

# Children's Report Card Sacramento County



(Seventh Edition)

The *Sacramento County Children's Report Card* is a project of the Sacramento County Children's Coalition, an advisory body to the Sacramento County Board of Supervisors charged with assessing community needs, evaluating existing services, and making recommendations to the Board of Supervisors and other policy-making bodies to promote the health and well-being of children, youth, and families in Sacramento County.

The development of the *Children's Report Card* was made possible by support from:

**Sacramento County Children's Trust Fund**

**Sacramento County Department of Child, Family, and Adult Services**

**Child Abuse Prevention Council of Sacramento**

**California State University, Sacramento, Institute for Social Research**

*Sacramento County is fortunate to have many agencies, foundations, community groups, and individuals who care deeply for our children and youth. We thank them for the countless hours dedicated to working on this project.*

Community member photos provided courtesy of:

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# LETTER FROM THE SACRAMENTO COUNTY CHILDREN'S COALITION

To the Sacramento County Community:

***Children hold our future in their hands. As a community, we hold their health, safety, education, and happiness in ours.***

In September 2000, the Sacramento County Children's Coalition, an advisory body to the Sacramento County Board of Supervisors, published the first edition of the *Sacramento County Children's Report Card*. This objective report was published every other year between 2000 through 2011. In 2019, the Children's Coalition identified a need to re-establish the *Children's Report Card*. The Coalition concluded that communities of Sacramento County need a comprehensive data report that describes the well-being of their children, youth, and families. Having the report informed and written by the people of Sacramento County was very important. The Board of Supervisors agreed and provided funding through the County's Children's Trust Fund to carry out the project.

This report presents findings on child, youth, and family wellness indicators in five result areas: family economic well-being, education, health and wellness, safety, and social and emotional well-being. The *Children's Report Card* serves as a trusted, centralized data source and foundation to assist leaders and advocates to:

- **Guide policy** development;
- **Set goals** for improvement;
- **Track change** in population and living conditions;
- **Support resources** and community allocations; and,
- **Promote community responsibility** for positive change.

Sacramento County's communities each have their own strengths and challenges. The challenges our communities face are complex and layered. To create effective solutions, it is important to hear and learn from the people facing these everyday struggles. Community voice is valuable in making sound decisions about child and family services. Recognizing this, the *Children's Report Card* includes feedback from Sacramento County's communities. In particular, from the voices of families served by Sacramento County's systems of care. The input shared throughout the *Children's Report Card* helps us better understand the data presented.

The Children's Coalition partnered with the Child Abuse Prevention Council of Sacramento, Sacramento State Institute for Social Research, and other allies to host **seven** community convenings; at least one held in each County Supervisor's district. The Children's Coalition coordinated community convenings with trusted nonprofits that support families in neighborhoods of greatest need:

- Fruitridge Community Collaborative;
- North Sacramento Family Resource Center;
- Valley Hi Family Resource Center;
- Arcade Community Center;
- Kiwanis Club of Citrus Heights;
- Folsom Cordova Community Partnership; and,
- La Familia Counseling Center (hosted in Spanish)

Collectively, almost 100 people from 36 zip codes attended. Nearly half of these were parents connected to a Family Resource Center. One tenth of participants attended the Spanish language community convenings. During each community convening, community members who were familiar with each neighborhood presented key data from the *Children's Report Card* research. Community feedback was gathered through polls, word clouds, and group discussions. In addition to gathering community feedback and experiences, the community convenings offered a way to:

- Exchange ideas;
- Connect with neighbors;
- Spread awareness of child, youth, family, and community strengths and challenges;
- Explore ways to make neighborhoods a better place to live; and,
- Share ideas for solutions.

Through these community convenings, community members indicated that they want:







1. To know more about how children and families are doing in Sacramento County;
2. More opportunities to talk about the information shared; and,
3. To be a part of discussions to improve their community and neighborhoods.

In addition to *Children's Report Card* data presented, the information gathered during these convenings provided a more complete picture of the child, youth, and family needs and desires in Sacramento County. The intent of the *Children's Report Card* is not to make recommendations, but to present information to raise awareness of critical issues. The decisions to be made and the actions to be taken to improve the well-being of our children and youth are not in the data presented here. Rather, they are in the hearts and minds of our collective community.

In Partnership,

The Sacramento County Children's Coalition

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## EXECUTIVE SUMMARY

As this *Children's Report Card* developed, a few substantive topics and themes echoed through nearly every conversation: economic well-being, health, and safety. These have been areas of community concern in Sacramento County for more than a decade – evidenced by what was reported in the last *Children's Report Card*, published in 2011. When comparing the data within this report to the 2011 *Children's Report Card*, it is clear why these areas continue to be concerning.

### ■ *How are we helping families gain economic stability and self-sufficiency?*

Self-sufficiency continues to be a top goal for working families in Sacramento County. Although efforts are in place, this continues to be a struggle. Rent, unemployment, food, child care costs, and health care costs have all increased, but wages are not keeping pace. In 2018, 22 percent of children and youth lived in poverty, compared with 24 percent in 2012<sup>1</sup>. In Sacramento County, the annual income needed for a two-parent working family, with one preschooler and one school-age child, to remain self-sufficient came to \$115,728 in 2020. Many working families have been priced out of the home purchase market. For families who rent in Sacramento County in 2018, more than half (55%) pay over the recommended 30 percent of their income for rent, down from 57 percent in 2011<sup>2</sup>. However, the county unemployment rate decreased between 2011<sup>3</sup> and 2019 from 11.0 percent to 3.7 percent.

### ■ *48% of community convening attendees said that **lack of child care** is one of the biggest challenges their family is facing right now; 36% cited **housing**.*

Child care continues to be one of the largest family expenditures for any household budget. In Sacramento County for 2019, the average cost for an infant in a child care center is \$14,240, compared to \$9,594 for a family child care home. Since 2010, this has increased by 27 percent and 29 percent, respectively<sup>4</sup>. In 2019, the average cost for a preschooler at a child care center is \$9,913 compared to \$8,955 for a family child care home (an increase of 29% and 30%, respectively, since 2010<sup>4</sup>). Having access to reliable child care that meets their family's needs helps parents move toward a place of self-sufficiency.

### ■ *Do our children and youth have the tools and resources to be financially stable and self-sufficient as adults?*

The education that children and youth receive today affects the jobs they will hold tomorrow. Education is the foundation for success in a knowledge-driven economy. For the 2018–2019 school year, 23 percent of kindergartners in Sacramento County begin their educational journey with limited English proficiency, compared with 27 percent in the 2014–2015 year<sup>5</sup>. The graduation rate for high school seniors in Sacramento County was 82 percent in 2018–19<sup>6</sup>. However, disparities exist in graduation

1 American Community Survey 2018 and 2012 5-year estimates <https://data.census.gov/cedsci/table?t=Poverty&g=0500000US06067&tid=ACST5Y2012.S1701>

2 American Community Survey (2011) <https://data.census.gov/cedsci/table?q=DP04,%20Sacramento%20County&tid=ACSDP1Y2011.DP04>

3 Bureau of Labor Statistics [https://www.bls.gov/regions/west/news-release/2014/pdf/unemployment\\_sacramento\\_20140221.pdf](https://www.bls.gov/regions/west/news-release/2014/pdf/unemployment_sacramento_20140221.pdf)

4 CA Child Care Resource and Referral Network <https://rnetwork.org/research/child-care-data-tool?#!0> Note: Child Action, Inc. supplies the child care data to the California Child Care Resource and Referral Network, for the purpose of creating Sacramento County's Child Care Portfolio.

5 California Department of Education DataQuest. <https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cde=34&aggllevel=County&year=2018-19>

6 Due to the changes in the methodology for calculating the 2016–17 adjusted cohort graduation rate (ACGR) and subsequent years, the CDE strongly discourages against comparing the 2016–17 ACGR with the cohort outcome data from prior years.

rates across race/ethnicity and for youth in the foster care system. Black/African American students have the lowest high school graduation rates in the county by race/ethnicity with 73 percent of students graduating. Students who are in foster care also have the lowest graduation rates of identified sub-groups: about half (51%) graduated from high school within four years.

The percentage of high school graduates meeting University of California/California State University (UC/CSU) requirements was 45 percent in 2018–2019, which is slightly below the state average. However, as with four-year high school graduation rates, there are disparities between students by their race and ethnicity: 32 percent of Black/African American, 26 percent of American Indian/Alaska Natives, and 10 percent of students in foster care met admission requirements by the end of high school.

Attendance is a powerful predictor of student outcomes. In fact, a student's attendance can be a better predictor than test scores as to whether students will graduate<sup>7</sup>. When students are suspended, they are not attending school and are missing out on valuable learning. The correlation between attendance and graduation rates has important ramifications that go beyond the classroom.

***On average, in 2018–2019, Sacramento County schools have a higher rate of suspensions (5.3%) than the state average (3.5%).***

Black/African American students are disproportionately more likely to be suspended than their peers in Sacramento County, with a suspension rate of 14 percent versus 4 percent for White students. In 2018–2019, Black/African Americans make up 12 percent of the student enrollment in Sacramento County and represent 30 percent of all students who are suspended. Additionally, students in foster care have the highest suspension rates in the county at 20 percent — which is five percent higher than the state average (15%). Students who experience learning loss are less likely to graduate high school and less likely to experience self-sufficiency and financial security as adults.

***How are we supporting our families in building, improving, and sustaining safe and healthy communities?***

Family safety is essential for the health and well-being of children and youth. When families have social connections, extra support in times of need, and resources available to help provide for immediate needs, stressors are decreased and family safety is increased.

***58% of community convening attendees said that the most important data points shared about safety pertained to child abuse and neglect; 43% cited children, youth, and families experiencing homelessness; 34% cited infant mortality rates.***

Children are supposed to be safe, especially in the hands of those entrusted with their care. One of the principal functions of the Sacramento County Child Death Review Team is to ensure that all deaths due to child abuse and neglect are identified. According to the latest Child Death Review Team and Fetal Infant Mortality Review Annual Report (2016), the three-year rolling average rate of Child Abuse and Neglect Homicides over ten years shows a general declining trend of 2.0 per 100,000 children in 2006–2008 to 0.93 per 100,000 children in 2014–2016, in Sacramento County.

<sup>7</sup> <https://soeonline.american.edu/blog/importance-of-school-attendance/>



The infant mortality rate in Sacramento County has been trending downwards from 5.2 per 1,000 live births in 2016 to 4.5 in 2018. Since 2016, there has been a decline in the rate of Black/African American infant mortality. However, there are still disparities based on an individual's race/ethnicity. In 2018, the Black/African American infant mortality rate was more than double the White infant rate (8.9 compared to 3.6). The second highest rate was Hispanic infants at 5.5.<sup>8</sup>

The three-year average for 2017–2019 found that the most alleged form of child maltreatment in Sacramento County is general neglect (55%), the same as in 2011<sup>9</sup>. The other 2017–2019 allegations of child maltreatment included physical abuse (26%), sexual abuse (9%), emotional abuse (7%), and other (4%). Comparable to 2011, which included physical abuse (29%), sexual abuse (9%), emotional abuse (2%), and other (5%)<sup>5</sup>. Domestic violence within the family is a widely recognized risk factor for child maltreatment. The American Academy of Pediatrics supports intervening on behalf of domestic violence victims as a way to prevent child abuse<sup>10</sup>. In 2019, law enforcement received more than 5,000 calls reporting domestic violence in Sacramento County.

In 2019, 20% of the people reporting homelessness in Sacramento County were families with children and/or youth. Of these families, over half (52%) were “unsheltered”, meaning that they were not in a homeless shelter, motel, or another habitable place<sup>11</sup>.

**66% of community convening attendees said that the most important data points shared about health and wellness pertained to child and youth mental health.**

Behavioral health, known more commonly as mental health, is an important but often stigmatized part of a child or youth's health and wellness. Developing and maintaining healthy coping skills, social skills, and emotional and behavioral skills are important to mental health. When children and youth experience mental health challenges, it is critical to have health care options available that can support them and their families. When mental health challenges are left untreated, in some circumstances, emergency services may be required.

During 2017–2019, incidences of depression-related feelings were reported by one-third of ninth graders (33%) in both Sacramento County and the state. In Sacramento County, one in five ninth-grade students reported contemplating suicide in the past year (18%) from 2017–2019. Rates of suicide contemplation in Sacramento County were higher among ninth graders (18%) and eleventh graders (20%) when compared to state rates for ninth graders (16%) and eleventh graders (17%).

**66% of community convening attendees said that the most important information shared about social and emotional well-being pertained to Adverse Childhood Experiences (ACEs).**

ACEs are traumatic events that occur in a child's and/or youth's life before the age of 18. ACEs cause a person to experience toxic stress which leads to more serious health and social challenges. Positive Childhood Experiences (PCEs) help mitigate the effects of ACEs and nurture healthy childhood development. Research shows that the more PCEs a child and youth have, the more likely they are to

8 Sacramento County Public Health – Infant Mortality Fact Sheet 2018











9 <https://ccwip.berkeley.edu/childwelfare/reports/Allegation/MTSG/r/ab636/s>

10 American Academy of Pediatrics “Clinical Report—Intimate Partner Violence: The Role of the Pediatrician” <https://publications.aap.org/pediatrics/article/125/5/1094/72437/Intimate-Partner-Violence-The-Role-of-the-Pediatrician-in-Recognizing-and?redirectedFrom=fulltext>

11 <https://sacramentostepsforward.org/wp-content/uploads/2019/06/2019-Final-PIT-Report-1.pdf>

be healthy, resilient, and successful in school<sup>12</sup>. The effects of ACEs are seen across all communities and ACEs are common, occurring in 33 percent of children’s and youth’s lives<sup>13</sup>. In Sacramento County, one in five households (19%) has experienced four or more ACEs. A greater proportion of households in the county have experienced at least one ACE, compared to the state (67% and 64% respectively).<sup>14</sup>

### Adverse Childhood Experiences (ACEs)

Abuse	Neglect	Household Dysfunction	
 Physical	 Physical	 Mental Illness	 36514 Incarcerated Relative
 Emotional	 Emotional	 Family Violence	 Substance Abuse
 Sexual		 Divorce	

When families have access to services and supports that uplift their children and youth, they thrive and participate more effectively in their community. Throughout the development of this report, citizens expressed a desire to increase awareness of and accessibility to services and resources that are necessary for a healthy lifestyle. COVID-19 is an ongoing part of our lives and has been mentioned in this report. The pandemic has exacerbated existing stressors on children, youth, and families – particularly groups that are vulnerable due to demographic, economic, environmental, and social factors.

This report provides a holistic picture of how our children and families are faring in Sacramento. We hope it will be a tool that public officials, non-profits, and other agencies can use to continue improving and sustaining our communities.



12 <https://cssp.org/resource/balancing-aces-with-hope-final/>

13 <https://www.acesaware.org/ace-fundamentals/>

14 <https://www.kidsdata.org/topic/2447/aces-brfss-county/table#fmt=3007&loc=344&tf=133&ch=89,90,1273,1256,1274,1259&sortColumnId=0&sortType=asc>

# I. INTRODUCTION TO THE SACRAMENTO COUNTY CHILDREN'S REPORT CARD

The *Children's Report Card* provides a comprehensive overview of the well-being of children, youth, and families in Sacramento County. It is meant to inform data-driven recommendations, priorities, strategic plans, funding requests, policies, and practices that best serve our communities. The stories and quotes provided throughout this report are intended to inspire positive change, enhance trust, and deepen partnerships between Sacramento's families and those that support them.

## **The Children's Report Card:**

- Highlights the needs of children, youth, and their families,
- Provides a perspective on the ongoing issues families face, and
- Invites readers to consider concrete ways to promote well-being through prevention efforts, early intervention, and whole-family support.

This is the Seventh Edition of the *Children's Report Card*. Eighty-nine indicators are presented here in the areas of family and community demographics, family economic well-being, education, health and wellness, safety, social and emotional well-being, and a focus on children and youth in foster care. This approach invites readers to consider concrete ways to promote well-being through prevention efforts, early intervention, and whole-family support.

**“ IF IT TAKES A VILLAGE TO RAISE A CHILD, IT TAKES A VILLAGE TO SUPPORT THAT CHILD'S FAMILY.”<sup>15</sup>**

## RACIAL DISPARITIES

Sacramento County has prioritized reducing racial disparities over the past decade, and even more so over the past five years, through culturally responsive programming, practices, and systems changes, to improve outcomes and hold systems accountable. For the past five years, the Sacramento County Children's Coalition has focused its advocacy on reducing racial disparities – with a specific focus on educational outcomes. The publication of the 2022 *Children's Report Card* follows the onset of the COVID-19 pandemic and widespread social movements for racial justice in 2020. These events have brought necessary attention to the disparities in wealth, health, education, and criminal justice which impact communities of color, particularly the Black/African American community, disproportionately. Between 2019 and 2020, the child and youth poverty rate for Latino and Black/African American children and youth increased nationwide, while poverty rates for White and Asian children and youth remained relatively stable.<sup>16</sup> The pandemic increased perceptions of racial violence against the Asian American community with 81 percent of Asian respondents saying violence against their group was increasing in April 2021.<sup>17</sup>

<sup>15</sup> Ann Douglas, "Helping Families to Weather the Storm" <https://www.prospeakers.com/speakers/ann-douglas/>

<sup>16</sup> <https://www.childtrends.org/publications/child-poverty-increased-nationally-during-covid-especially-among-latino-and-black-children/>

<sup>17</sup> <https://www.pewresearch.org/fact-tank/2021/04/21/one-third-of-asian-americans-fear-threats-physical-attacks-and-most-say-violence-against-them-is-rising/>

Racial disparities impact children and youth throughout their lifetime. During 2016–2018, the County's infant mortality rate for Black/African American infants was nearly twice as high as the overall Sacramento County infant mortality rate. In 2018–2019, Sacramento County's average four-year graduation rate for all students was 82 percent. Seventy-three percent of Black/African American students and 79 percent of Hispanic students graduated from high school in four years compared to 85 percent of White students and 92 percent of Asian students. Black/African American students were also more likely to be suspended from school than their White, Asian, or Hispanic peers, and Black/African American students were disproportionately overrepresented among total suspensions. Although research demonstrates that faculty and staff diversity can improve educational outcomes for students, the diversity of Sacramento County's teachers and staff differ from the population's diversity.<sup>18</sup> Seventy-two percent of school staff identify as White, while only 30 percent of students identify as White.

This report features data on racial disparities in criminal justice, education, and health care, with the hope that such findings inform the future decisions of community members and policymakers. An equitable future in Sacramento County is only possible if all children and youth are granted the opportunity to grow, thrive, and prosper.

