federal reauthorization of the Elementary and Secondary Education Act (ESEA), passed into law as the No Child Left Behind (NCLB) Act of 2001, established accountability standards for schools, including the requirement that students be taught by highly qualified teachers. To be highly qualified, teachers need to have a bachelor's degree, have state certification, and demonstrate subject area knowledge for each core subject they teach.


### Why is it important?

- Credentialed teachers are better equipped to effectively teach, manage their students, write unit plans, and connect with different cultures.
- NCLB standards are higher, requiring also that teachers demonstrate competence in any core academic subject area they teach, including reading,

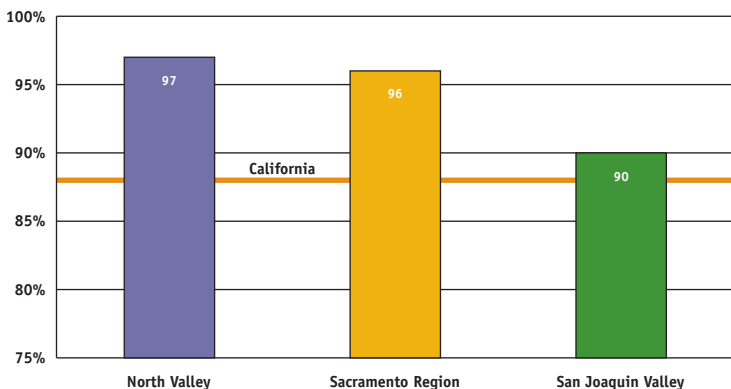
language arts, mathematics, science, civics/ government, and geography. This requirement is designed for teachers who specialize in one or two areas of the curriculum. It is a challenge for small rural school districts where one teacher may be required to teach multiple subjects.

### How are we doing?

In the Valley, 93% of teachers are credentialed, compared to 88% in the state overall. Within the region, the North Valley has the highest percentage of credentialed teachers, followed by the Sacramento Region and the San Joaquin Valley. Nearly every county in the Valley (all but San Joaquin County) is at or above the statewide average for credentialed teachers.

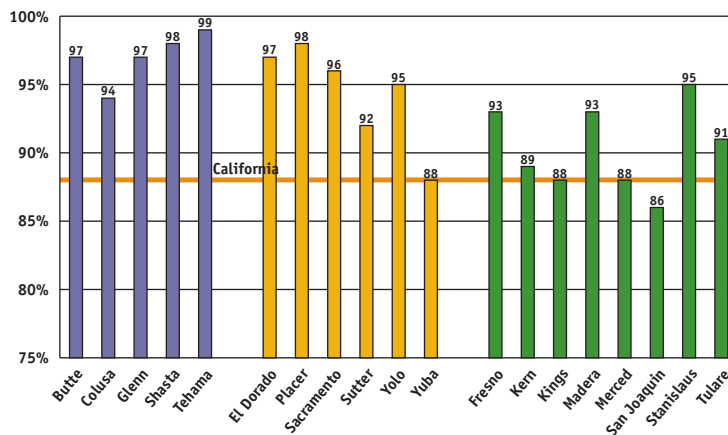
Forty-nine percent of the Valley's teachers are highly qualified according to NCLB criteria, slightly higher than the 48% reported statewide. In the Sacramento Region, 51% of the teachers are highly qualified, as are 49% in the San Joaquin Valley and 46% in the North Valley. The highest rate in the Valley is in Stanislaus County and the lowest in Glenn County. 

Percent of Teaching Staff with Full Teaching Credentials  
2002-2003



Source: California Department of Education

Percent of Teaching Staff with Full Teaching Credentials  
2002-2003



Source: California Department of Education

## SCHOOL CAPACITY

*Class size is smaller in the Valley but access to counselors is less.*

### Definition:

**Class Size:** The class size reduction program was established in California in 1996 to reduce class size to 20 or fewer in kindergarten through third grade. The state provided funds that are matched by local school districts to ensure that qualified teachers are hired as class size is reduced. Some districts have also been able to reduce class size in later grades using other funding sources. Average class size is reported here for grades K-12.

**Counselor/Student Ratio:** The counselor/student ratio measures the number of K-12 school counselors available divided by the number of students. It includes counselors at both elementary and secondary schools.

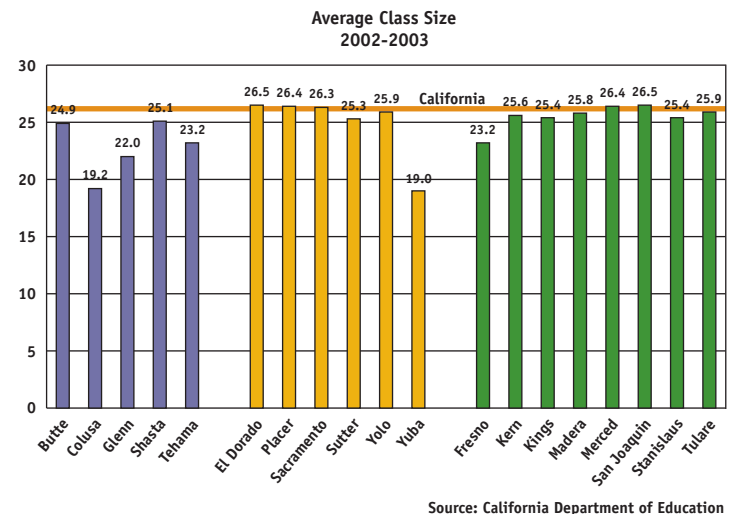
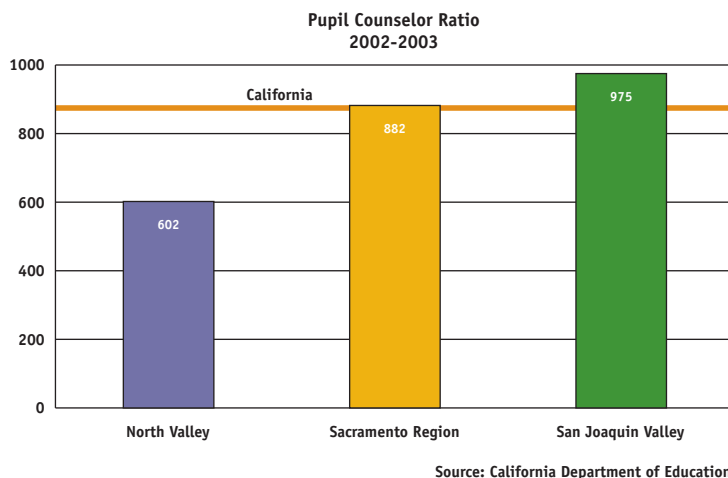
### Why is it important?

- Smaller class sizes, when coupled with good teachers, have been found to be effective in improving student achievement, although the results of class size reduction are mixed because low-income and rural districts can face difficulty in recruiting highly qualified and experienced teachers.
- The number of counselors is significant, particularly in the high schools, because it indicates the support that is available for students with regard to career planning and preparation for college.