Please note that race and ethnicity data is reflected in different ways throughout the report. This is due to the different ways that each data source reports them.

## CHILDREN AND YOUTH IN FOSTER CARE

This *Children's Report Card* includes a thematic section devoted to the well-being of Sacramento County's most vulnerable – children and youth in the foster care system. While many of us understand their vulnerability, reporting their outcomes versus children and youth not in the foster care system provides a clearer picture and platform for advocacy. Children and youth in foster care confront unique challenges due to the impact of traumas and disruptive events during their youth and adolescence and are at a higher risk of negative educational and health outcomes. Children and youth formerly in foster care who are transitioning into adulthood experience greater stability when they receive support from the community.



Children and youth in foster care are a specific sub-group of students with distinct demographic characteristics and achievement gaps compared to other students.<sup>19</sup> From 2016–2019, approximately half of Sacramento County students in foster care graduated from high school in four years; and only 14 percent of children and youth in foster care who graduated in 2018–2019 met the admissions requirements to attend a California State University (CSU) or University of California (UC) campus.

<sup>18</sup> Hughes et al. 2020. "Value in diversity": School racial and ethnic composition, teacher diversity, and school punishment. <https://www.sciencedirect.com/science/article/pii/S0049089X2030079X>

<sup>19</sup> <https://files.eric.ed.gov/fulltext/ED559637.pdf>

## REPORT CARD CONTENT

The *Children's Report Card* presents seven chapters. Each chapter begins with an introduction reflecting the importance of each result area across child and youth well-being, followed by indicator data that tells a story about the children and youth in Sacramento County. Indicator data was collected for the latest year available while keeping the reporting years consistent across sources. All indicator data is presented for the Sacramento County population unless otherwise noted. For some indicators, trend data is presented over three to five-year periods. Links<sup>20</sup> to the sources of child and youth well-being indicator data and a glossary of terms are listed in the appendix.

## COMMUNITY VOICE

The information presented in this report provides important data points to inform discussions, at the policy and program levels and also within our communities and homes. We want to acknowledge the diversity of lived experiences among the families of Sacramento County, and the limitation of communicating all strengths and challenges facing our children and youth.

This report presents feedback and quotes that were gathered during a series of community convenings held in 2021. These community convenings, attended by nearly 100 community members, presented a snapshot of data from this report to 'ground truth' the status of families, children, and youth in Sacramento County and receive feedback from community members and child, youth, and family serving agencies interested in their well-being. Community feedback was gathered through polls, word clouds, and group discussions.

Community convenings began in August 2021 and were hosted by the Children's Coalition. Seven convenings were held, with at least one in each Supervisorial District. One convening was held in the Spanish language, and the additional six were in English. The Children's Coalition partnered with trusted nonprofits that support families in neighborhoods of greatest need:

- Arcade Community Center
- Folsom Cordova Community Partnership
- Fruitridge Community Collaborative
- Kiwanis Club of Citrus Heights
- La Familia Counseling Center (hosted in Spanish)
- North Sacramento Family Resource Center
- Valley Hi Family Resource Center

Almost 100 people from 36 zip codes attended. About half of these were parents connected to a Family Resource Center. One-tenth attended the Spanish language convening. The information gathered during these convenings provides a more complete picture of the child, youth, and family needs in Sacramento County. While you will find community feedback shared throughout the *Children's Report Card*, the Children's Coalition learned three key takeaways. The community wants: 1) to know more about how children, youth, and families are doing in Sacramento County; 2) more opportunities to talk about the information shared; and 3) to be a part of discussions to improve their community and neighborhoods.

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<sup>20</sup> While the links provided were all functioning at the time that this report was written, we want to acknowledge that hyperlinks do not always remain functional (often links become "broken" over time) as websites are updated.



## DATA IN THE TIME OF COVID-19

It cannot go without saying that the COVID-19 pandemic has changed the lives of Sacramento County children, youth, and families. For example, a May 2020 COVID-19 Resilience Poll of the Greater Sacramento region found that the pandemic severely impacted the mental health and physical well-being of the community. Given the time frame of the available data, this report cannot reflect the significant COVID-19 impacts on the lives of children, youth, and families in Sacramento County, with the sudden disruptions related to school, work, and more. Data availability varied during the time of collection. Once available, data from 2020 onward will be important in interpreting the immediate and prolonged impact of COVID-19. However, we expect that pandemic-era data will also complicate the drawing of conclusions about the overall well-being of Sacramento County children and youth. At the time of this writing, COVID-19 continues to impact the daily health and well-being of the Sacramento County population and a full account of the pandemic's impact on individuals of all ages will require time and future insight. We submit that this report is a vital resource for outlining the contexts and conditions of the children and youth of Sacramento County before the start of the COVID-19 pandemic.



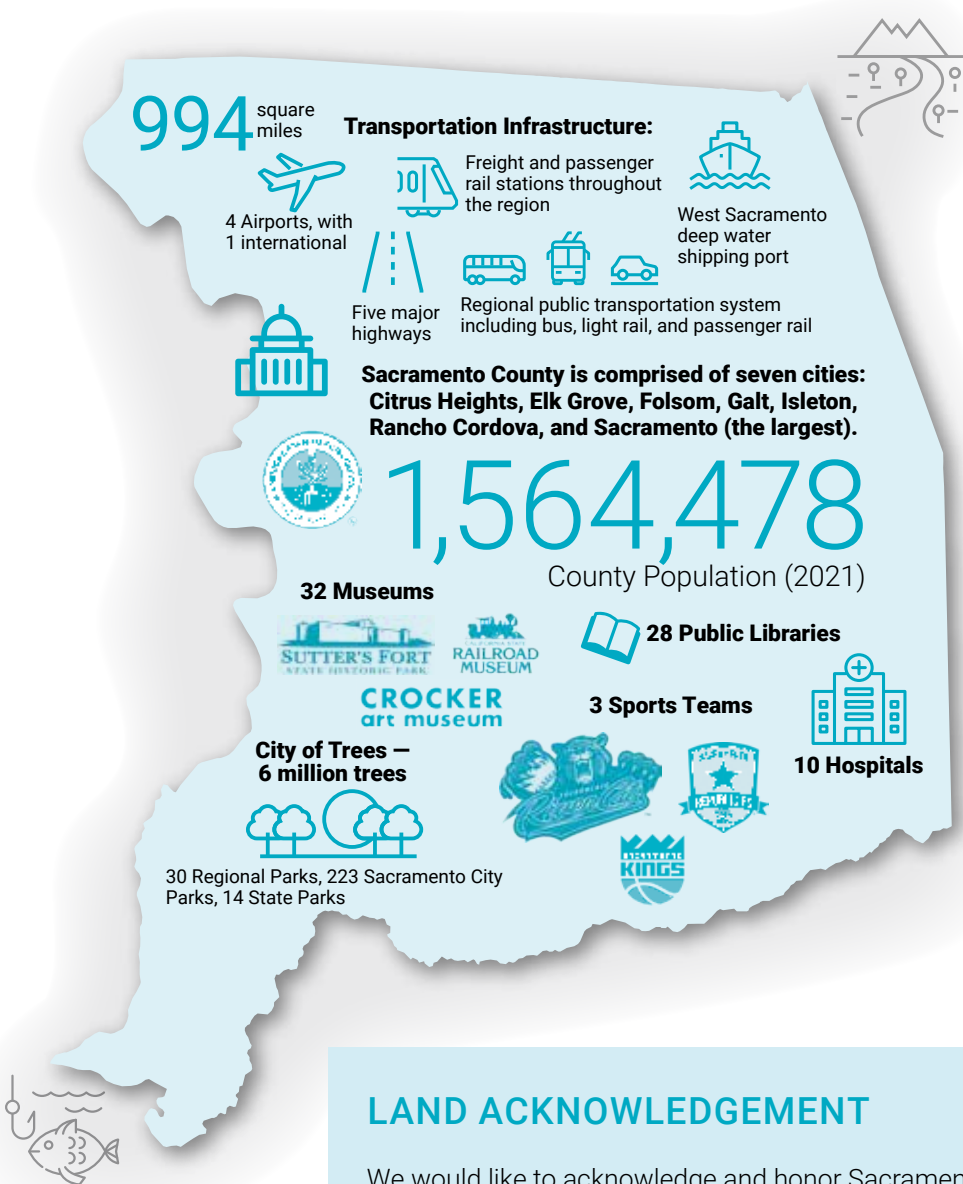
## Community Voice

**41%** of community convening attendees said that **during the pandemic** their **income has been reduced**.

**54%** of the community convening attendees **worried about the physical and/or emotional well-being** of the children and youth in their home, during COVID-19.



# Sacramento County



## LAND ACKNOWLEDGEMENT

We would like to acknowledge and honor Sacramento County's Indigenous People and Tribal Lands. Sacramento was a gathering place for many local Tribes who have lived throughout the central valley and the foothills for generations and were the original stewards of this land. We would like to acknowledge the Nisenan people, the Southern Maidu, Valley and Plains Miwok/Me-Wuk, and Patwin Wintun peoples, and the people of Wilton Rancheria, Sacramento County's only federally recognized tribe. Recognizing their culture that is rich with spiritual ties to the land and waters that resonate with their traditions, we are humbled and take this opportunity to thank and honor those indigenous people of this area.

## COMMUNITY VOICE



### Family and Community Demographics

**24%** of community convening attendees said that one of **the most important data points** shared about family and community demographics pertained to **English Language Learners and languages spoken at home**.

### Family Economic Well-being

**48%** of community convening attendees said that **lack of child care** is one of the biggest challenges their family is facing right now.

### Education

**67%** of convening attendees said that the **most important data** points shared about education pertained to students **Graduating and Percentage of Graduates Meeting CSU/UC Requirements**;

**56%** cited **Suspension Rates by Race and Ethnicity of Students**; and

**30%** said a **lack of educational support services for children** is one of the **biggest challenges** facing their family right now.

### Health and Wellness

**56%** of convening attendees said that the **most important data** points shared about health and wellness pertained to **child and youth mental health**.

### Safety

**58%** of convening attendees said that the **most important data** points shared about safety pertained to **child abuse and neglect**;

**48%** cited **children, youth and families experiencing homelessness**; and

**34%** cited **infant mortality rates**.

### Social and Emotional Well-Being

**66%** of community convening attendees said that the **most important information** shared about social and emotional well-being pertained to **Adverse Childhood Experiences (ACEs)**.



## II. FAMILY AND COMMUNITY DEMOGRAPHICS

### WHY IS THIS IMPORTANT?

The makeup of a community shapes the atmosphere and environment that children and youth experience, setting the stage for their development. As the overall population, and the population of children and youth, grow resources such as schools, housing, jobs, transportation, and public services for communities are impacted. A community with adequate resources will have lower health and safety risks, promoting community health.<sup>21</sup>

The diverse makeup of a community, and the resources that support it, also have a role in child and youth development. Recent census data shows an increase in racial diversity across the United States, with 53 percent of children and youth nationwide belonging to a non-White race/ethnicity.<sup>22</sup> In 2020, Sacramento County became the third most diverse county in California, moving up from seventh in 2010.<sup>23</sup> Knowing the race/ethnicity of the child and youth population can help prepare systems and community organizations to better serve families in a culturally responsive manner. For example, knowing what languages families speak in their homes can inform what linguistic supports are needed to serve children and youth and their families.



Family structure and home environment have a role in the development and well-being of children and youth. High-quality, consistent, and stable long-term relationships are key. While children and youth can thrive in any kind of family structure, the stability of the family and the nature of family relationships are important factors in child and youth development.<sup>24</sup> Parents and caregivers who provide nurturing, stable relationships to children and youth, especially to those who have experienced early adversity, support healthy brain development and contribute to their social-emotional and physical well-being.

21 <https://health.gov/healthypeople/objectives-and-data/browse-objectives/neighborhood-and-built-environment/>

22 <https://carsey.unh.edu/publication/new-census-reflects-growing-US-population-diversity/>

23 <https://www.census.gov/library/visualizations/interactive/race-and-ethnicity-in-the-united-state-2010-and-2020-census.html>

24 <https://www.kidsdata.org/topic/8/family-structure/summary/>

**MENTIMETER QUESTION: “ The services or supports that would make my neighborhood a better place to live include...”**

- “MAKE EQUAL OPPORTUNITIES AVAILABLE”
- “SOMEONE NON-BIASED TO BE AVAILABLE TO THE COMMUNITY”
- “EQUALITY BEHAVIOR FROM POLICE [AND OTHER AUTHORITY FIGURES]”

When children and youth have disabilities, families and communities need higher levels of support. Having quality information about the unique needs of children and youth with disabilities helps to design appropriate programs, bridge barriers to care, and provide the appropriate level of support needed to serve them. When planning for services, communities and systems must consider an adequate and equitable distribution of resources and collaborate on unique ways to reach this population. When there are enough resources available to meet individual needs and access to services is adequate, children and youth with disabilities, and their families, are supported in their lifelong planning to lead healthy and productive lives in their communities.

A family’s financial stability has an impact on their well-being. Financial stability lowers stress and promotes the ability to provide the environment and experiences a child and youth need for optimal cognitive, emotional, and physical development. Those impacts are present long after childhood, often resulting in higher levels of graduation from high school and even higher levels of stable employment in adulthood.<sup>25</sup>

25 <https://www.urban.org/sites/default/files/publication/32706/412899-The-Negative-Effects-of-Instability-on-Child-Development-A-Research-Synthesis.PDF>

HOW ARE WE DOING?

Family and Community

368,364

Children and Youth in the County



In a Married-Couple Household



23% County Residents Under the Age of 18



41,903 Students (K-12) in the County Speak a Language Other Than English at Home

*vietnamese slavic arabic farsi tagalog spanish*



Students Enrolled in Special Education



40% Have a Parent Born Outside the US

Children and Youth who Identify as a Race/Ethnicity Other Than White



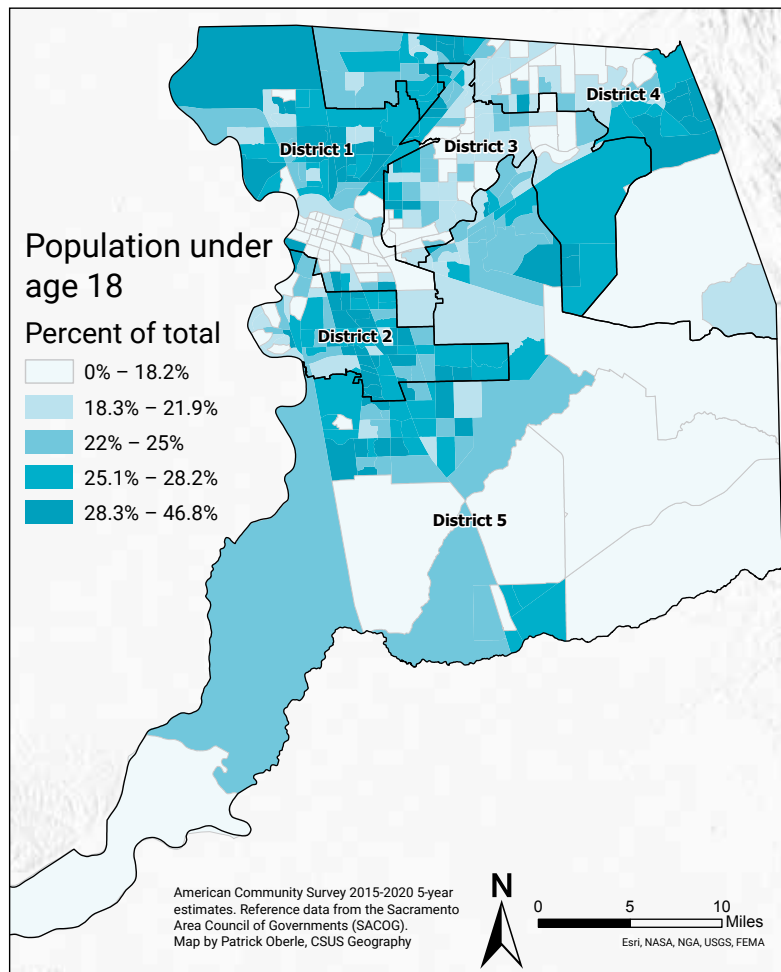
## POPULATION TRENDS FOR CHILDREN AND YOUTH

**Total Population** | Sacramento County is home to 1.5 million people, of which about one in four (23%) are children and youth under 18 years of age. Sacramento is the eighth most populated county in California, with a population greater than the six surrounding counties of Amador, El Dorado, Placer, Solano, Sutter, Yolo, and Yuba combined. Since 2010, the population of the county’s children and youth has grown by about 5,000. In the coming decade, the birth rate is projected to decline, resulting in about a 2.3 percent reduction in the total number of children and youth in the county.

**Projected Sacramento County Children and Youth Population by Age Group | 20-Year Trend**

Age Range	2010		2015		2020		2025		2030	
	#	%	#	%	#	%	#	%	#	%
0-3 years	80,378	22%	78,232	22%	75,046	20%	76,144	21%	73,341	20%
4-5 years	40,753	11%	40,257	11%	40,748	11%	39,454	11%	38,565	11%
6-11 years	117,585	32%	124,436	34%	125,286	34%	120,530	33%	119,633	33%
12-17 years	124,228	34%	120,929	33%	127,284	35%	131,259	36%	128,092	35%
Total 0-17 Population	362,944	100%	363,854	100%	368,364	100%	367,387	100%	359,631	100%

Table 1 | Source: CA Dept of Finance



**Figure 1 | Map of Children and Youth Population in Sacramento County**

Figure 1 shows the concentration of the population under the age of eighteen in Sacramento County by census tract. County supervisorial districts are outlined in black. Darker shading indicates a greater concentration of youth under the age of eighteen in the area, while lighter shading indicates a lower concentration of youth under the age of eighteen.

## POPULATION DIVERSITY

**Age and Race** | Sacramento County’s children and youth reflect the diversity of our region, with six out of every ten children and youth identifying as a race/ethnicity other than White. This means that while White children and youth are still the largest race/ethnicity in the county (38%) they make up less than half of the population. Hispanic children and youth comprise the next largest (30%), followed by Asian (15%) and Black/African American (11%).



**Estimated Population of Sacramento County Children and Youth by Age, Race and Ethnicity**

	0-3 years		4-5 years		6-11 years		12-17 years		Total 0-17	
	#	%	#	%	#	%	#	%	#	%
Hispanic (any race)	20,002	27%	10,821	27%	37,276	30%	40,824	32%	108,923	30%
<b>Non-Hispanic</b>										
Am. Indian/Alaska Native	416	1%	217	1%	604	<1%	607	<1%	1,844	1%
Asian	10,931	15%	6,081	15%	18,569	15%	19,109	15%	54,690	15%
Native Hawaiian/Pacific Is.	723	1%	389	1%	1,220	1%	1,188	1%	3,520	1%
White	30,217	40%	16,373	40%	48,110	38%	45,081	35%	139,781	38%
Multiracial	4,649	6%	2,707	7%	6,367	5%	6,978	5%	20,701	6%
Black/African American	8,108	11%	4,160	10%	13,140	10%	13,497	11%	38,905	11%
<b>Total</b>	<b>75,046</b>	<b>100%</b>	<b>40,748</b>	<b>100%</b>	<b>125,286</b>	<b>100%</b>	<b>127,284</b>	<b>100%</b>	<b>368,364</b>	<b>100%</b>

Table 2 | Source: CA Department of Finance (2020)

### MENTIMETER QUESTION: “I wish people outside of my neighborhood knew this about my neighborhood...”

- “FULL OF CULTURE THAT CAN BE ACCESSED THROUGH FOOD, EVENTS, EACH OTHER”
- “WE ARE A DIVERSE COMMUNITY”
- “THERE IS STRENGTH IN OUR DIVERSITY”

**English Language Learners (ELL)** | The rich diversity of the county can also be seen in the numerous languages that are spoken by our children and youth. Nearly 42,000 students enrolled in kindergarten through twelfth grade, in Sacramento County, speak a language other than English at home and receive additional assistance to build their English language skills. Nearly 1-in-5 of the county’s enrolled students (17%) are classified as ELL students, which is comparable to the 19 percent of ELL students statewide. About two-thirds (63%) of all ELL students in the county are enrolled in the earlier grades (Kindergarten through fifth grade). As younger students gain English skills, they transition out of the ELL designation before sixth grade and up.

**Sacramento County English Language Learners by Grade Level**

English Language Learners	# of ELL Students	% of Enrolled ELL Students	% of Total Student Enrollment
Kindergarten	4,705	11%	23%
Elementary (1st-5th Grade)	21,836	52%	23%
Junior High (6th-8th Grade)	8,017	19%	14%
High School (9th-12th Grade)	7,345	18%	10%
<b>Total ELL Students</b>	<b>41,903</b>	<b>100%</b>	<b>17%</b>

Table 3 | Source: CA Department of Education (2018–19)

Among the non-English languages spoken by the county’s ELL students, half (50%) speak Spanish, followed by Russian (7%) and Hmong (7%). Sacramento County is home to 4 percent of the state’s total ELL students, including 66 percent of the state’s Ukrainian ELL students, 38 percent of the state’s Pashto ELL students, and 34 percent of the state’s Russian and Hmong ELL students, reflecting the county as a destination for many newly immigrating families.

**Languages Spoken by English Language Learners | Sacramento County and State Comparison**

ELL Students	County ELL Students		% ELL Students in State enrolled in County
	#	%	
Ukrainian	1,208	3%	66%
Pashto	1,139	3%	38%
Russian	3,105	7%	34%
Hmong	2,776	7%	34%
Farsi (Persian)	1,453	3%	19%
Punjabi	952	2%	10%
Cantonese	1,224	3%	8%
Arabic	1,224	3%	7%
All other languages	6,746	16%	6%
Vietnamese	1,319	3%	5%
Spanish	20,757	50%	2%
<b>Total ELL Students</b>	<b>41,903</b>	<b>100%</b>	<b>4%</b>

Table 4 | Source: CA Department of Education (2018–19)

**MENTIMETER QUESTION: “The services that would make my neighborhood a better place include...”**

“MORE LANGUAGE SUPPORT FOR ENGLISH AS SECOND LANGUAGE FAMILIES”

**FAMILY STRUCTURE**

**Household Type** | Children and youth in the county live in a variety of households. About 6-in-10 live in households with parents who are married (including those cohabitating or separated). One third (33%) of children and youth live in households headed by a single parent. Among all children and youth living in single-parent households, 74 percent live with their mothers and 26 percent live with their fathers. Forty percent of single-parent households headed by a single father include an unmarried partner and 19 percent of single-parent households headed by a single mother include an unmarried partner.

Most children and youth (88%) live with their biological, step, or adoptive parents. Ten percent of children and youth live with a non-parent relative, either a grandparent (7%) or another family member (3%). Two percent of the county’s population of children and youth live with foster parents or other unrelated guardians.

**Sacramento County Household Types of Children and Youth**

Households of Children and Youth	Children and Youth %
Household Type	
Married Couple Households	66%
Single Parent Households	33%
<i>Single Father</i>	(26%)
<i>40% of single fathers have an unmarried partner present</i>	
<i>Single Mother</i>	(74%)
<i>19% of single mothers have an unmarried partner present</i>	
Child and/or Youth’s relationship to Head of Household	
Is own child (biological, step, or adopted)	88%
Is grandchild	7%
Is other relatives	3%
Is foster child or other unrelated child	2%

Table 5 | Source: American Community Survey (2018)

**Grandparents** | Grandparents provide a significant contribution to raising children and youth in the county. An estimated 38,397 grandchildren live with their grandparents in the county. Twenty-eight percent (28%) of these grandparents are primarily responsible for caring for them and about a quarter (26%) of these grandparents do so in the absence of any parent in the household.

**Grandchildren Under 18 Years of Age Living with Grandparents in Sacramento County**

Grandchildren Living with Grandparents	% Grandparents
Responsible for own grandchildren	28%
<i>Of these, no parent present in household</i>	<i>(26%)</i>

Table 6 | Source: American Community Survey (2018)



**Population Born Outside of the U.S.** | Children and youth living with at least one parent who was born outside of the United States contribute to the diversity of families in the county. Two-in-five (40%) children and youth have at least one parent born outside of the United States, compared to the state population which is almost one-half (48%). The county conversely has a high rate of children and youth born outside the United States, at six percent, compared to the state’s population of five percent.

**Children and Youth with Parent(s) Born Outside the US | Sacramento County and State Comparison**

Children and Youth	County	State
Has at least one parent born outside the US	40%	48%
Child or youth born outside the US	6%	5%

Table 7 | Source: American Community Survey (2018)



## CHILDREN AND YOUTH WITH DISABILITIES



### Special Education Enrollment |

Children and youth come to school with multiple abilities. Currently 32,119 K-12 students are enrolled in Special Education services. Thirteen percent of students in the county and 13 percent of students statewide are enrolled in Special Education services. Of those students receiving Special Education services in the county, the largest proportion (38%) have a specific learning disability (e.g., dyslexia or attention deficit hyperactivity disorder). Other students report a speech or language impairment (22%), Autism (16%), an unspecified health impairment (11%), or other types of disabilities.

### Special Education Enrollment by Disability Type in Sacramento County

Type of Disability	Students Enrolled in Special Education	
	#	%
Specific Learning Disability	12,356	38%
Speech or Language Impairment	6,924	22%
Autism	5,038	16%
Other Health Impairment	3,471	11%
Intellectual Disability	1,855	6%
Emotional Disturbance	1,246	4%
Multiple Disability	466	1%
Orthopedic Impairment	299	1%
Hard of Hearing	230	1%
Visual Impairment	135	<1%
Deaf	79	<1%
Traumatic Brain Injury	28	<1%
Deaf-Blindness	0	0%
<b>Total Special Education Students</b>	<b>32,199</b>	<b>100%</b>

Table 8 | Source: CA Department of Education (2018-19)

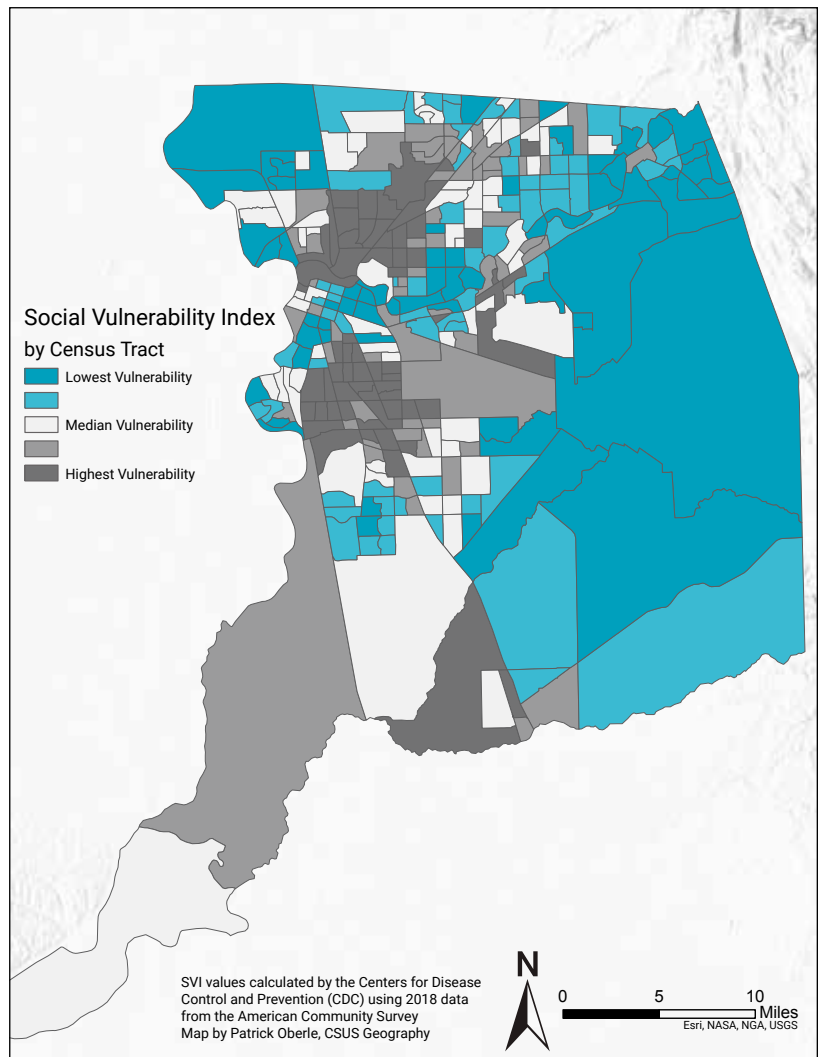
## COMMUNITY VULNERABILITY

Sacramento County is home to dozens of individual communities that are characterized by their rich histories, cultural amenities, and distinct traditions. Where families live in the county can also, unfortunately, make them vulnerable to social, economic, and environmental factors.

**Social Vulnerability Index |** The social vulnerability of neighborhoods can be measured using a ranking of 15 social factors such as poverty, lack of vehicle access, and crowded housing. Neighborhoods are assigned a ranking that ranges from zero to one. Higher scores (closer to one) indicate greater levels of social vulnerability than lower scores (closer to zero).

**Figure 2 | Map of Social Vulnerability Index in Sacramento County**

Figure 2 shows the Center for Disease Control's social vulnerability index for Sacramento County by census tract. Areas colored in shades of teal have the lowest social vulnerability, areas colored in white have a median level of social vulnerability, and areas colored in shades of grey have the highest social vulnerability. The darkest areas of the map highlight the contrast between those with the lowest (dark teal) and highest (dark grey) levels of social vulnerability. The regions with the greatest overall social vulnerability scores are primarily concentrated around the Arden-Arcade, Gardenland, and Del Paso communities (in the northern geographic area) and the Meadowview, Freeport, and Parkway neighborhoods (near the county's geographic center).



Source: Centers for Disease Control and Prevention and American Community Survey (2018)

## III. FAMILY ECONOMIC WELL-BEING

### WHY IS THIS IMPORTANT?

Family economic well-being, also known as a family's financial status, is indicated by measures including income and employment stability. Meaningful changes occur in families and communities when they have access to financial stability. Economic well-being has been linked to improved physical and mental health, decreased stress, and increased engagement with family and community.<sup>26</sup> Additionally, a community with a strong economy supports family economic well-being by providing employment opportunities necessary for income sufficiency.

Quality child care has a role in a family's economic well-being. Quality child care includes a safe setting, a small adult-to-child ratio, adults with early childhood development education and experience, parent involvement opportunities, cultural sensitivity, and opportunities for education and skill development.<sup>27</sup> Child care continues to be one of the largest family expenditures. It should not cost more than seven percent of a family's income.<sup>28</sup> This means that affordable quality child care is necessary for families to maintain self-sufficiency and financial stability.

Another component of financial stability is a family's proximity and access to reliable transportation. Transportation impacts families in multiple ways including employment and child care. A shortened commute time increases time together as a family. Reliable transportation allows for diverse employment opportunities and increases choices available to parents when selecting child care that meets their needs.

Affordable, stable, and safe housing is another element that factors into economic well-being and is shown to directly impact the well-being of children, youth, and families. While housing is recognized as a basic need, studies show that housing can impact childhood experiences. For example, children and youth who feel safe in both their homes and their communities are physically and mentally healthier in adulthood.<sup>29</sup>

Families that experience economic well-being meet or exceed their basic needs, such as food, clothing, stable housing, employment, transportation, and quality child care. Meeting the basic needs of families impacts the growth and development of their children and demonstrates how well a community supports its residents. When families face challenges in meeting basic needs, the supports and services available in communities provide stability and build resilient and healthy families.

26 [https://static1.squarespace.com/static/6039d612b17d055cac14070f/t/6050294a1212aa40fdaf773a/1615866187890/SEED\\_Preliminary+Analysis-SEEDs+First+Year\\_Final+Report\\_Individual+Pages+.pdf/](https://static1.squarespace.com/static/6039d612b17d055cac14070f/t/6050294a1212aa40fdaf773a/1615866187890/SEED_Preliminary+Analysis-SEEDs+First+Year_Final+Report_Individual+Pages+.pdf/)

27 <https://www.cde.ca.gov/sp/cd/re/caqdefinecare.asp#:~:text=Well%2C%20quality%20is%20defined%20as,will%20mentally%20and%20physically%20thrive./>

28 <https://bipartisanpolicy.org/blog/demystifying-child-care-affordability/>

29 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6678738/>



“ It’s definitely hard when you are having to make a decision around ‘do I give my child a book or do I get them dinner’? It’s really tricky for some of our communities. Those are hard decisions to make. And dinner is usually the winning one. ”

*(Attendee/parent at Kiwanis Club Convening)*

**MENTIMETER QUESTION: “I wish that people from outside of my community knew this about my neighborhood...”**

**“WE SHARE INFORMATION WITH EACH OTHER, COMMUNITY TO COMMUNITY”**

HOW ARE WE DOING?

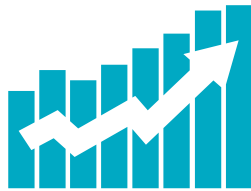
Family Economic Well-Being



\$49.50 hour

Living Wage for Single Parent with Two Children and/or Youth

55%



Renters Paying 30% or More of Their Household Income to Rent

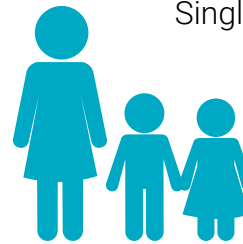
\$15/hour



Minimum Wage in California

\$10.56/hour

Federal Poverty Wage for Single Parent with Two Children



22%



of Children and Youth Living in Poverty



1 to 4

Proportion of Available Child Care Spaces to Total Number of Children ages 0-5 in Working Families



45%

Households Who Can Afford to Purchase a Median-Priced Single-Family Home

MENTIMETER COMMENT

"WHEN I LOOK AROUND MY NEIGHBORHOOD, I NOTICE THAT FAMILIES NEED..."



This word cloud captures all the responses given by participants during the seven community convenings. The size of the word indicates the number of times the same response was given. (Those words shown in larger font indicate a higher frequency of response.) "Child Care" was the most highly used response.

## FAMILY INCOME SUFFICIENCY

**Living Wage** | Families are stronger when they have sufficient income to cover household costs and the expenses of raising their children. Currently, the minimum wage in California is \$15.00 per hour, which is below the living wage a single adult needs to cover their expenses (\$19.48/hour or \$40,518/year) in Sacramento County. For example, a single parent with two children needs to earn at least \$49.50/hour (or an equivalent salary of \$102,960/year) to support their family. The median income for all households in Sacramento County is \$70,684.<sup>30</sup>

### Sacramento County Wage (per Hour) Needed to Afford Household Expenses by Household Type

Living Wage per Type of Household	No Children	1 Child	2 Children	3 Children
1 Adult	\$19.48	\$39.51	\$49.50	\$67.26
2 Adults (1 working)	\$30.46	\$36.89	\$42.86	\$49.25
2 Adults (both working)	\$15.23	\$21.64	\$27.82	\$34.21

Table 9 | Source: Living Wage Calculator (2020) \*\* Reported in 2022 dollars

**Federal Poverty Wage** | The federal government defines poverty by comparing the total number of people in a household and the total household income. The federal poverty rate is the same standard across the country and does not take into account that household expenses vary by region, such as the cost of housing, food, and transportation. For example, a single parent with two children would not be considered “in poverty” unless they made less than \$10.56/hour or \$22,000/per year regardless of where they reside in the country.

### Federal Poverty Wage (per Hour) by Household Type

Poverty Wage per Type of Household	No Children	1 Child	2 Children	3 Children
1 Adult	\$6.19	\$8.38	\$10.56	\$12.74
2 Adults (1 working)	\$8.38	\$10.56	\$12.74	\$14.92
2 Adults (both working)	\$4.19	\$5.28	\$6.37	\$7.46

Table 10 | Source: Living Wage Calculator (2020) \*\*Reported in 2022 dollars

30 ACS 2020 5-Year Estimate

## EMPLOYMENT STABILITY

**Unemployment Rate** | A healthy economy supports employment stability and ensures families can prosper. A key measure of economic stability is the rate of unemployment. From 2017 to 2019, the county's unemployment rate steadily declined from 4.7 to 3.7 percent. Meaning that in 2019, 3.7 percent of the labor force who were looking for work were unemployed. Sacramento County's unemployment rate remained slightly lower than the state's rate. On average, there were about 29,000 people unemployed in the county over three years.

### Unemployment by Sacramento County and State | 3-Year Trend

Unemployment	2017	2018	2019	3-Year Average
<b>County</b>				
Unemployed Individuals	32,755	27,409	26,616	28,927
Unemployment Rate	4.7%	3.9%	3.7%	4.3%
<b>State</b>				
Unemployment Rate	4.8%	4.3%	4.1%	4.4%

Table 11 | Source: Bureau of Labor Statistics (2017–2019)

**Projected Job Openings** | The state provides projections for future job openings and their corresponding hourly wages, which consider industry growth, technological change, and other factors. Between 2018 and 2028, the greater Sacramento metropolitan region is projected to add 1.3 million job openings with a median average annual wage of \$45,730. The sectors with the greatest projected job growth in the metropolitan region are personal care aides, food preparation and service workers, cashiers, retail salespersons, and office clerks. Seven of the ten fastest growing occupations are in the healthcare field including physician assistants, nurse practitioners, and speech-language pathologists.