### How are we doing?

The average class size in California is 26 students. This includes K-3 with the class sizes typically 20 students, as well as later elementary and secondary classes, which are much larger. In the Valley there is quite a range of class sizes, with most counties slightly below the state average. In both Colusa and Yuba counties the class size averages 19.

Statewide, there are 874 K-12 students per counselor. In the Valley there are 906 pupils per counselor, indicating less access to this valuable resource. In the San Joaquin Valley the ratio increases to 975, while it is 882 in the Sacramento Region and 602 in the North Valley. Five of the eight counties in the San Joaquin Valley have pupil/counselor ratios greater than 1,000, especially Madera, Tulare, and Merced counties where there are more than 1,200 students per counselor. Yuba County has a ratio of 2,419. The best ratios are found in the North Valley. 🏠





## HIGH SCHOOL GRADUATION

*The highest high school graduation rate is in the North Valley.*

### Definition:


The high school graduation rate is calculated based on the National Center for Education Statistics (NCES) definition of graduation rates. It is the number of graduates divided by the number of graduates plus cohort dropouts in each of the four years associated with the cohort.

### Why is it important?

- Holding a high school diploma or GED is a predictor of future socioeconomic status.
- The possession of the basic reading, writing, and mathematics skills marked by receipt of a diploma or GED are basic requirements for many jobs and entrance into post-secondary education.

### How are we doing?

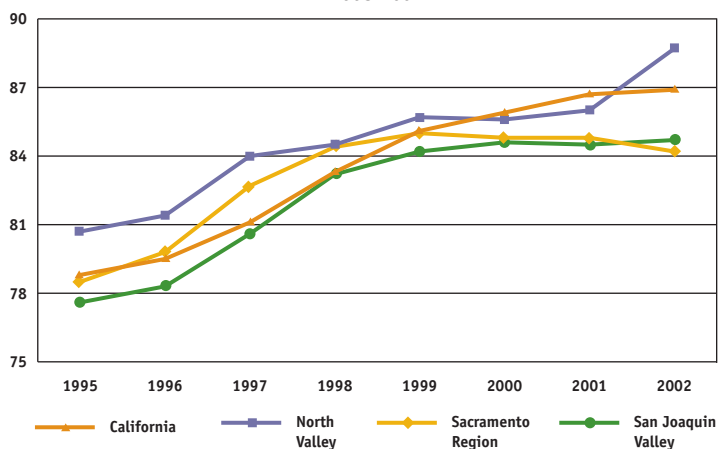
High school graduation rates in the Valley and throughout much of the state have increased during the past eight years. However, the percentage of high school graduates in the Valley has consistently been lower than the statewide percentage and the gains have not been as strong. In 2002, 84.8% of

Valley students graduated, up 6.7 points since 1995. During this same period, the graduation rate in the state increased 8.1 points. Before 2000, the high school graduation rate in the Valley was greater than in the Los Angeles Region. However, since that time the graduation rate in the Los Angeles Region has surpassed the Valley's slightly, with a rapid increase in 2000 and subsequent, smaller decrease in the following years. 

Within the Valley, the Sacramento Region's graduation rate dropped for the first time, even as the rate in the San Joaquin Valley continued to increase. As a result, the San Joaquin Valley had slightly higher graduation rates in 2002. The North Valley has consistently had the highest graduation rate of the Valley subregions, with 88.7% in 2002.

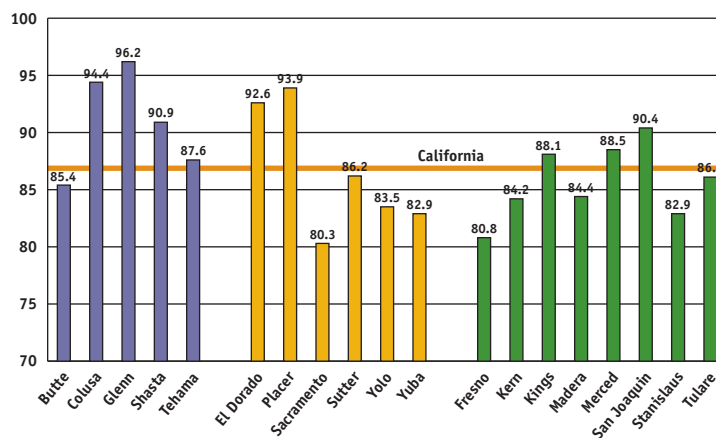
In 2002, the highest graduation rates were found in Glenn and Colusa counties, while Sacramento and Fresno counties had the lowest.

High School Graduation Rate (per 100 Students)  
1995-2002



Source: California Department of Education

High School Graduation Rate (per 100 Students)  
2002



Source: California Department of Education

## STUDENTS TAKING THE SAT

*Fewer high school seniors take the Scholastic Aptitude Test in the Valley than in the state as a whole.*

### Definition:

One measure of college readiness and interest is the percent of high school seniors taking the Scholastic Aptitude Test (SAT).

### Why is it important?

- The SAT is used by colleges and universities to determine the probable success that students will have in post-secondary education and is used by many colleges and universities in determining admission. The number of students taking the SAT also indicates how many students plan on attending college and how well our schools are doing preparing students for post-secondary education.

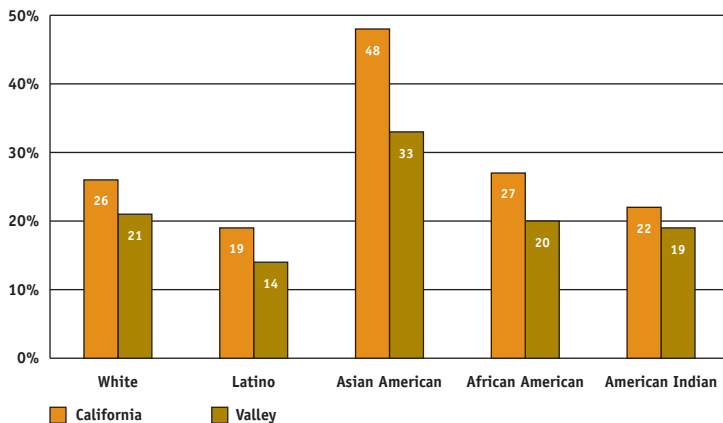
### How are we doing?

Valley students are less likely to take the SAT: 26% region-wide compares poorly to 37% statewide, 46% in the San Francisco Bay Area, and 38% in the Los Angeles Region. Most striking is that the proportion of students taking the SAT in the Valley decreased between 1999 and 2001, even as it increased slightly in the other regions and the state as a whole. The decrease was experienced in each of the three subregions.

Every county in the Valley, except Yolo County, had fewer seniors taking the SAT, with the lowest rates in Madera, Tehama and Yuba counties.