**2018-2028 Occupations with the Most Job Openings in Sacramento Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo County)**

Occupation	Total Job Openings	Median Hourly Wage	Median Annual Wage
Personal Care Aides	69,550	\$0.00	\$0
Combined Food Preparation and Serving Workers, Including Fast Food	54,380	\$0.00	\$0
Cashiers	43,630	\$13.29	\$27,637
Laborers and Freight, Stock, and Material Movers, Hand	41,250	\$15.22	\$31,658
Retail Salespersons	37,650	\$13.34	\$27,751
Office Clerks, General	34,500	\$18.11	\$37,662
Waiters and Waitresses	33,590	\$12.82	\$26,668
Management Analysts	31,440	\$37.15	\$77,276
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	19,570	\$15.16	\$31,541
Stock Clerks and Order Fillers	18,060	\$0.00	\$0

Table 12 | Source: CA EDD 2018–2028 Projections  
 Note: An estimate could not be provided for wages listed as \$0.

**2018-2028 Fastest Growing Occupations in Sacramento Metropolitan Area (El Dorado, Placer, Sacramento and Yolo County)**

Occupation	Percentage 10 Year Change	Median Hourly Wage	Median Annual Wage
Physician Assistants	36.1%	\$60	\$125,444
Nurse Practitioners	34.5%	\$65	\$135,465
Personal Care Aides	32.2%	\$0	\$0
Speech-Language Pathologists	32.1%	\$47	\$98,713
Diagnostic Medical Sonographers	29.4%	\$60	\$124,310
Respiratory Therapists	29.2%	\$50	\$103,044
Physical Therapist Assistants	28.6%	\$38	\$78,038
Cooks, Restaurant	27.9%	\$14	\$28,419
Medical Assistants	27.7%	\$20	\$41,048
Operations Research Analysts	27.5%	\$37	\$77,977

Table 13 | Source: CA EDD 2018–2028 Projections



## LIVING EXPENSES

### Average Household Expenses |

Household expenses vary with the size and configuration of families. Below are the Sacramento County average living expenses by family type. Families require basic necessities such as child care, transportation, and medical care for a standard of well-being. For example, a single parent with two children pays an average of \$11,391 in transportation costs, \$7,249 in medical expenses, \$8,853 in food costs, \$19,411 in housing costs, and \$20,400 in child care costs.



“...Honestly, that’s why I became a stay-at-home dad...  
I didn’t need to make \$25/hour just to break even on child care...”  
(Attendee/Parent of 2 children and/or youth, Kiwanis Club Convening)

**Average Living Expenses by Household Type in Sacramento County**

Average Living Expenses	One-Parent Household			Two-Parent Household (both working)		
	1 Child	2 Children	3 Children	1 Child	2 Children	3 Children
Housing	\$19,411	\$19,411	\$27,786	\$19,411	\$19,411	\$27,786
Child Care	\$10,200	\$20,400	\$30,600	\$10,200	\$20,400	\$30,600
Transportation	\$8,762	\$11,391	\$13,456	\$11,391	\$13,456	\$14,613
Medical	\$7,462	\$7,249	\$7,559	\$7,249	\$7,559	\$7,347
Other	\$7,080	\$6,477	\$9,424	\$6,477	\$9,424	\$9,115
Food	\$5,893	\$8,853	\$11,742	\$9,124	\$11,764	\$14,321
Civic	\$4,144	\$5,120	\$6,686	\$5,120	\$6,686	\$5,314
Annual taxes	\$19,108	\$23,939	\$32,527	\$20,931	\$26,907	\$33,086
<b>Total Required Income</b>	<b>\$82,184</b>	<b>\$102,963</b>	<b>\$139,902</b>	<b>\$90,027</b>	<b>\$115,728</b>	<b>\$142,306</b>

Table 14 | Source: Living Wage Calculator (2020) \*Reported in 2022 dollars.

## HOUSING

**Housing Profile** | Stable housing is essential to raising healthy and strong children and youth. However, the cost of housing is rising steadily in the County and often constitutes a family’s greatest household expense. In Sacramento County, 57.4 percent of housing units are owner-occupied with a median value of \$373,000. The median monthly mortgage costs are \$1,975 and the median rent is \$1,333 per month. Compared to the median in the state, Sacramento County has a slightly higher owner-occupancy rate (57.4% compared to the state’s 55.3%) and comparatively lower housing costs.

### Housing Profile | Sacramento County and State Comparison

House	County	State
Owner-occupied housing unit rate	57.4%	55.3%
Median value of owner-occupied housing	\$373,000	\$538,500
Median monthly mortgage costs	\$1,975	\$2,422

Table 15 | Source: American Community Survey (2020)

**Affordability of Home Ownership** | Homeownership is a means by which families can build equity (value) and wealth over time. Over five years, a little under half (45%) of the county’s households can afford to purchase a median-priced, single-family home in Sacramento County. This is significantly higher than the five-year affordability index of the state, which is 30 percent.

“...I work full-time and don’t qualify for subsidies, but I’m also unable to buy my own home.”

(Single mom at Kiwanis Club Convening)

### Housing Affordability Index (HAI) 3-Year Trend | Sacramento County and State Comparison

	2017	2018	2019	3-Year Average
County	44%	42%	45%	44%
State	30%	28%	31%	30%

Table 16 | Source: California Association of Realtors

**Rent Affordability** | A general rule for economic well-being is that a household’s monthly rent payment should be less than 30 percent of a household’s total income, to allow for enough income to cover the rest of necessary living expenses (e.g., food, utilities, transportation, child care, medical costs, etc.). For families who rent in Sacramento County, more than half (55%) pay more than the recommended 30 percent of their income for rent. This is consistent with the state average.

**Percent of Household Income Paid for Rental Units | Sacramento County and State Comparison**

Percent of Household Income Paid for Rent	County	State
29.9% or less of income	45%	45%
30.0% or more of income	55%	55%

Table 17 | Source: American Community Survey (2018)

**MENTIMETER QUESTION: “When I look around my neighborhood, I notice that families need...”**

“AFFORDABLE HOUSING, SO THAT EVERYONE HAS A ROOF.”



## QUALITY CARE FOR CHILDREN

**Licensed Child Care in the County** | The economic well-being of families with infants and pre-school-aged children is often tied to their ability to find affordable quality care. The demand for child care in the county exceeds the existing supply of licensed child care centers and family child care homes. In 2019, licensed child care spaces were available for 26 percent of children with working parents. About three-quarters of the approximately 1,700 child care facilities in the county are centers, while the remaining quarter are family child care homes.

The average cost of child care for infants and preschoolers is lower for family child care homes than child care centers. The average cost for an infant in a child care center is \$14,240 compared to \$9,594 for a family child care home. The average cost for a preschooler in a child care center is \$9,913 compared to \$8,955 for a family child care home. Access to evening/weekend/overnight care is even more limited. Parents who work non-traditional hours have even fewer child care options, as only two percent of child care centers offer evening/weekend/overnight care. Many families choose to use licensed exempt family, friend, and neighbor care, as they are more likely to offer care during non-traditional hours.

### Community Voice



**59%** of community convening attendees felt that having their **children home from school/daycare** made it **difficult for people in their home to do their jobs**.

#### Sacramento County Child Care Availability for Children Ages 0-5

	Total Sites	%	Sites Participating in Food Program	Sites Offering Evening/Weekend/Overnight Care
Child Care Centers	473	28%	19%	2%
Family Child Care Homes	1217	72%	53%	38%
All Child Care Sites	1690	100%	44%	-

Table 18 | Source: CA Childcare Resource and Referral Network 2019  
 Note: Child Action, Inc. supplies the child care data to the California Child Care Resource and Referral Network, for the purpose of creating Sacramento County's Child Care Portfolio.

“ I see the need for child care. A lot of families are trying to get on their feet, trying to find a job, and sometimes it's really hard because daycares are so expensive. And a lot of families don't have that other support like another family member. And so, I see that need in the community. ”

(Provider participant, Fruitridge Convening)

**Annual Average Cost of Full-Time Care Comparison in Sacramento County**

	Infant Care (0-23 months)	Preschool Care (2-5 Years)
Child Care Centers	\$14,240	\$9,913
Family Child Care Homes	\$9,594	\$8,955

Table 19 | Source: CA Childcare Resource and Referral Network 2019

## Community Voice



When asked what families need in their neighborhood, **child care was the third highest need identified.** (Below housing and food.)

**Sacramento County Children with Working Parents who Need Child Care**

	Availability of Licensed Child Care Spaces
Child Care space available	26%
Child Care space unavailable	74%

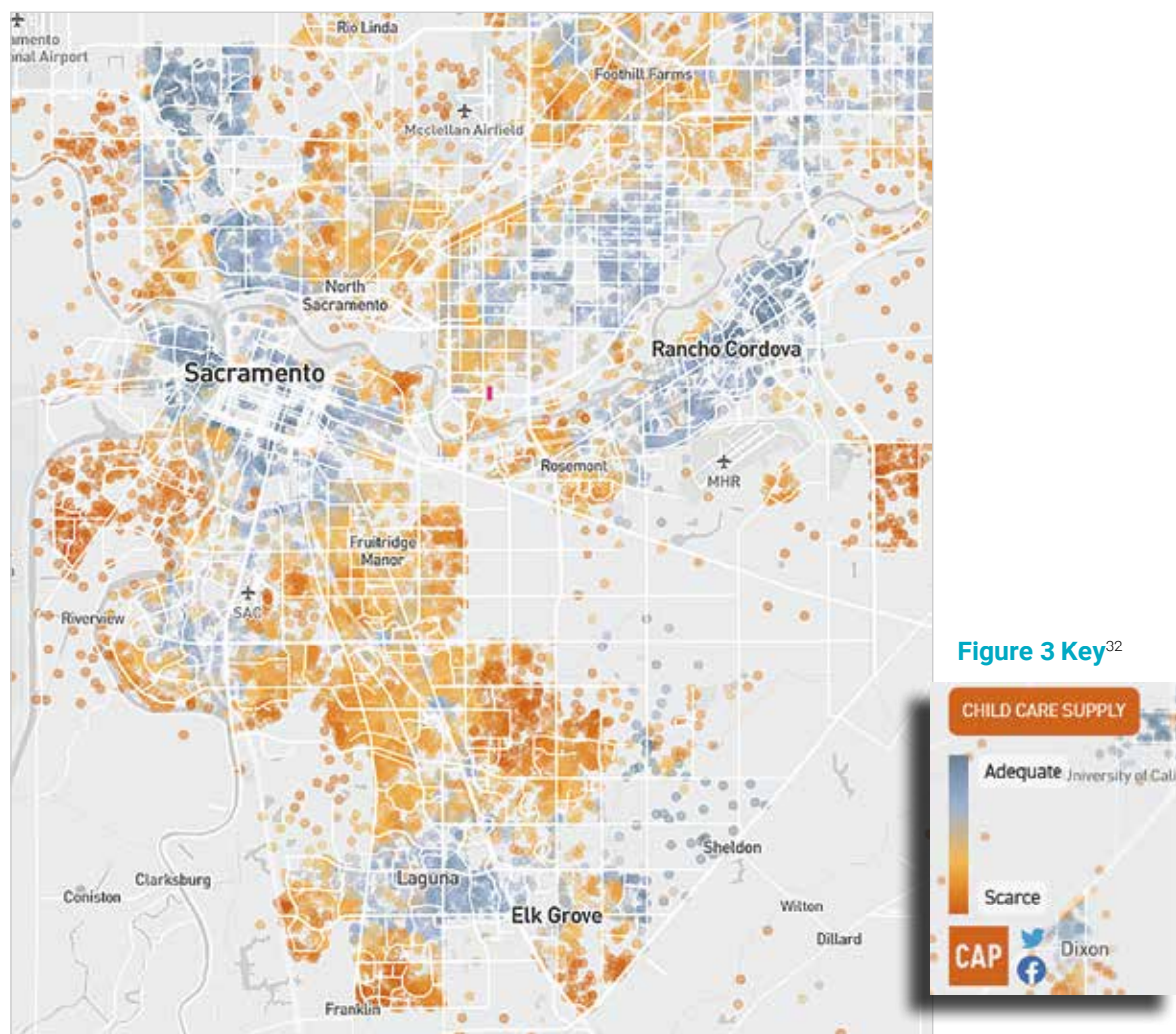
Table 20 | Source: KidsData 2019



**Child Care Deserts** | The availability of child care is not evenly distributed across the county. Some neighborhoods have few or no child care options. Likewise, having child care options that meet a family’s employment schedule, cultural needs, linguistic needs, and other unique needs is limited. The existence of these “child care deserts” presents greater challenges for parents and other caregivers in securing quality child care for their families. Child care deserts are those areas that have a severe shortage of available child care, measured as three or more children to every one available child care space. Areas that are more rural and/or have families in neighborhoods with lower income, such as Del Paso Heights, Foothill Farms, and Franklin and Stockton Boulevards, are more likely to be in a child care desert. Hispanic and Latino populations are disproportionately more likely to live in child care deserts than other race/ethnicity populations nationwide.<sup>31</sup>

**Figure 3 | Map of Child Care Deserts in Sacramento County**

Figure 3 shows the availability of child care across the Sacramento region (Center for American Progress). Areas colored in shades of orange have the lowest level of child care. The darkest orange points highlight areas with the least available child care.



31 <https://americanprogress.org/article/americas-child-care-deserts-2018/>

32 Source: America’s Child Care Deserts in 2018\* by Center for American Progress. Published December 6, 2018. <https://childcaresdeserts.org/>

## POVERTY

**Children and Youth in Poverty** | The federal poverty guideline for a family of three is \$21,330 or less, across the United States. Twenty-two percent (22%) of Sacramento County children and youth live at or below the federal poverty guideline compared to 20 percent of children and youth statewide. Black/African American children and youth experience the highest level of poverty in the county at 34 percent, the second highest is Native Hawaiian/Pacific Islander with 29 percent, followed by Hispanic (any race/ethnicity) at 26 percent.

### Children and Youth in Poverty, by Age and Race in Sacramento County

Population	Ages 0-4	Ages 5-11	Ages 12-17	All 0-17
Total Children and Youth	23,136	31,121	23,071	77,328
% Living in Poverty	24%	22%	19%	22%
<b>Non-Hispanic</b>				
Am. Indian/Alaska Native	30%	22%	20%	24%
Asian	22%	20%	19%	20%
Black/African American	41%	34%	28%	34%
Nat. Hawaiian/Pacific Is.	33%	32%	20%	29%
White	15%	15%	13%	14%
Multiracial	23%	20%	18%	20%
Hispanic (any race)	27%	26%	24%	26%

Table 21 | Source: American Community Survey (2018)

**Households Using Public Assistance** | Parents who do not have the wages to cover household expenses must rely on public assistance to meet the basic needs of their children and youth. Public assistance may come in the form of receiving Supplemental Security Income (SSI), cash public assistance, or Supplemental Nutrition Assistance Program (SNAP) benefits. In Sacramento County, almost one-third of families (31%) receive some form of public assistance. This is higher than the state average of 26 percent of households. During 2017 through 2019, the percent of children and/or youth enrolled in CalFresh decreased for both the county and state. CalFresh enrollment has decreased from 27 percent in 2017 to 23 percent in 2019.

### Households with Children and/or Youth Receiving Public Assistance | Sacramento County and State Comparison

Households with Children and/or Youth	County	State
Total Number of Households	361,756	9,051,472
Number Receiving Public Assistance	110,929	2,326,125
Percent Receiving Public Assistance	31%	26%

Table 22 | Source: American Community Survey (2018)



**CalFresh Child and/or Youth Enrollment Sacramento County vs State Comparison**

	2017	2018	2019	3 Year Average
County	27%	25%	23%	25%
State	22%	21%	19%	21%

Table 23 | Source: CalFresh Data Dashboard

**Free and Reduced-Price Meals** | Students from households with low income are eligible to receive free and reduced-price meals (FRPM) from their school. This qualification is frequently used to measure the proportion of families who have low income at a school. Sixty percent of Sacramento County children and youth qualify for FRPM compared to 59 percent of enrolled children and youth statewide. Only one school district in the county has less than half of its students eligible for FRPM (Folsom-Cordova, 35%).

More than half of the student population at Elk Grove Unified and San Juan Unified (the two largest districts based on enrollment) are enrolled in the Free and Reduced-Price School Meal program. Three-quarters of students at the third largest school district, Sacramento City Unified, are enrolled.

**Free and Reduced-Price School Meals (FRPM) Enrollment by Sacramento County School District, County and State**

School District	FRPM Enrollment	
	#	%
California Education Authority (CEA)*	288	99%
Robla Elementary	2,038	88%
Twin Rivers Unified	26,071	83%
Sacramento County Office of Education	1,595	75%
Sacramento City Unified	33,305	71%
Elverta Joint Elementary	212	70%
Center Joint Unified	2,685	64%
Galt Joint Union Elementary	2,184	61%
Arcohe Union Elementary	264	58%
Galt Joint Union High	1,254	56%
Natomas Unified	8,589	56%
Elk Grove Unified	34,257	54%
River Delta Joint Unified	1,274	54%
San Juan Unified	26,477	52%
Folsom-Cordova Unified	7,178	35%
County Total	147,671	60%
State Total	3,675,129	59%

Table 24 | Source: CA Department of Education (2018-19)  
\*CEA administers schools to incarcerated youth



## IV. EDUCATION

### WHY IS THIS IMPORTANT?

Education is a lifelong journey and an investment for the future. For children and youth to have the ability to pursue their educational goals, a strong educational foundation is necessary. Since 90 percent of a child's brain develops in their first five years of life, early experiences with parents, child care, and/or preschool are crucial to laying the foundation for lifelong learning.<sup>33</sup> Early education prepares students for postsecondary education and to become a skilled member of the workforce. A well-grounded education propels students into becoming critical thinkers and powerful agents of change within their communities.

Early education begins at home, transitioning to quality early care and education programs, known as school readiness programs, which prepare children for kindergarten. School readiness programs help identify early challenges that may hinder future learning in a child's life.<sup>34</sup> Additionally, these programs provide resources for parents and caregivers, around child and youth development and early learning, so that they may continue to support their child's growth.<sup>35</sup> Research shows that being prepared for kindergarten greatly increases a child's likelihood of later success in school, with benefits seen up to the fifth grade.<sup>36</sup> In Sacramento County, school readiness programs are found in both public and private settings, and include, but are not limited to, playgroup services, developmental screenings, parent/caregiver education and assistance, and Head Start and/or Kindergarten Transition Camps.<sup>37</sup> These programs increase a child's critical thinking and impact social-emotional growth by boosting children's motivation for school and learning.

**“ ...many families do not know there's a free option for preschool... they think that there's only those paid options and they can't afford it. If parents don't know how to navigate the system...then they just don't do it. ”**

*(Provider Participant/Attendee, Folsom Cordova Convening)*

As students grow, enrollment and attendance become powerful predictors of student outcomes. In fact, a student's attendance can be a better predictor than test scores as to whether students will graduate, according to the United States Department of Education.<sup>38</sup> The correlation between attendance and graduation rates has important ramifications that go beyond the classroom. Students who graduate are more likely to experience financial security, health, and safety as adults.<sup>39</sup> Student attendance in schools also impacts the community. Schools are funded by the number of students who attend each day, which in turn allows the school to provide quality education and resources to the community. In

33 <https://first5sacramento.saccounty.gov/Programs/Pages/SchoolReadiness.aspx>

34 Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity | The National Academies Press <https://nap.nationalacademies.org/catalog/25466/vibrant-and-healthy-kids-aligning-science-practice-and-policy-to>

35 <https://first5sacramento.saccounty.gov/Programs/Pages/SchoolReadiness.aspx/>

36 <https://first5sacramento.saccounty.gov/Results/Documents/FY2019-20EvaluationReport.pdf>

37 [https://www.sacramentocountyearlylearning.org/admin/files/resource/154/early\\_learning\\_roadmap.pdf](https://www.sacramentocountyearlylearning.org/admin/files/resource/154/early_learning_roadmap.pdf)

38 <https://soeonline.american.edu/blog/importance-of-school-attendance/>

39 <https://health.gov/healthypeople/objectives-and-data/browse-objectives/education-access-and-quality>

Sacramento County, each student's day of attendance brings in an average of \$12,782, which is money lost if a student is absent. Statewide, the average is \$13,080.<sup>40</sup>

More than ever, access to reliable technology and internet connection directly impacts students' learning experiences. Knowledge and use of technology are vital for future careers, in addition to being a tool for education. The use of technology in education can improve student engagement while aiding teachers/educators. Technology also allows for increased personalization and accessibility for student learning.<sup>41</sup>

Teachers/Educators serve a multitude of important roles in the lives of students. They meet each child and/or youth where they are at their educational levels while serving as role models of positive adult figures. Retaining credentialed and experienced teachers/educators ensures that students receive quality and uninterrupted learning experiences. Teachers/Educators report positive experiences such as seeing generational changes and never experiencing the same day twice. However, teachers/educators also report elevated levels of stress and burnout due to career-related pressures.<sup>42</sup> Maintaining a manageable student-to-teacher ratio helps teachers to maintain relationships and to provide more individualized attention to students while creating a smaller and less stressful workload.<sup>43</sup>

One of the many roles of teachers/educators is to maintain a safe and healthy learning environment for students. One facet of that work is school discipline, which includes practices such as school suspension. Teachers/Educators have more recently shown interest in alternative practices for maintaining their classrooms, such as restorative justice. Alternatives to punitive discipline typically support getting to the root cause of a behavior, rather than punishing a student, which helps build student and teacher relationships and allows for continued access to education.<sup>44</sup>

The diversity of the student population also indicates a diversity of strengths and barriers that students experience while working towards achieving academic success. Educational systems are responsible for recognizing and addressing those strengths, achievement gaps, and disparities across different student groups. Using measures such as proficiency and benchmark testing, and other measures, ensures that all children and youth, regardless of their race/ethnicity and developmental/special learning needs, receive equitable opportunities for good quality education and higher learning.

Obtaining a higher level of education is linked to living a longer and happier life.<sup>45</sup> The evolving job market has shown that job candidates who pursue higher education, beyond a high school diploma or equivalent, find themselves at a competitive advantage. According to Census data, the median income in Sacramento County for adults aged 25 or older without a high school diploma was \$22,512. High school graduates earned an additional \$8,167 annually; bachelor's degree holders earned an additional \$35,738 annually; and graduate or professional degree holders earned an additional \$55,477.<sup>46</sup> Individuals can also pursue professional development by gaining career-oriented skills or attending trade schools, which help individuals earn certificates and experience to increase their employment opportunities.

40 California Department of Education, Current Expense of Education 2018-2019 <https://www.cde.ca.gov/ds/fd/ec/currentexpense.asp>

41 <https://soeonline.american.edu/blog/technology-in-education#:~:text=Technology%20provides%20students%20with%20easy,difficult%20concepts%2C%20particularly%20in%20STEM.>

42 [https://www.rand.org/pubs/research\\_reports/RRA1121-2.html](https://www.rand.org/pubs/research_reports/RRA1121-2.html)

43 <https://www.hunschool.org/resources/student-teacher-ratios#:~:text=The%20student%20teacher%20ratio%20reflects,process%20and%20learning%20will%20be./>

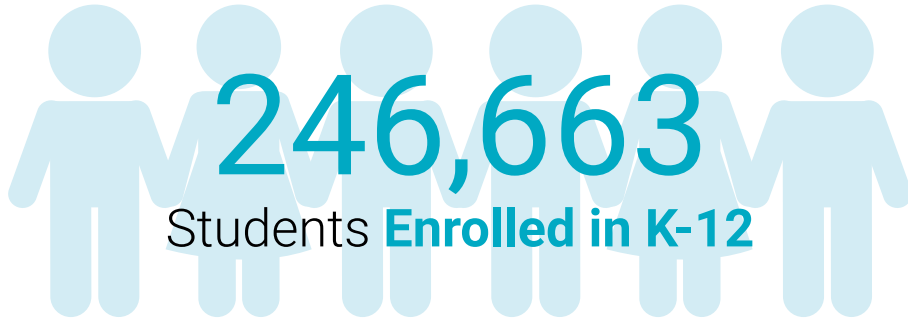
44 <https://www.ewa.org/blog-educated-reporter/what-do-teachers-really-think-about-school-discipline-reform/>

45 <https://health.gov/healthypeople/objectives-and-data/browse-objectives/education-access-and-quality>

46 <https://data.census.gov/cedsci/table?q=median%20income&g=0500000US06067&tid=ACST5Y2018.S2001>

## HOW ARE WE DOING?

# Education



Students **Graduating** from  
**High School in Four Years**

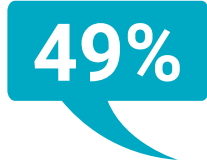


**45%**

**Preschool Enrollment** of  
3- and 4-Year-Olds

**14%**

Chronically **Absent Students**



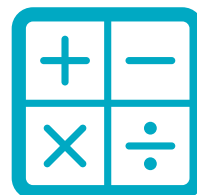
Students Meeting or Exceeding  
**English Proficiency**



High School Graduates  
**Meeting California State  
University/University of  
California Requirements**



**5.3%**  
**Suspension  
Rate** for  
Students



**38%**  
Students **Meeting  
or Exceeding Math  
Proficiency**

## SCHOOL READINESS

### School Readiness Highlights

**First 5 Sacramento's 2021–2024 Strategic Plan** commits more than \$10 million to its School Readiness Initiative, engaging with nine school districts to offer a comprehensive approach to supporting child development in the first five years. The School Readiness Initiative includes eight strategies: developmental parent-child playgroups; comprehensive health and developmental screenings and referrals; parent voice, planning, and systems integration; child and family social-emotional supports; parent/caregiver support and engagement; transition to kindergarten; early literacy support; and the Help Me Grow program which provides a centralized access point for medical providers, parents, and other community partners for developmental screening, information, referrals, and case management. Over these same fiscal years, the Commission has committed almost \$2 million to quality child care, contracting with the Sacramento County Office of Education and Child Action, Inc. to support child care providers with behavioral health consultation and professional growth through coaching. Together, these programs help ensure that Sacramento children are prepared for school.

**Sacramento Employment and Training Agency (SETA) Head Start** is committed to ensuring all children are ready for school, families are ready to support their children's learning, and schools are ready for children. Children leave Head Start prepared for kindergarten, excited about learning, confident in their own abilities and ready to succeed. SETA Head Start School Readiness goals are representative of the domains of the Head Start Early Learning Framework and are also aligned to the California State Preschool Learning Foundations and the State Common Core Standards. These school readiness goals address children's development in the following five domains:

- Approaches to Learning (Initiative, Curiosity, Cooperation, Persistence, Attentiveness, Music and Movement, Art, Drama)
- Cognition and General Knowledge (Number Concepts and Relationships, Geometry, Measurement, Patterns, Scientific Skills, Knowledge of the Natural/Physical World, of Self, Family and Community, of History, and of People and the Environment)
- Language and Literacy Development (Book Appreciation, Early Writing, Phonological Awareness, Print Concepts, Expressive Language, Receptive Language, Alphabet Knowledge, English Language Development)
- Social/Emotional Development (Positive Social Relationships, Self-Concept and Efficacy, Self-Regulation, Emotional and Behavioral Health)
- Physical and Health Development (Gross Motor Skills, Fine Motor Skills, Health Knowledge and Practice).

**“ My daughter has Head Start and her teacher gives me a lot of pointers. It's good. She sends me pointers, stuff to do with her, different stuff to work on with her, and that helps a lot. ”**

*(Parent/Attendee, Fruitridge Convening)*

**Preschool Enrollment** | Preschool provides children with the building blocks for school success and provides a positive association with learning that can last a lifetime. In 2018, Sacramento County was home to approximately 41,000 children ages 3 and 4, a little under a half (45%) are enrolled in preschool, compared with the state average of 49 percent. Almost two-thirds (64%) of these children are enrolled in a public preschool, which is higher than the state average of 57 percent.

Preschool enrollment in the county varies by race/ethnicity. White children are the most likely to be enrolled in preschool<sup>47</sup> for a variety of reasons, including a lack of culturally responsive preschool options. Those not enrolled in preschool are still able to receive school readiness in early care and education settings.



“Honestly the paperwork it takes to get kids in preschool... it takes hours. And you have to do that every year.”

(Provider Participant/Attendee, Folsom Cordova Convening)

**Preschool Enrollment of Children Ages 3 and 4 | Sacramento County and State Comparison**

Children Ages 3 and 4	County	State
Total Children Enrolled in Preschool	45%	49%
(Public Preschool)	(65%)	(57%)
(Private Preschool)	(35%)	(43%)
Not Enrolled	55%	51%

Table 25 | Source: American Community Survey (2018)

47 First 5 Sacramento FY2018–2019 Evaluation Report <https://first5sacramento.saccounty.gov/Results/Documents/FY18-19EvaluationReport.pdf>

## SCHOOL ENROLLMENT AND ATTENDANCE

**K-12 Student Enrollment** | Schools are a central institution for children, youth, and the entire community. Sacramento County includes 14 school districts and a total of 398 public and 114 private K–12 schools. Almost 267,000 students are enrolled in the county; with 92% attending a public school, while eight percent attend a private school. Three districts – Elk Grove Unified (26% county enrollment), San Juan Unified (20% county enrollment), and Sacramento City Unified (10% county enrollment) – represent two-thirds of the student enrollment in the county. Countywide, 13 percent of the students attend a charter school.

### Sacramento County Student Enrollment by School District

District	Total Student Enrollment	% of Total County Enrollment	% District Enrolled in Charter Schools
Elk Grove Unified	63,917	26%	2%
San Juan Unified	50,509	20%	21%
Sacramento City Unified	46,933	19%	13%
Twin Rivers Unified	31,536	13%	26%
Folsom-Cordova Unified	20,605	8%	1%
Natomas Unified	15,290	6%	33%
Center Joint Unified	4,229	2%	0%
Galt Joint Union Elementary	3,580	1%	0%
River Delta Joint Unified	2,354	1%	17%
Robla Elementary	2,315	1%	12%
Galt Joint Union High	2,226	1%	0%
Sacramento County Office of Education	2,121	1%	58%
Arcohe Union Elementary	455	0%	0%
Elverta Joint Elementary	301	0%	29%
<b>Total Enrollment</b>	<b>246,663</b>	<b>100%</b>	<b>13%</b>

Table 26 | Source: CA Department of Education (2018–19)

### Sacramento County Public and Private School Enrollment by Grade Level

Grade Level	Public Schools		Private Schools		All Schools #
	#	%	#	%	
Kindergarten	20,086	94%	1,256	6%	21,342
Elementary (1 <sup>st</sup> –5 <sup>th</sup> Grade)	93,592	94%	5,568	6%	99,160
Junior High (6 <sup>th</sup> –8 <sup>th</sup> Grade)	57,322	94%	3,374	6%	60,696
High School (9 <sup>th</sup> –12 <sup>th</sup> Grade)	75,663	93%	5,858	7%	81,521
Ungraded	–	–	4,024	100%	4,024
<b>Total Enrollment</b>	<b>246,663</b>	<b>92%</b>	<b>20,080</b>	<b>8%</b>	<b>266,743</b>

Table 27 | Source: CA Department of Education (2018–19)

\*\* Ungraded students are students not formally enrolled in a grade level including students with disabilities.

**Student Attendance** | Student learning is dependent upon consistent attendance and participation in classroom instruction. In Sacramento County, the average number of days absent for all K-12 public school students is 10 days per year, compared to the state average of 9.8 days. Less than half (48%) of these absences are considered excused, compared to the state average of 54 percent. Many of these absences are concentrated among a smaller sub-set of students, who are considered “chronically absent” if they are out of school at least 10 percent of the instructional days they are enrolled. In the county, 14 percent of students are chronically absent, which is 2 percent higher than the state average (12%).

There are significant racial/ethnic disparities when it comes to school attendance. For example, American Indian/Alaska Native students report on average twice as many absent days (13.4) as Filipino students (6.5), who were absent the least. Almost a quarter (24%) of Black/African American students are chronically absent compared to only five percent of Filipino students.

**Student Absence by Race and Ethnicity | Sacramento County and State Comparison**

Public School Students K-12	Average Absent Days		% of Excused Absences		Students Chronically Absent	
	County	State	County	State	County	State
Black/African American	12.9	13.2	36%	38%	24%	23%
American Indian/Alaska Nat	13.4	13.6	43%	45%	22%	22%
Not Reported	12.9	10.3	31%	51%	21%	14%
Native Hawaiian/ Pacific Islander	12.1	12.3	43%	49%	21%	20%
Hispanic/Latino	10.8	10.3	45%	51%	16%	13%
Two or More Races	10.3	9.3	50%	58%	15%	11%
White	9.6	9.1	55%	64%	12%	10%
Asian	7.2	6.2	51%	66%	7%	4%
Filipino	6.5	7.3	62%	64%	5%	6%
<b>Total</b>	<b>10.1</b>	<b>9.8</b>	<b>48%</b>	<b>54%</b>	<b>14%</b>	<b>12%</b>

Table 28 | Source: CA Department of Education (2018–19)



## ACADEMIC ACHIEVEMENT

**Student Testing** | Students are tested annually to measure their grade-level proficiency in English Language Arts (English) and Mathematics (Math). Statewide testing provides a comparative measure across all schools and is an important tool for identifying learning gaps for individual students and disparities across different populations.

Overall, 49 percent of county students meet or exceed their grade-level proficiency standards in English and 38 percent meet or exceed proficiency levels in Math, in third through eighth grade and eleventh grade. Overall state proficiency is 51 percent for English (2% higher than the county) and 40 percent for Math (2% higher than the county).

Filipino students are the highest percentage of English and Math proficient students (71% and 59% respectively), followed by Asian students (61% and 54% respectively), then White students (58% and 47% respectively). In comparison, among Black/African American students, 29 percent are considered proficient in English and 18 percent are considered proficient in Math.

### English and Math Proficiency by Student Groups (3<sup>rd</sup>–8<sup>th</sup> and 11<sup>th</sup> Grade) | Sacramento County and State Comparison

Meets or Exceeds Proficiency	County		State	
	English	Math	English	Math
All Students	49%	38%	51%	40%
<b>By Race and Ethnicity</b>				
Filipino	71%	59%	71%	60%
Asian	61%	54%	77%	74%
White	58%	47%	65%	54%
Two or More Races	55%	43%	66%	55%
Am. Indian/Alaska Native	38%	26%	38%	27%
Hispanic/Latino	39%	27%	41%	28%
Nat. Hawaiian/Pacific Islanders	36%	25%	43%	33%
Black/African American	29%	18%	33%	21%
<b>By Sub-Group</b>				
Economically Disadvantaged	37%	27%	39%	27%
Migrant Students	37%	31%	30%	22%
Students with Disabilities	14%	11%	16%	13%

Table 29 | Source: CA Department of Education (2018–2019)

\*Note: The state reports testing results for Grades 3, 4, 5, 6, 7, 8, and 11. The figures included in the above table are for "All Grades".

## ACCESS TO TECHNOLOGY

**Digital Access** | Students require access to the internet to fully participate in their education and to complete course assignments. Multiple factors influence a student’s access to technology and the internet, including a family’s ability to purchase technology, ability to afford ongoing internet services, and having the local infrastructure to support broadband in every community.

Digital access for students is assigned a “need score” from 1–5, with a low score indicating the low need for assistance in accessing technology and a high score representing those districts with greater needs.<sup>48</sup> The score is based on a combination of factors including the percent of students without internet access who are students of color or low income, the proportion of English Language Learners, students with disabilities, and those students who are experiencing homelessness.

Overall, Sacramento County students have a digital access need of 3.5, indicating that many students lack access to the internet, including 27 percent of students of color and 15 percent of students in households with low income. Among school districts, Robla Elementary and Twin Rivers Unified have the highest need index for their students at 4.4 compared to Folsom-Cordova Unified and Galt Joint Union High at 3.0 with the lowest need index.