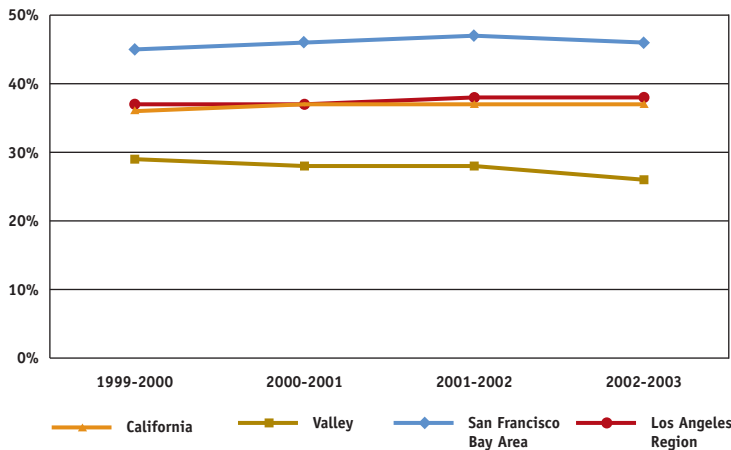
There are ethnic disparities in readiness for college, as reflected in the race/ethnic breakdown of students taking the SAT. In the Valley (in a similar pattern to the state overall), Asian Americans are more likely to take the SAT, followed by whites, African Americans, and American Indians. At 14%, Latinos are least likely. In each ethnic group, Valley students are much less likely to take the SAT than their counterparts statewide.

Percent of Students Taking The SAT Test by Race/Ethnicity  
2002-2003



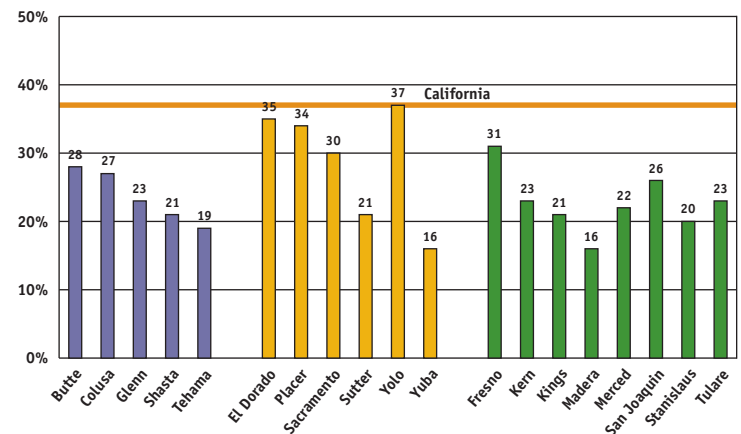
Source: California Department of Education

Percent of High School Seniors Taking the SAT Test  
1999-2002



Source: California Department of Education

Percent of High School Seniors Taking the SAT Test  
2001-2002



Source: California Department of Education

## UC/CSU ELIGIBLE STUDENTS

*The Sacramento Region matches the state percentage of UC/CSU eligible students, while the North Valley and San Joaquin Valley fall behind.*

### Definition:

Another measure of college readiness is the number of twelfth grade graduates completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of “C” or better. Course completion represents only a portion of the entrance requirements for UC or CSU.

### Why is it important?

- College attendance leads to better future employment chances and higher socioeconomic status.
- Completion of UC/CSU required courses represents the maximum number of students that may be eligible to attend post-secondary education; not all students complete the other requirements. It also reflects school capacity, including the availability of academic guidance counselors and their effectiveness in encouraging completion of the requirements.

### How are we doing?

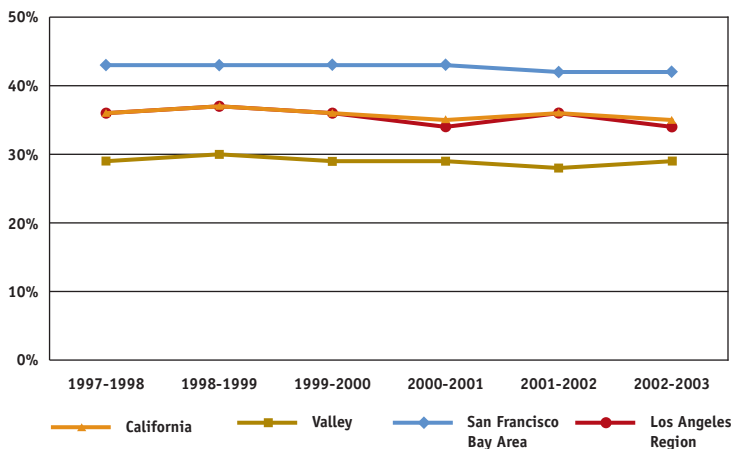
In terms of completing the UC/CSU prerequisite courses, the Valley does not perform as well as the rest of the state. The percentage of Valley students

completing UC/CSU courses has remained stable at 29% between 1998 and 2003. However, Valley students have consistently been six to eight percentage points lower than statewide. Only 29% of high school students in the Valley, compared to 34% statewide, 42% in the San Francisco Bay Area, and 34% in the Los Angeles Region, completed the course sequence. Only the Sacramento Region performs at the state level. 🏠

Community colleges have more open admissions and are less costly. For many students, especially students of color and first-generation college students, the community college offers the only realistic chance to enroll in college, and without this option many of these students would not attend college at all. In the Valley, only 4% of high school graduates attend UC compared to 8% statewide, but at 9% they are equally likely to attend a CSU and more likely to attend community college (33% compared to 28%).

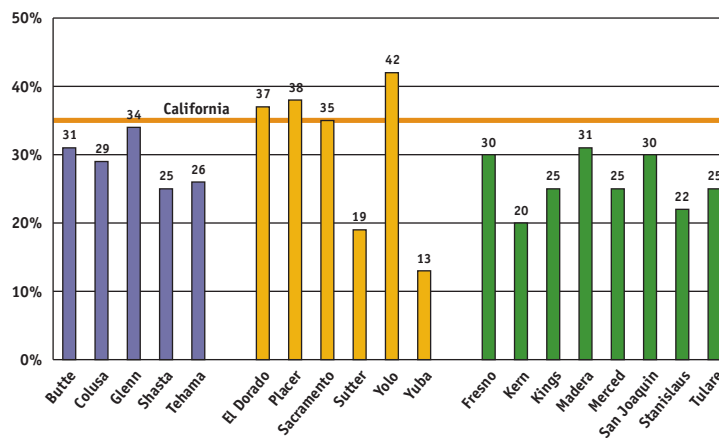
By this measurement, students are best prepared in Yolo, El Dorado, Placer, and Sacramento counties. They are least prepared in Yuba County.

Percent of High School Graduates Meeting UC/CSU Course Requirements 1997-2003



Source: California Department of Education

Percent of High School Graduates Meeting UC/CSU Course Requirements 2001-2002



Source: California Department of Education

## HEALTH



Major health concerns facing young people in the Valley include the lack of health and dental insurance. In addition, most children in the Valley, like those in the rest of the state, are not physically fit and a significant number of children are obese. The Valley's higher rates of drug- and alcohol-related arrests and births to teens are also of concern in the region.