### Digital Access for Enrolled Students by Sacramento County School District

K-12 Students in Sacramento County	Overall Need (1 low; 5 high)	No Internet	
		Students of Color	Low Income Students
Robla Elementary	4.4	19%	38%
Twin Rivers Unified	4.4	17%	37%
Galt Joint Union Elementary	4.0	19%	27%
Center Joint Unified	3.8	12%	28%
River Delta Joint Unified	3.8	18%	24%
Sacramento City Unified	3.8	18%	31%
Elk Grove Unified	3.2	12%	23%
Elverta Joint Elementary	3.2	14%	31%
Natomas Unified	3.2	15%	24%
San Juan Unified	3.2	10%	23%
Folsom-Cordova Unified	3.0	8%	15%
Galt Joint Union High	3.0	18%	26%
<b>Total</b>	<b>3.5</b>	<b>27%</b>	<b>15%</b>

Table 30 | Source: Ed Trust–West (2020)

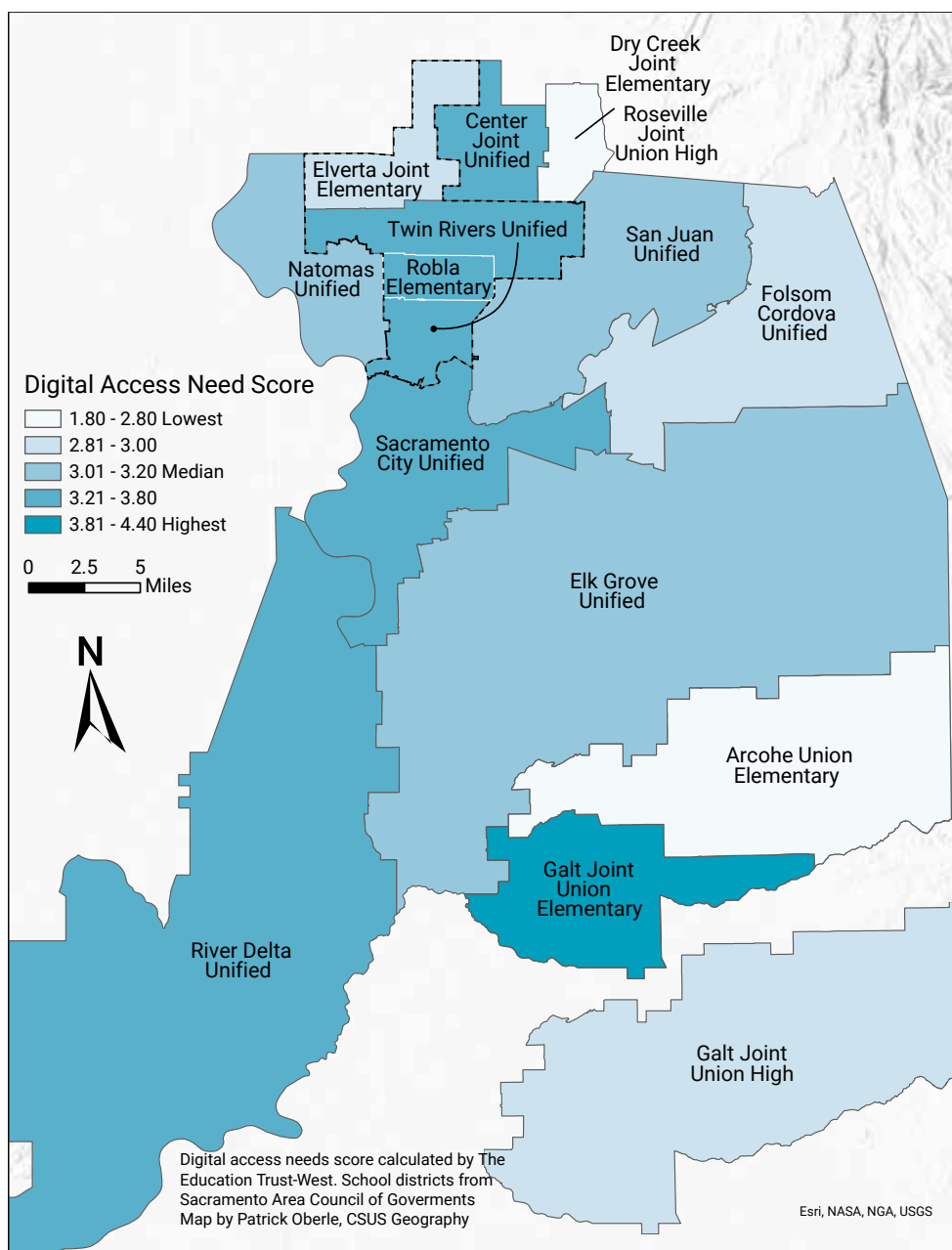
\*Data is based on calculations using 2018–19 CA Department of Ed data and 2017 American Community Survey data. The score is based on a combination of factors including percent of students without internet access who are low-income or students of color, also the proportion of English Language Learners, students with disabilities, and those students who are experiencing homelessness.

48 <https://west.edtrust.org/resource/education-equity-in-crisis-the-digital-divide/>

Internet access varies across the three largest school districts in the county by enrollment. In Sacramento City Unified, 18 percent of students of color and 31 percent of students in households with low income lack internet access. In Elk Grove Unified, 12 percent of students of color and 23 percent of students in households with low income lack internet access. In San Juan Unified, 10 percent of students of color and 23 percent of students in households with low income lack internet access.

**Figure 4 | Map of Digital Access by Public School District in Sacramento County**

Figure 4 shows the digital access need score (Education Trust–West) by public school district across Sacramento County. The districts highlighted in darker shades of teal have the highest digital access need scores, while districts highlighted in lighter shades of teal or not highlighted at all have the lowest digital access need scores.



## SCHOOL CONDITIONS AND CLIMATE

**Suspension Rates** | Student suspension metrics are an important indicator for student misconduct and school climate. On average, Sacramento County schools, across all grade levels (K-12) have a higher rate of suspensions (5.3%) than the state average (3.5%). Black/African American students are disproportionately more likely to be suspended than their peers, with a suspension rate of 13.8 percent vs 3.8 percent for White students. This disproportionality is further demonstrated when comparing the percent of students enrolled vs. the percent within the same group suspended. For example, Black/African Americans make up 12 percent of the student enrollment in Sacramento County and represent 30 percent of all students suspended. White students' makeup 30 percent of students enrolled in the county and represent 21 percent of suspensions. Students in foster care have the highest suspension rates in the county at 20.1 percent, which is five percent higher than the state average (15.1%). When looking at Sacramento County suspension rates across race/ethnicity and other sub-groups of students, the county suspends students at a higher rate than the state.

### Suspension Rates (K-12<sup>th</sup> Grade) by Race/Ethnicity | Sacramento County and State Comparison

Race/Ethnicity	County			State		
	Suspension Rates %	% Enrolled	% Suspended	Suspension Rates	% Enrolled	% Suspended
All Students	5.3%	100%	100%	3.5%	100%	100%
Black/African American	13.8%	12%	30%	9.1%	6%	14%
American Indian/Alaska Nat.	8.1%	1%	1%	7.5%	1%	1%
Two or More Races	6.1%	7%	8%	3.5%	4%	4%
Pacific Islander	5.7%	1%	2%	4.6%	1%	1%
Hispanic or Latino	5.2%	32%	31%	3.6%	55%	56%
White	3.8%	30%	21%	3.0%	23%	19%
Filipino	1.8%	3%	1%	1.4%	2%	1%
Asian	1.7%	15%	5%	1.0%	9%	3%

Table 31 | Source: CA Department of Ed (2018-19)  
\*Suspension reports are based on annual K-12 public school suspension rates by ethnicity

### Suspension Rates (K-12<sup>th</sup> Grade) by Student Sub-Groups | Sacramento County and State Comparison

Suspension Rates	County	State
All Students	5.3%	3.5%
Foster	20.1%	15.1%
Homeless	11.9%	6.3%
Socio-Economically Disadvantaged	6.9%	4.4%
Migrant	4.1%	4.0%

Table 32 | Source: CA Department of Ed (2018-19)  
\*Suspension reports are based on annual K-12 public school suspension rates by program subgroup

**Student-Teacher Ratio** | Students’ educational experience is directly impacted by the availability of school staff. Within Sacramento County, there are over 12,000 teachers across all grade levels\*, accounting for 20 students to every teacher. Staff providing additional services, such as counselors, nurses, librarians, and other non-teachers are also integral to supporting students’ success. In Sacramento County, there are 259 students for every services staff, which is much higher than the state average of 198 students to services staff. This indicates that services staff in the county serve a larger number of students, as compared to the state level.

**Number of Teachers and Ratio of Students (All Grades\*) per Staff | Sacramento County and State Comparison**

School Staff	County	State
Total Teachers	12,433	–
Students per Teacher	20	21
Students per Pupil Services	259	198

Table 33 | Source: CA Department of Education (2018–19)  
 Note: Pupil services staff are certificated employees who provide direct services to students but are not teachers. Examples include counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel.  
 \*The source data does not specify the grades included in “all grades” or say that any are excluded.

**Staff and Student Race/Ethnicity** | The makeup and diversity of school staff impact student climate and students need to interact with staff who reflect their communities and identities. Staff school diversity is shown to impact student learning, the incidence of suspensions, and the overall sense of student belonging.<sup>49</sup> In Sacramento County schools, nearly three-quarters of staff are White (72%). Only 10 percent of staff identify as Hispanic/Latino, and seven percent identify as Asian. A comparison of staff demographics and student enrollment shows that White staff are overrepresented by 42 percentage points, Hispanic/Latino staff are underrepresented by 22 percentage points, and Asian staff are underrepresented by eight percentage points. Staff of all races/ethnicities are underrepresented except American Indian/Alaska Native staff.

**Sacramento County Comparison of the Race and Ethnicity of School Staff to Students (K-12<sup>th</sup> Grade)**

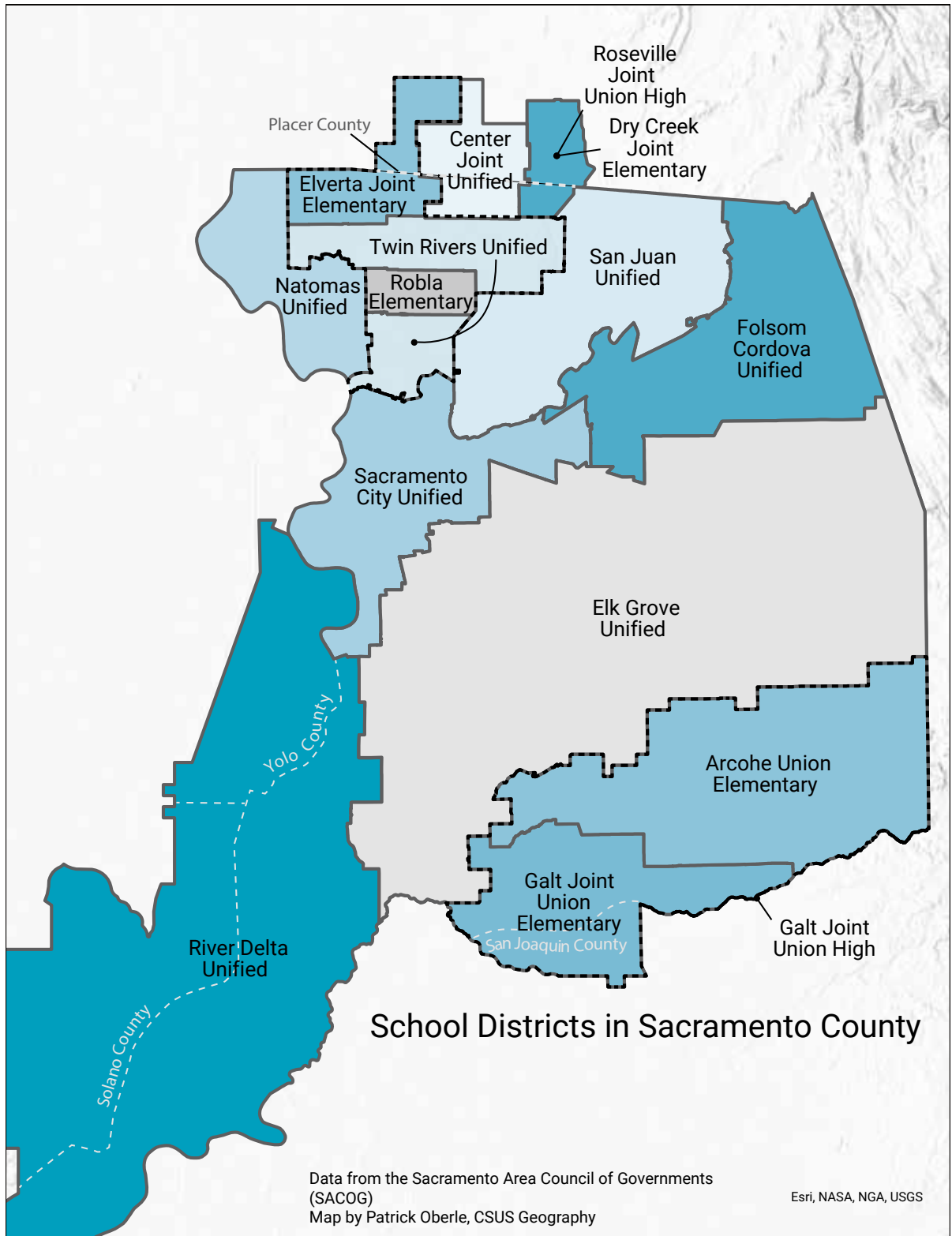
Race/Ethnicity	School Staff	Students	Staff-Student Difference
White	72%	30%	+42%
Hispanic/Latino	10%	32%	-22%
Asian	7%	15%	-8%
Black/African American	4%	12%	-7%
None Reported	3%	1%	+2%
Two or More Races	2%	7%	-5%
Filipino	1%	3%	-2%
American Indian/Alaska Native	1%	1%	–
Native Hawaiian/Pacific Islander	<1%	1%	-1%

Table 34 | Source: CA Department of Education (2018–19)  
 Note: Staff type reported is teachers.  
 \*The student demographics are for all students (K-12<sup>th</sup> Grade)

49 Hughes et al. 2020. “Value in diversity”: School racial and ethnic composition, teacher diversity, and school punishment. <https://www.sciencedirect.com/science/article/pii/S0049089X2030079X>

**Figure 5 | Map of Public School Districts in Sacramento County**

Figure 5 shows the boundaries of public school districts in Sacramento County.



## HIGH SCHOOL COMPLETION

**Graduation Rate** | Graduating from high school is an important milestone for youth, providing future opportunities for employment, occupational training, and higher education. Eighty-two percent of Sacramento County students graduate from high school in four years, a slightly lower rate than the state average of 85 percent. Considerable disparities exist in graduation rates across races/ethnicity. Filipino (95%) and Asian (92%) students have the highest four-year graduation rates, and Black/African American students have the lowest high school graduation rates (73%), in the county.

Ninety-three percent of migrant students in the county graduate within four years, compared to 82 percent of all county students and migrant students across the State. Socioeconomically disadvantaged and English learners graduate at slightly lower rates of 78 percent and 72 percent respectively. Children and youth who are homeless (62%), students with disabilities (61%), and children and youth in foster care (51%) have the lowest graduation rates of all cohorts and lower graduation rates than the state for each group.

### Sacramento County 4-Year Graduation Rate by Race and Ethnicity and Student Sub-Group

Students graduating within 4 Years	County %	State %
All Students	82%	85%
<b>By Race and Ethnicity</b>		
Filipino	95%	94%
Asian	92%	94%
White	85%	88%
Pacific Islander	81%	85%
Hispanic or Latino	79%	82%
Two or More Races	79%	86%
American Indian or Alaska Native	75%	75%
Black/African American	73%	77%
<b>By Student Sub-Group</b>		
Migrant Students	93%	82%
Socioeconomically Disadvantaged	78%	81%
English Learners	72%	69%
Homeless Youth	62%	70%
Students with Disabilities	61%	68%
Foster Youth	51%	56%

Table 35 | Source: CA Dept of Education (2018–19)

Note: Four-year graduation data reflects the traditional graduation path for many students. Students who completed their degrees after four years are not included.

**College and Career Readiness** | As a part of the state’s school accountability project, multiple measures for high school graduates are used to determine the level of preparedness for life after high school. There are only two Sacramento County school districts that prepare students at a higher rate than the state average of 44 percent of students. About half of Folsom-Cordova Unified (52%) and Elk Grove Unified (46%) high school graduates are considered prepared for college or a career. River Delta Joint Unified (33%) and Twin Rivers Unified (29%) graduate students are at a lower rate than the state.

**Percent of Graduates Who Qualify as College/Career Ready | Sacramento County School Districts Comparison**

High School Graduates who qualify as College/Career Readiness	Prepared	Approaching Prepared	Not Prepared
Folsom-Cordova Unified	52%	15%	33%
Elk Grove Unified	46%	18%	37%
State Average	44%	17%	39%
Galt Joint Union High	42%	24%	34%
Sacramento City Unified	41%	18%	42%
San Juan Unified	41%	19%	40%
Natomas Unified	40%	28%	32%
Center Joint Unified	39%	35%	26%
River Delta Joint Unified	33%	21%	47%
Twin Rivers Unified	29%	20%	51%

Table 36 | California School Dashboard (2019)





**4-Year College Eligibility** | Youth who want to attend a four-year college are required to obtain a high school diploma, or equivalent, and complete a series of preparatory courses while in high school. Less than half (45%) of the county’s graduating high school students have completed the required courses to attend a California State University (CSU) or University of California (UC) campus. The proportion of county high school graduates meeting CSU/UC admission requirements is six percent below the state average (45% countywide compared to 51% statewide).

As with four-year graduation rates, there are significant disparities between student groups. Overall, about two-thirds (64%) of Asian high school graduates are prepared to attend a CSU/UC campus while one-third (32%) of Black/African Americans and about one-fourth (26%) of American Indian/Alaska Natives meet the admission requirements by graduation. Disparities are also seen among student sub-groups: one-third (36%) of socioeconomically disadvantaged students, 17 percent of students who are homeless, 10 percent of students with disabilities, and 10 percent of students in foster care who graduate have met CSU/UC admission requirements and are below the state’s averages for these same sub-groups.

“ I was a little bit shocked. I graduated thinking that anyone who graduated can pretty much go to any sort of state school [CSU]. I didn’t realize that there was this huge discrepancy. ”

(Provider Participant/Attendee, Folsom Cordova Convening)

**High School Graduates Meeting Requirements for College Admission by Race and Ethnicity and Student Sub-Group | Sacramento County and State Comparison**

Graduates Meeting UC/CSU Requirements	County	State
<b>All Students Graduating</b>		
Total	45%	51%
<b>By Race and Ethnicity</b>		
Asian	64%	75%
Filipino	63%	67%
White	45%	55%
Two or More Races	44%	55%
Hispanic or Latino	38%	44%
Pacific Islander	34%	40%
Black/African American	32%	40%
American Indian/Alaska Native	26%	31%
<b>By Student Sub-Group</b>		
Socioeconomically Disadvantaged	36%	43%
Migrant Education	33%	31%
English Learners	23%	26%
Homeless Youth	17%	29%
Students with Disabilities	10%	18%
Foster Youth	10%	20%

Table 37 | Source: CA Department of Education (2018–19)

## POST-SECONDARY EDUCATION

**Career Technical Education** | Career Technical Education (CTE) helps prepare students with programs that provide hands-on learning and opportunities to gain knowledge and skills that follow career pathways into 15 industry sectors.<sup>50</sup> These industry sectors such as Agriculture and Natural Resources, Transportation, Information and Communication Technologies, and Building and Construction Trades. A total of 31,374 high school students participate in CTE programs and, for comparison, there are about 20,000 twelfth graders enrolled in the county each year. Of the students in the CTE programs, 72 percent complete their program.

### Career Technical Program Participation for Sacramento County High School Students

Career Technical Education (CTE)	
Schools providing CTE	95
Students Participating in CTE	31,374
Average % of Students Completing CTE Program	72%

Table 38 | Source: CA Department of Education (2018–19)

**College Enrollment** | Pursuing college post-high school expands opportunities for youth, both in their employment choices and earning potential. Two-thirds (65%) of Sacramento County high school graduates go on to enroll in college in the 12 months following graduation. Most graduates (92%) enroll in colleges that are in-state. College-going rates for high school graduates vary across race/ethnicity. For example, about three-quarters of Asian (79%) and Filipino (73%), graduates go on to college. Pacific Islander (57%), Hispanic or Latino (57%), and American Indians/Alaska Native (47%) graduates have lower rates of college enrollment.

Comparing the county’s college-going rate to the state, Sacramento County graduates attend college at a slightly higher rate than the state’s average (65% countywide compared to 64% statewide).

### College-Going Rate and In-State College Enrollment by Race and Ethnicity | Sacramento County and State Comparison

Race and Ethnicity of College Enrollee	% Graduates Attending College		% of those attending college, Enrolled In-State	
	County	State	County	State
Asian	79%	84%	96%	89%
Filipino	73%	71%	95%	96%
White	68%	70%	88%	81%
Two or More Races	66%	70%	89%	83%
Black/African American	60%	60%	88%	87%
Hispanic/Latino	57%	58%	96%	95%
Pacific Islander	57%	59%	93%	90%
American Indian/Alaska Native	47%	50%	87%	88%
All Students	65%	64%	92%	91%

Table 39 | Source: CA Department of Education (2017–18)

50 <https://www.cde.ca.gov/ci/ct/gj/ctegeneralfacts.asp>

## V. HEALTH AND WELLNESS

### WHY IS THIS IMPORTANT?

Equitable access to affordable health care is important for children, youth, and families. Access to integrated health care systems means access to both physical and behavioral health services, allowing children and youth to receive services such as general and preventative care, substance use treatment, and mental health care. This coordination of care supports the various needs of children and youth.

Health and wellness are vital to child and youth well-being, starting with the first trimester of pregnancy. Prenatal care can help identify potential medical and development issues that impact the health of both mother and baby. Prenatal care reduces the risk of pregnancy complications and assists with managing existing chronic conditions, such as high blood pressure and diabetes. Health professionals monitor the mother's health and the baby's development while providing education, counseling, referrals, and resources regarding proper nutrition, exercise, stress management, and breastfeeding.

Breastfeeding is beneficial to a child and youth's lifelong health, well-being, and brain development. Breastfeeding has long been recognized as a proven disease-prevention strategy. The U.S. Surgeon General has endorsed breastfeeding as the best nutrition for infants, which should be done for at least 12 months. Research has found that infants who are breastfed have a lower risk of developing conditions such as severe acute respiratory infections, acute ear infections, eczema, type 2 diabetes, and leukemia during their lifetime. Breastfeeding has economic benefits, including cost savings to the family and reduction of the prevalence of various illnesses and diseases, leading to lowered health care costs.<sup>51</sup>

Preventative care services support wellness by enhancing early development and identifying health challenges. One form of early preventative care is vaccinations. Vaccinations immunize children and youth, lowering and/or eliminating their risk for contracting and spreading preventable diseases to their peers and family. The immunizations required for children to attend Kindergarten include:

- Polio
- Diphtheria, Tetanus, and Pertussis (DTaP)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Varicella (Chickenpox)

Chronic conditions, including diabetes, epilepsy, and asthma, challenge children and youth's physical health and wellness. Chronic conditions are managed with appropriate identification and care. For example, when a child or youth has asthma, it is important to limit their exposure to irritants such as dust, pollen, mold, and cigarette smoke. Communities with lower levels of pollution and fewer allergens reduce the likelihood of aggravating that chronic condition.

A child's first visit to the dentist should take place within six months of their first tooth.<sup>52</sup> Oral health in infancy and early childhood lays the foundation for good oral health in later stages of life.<sup>53</sup> The

51 U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Support Breastfeeding. Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General; 2011. <https://www.ncbi.nlm.nih.gov/books/NBK52682/>

52 <https://www.stanfordchildrens.org/en/topic/default?id=a-childs-first-dental-visit-fact-sheet-1-1509#:~:text=Your%20child's%20first%20dental%20visit,the%20first%20tooth%20coming%20in./>

53 <https://www.nidcr.nih.gov/sites/default/files/2021-12/Oral-Health-in-America-Advances-and-Challenges.pdf>

California Dental Association stated that tooth decay is the number one chronic health problem affecting children.<sup>54</sup> Equitable access to preventative care and treatment is critical across age, race/ethnicity, and income status.<sup>55</sup> Dental health can affect all aspects of children and youth's lives: from their nutrition and sleep habits to their educational performance and self-esteem.<sup>56</sup> Preventative care in dental health includes annual visits to the dentist, fluoride treatments, along with daily brushing. As children and youth grow and develop, parents and caregivers support dental health by teaching and supervising good brushing habits, encouraging the drinking of healthy non-sugary beverages, and providing healthy food options.<sup>57</sup>

Behavioral health, known more commonly as mental health, is an equally important, and often stigmatized, component of a child and youth's health and wellness. Child and youth mental health includes developing and maintaining healthy coping skills, social skills, and emotional and behavioral skills.<sup>58</sup> When children and youth experience mental health challenges it is critical to have health care options available to support them and their families. Children and youth were most likely to report seeking support services to help with: stress reduction (58%), relaxation (49%), positive thinking (46%), and time management (43%).<sup>59</sup> There are also circumstances where emergency mental health services may be needed or required.

General care, which includes physical health and wellness services, has lasting impacts throughout a child and youth's life. Maintaining a healthy weight is an important aspect of physical health and wellness. Healthy weight in children and youth aids healthy growth and development. Children and youth can reach and maintain a healthy weight by learning and practicing healthy eating habits, engaging in regular physical activity, reducing sedentary time, and getting an adequate amount of sleep.<sup>60</sup> Aside from behavior, factors such as genetics, family economics, neighborhood design, and food accessibility can also influence a child and youth's healthy weight management.<sup>61,62</sup>

Finally, well-funded, comprehensive, and culturally appropriate sexual health education can help prevent sexually transmitted infections (STIs) and unintended pregnancy among children and youth. STIs are some of the most frequently reported infections at the local, state, and national levels, and 15-to-25-year-olds comprise nearly half of the reported STIs in the nation.<sup>63</sup> STIs are preventable and treatable, and simple actions such as testing and safe sex practices can prevent occurrences and transmissions of STIs. Education can also improve pregnancy outcomes when children and youth become pregnant. Beyond preventative care, general care is critical for children and youth who are pregnant and parenting. Pregnant and parenting children and youth face more than just physical health challenges. Pregnant and parenting children and youth need social, emotional, and academic support to be successful.<sup>64</sup>

54 [https://www.cda.org/Portals/0/press/pdfs/childrens\\_oral\\_health.pdf](https://www.cda.org/Portals/0/press/pdfs/childrens_oral_health.pdf)

55 <https://www.nidcr.nih.gov/sites/default/files/2021-12/Oral-Health-in-America-Advances-and-Challenges.pdf>

56 <https://first5sacramento.saccounty.gov/Programs/Documents/Parent-dentalstudy-2016-FINAL.pdf>

57 <https://www.cdc.gov/oralhealth/basics/childrens-oral-health/index.html>

58 <https://www.cdc.gov/childrensmentalhealth/access.html>

59 <https://cities-rise.org/wp/wp-content/uploads/2020/05/citiesRISE-Youth-Realities-During-COVID-19-Sacramento.pdf>

60 <https://www.cdc.gov/healthyweight/children/index.html/>

61 <https://www.cdc.gov/obesity/childhood/index.html/>

62 <https://www.cdc.gov/obesity/data/childhood.html>

63 <https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm/>

64 <https://www.childwelfare.gov/topics/preventing/promoting/parenting/pregnant-teens/>

## HOW ARE WE DOING?

### Health and Wellness



97%

Children and Youth with **Health Insurance Coverage**



93%

Kindergarteners with All Required **Immunizations**



12.0

Teen Birth Rate per 1,000



84%

Women Receiving **Prenatal Care** in the **First Trimester**

Children and Youth Experiencing **Food Insecurity**



42%



Children and Youth with an **Annual Dental Visit**



20%

7th Graders Reporting **Suicidal Thoughts**



93%

Infants are **breastfed at least once at the hospital**

## PRENATAL CARE

**Prenatal Care in First Trimester** | Early prenatal care is important for reducing pregnancy complications and ensuring a healthy birth. In 2018, 84 percent of pregnant women in Sacramento County receive prenatal care within the first trimester, the same as in the state.

### Sacramento County Pregnant Women Entering Prenatal Care in the First Trimester by Race and Ethnicity

Race or Ethnicity	% Pregnant Women Receiving Prenatal Care in the 1st Trimester	
	County	State
Asian/Pacific Islander	86%	88%
White	85%	88%
Multiple	84%	84%
Black/African American	82%	80%
Native American/Alaskan	71%	69%
<b>Total</b>	<b>84%</b>	<b>84%</b>

Table 40 | Source: Sacramento County Public Health (2018) and the California Department of Public Health (2018)

## BREASTFEEDING

**In-Hospital Breastfeeding** | Mothers are encouraged to begin breastfeeding their infants while in the hospital, following birth. Ninety-three percent of infants born in Sacramento County are breastfed at least once at the hospital. In 2018, seventy-three percent of infants are exclusively breastfed, and 20 percent of infants are given something other than breastmilk during their stay. Similar levels of breastfeeding (non-exclusively) are reported across races and ethnicities. The County's rate of in-hospital breastfeeding is comparable to the state's, with 94 percent of all mothers starting breastfeeding and 70 percent exclusively breastfeeding.

### In-Hospital Breastfeeding by Race and Ethnicity | Sacramento County and State Comparison

% of Mothers Breast Feeding	Any	Exclusive
	%	%
County	93%	73%
White	96%	82%
Hispanic	94%	73%
American Indian	93%	78%
Multiple Race	92%	71%
Asian	91%	66%
Black/African American	90%	65%
Pacific Islander	83%	67%
Other	81%	56%
<b>State</b>	<b>94%</b>	<b>70%</b>

Table 41 | Source: CA Department of Public Health (2018)





## HEALTH CARE

**Health Care Coverage** | Ninety-seven percent of Sacramento County children and youth have at least one type of health insurance coverage. Nearly half of children and youth with one type of health insurance coverage (47%) have employer-based coverage, while 39 percent have Medicaid (Medi-Cal) or public coverage. At the state level, 96 percent of children and youth have health insurance coverage.

### Current Health Care Coverage of Children and Youth | Sacramento County and State Comparison

Type of Health Care Coverage	County	State
At least one type of health insurance coverage	97%	96%
With one type of health insurance coverage	91%	91%
<i>Employer-based health insurance only</i>	47%	45%
<i>Medicaid (Medi-Cal) or Public Coverage</i>	39%	39%
<i>Other Coverage</i>	5%	8%
With two or more types of health insurance coverage	6%	5%
No health insurance coverage	3%	4%

Table 42 | Source: American Community Survey (2018)

\*Data is for 0-19-year-olds

## IMMUNIZATIONS

**Immunizations** | Starting in Transitional Kindergarten or Kindergarten, children enrolled in schools are required to have a standard set of immunizations. Ninety-three percent (93%) of entering kindergarteners in the county for the 2018–2019 school year receive all required immunizations (compared to 95% statewide). Of those students who do not have all immunizations, three percent are granted entrance while they complete their immunizations, and two percent lack required immunizations because they attend independent study, home-based private schools, and/or are receiving Individualized Education Program (IEP) Services. Only one percent of the students have a permanent medical exemption.

### Kindergarten Immunization Assessment | Sacramento County and State Comparison

Kindergarten Immunization Status	County	State
Students with all required Immunizations	93%	95%
Conditional Entrants	3%	2%
Others Lacking Required Immunizations	2%	2%
Students with Permanent Medical Exemptions	1%	1%
Overdue	1%	1%

Table 43 | Source: California Department of Public Health, Immunization Branch (2018–2019)

**Preventable Childhood Diseases** | Although numerous child and youth diseases are prevented by routine vaccinations, at times they still show up in the population. The incidence of these diseases indicates the community's level of immunity. The most reported incidence of a vaccine-preventable child and youth disease in Sacramento County is pertussis (whooping cough) with a three-year average of 141 cases. According to Sacramento County Public Health, the rise and fall of pertussis cases, every three to five years, follows a natural pattern of disease.<sup>65</sup> There are also limited cases of ten or fewer incidences of Hepatitis A and B, meningococcal disease, mumps, and varicella (chickenpox) in the county.

### Incidence of Vaccine-Preventable Childhood Diseases, Sacramento County

Disease	2015	2016	2017	3-year Average
Pertussis (Whooping Cough)	286	69	67	141
Hepatitis A	3	12	10	8
Hepatitis B, Acute	3	9	5	6
Meningococcal Disease	1	7	5	4
Mumps	0	2	10	4
Varicella (Chickenpox)	2	5	4	4

Table 44 | Source: KidsData (2015–2017)

<sup>65</sup> <https://dhs.saccounty.gov/PUB/Documents/Epidemiology/RT-VPDFactSheet2017.pdf>





## CHILDHOOD ASTHMA

**Asthma Prevalence** | An average of 13 percent of children and youth in the county were diagnosed with asthma, between 2013 and 2018. Statewide, 15 percent are diagnosed during the same period. During 2017–2018, the asthma diagnosis rate for children and youth in the county exceeds the state’s rate.

### Children or Youth Ever Diagnosed with Asthma | Sacramento County and State Comparison

	2013–2014	2015–2016	2017–2018	6-Year Average
County	12%	10%	16%	13%
State	15%	15%	14%	15%

Table 45 | Source: KidsData (2013–2018)

**Air Quality** | Poor air quality is a risk factor for child and youth asthma. The Environmental Protection Agency’s Air Quality Index (AQI) ranks air quality from 0 to 500. Higher values equal greater levels of air pollution and greater health consequences. Unhealthy days are those with an AQI greater than 101 and a rating of Unhealthy for Sensitive Groups, Unhealthy, Very Unhealthy, or Hazardous. Ninety-two percent of days in Sacramento County are good or moderate AQI days, while 8 percent of days are unhealthy, over a three-year period.

### Sacramento County Days of Healthy Air Quality | 3-Year Trend

Air Quality Index Days	2017	2018	2019	3 Year Average
Good or Moderate   AQI of 0-100	90%	90%	97%	92%
Unhealthy   AQI of 100+	10%	10%	3%	8%

Table 46 | Source: U.S. Environmental Protection Agency

## DENTAL HEALTH

**Annual Dental Visits** | Dental care is an important aspect of child and youth overall health. Children and youth enrolled in Medi-Cal have access to annual visits to a dentist. The percentage of Medi-Cal dental utilization for annual dental visits among children and youth in Sacramento County is 42 percent in 2019, an increase from 37 percent in 2017. Medi-Cal dental coverage is most frequently used among six to nine-year-olds (51%) and three to five-year-olds (49%). Utilization is lowest among less than one-year-olds (5%) and one to two-year-olds (29%).

### Sacramento County Children and Youth with Annual Dental Visit, Medi-Cal Utilization | 3-Year Trend

Annual Dental Visit	2017	2018	2019	3-Year Average
<1 year old	1%	1%	5%	2%
1–2 years old	18%	19%	29%	22%
3–5 years old	41%	42%	49%	44%
6–9 years old	46%	47%	51%	48%
10–14 years old	42%	43%	46%	44%
15–18 years old	37%	38%	40%	38%
All Ages	37%	38%	42%	39%

Table 47 | Source: Sacramento County Public Health – Birth Fact Sheet 2018

## BEHAVIORAL HEALTH

**Self-Reported Mental Health Concerns** | More than one-quarter (28%) of seventh graders in Sacramento County from 2017–2019 report feelings of chronic sadness or hopelessness that interfere with their usual activities. Incidences of depression-related feelings are reported by one-third of ninth graders (33%) and a slightly greater proportion of eleventh graders (37%). Nearly one in five ninth graders report contemplating suicide in the past year (18%). Rates of suicidal contemplation among ninth graders (18%) and eleventh graders (20%) in Sacramento County are higher when compared to the state rates for ninth graders (16%) and eleventh graders (17%).

### Youth-Reported Mental Health Concerns in School by Grade | Sacramento County and State Comparison

Mental Health Concerns	County	State
<b>Chronic Sadness/Hopelessness</b>		
7th Grade	28%	30%
9th Grade	33%	33%
11th Grade	37%	37%
<b>Suicide Contemplation</b>		
7th Grade	18%	–
9th Grade	18%	16%
11th Grade	20%	17%

Table 48 | Source: California Healthy Kids Survey (2017–2019)

**MENTIMETER QUESTION: “The services that would make my neighborhood a better place include...”**

“ACCESSIBLE AND VISIBLE MENTAL HEALTH SERVICES THAT DO NOT REQUIRE TECHNICAL USE TO GET INTERVENTIONS TO THOSE IN NEED”

**Mental Health ER Visits** | Children and youth visit the emergency room for mental health treatment, typically when symptoms become severe. Over three years, from 2016–2018, an average of 2,352 children and youth visited emergency rooms for mental health concerns.

**Sacramento County Mental Health Related Visits to Emergency Rooms by Children and Youth | 3-Year Trend**

ER Visits	2016	2017	2018	3-Year Average
Mental Diseases and Disorders	2,470	2,318	2,268	2,352

Table 49 | Source: CA Office of Statewide Health Planning

“ How can we get more beds [for young people] in the hospital? ”

(Attendee/parent at Folsom-Cordova Convening)

**Inpatient Healthcare Capacity** | There are a total of 57 acute care inpatient psychiatric beds designated for children and youth in 2016. A 2016 report by the California Hospital Association projected that Sacramento County needs an additional 700 beds to adequately serve the population<sup>66</sup>.

66 <https://calmatters.org/wp-content/uploads/2019/04/CHA-Psych-Bed-Data-Report-Sept.-2018.pdf> CA Hospital Association, 2016

## NUTRITION AND FITNESS

**Food Insecurity** | Despite the fact that Sacramento is known as a “farm to fork” region, many households have limited or uncertain access to healthy food to adequately feed their families. In fact, Sacramento County reports higher levels of food insecurity among households than California as a whole. The county’s rate for children and youth experiencing food insecurity (at some point in the past year) is 16 percent, compared to 14 percent statewide. Just over a third (34%) of these Sacramento County children and youth are not eligible for federal nutrition assistance because they live in households with incomes above 185 percent of the federal poverty level.