- 87% of children in the Valley have health insurance and 79% have dental insurance, slightly above the statewide rates. Latino children are much less likely to have health insurance, with only 76% of Latino children in the Valley insured. Undocumented children are much less likely to have health insurance coverage.
- 24% of ninth graders in the Valley are physically fit and 34% of the Valley's 5th, 7th, and 9th grade children are obese.
- With 11.2 juvenile felony and misdemeanor drug- and alcohol-related arrests per 1,000 children age 10-17, the Valley has a higher rate than the state, which has 9.5.
- In the Valley, 12.6% of births are to teens age 15-17. The rate is improving but is still higher than the state average. Latina teens, followed by African Americans, are most likely to give birth prior to age 20.



In order to encourage elementary school children to be more active while they are not in school, teens in Kings County organized a sports day. The teen organizers are part of CATAPULT, a Great Valley Center program in partnership with the California Center for Civic Participation and Youth Development.

## HEALTH INSURANCE

*The highest insurance coverage is in the Sacramento Region, and the lowest is in the San Joaquin Valley. Latino children are more likely to be uninsured.*

### Definition:

This indicator measures the percentage of children age 0-17 who had health insurance for the entire previous 12 months at the time they completed the California Health Interview Survey. Health insurance includes job-based health insurance, as well as state and federally funded Medi-Cal and Healthy Families for low-income families who are not employed or whose jobs do not provide insurance. Undocumented immigrants are generally not eligible for Medi-Cal or Healthy Families, except in emergency situations (Medi-Cal).


### Why is it important?

- Having health insurance increases the likelihood that children remain healthy by providing early identification and treatment of health problems.
- Children who do not have health insurance are only a third as likely to have a regular source of medical care, and as a result are less likely to receive routine preventive and specialist care.
- The uninsured are more likely to be treated by an emergency room physician rather than their regular doctor, and by the time they seek care, the problem is often more serious and more expensive to treat.
- Beyond health insurance, there are also language and cultural barriers in accessing health care. Rural families may also face access problems if there is

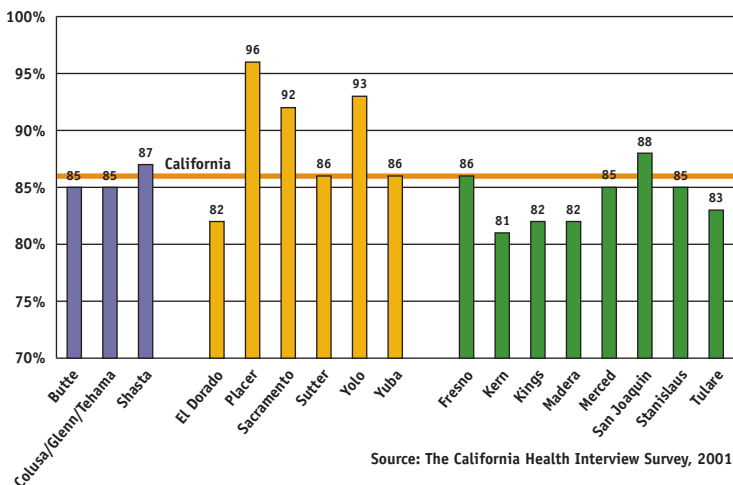
no local pediatrician nor any public transportation, and low-income families may have transportation difficulties or problems leaving work for a medical appointment.

### How are we doing?

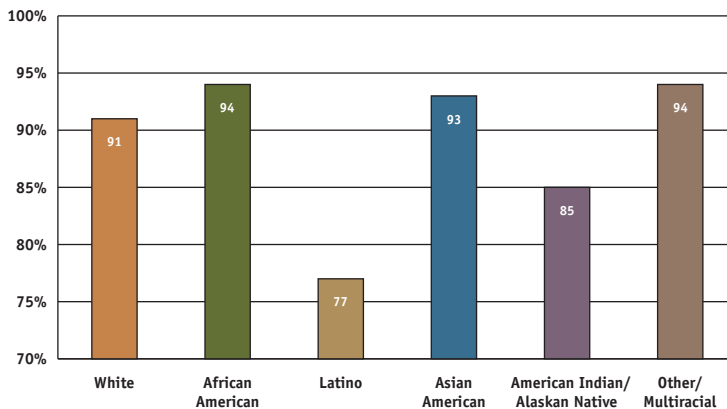
Most children are covered by their parents' job-based insurance, with low-income children more likely to be covered by Medi-Cal or Healthy Families. Eighty-seven percent of children in the Valley have health insurance, compared to 86% statewide. However, there are differences within the Valley. The insurance rate is 91% in the Sacramento Region, 86% in the North Valley, and 85% in the San Joaquin Valley. In only three counties (Placer, Sacramento, and Yolo), all in the Sacramento Region, are more than 90% of children insured. In five counties (El Dorado, Kern, Kings, Madera, and Tulare), four of them in the San Joaquin Valley, less than 85% of children are insured.

There are substantial differences by race and ethnicity, with Latino children much less likely to have insurance in every region as well as statewide. Regionally, Latinos have a higher rate of coverage in the Sacramento Region (85%) and lowest in the North Valley (72%). Asian Americans also have a low rate of coverage in the North Valley, at 73%. 

Estimated Percent of Children (Age 0-17 Years) with Health Insurance 2001



Percent of Valley Children (Age 0-17) with Health Insurance by Race/Ethnicity 2001



## DENTAL INSURANCE

*The highest dental insurance coverage rate is in the Sacramento Region, and the lowest is in the North Valley.*

### Definition:

This indicator measures the percent of children age 2-11 with dental insurance at the time the California Health Interview Survey was completed.

### Why is it important?

- Many pediatricians identify dental problems as a serious concern, especially among low-income children.
- Children who see a hygienist or dentist are more likely to be educated on the importance and proper method of caring for teeth and gums.
- Parents learn to avoid dental problems such as early caries (a demineralization of the tooth surface caused by bacteria), or baby bottle tooth decay, caused by allowing the child to go to sleep with a bottle that has juice or milk in it.
- Having dental insurance makes it more likely that a child will receive assessment and treatment for dental problems, including seeing a hygienist for teeth cleaning every six months.

- Improper or lack of dental care leads to dental problems and, in turn, discomfort and pain which distracts children from classroom instruction, subsequently impeding learning and potentially causing more serious and expensive dental problems in the future.

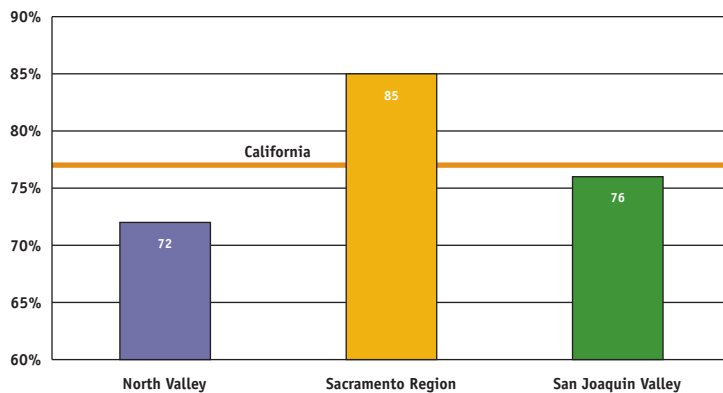
### How are we doing?

Seventy-nine percent of children in the Valley have dental insurance, which is more than the statewide rate of 77%. However, in the North Valley only 72% of children have dental insurance; in the San Joaquin Valley 76% are insured, and in the Sacramento Region 85% are insured.

The highest rates of dental insurance are in Yolo and Sacramento counties, while the lowest rates are found in Shasta and Tulare counties.

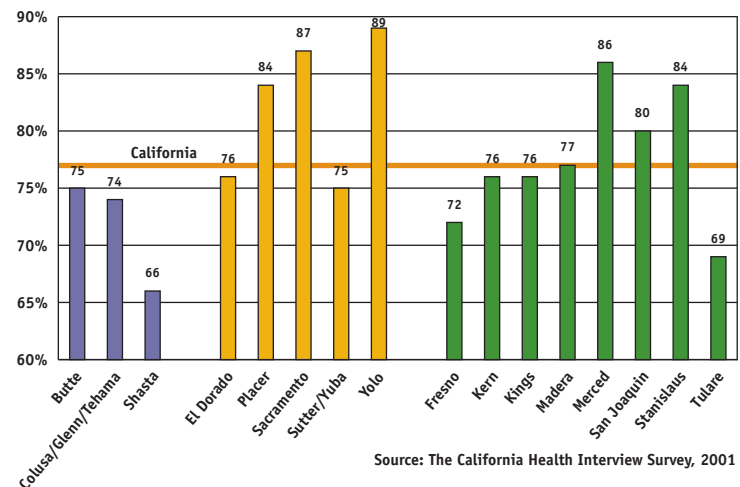
Children who live in rural areas are less likely to have access to a pediatric dentist, whether or not they are insured.

Percent of Children (Age 2-11) with Dental Insurance  
2001



Source: The California Health Interview Survey, 2001

Percent of Children (Age 2-11) with Dental Insurance  
2001



Source: The California Health Interview Survey, 2001



## PHYSICAL FITNESS

*Ninth graders are more fit in the North Valley, and less fit in the San Joaquin Valley.*

### Definition:

The California Physical Fitness Test is administered through the schools. This indicator measures the percentage of 9th grade students tested in 2001-2002 that obtained scores within the Healthy Fitness Zone in the areas of aerobic fitness, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility. Students are required to meet all six standards to be considered physically fit. The Healthy Fitness Zone represents a level of fitness that offers some degree of protection against diseases that result from sedentary living.

### Why is it important?

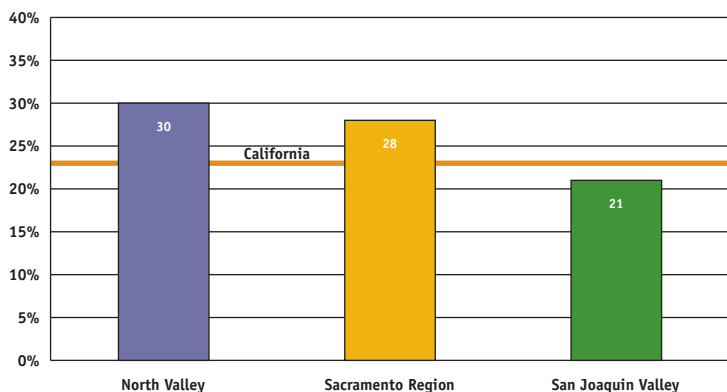
- Physically fit children have better memory, concentration, and energy levels, are healthier physically and emotionally, and are less prone to obesity and Type II diabetes.
- These children are likely to carry their learned, healthy lifestyle over into adulthood, translating into reduced incidence of obesity, heart disease, stroke, high blood pressure, Type 2 diabetes, cancer, fractures, and depression.

- The American Heart Association recommends that children ages five and older get at least 30 minutes of moderate exercise every day, and 30 minutes of vigorous exercise 3-4 times a week.
- It is important for schools to ensure that students participate regularly in physical education classes. In addition, with fewer students walking or biking to school and playing outside after school and with some schools reducing P.E. classes due to other requirements, families must focus on helping their children stay fit. Family activities can include hiking, walking, bicycling, or playing in the park so that children and parents can build a healthy lifestyle together.

### How are we doing?

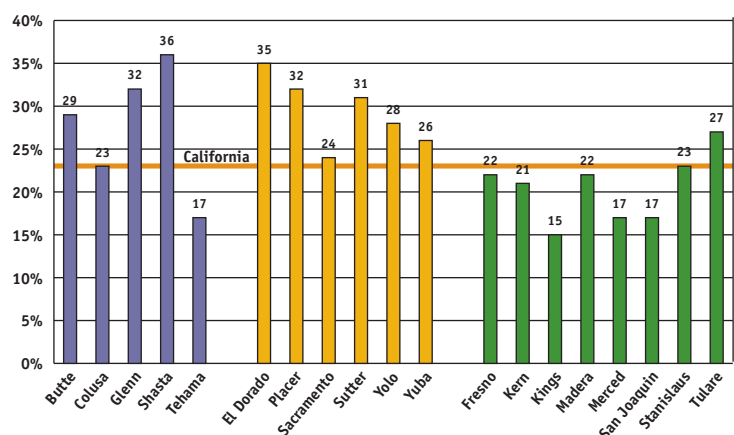
Twenty-four percent of ninth graders in the Valley are physically fit, compared to 23% statewide. Within the Valley, 30% of ninth graders in the North Valley are physically fit, 28% in the Sacramento Region, and 21% in the San Joaquin Valley. In only two counties in the Valley are at least a third of students are physically fit – Shasta and El Dorado counties. On the other hand, less than a fifth of students are fit in four counties – Kings, Merced, San Joaquin, and Tehama counties.

Percent of 9th Grade Students that are Physically Fit  
2001-2002



Source: California Department of Education

Percent of 9th Grade Students that are Physically Fit  
2001-2002



Source: California Department of Education

## CHILDHOOD OBESITY

*Obesity rates are highest in the San Joaquin Valley; they are lower than state average in both the Sacramento Region and the North Valley.*

### Definition:

Childhood obesity is measured using the body composition component of the California Physical Fitness Test administered to grades 5, 7, and 9 through the schools. Students whose test scores indicate that they are not in the Healthy Fitness Zone for body composition are considered to be obese. Body composition test results provide an estimate of the percent of a student's weight that is fat.

### Why is it important?

- There is a strong association between obesity and poor eating habits associated with a lack of physical exercise or a sedentary lifestyle.
- It is of extreme concern to pediatricians that nationwide, there is a frightening rise in childhood obesity which is being accompanied by a growing number of Type 2 diabetes cases in children.

- Childhood obesity has many health and psychosocial consequences that often continue into adulthood. Children who are overweight are at risk of developing high blood pressure, high cholesterol, asthma, and diabetes. These children also have the potential of becoming overweight in adulthood as well as having a stroke, heart disease, or arthritis as adults. The psychosocial consequences of childhood obesity include decreased self-esteem, depression, and anxiety.

### How are we doing?

Thirty-five percent of California school-children in grades 5, 7, and 9 are obese, as are 34% in the Valley. There is more obesity in the San Joaquin Valley, with 37% of children obese, with relatively less in the North Valley and the Sacramento Region. 📊

The highest rates of obesity are found in Fresno, Merced, and Kings counties. The lowest obesity rates are found in Placer, El Dorado, and Butte counties.

### Type 2 Diabetes

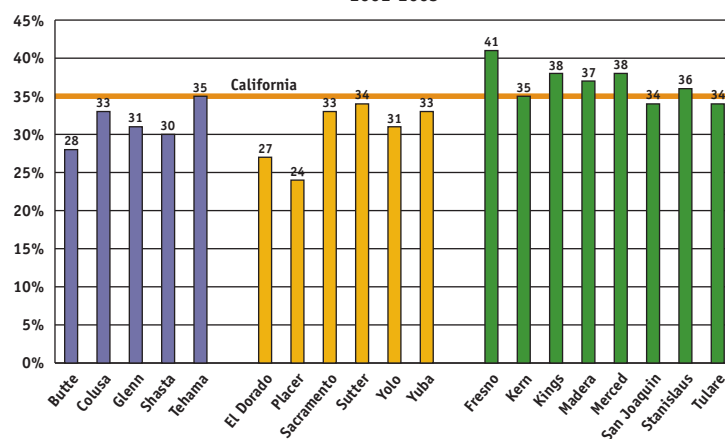
Type 2 diabetes results when the body's insulin is no longer effective in processing glucose in the blood. It often leads to complications such as blindness, circulatory problems, heart disease, and stroke.

Of great concern to the medical community, Type 2 diabetes is being found in children for the first time and at increasing rates. The rise in Type 2 diabetes among children is attributed to the increase in childhood obesity and the increasingly sedentary lifestyle of children, who are more likely to stay inside watching TV or playing video games than to run around after school.

Type 2 diabetes is a lifelong condition for which there is currently no cure, though it is often completely preventable through lifestyle changes such as an improved diet and exercise.



Percent of Obese Children (Grades 5, 7, & 9)  
2002-2003



Source: California Department of Education

## JUVENILE DRUG- AND ALCOHOL-RELATED ARRESTS

*The highest misdemeanor arrest rate is in the San Joaquin Valley. The highest felony arrest rate is in the North Valley.*

### Definition:

This indicator represents the percentage of felony and misdemeanor drug- and alcohol-related arrests of juveniles age 10-17. Misdemeanor arrests can include drunk and disorderly conduct, Driving Under the Influence (DUI), liquor law violations, glue sniffing, marijuana, and other drug offenses. Felony arrests tend to involve injury or substantial property loss, and can include DUI, marijuana, dangerous drugs, and other drug offenses.

### Why is it important?

- Drug and alcohol use can lead to poor health, academic failure, and other problems.
- Juvenile drug- and alcohol-related arrests are the tip of the iceberg; the vast majority of teen drug and alcohol use does not conclude in arrest.
- Identifying the prevalence of teen drug- and alcohol-related arrests is important in assisting community leaders and policy makers in the development of programs which focus on prevention, education and direct targeting of resources for treatment and intervention. At the same time, interpretation of these data needs to take into account local policies on juvenile crime. That is, the data do not simply reflect teen drug

and alcohol use; some jurisdictions crack down with a “get tough” approach and show higher arrest rates.

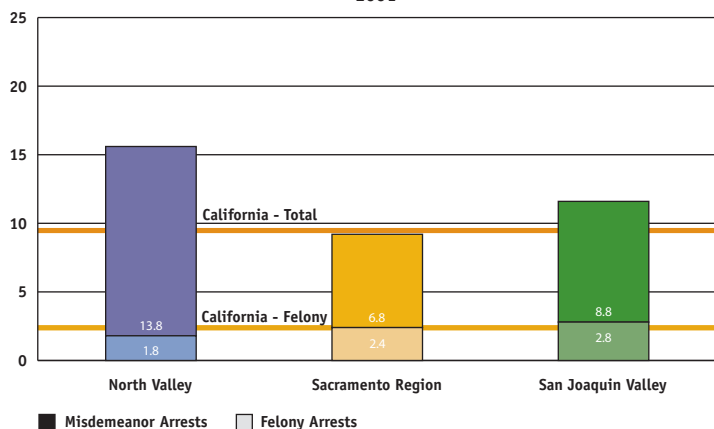
- Alcohol is the most commonly used drug among youth. It is correlated with other risky behaviors such as truancy, fighting, drunk driving, and sexual activity.

### How are we doing?

The Valley has a much higher juvenile arrest rate for drug- and alcohol-related offenses (11.2) than the state (9.5). The felony arrest rate in the Valley is 2.8 per 1,000 compared to the state’s 2.4, and the misdemeanor rate is 8.5 compared to the state’s 7.1. Within the Valley, the North Valley has the highest combined total. The San Joaquin Valley has the highest felony arrest rate while North Valley has the highest misdemeanor arrest rate.

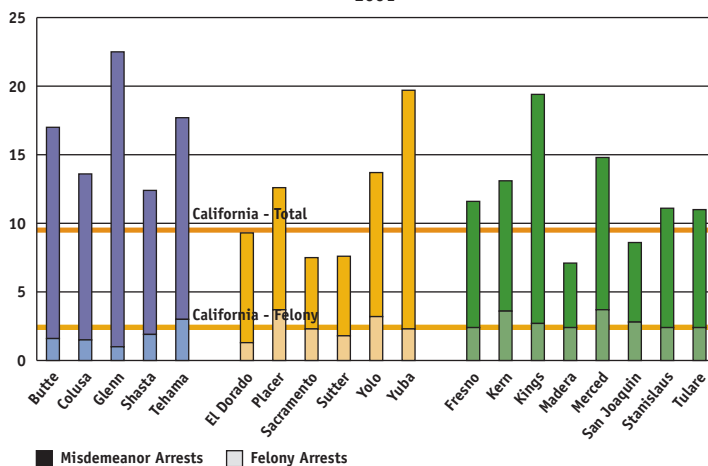
Felony arrests tend to be for drug offenses (55% of juvenile felony arrests in the Valley), marijuana (24% of felony arrests), and dangerous drugs (17%). Misdemeanor arrests are typically for marijuana (which accounts for 38% of juvenile misdemeanor arrests in the Valley), drunk and disorderly conduct (21% of misdemeanor arrests), and violating liquor laws (17%).

Felony & Misdemeanor Arrest Rate  
for Drug- or Alcohol-Related Offenses (per 1,000 Juveniles Age 10-17)  
2001



Source: Arrest Statistics, California Department of Justice  
Population estimates: US Census Bureau

Felony & Misdemeanor Arrest Rate  
for Drug- or Alcohol-Related Offenses (per 1,000 Juveniles Age 10-17)  
2001



Source: Arrest Statistics, California Department of Justice

## BIRTHS TO TEENS

*The rate of teen pregnancy is declining, but the Valley still exceeds the other regions in the state.*


### Definition:

This indicator represents live births to mothers age 15-19 as a percentage of all live births. The percentage of births to mothers age 15-17 by race/ethnicity is relative to all births for each respective race or ethnicity. Births to mothers below the age of 15 are few and were not included in this measurement.

### Why is it important?

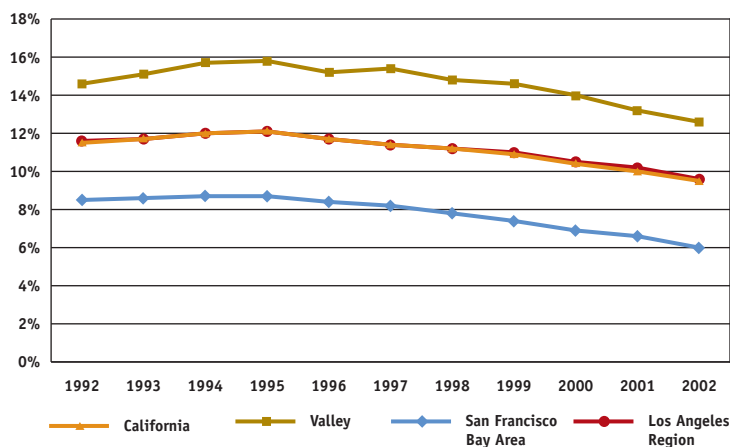
- Children born to teen mothers are typically born into a disadvantaged life, where fathers are often absent or not supportive to the mother in raising the child. This compounds the effect of teen mothers being poorly prepared for motherhood with limited savings, education, work experience, and emotional maturity.
- The majority of teens who have babies are dependent on Medi-Cal.
- Teen mothers are more likely to drop out of school and less likely to marry. It takes many years for them to begin to earn income and have education comparable to others their age.
- Children of teen mothers are more likely to have behavioral problems and academic trouble throughout their school years.

### How are we doing?

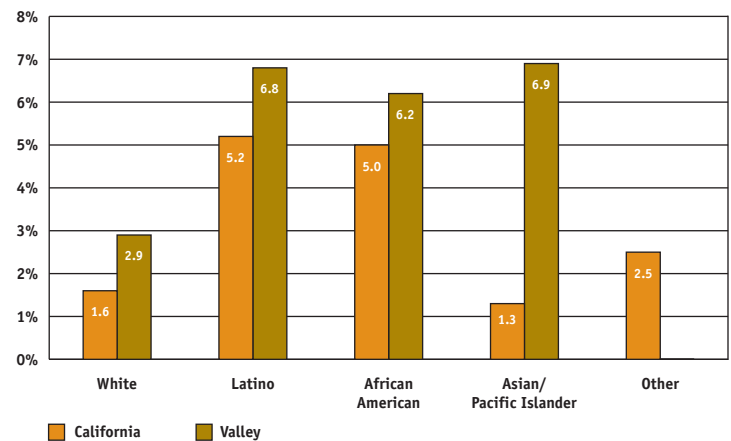
Teen births have been dropping over the past ten years, from 14.6% to 12.6% in the Valley and from 11.5% to 9.5% statewide. However, teen births make up a greater proportion of total births in the Valley than in the state as a whole. The rate was highest in the San Joaquin Valley, where 14.2% of births were to teens, as compared to 13.6% in the North Valley and 9.1% in the Sacramento Region. The highest rates are in Tehama (17.3%) and Tulare counties (16%). The lowest were in Placer (5.7%) and Yolo (7.3%) counties. 

Latina teens have the highest rate, accounting for 6.8% of Latina births in the Valley and 5.2% statewide. African American teens account for 6.2% of African American births in the Valley and 5% statewide, while white teens account for 2.9% of white births in the Valley and 1.6% statewide. Asian/Pacific Islander teens account for 6.9% of Asian/Pacific Islander births in the Valley but only 1.3% statewide.

Percent of Live Births to Teen Mothers (Age 15-19)  
1992-2002



Percent of All Births to Teen Mothers (Age 15-17) by Race/Ethnicity  
2000



Note: 'Other' race includes American Indians. The Valley rate for this category is not represented in the chart because all counties experienced less than four births to teen mothers.

## LOW BIRTH WEIGHT BABIES

*The North Valley has fewer low birth weight babies.  
African Americans have the highest rate.*

### Definition:

This indicator measures the percentage of live births of babies weighing less than 2,500 grams (about 5 pounds, 5 ounces). The data included in this indicator excludes babies weighing less than 500 grams. The percentages given for low birth weight babies by race and ethnicity are relative to the number of live births for each respective race and ethnicity.

### Why is it important?

- Low birth weight babies face many serious health problems and are at increased risk of long-term disabilities including hearing and vision impairment, chronic respiratory problems, cerebral palsy, autism, and other developmental disabilities or delays causing children to be placed in special education at school.
- Low birth weight babies are often associated with mothers who have a history of smoking, who live in poverty, and who have inadequate prenatal care. Pregnancy before 16 or after 45, and being single are other factors associated with low birth weight babies.
- Despite being a small portion of all births, low birth weight infants account for more than a third of all dollars spent on infant health care. The Healthy People

2010 Objective developed by the U.S. Department of Health and Human Services is that no more than 5% of babies be born at low birth weight.

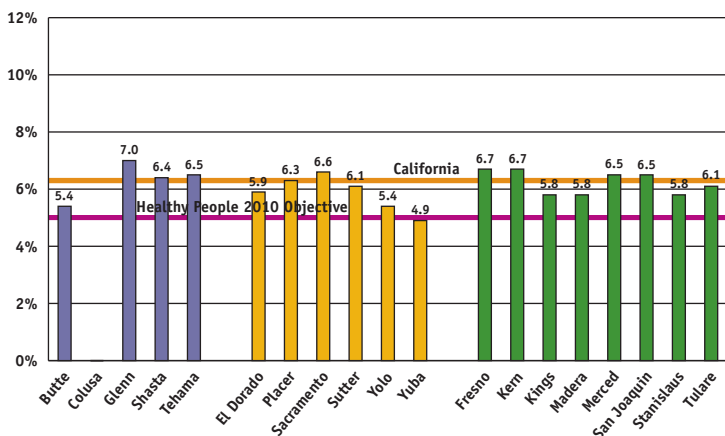
### How are we doing?

In 2000, 6.4% of babies in the Valley were born at low birth weight compared to 6.3% statewide. At 6.4%, the percentage is the same for both the San Joaquin Valley and the Sacramento Region, although lower in the North Valley (6%). Only one county in the Valley meets the Healthy People 2010 Objective; Yuba County at 4.9% low birth weight births. At 5.4%, Butte and Yolo counties also have low rates. The highest rates are found in Glenn County (7%) and in Fresno and Kern counties (6.7%).

In the Valley, as well as statewide, African American babies are likeliest to be low birth weight, making up 11.8% of African American births in the Valley and 11.7% statewide. The rate for Asian/Pacific Islanders is 3.9% in the Valley and 6.7% statewide, while for whites it is 6.1% in the Valley and 5.9% statewide. For Latinos the rate is 5.9% in the Valley and 5.7% statewide.

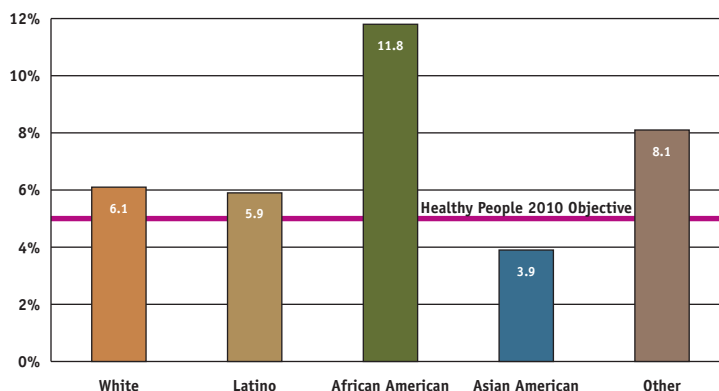
Note: Colusa County was excluded from this indicator due to missing data.

Percent of Low Birth Weight Babies  
2000



Source: School of Public Health, UC Berkeley, Improved Perinatal Outcome Data Reports (IPODR)

Percent of Low Birth Weight Babies by Race/Ethnicity in the Valley  
2000



Source: School of Public Health, UC Berkeley, Improved Perinatal Outcome Data Reports (IPODR)

## DATA SOURCES

### Family & Home Life

#### Child Population

*1970 to 1990 data*

California Department of Finance  
[www.dof.ca.gov](http://www.dof.ca.gov)

*2000 data*

U.S. Census Bureau  
[www.census.gov](http://www.census.gov)

#### Children in Single Parent Families

Annie E. Casey Foundation  
Kids Count Census Data Online  
[www.aecf.org](http://www.aecf.org)

#### Child Care

California Child Care Resource and Referral Network  
[www.rrnetwork.org](http://www.rrnetwork.org)

#### Child Maltreatment

University of California at Berkeley  
Center for Social Services Research  
[www.cssr.berkeley.edu/cwscmsreports/](http://www.cssr.berkeley.edu/cwscmsreports/)  
Population data source interpolated by averaging 2000  
US Census figures and Claritas Inc. population  
projections for 2002 (based on the 2000 US Census)

#### Foster Care

University of California at Berkeley  
Center for Social Services Research  
[www.cssr.berkeley.edu/cwscmsreports/](http://www.cssr.berkeley.edu/cwscmsreports/)

### Economic Stability

#### Children Living in Poverty

U.S. Census Bureau  
Current Population Survey  
Annual Social and Economic Supplement, 2001  
[www.census.gov/hhes/www/saie/stcty/d00\\_06.htm](http://www.census.gov/hhes/www/saie/stcty/d00_06.htm)

#### *Parent Employment*

Annie E. Casey Foundation  
Kids Count Census Data Online  
[www.aecf.org](http://www.aecf.org)

#### Food Stamp Participation

California Employment Development  
Department of Social and Economic Data  
[www.calmis.ca.gov/htmlfile/subject/Demogr.htm](http://www.calmis.ca.gov/htmlfile/subject/Demogr.htm)

#### *Race Ethnicity Data*

California Department of Social Services  
Research and Development Division  
[www.dss.cahwnet.gov/cdssweb](http://www.dss.cahwnet.gov/cdssweb)

#### Students Receiving Free/Reduced Price Meals

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Disconnected Youth

Annie E. Casey Foundation  
Kids Count Census Data Online  
[www.aecf.org](http://www.aecf.org)

### Education

#### Children Attending Preschool

U.S. Census Bureau  
2000 Census, Summary File 3  
[www.factfinder.census.gov](http://www.factfinder.census.gov)

#### Mother's Education Level

U.S. Census Bureau  
Public Use Micro Sample and Summary File 3  
[www2.census.gov/census\\_2000/datasets](http://www2.census.gov/census_2000/datasets)

#### English Language Learners

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Third Grade Reading Scores

California Department of Education  
Standards and Assessments  
[www.star.cde.ca.gov/](http://www.star.cde.ca.gov/)

#### Average Daily Attendance

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Teacher Quality

*Credentialed Teachers*  
California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### *Highly Qualified Teachers*

California Department of Education  
Unpublished Data

#### School Capacity

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### High School Graduation

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Students Taking the SAT

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### UC/CSU Eligible Students

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

### Health

#### Health Insurance

University of California, Los Angeles  
Center for Health Policy Research  
California Health Interview Survey  
[www.chis.ucla.edu](http://www.chis.ucla.edu)

#### Dental Insurance

University of California, Los Angeles  
Center for Health Policy Research  
California Health Interview Survey  
[www.chis.ucla.edu](http://www.chis.ucla.edu)

#### Physical Fitness

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Childhood Obesity

California Department of Education  
Education Demographics Unit  
[www.cde.ca.gov](http://www.cde.ca.gov)

#### Juvenile Drug- and Alcohol-Related Arrests

California Department of Justice  
Criminal Justice Statistics Center  
[www.caag.state.ca.us/cjsc](http://www.caag.state.ca.us/cjsc)

#### Births to Teens

*Trend Data*  
California Department of Health Services  
Center for Health Statistics  
[www.dhs.ca.gov](http://www.dhs.ca.gov)

#### *Race and Ethnicity Data*

University of California at Berkeley  
School of Public Health  
Improved Perinatal Outcome Data  
[www.datamch.berkeley.edu](http://www.datamch.berkeley.edu)

#### Low Birth Weight Babies

University of California at Berkeley  
School of Public Health  
Improved Perinatal Outcome Data  
[www.datamch.berkeley.edu](http://www.datamch.berkeley.edu)



OTHER REPORTS IN THE  
STATE OF THE GREAT CENTRAL VALLEY  
INDICATOR SERIES:

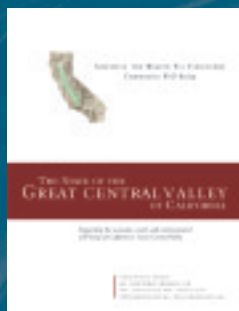
*ASSESSING THE REGION VIA INDICATORS*



*THE ENVIRONMENT*



*COMMUNITY WELL-BEING*



*PUBLIC HEALTH AND ACCESS TO CARE*



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[WWW.GREATVALLEY.ORG/INDICATORS](http://WWW.GREATVALLEY.ORG/INDICATORS)



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