**MENTIMETER QUESTION: “When I look around my neighborhood, I notice that families need...”**

26 ATTENDEES MENTIONED “FOOD” (2ND MOST USED WORD)

### Children Experiencing Food Insecurity | Sacramento County and State Comparison

% of Total Child Population Food Insecure	County	State
Food Insecurity Rate for Children	16%	14%
Food Insecure Children not eligible for Assistance	34%	32%

Table 50 | Source: Feeding America (2019)



**Physical Fitness** | Fifth, seventh, and ninth graders complete a standardized test to measure six fitness areas: aerobic capacity, body composition, abdominal strength, trunk strength, upper body strength, and flexibility. The main goal of the test is to help students start life-long habits of regular physical activity.<sup>67</sup> Less than half (46%) of all fifth graders meet at least five of six fitness standards, with this percentage increasing to over half of all seventh graders (55%) and ninth graders (60%). However, there is considerable variation in the levels of physical fitness across race/ethnicity. For example, by ninth grade, almost three-quarters (74%) of Filipino students meet at least five of six standards, compared to half of the ninth grade Hispanic/Latino students (50%) and Black/African American students (51%). American Indian/Alaska Natives have the lowest level of fitness with 42 percent meeting five of six standards by ninth grade.

#### Sacramento County Students Meeting at Least 5 of 6 Fitness Standards

Meeting at least 5 out of 6 Fitness Standards	5th Grade	7th Grade	9th Grade	3-Grade Average
Filipino	48%	69%	74%	64%
Two or More	52%	65%	65%	61%
Asian	43%	63%	72%	59%
White	54%	59%	65%	59%
Black/African American	39%	45%	51%	45%
Hispanic/Latino	38%	45%	50%	44%
Native Hawaiian/Pac Islander	33%	40%	50%	41%
American Indian/Alaska Nat.	32%	41%	42%	38%
<b>Total Students</b>	<b>46%</b>	<b>55%</b>	<b>60%</b>	<b>54%</b>

Table 51 | Source: CA Department of Education (2018–19)

**Obesity** | A child and youth's overall health is determined by several factors. Body Mass Index (BMI) is used to compare children and youth's height and weight relative to other children and youth of the same age and sex. Children and youth who have a BMI within the 5th to 85th percentile are considered as having a healthy weight, while a BMI greater than the 85th percentile is considered overweight or obese. In Sacramento County, 41 percent of fifth graders in 2018–2019 are classified as overweight or obese, according to their BMI. The percentage of students assessed as overweight and/or obese dropped slightly among seventh graders (39%) and ninth graders (37%). At the fifth and seventh grade levels, a larger proportion of students in the county are overweight or obese compared to the state average.

#### Students Assessed as Overweight/Obese | Sacramento County and State Comparison

Student Grade Level	County	State
5 <sup>th</sup> Grade	41%	38%
7 <sup>th</sup> Grade	39%	38%
9 <sup>th</sup> Grade	37%	37%

Table 52 | Source: CA Department of Education (2018–19)

67 <https://www.cde.ca.gov/ta/tg/pf/>

## BIRTH RATES AMONG TEENS

**Teen Birth Rate** | Teens who become pregnant or give birth while in school are more likely to drop out.<sup>68</sup> The teen (ages 15–19 years) birth rate three-year average, from 2016–2018, is 13.0 per 1,000 in Sacramento County. The birth rate for teenagers differs across race/ethnicity. Black/African American and Hispanic teenagers have the highest birth rates of 21.0 and 18.1 respectively, compared to White (7.3) and Asian/Pacific Islander (5.8) birth rates. The Sacramento County Department of Public Health reports that the total number of teen births declined from a rate of 14.3 in 2016 to 12.0 in 2018.

### Sacramento County Teen Birth Rates by Race and Ethnicity | 3-Year Trend

Teen Birth Rates (per 1,000) (15–19 Years)	2016	2017	2018	3 Year Average
Black/African American	22.1	22.6	18.2	21.0
Hispanic	17.6	18.9	17.7	18.1
White	8.9	6.4	6.5	7.3
Asian/Pacific Islander	7.2	4.8	5.5	5.8
All Teens	14.3	12.8	12.0	13.0

Table 53 | Source: Sacramento County Public Health – Birth Fact Sheet 2018

## SEXUALLY TRANSMITTED INFECTIONS

**Infection Rates** | Social, economic, and behavioral factors impact the spread of sexually transmitted infections (STIs). Cases of chlamydia and gonorrhea in 2018 are higher among Sacramento County children and youth than across the state. The chlamydia rate for ten to fourteen-year-olds is 51.1 (per 100,000) compared to 28.5 statewide. For fifteen to nineteen-year-olds, the county rate is 2,532.4 compared to 1,504.6. While the gonorrhea rate for ten to fourteen-year-olds is lower in the county (5.8) than in the state (6.5), the rate for fifteen to nineteen-year-olds in the county is 391.3 compared to 252.2 for the state.

### Case Rate of Sexually Transmitted Infections | Sacramento County and State Comparison

Infections per 100,000 Children and Youth	County	State
<b>Chlamydia</b>		
Ages 10–14	51.1	28.5
Ages 15–19	2,532.4	1,504.6
<b>Gonorrhea</b>		
Ages 10–14	5.8	6.5
Ages 15–19	391.3	252.2

Table 54 | Source: KidsData (2018)

68 <https://www.cdc.gov/teenpregnancy/about/index.htm>

## VI. SAFETY

### WHY IS THIS IMPORTANT?

Family safety is essential for the health and well-being of children and youth. The Strengthening Families Framework promotes family safety as having “protective factors” such as “social connections” and extra support in times of need.<sup>69</sup> This includes having safe, caring people ready to listen and lend a helping hand and having resources available to help with immediate needs (e.g., food, housing, and transportation) which can reduce stressors in a family’s life.

Domestic/Intimate partner violence poses a major risk to family safety. This includes physical, emotional, sexual, financial, technological, and/or spiritual abuse.<sup>70</sup> Domestic/Intimate partner violence occurring between parents/caregivers endangers the safety of children and youth. Strategies to promote healthy, respectful, and nonviolent relationships are an important part of family safety. Programs that teach young people healthy relationship skills, such as communication, effectively managing feelings, and problem-solving, can prevent violence as they enter adulthood and experience intimate partner relationships themselves.

**“ I’m glad this is being discussed and would like more coverage on the emotional and psychological consequences of domestic violence, not just physical. Often people are not trauma informed. ”**

*(Attendee/Parent Participant at Kiwanis Club Convening)*

Adults, communities, and the public services that support them play primary roles in child and youth safety. The adults in children and youths’ lives have a role in injury prevention, including learning, teaching, modeling, and implementing prevention and safety practices – especially in areas like water safety, poison prevention, and fall prevention.<sup>71</sup> Communities and public services aim to prevent crime and victimization by providing supports, services, safe social activities, and by creating community awareness.<sup>72</sup> Safe communities increase social engagement. Investment in the community enriches the area and supports positive childhood experiences. Experiencing community safety also leads to better mental health and contributes to building healthy relationships.<sup>73</sup>

**“ There needs to be more sidewalks in the area, especially around the schools, as a lot of parents walk to and from school with their kids and it’s horrendous to see them walking in bike lanes and gutters, and halfway on the street. ”**

*(Attendee/dad at Arcade Community Center Convening)*

69 <https://cssp.org/wp-content/uploads/2018/11/About-Strengthening-Families.pdf>

70 <https://www.cdc.gov/injury/features/intimate-partner-violence/index.html/>

71 [https://www.cdc.gov/safecild/pdf/national\\_action\\_plan\\_for\\_child\\_injury\\_prevention.pdf](https://www.cdc.gov/safecild/pdf/national_action_plan_for_child_injury_prevention.pdf)

72 <https://www.unodc.org/unodc/en/justice-and-prison-reform/CrimePrevention.html>

73 [https://www.preventioninstitute.org/sites/default/files/publications/PL\\_Cradle%20to%20Community\\_121317\\_0.pdf](https://www.preventioninstitute.org/sites/default/files/publications/PL_Cradle%20to%20Community_121317_0.pdf)



School connectedness, an aspect of community safety, is a student's belief that adults and peers in the school care about their well-being and are invested in their learning. Experiencing school connectedness reduces the effect of stressful events and promotes social and emotional awareness for students throughout their lives. Students can feel a greater connection with their school with adult support, stable peer networks, a community commitment to education, and a positive school environment.<sup>74</sup>

Safe, stable, and affordable housing has a positive impact on child and youth safety. Housing location affects access to transportation, community facilities/parks, food, education, and employment opportunities. Access to safe and stable housing has a positive impact on a child and youth's mental and physical health, and educational outcomes. Additionally, living in a familiar community near family, friends, and support networks is invaluable to the child and youth's well-being.<sup>75</sup>

Safety is an important part of ensuring a child and youths' well-being, healthy development, and prevention of trauma, which each have long-term and lasting effects on children and youths' lives. By prioritizing children and youth's safety and well-being, Sacramento County supports a lifetime of productivity by

families, children, and youth as they grow into adulthood, and benefits from reduced costs and impacts to systems such as health care, criminal justice, and education.

Parents and caregivers do their best to provide safety for their children. Communities support families with resources, tools, and by partnering with them to create a safe and nurturing environment for children and youth. When parents/caregivers face challenges and struggle to provide safety for their children and youth, community and systems supports are integral to uplifting families and keeping them intact.<sup>76</sup>

74 Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009 <https://stacks.cdc.gov/view/cdc/5767>

75 <https://housingmatters.urban.org/articles/how-housing-affects-childrens-outcomes/>

76 [https://www.sosillinois.org/how-sos-illinois-foster-parents-support-birth-parents/?gclid=CjwKCAjwwo-WBhAMEiwAV4dybfcvY39E\\_Yw45UTQ-cl0SeNecDWgtKJ2qMD7-P5aclFrulRbU1qoHUxocIWwQAvD\\_BwE/](https://www.sosillinois.org/how-sos-illinois-foster-parents-support-birth-parents/?gclid=CjwKCAjwwo-WBhAMEiwAV4dybfcvY39E_Yw45UTQ-cl0SeNecDWgtKJ2qMD7-P5aclFrulRbU1qoHUxocIWwQAvD_BwE/)



HOW ARE WE DOING?

Safety



Children and Youth Entered Foster Care Due to Neglect

85%

36%

Child and Youth Mortality Rate per 100,000 children and youth

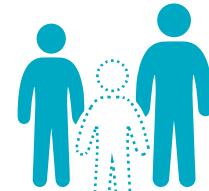


20%

People Reporting Homelessness Who Were Families with Children and/or Youth

71.2

Mortality Rate of Children and Youth who Identify as Multiple Races per 100,000 children and youth



70.8

Mortality Rate of Children and Youth who Identify as Black/African American per 100,000 children and youth

50%



Juvenile Felony Arrests of Children and Youth who Identify as Black/African American

4.5



Infant Mortality Rate per 1000 births

## INJURIES AND DEATH

**Emergency Room Visits** | Emergency room visit data provides a profile of the medical challenges experienced by the county's children and youth. Nearly 40,000 visits take place for the most common diagnoses. Forty-two percent of the visits are for preventable injuries such as traumatic injuries, fractures, burns and/or poisonings. A quarter (25%) of visits are due to viral illnesses and/or fevers. Nearly one-in-five of the visits are due to respiratory illness, such as asthma, bronchitis, and/or pneumonia. An additional 12 percent include mental health issues, seizures, and/or headaches.

### Sacramento County Child and Youth Emergency Department Visits by Most Common Diagnoses

Primary Diagnosis	#	%
Traumatic Injuries, Fractures, Burns, and Poison	16,799	42%
Viral Illnesses or Fevers of Unknown Origins	10,016	25%
Asthma/Bronchitis, Pneumonia/Pleurisy	7,789	19%
Seizures/Headaches	2,591	6%
Mental Diseases and Disorders	2,268	6%
Diabetes, Metabolic/Nutritional Disorders	527	1%
<b>Total Visits</b>	<b>39,990</b>	<b>100%</b>

Table 55 | Source: CA Health Planning & Development via KidsData (2018)  
\* Available data includes 11 most common primary diagnoses only

**Infant Mortality Rate** | Infant mortality is a strong indicator of quality maternal and infant care. The infant mortality rate in Sacramento County for 2018 is 4.5 per 1,000 live births, trending downwards from the 2014 high of 5.4. When looking at infant mortality rates, disparities exist based on an individual's race/ethnicity. For example, in 2018 the Black/African American infant mortality rate is more than twice that of the White infant mortality rate (8.9 compared to 3.6 respectively). Hispanic infants have the second highest rate at 5.5. However, since 2016, Sacramento has seen a decline in the rate of Black/African American infant mortality.

### Infant Mortality Rate, by Race and Ethnicity Sacramento County (3-Year Rolling Averages)

*Rates are per 1,000 live births	2016	2017	2018
Black/African American	11.2	8.4	8.9
Hispanic	5.3	5.6	5.5
White	3.6	3.9	3.6
Asian/Pacific Islander	4.3	3.3	3.1
<b>All Infants</b>	<b>5.2</b>	<b>4.9</b>	<b>4.5</b>

Table 56 | Source: Sacramento County Public Health Infant Mortality Fact Sheet (2018), CA Dept of Public Health

“It’s really hard to hear about the infant mortality rates. I know there are things like the Black Child Legacy [Campaign] but how do we get more people in the community to hear about this?”

(Attendee/parent at Folsom-Cordova Convening)



**Child and Youth Mortality Rate** | In 2016, Sacramento County’s child and youth mortality rate is 36.0, down from three years prior (37.0). Children and youth who identified as multiple races and Black/African American have the highest mortality rates (71.2 and 70.8 respectively), which is more than twice the rate of White and Hispanic children and youth (30.5 and 22.2 respectively).

**Child and Youth Mortality Rate, by Race and Ethnicity  
Sacramento County (3-Year Rolling Averages) | 3-Year Trend**

*Rates are per 100,000 children and youth	2014	2015	2016
Multi/Other	97.2	83.7	71.2
Black/African American	83.8	82.0	70.8
Asian/Pacific Islander	28.5	27.8	32.5
White	25.7	26.6	30.5
Hispanic	21.5	21.4	22.2
All Children and Youth	37.0	35.9	36.0

Table 57 | Source: Sacramento County Child Death Review Team (2016)

**Manner and Cause of Death** | For thirty years, the Sacramento County Child Death Review Team has reviewed the deaths of all children and youth through 17 years of age. Over a three-year period of 2014 through 2016, one-fifth (21%) of deaths are due to injury-related causes, with an average of 25.7 injury-related deaths per year. The most prevalent injury-related cause of death is homicide (average of 9.3 per year), followed by suicide (5.0), drowning (4.0), and motor vehicle collisions (3.3). Seventy-five percent of deaths are due to natural causes. Of infants, children, and youth who die from natural causes, 54 percent are due to perinatal conditions (average of 41.0 per year) and congenital anomalies (29.0). Sudden Unexpected Infant Death (SUID) and Sudden Infant Death Syndrome (SIDS) account for seven percent of all deaths.

#### Sacramento County Infant, Child, and Youth Deaths by Manner and Cause | 3-Year Trend

Cause	2014	2015	2016	3-Year Total	% Total	3-year Average
<b>INJURY-RELATED CAUSES</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>%</b>	<b>#</b>
Homicide	9	10	9	28	7%	9.3
<i>Child Abuse and Neglect Homicide</i>	4	4	3	11	3%	3.7
<i>Third Party Homicide</i>	5	6	6	17	4%	5.7
Suicide	5	5	5	15	4%	5
Drowning	5	4	3	12	3%	4
Motor Vehicle Collision	2	5	3	10	3%	3.3
All Other Injury-Related Causes	1	7	4	12	3%	4
<b>Total Injury-Related</b>	<b>22</b>	<b>31</b>	<b>24</b>	<b>77</b>	<b>20%</b>	<b>25.7</b>
<b>NATURAL CAUSES</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>%</b>	<b>#</b>
Perinatal Conditions	44	35	44	123	32%	41
Congenital Anomalies	31	28	28	87	22%	29
Cancer	9	4	13	26	7%	8.7
SUIDS and SIDS	10	10	8	28	7%	9.3
All Other Natural Causes	8	11	9	28	7%	9.3
<b>Total Natural</b>	<b>102</b>	<b>88</b>	<b>102</b>	<b>292</b>	<b>75%</b>	<b>97.3</b>
<b>UNDETERMINED CAUSES</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>%</b>	<b>#</b>
<b>Total Undetermined</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>18</b>	<b>5%</b>	<b>6</b>
<b>TOTAL DEATHS</b>	<b>131</b>	<b>125</b>	<b>131</b>	<b>387</b>	<b>100%</b>	<b>129</b>

Table 58 | Source: Sacramento County Child Death Review Team (2016)

**Child Abuse and Neglect Homicides** | One of the principal functions of the Sacramento County Child Death Review Team is to ensure that all child abuse and neglect deaths are identified. According to the 2016 Child Death Review Team and Fetal Infant Mortality Review Annual Report, the three-year rolling average rate of Child Abuse and Neglect Homicides over ten years shows a general declining trend of 2.0 per 100,000 children in 2006-2008 to 0.93 per 100,000 children in 2014–2016, compared to the fluctuating annual rate. There is no comparable child abuse and neglect homicide state data.

**Sacramento County Resident Children  
Child Abuse and Neglect Homicides |  
Annual and 3-Year Rolling Average Rates**

Year	Annual Rate per 100,000	3-Year Rolling Average Rate per 100,000
2006	1.92	2.00
2007	1.09	
2008	2.99	
2009	1.65	1.91
2010	0.83	1.83
2011	1.11	1.20
2012	1.12	1.02
2013	2.24	1.49
2014	1.12	1.49
2015	0.84	1.40
2016	0.84	0.93

Table 59 | Source: Sacramento County Child Death Review Team (2016)



## CHILD AND YOUTH ABUSE AND NEGLECT

**Maltreatment Allegations** | Allegations of child maltreatment are reported to Sacramento County Child Protective Services. On average from 2017 through 2019, over half (55%) of the allegations are for general neglect, and 26 percent are for physical abuse. Sexual abuse is reported, on average, for nine percent of allegations, followed by emotional abuse (7%) and other allegations (4%).

### Child Maltreatment Allegations by Allegation Type, Sacramento County | 3-Year Trend

Allegation Type	2017	2018	2019	3-Year Average	
	#	#	#	#	%
General Neglect	11,111	12,160	11,902	11,724	55%
Physical Abuse	6,806	4,905	4,658	5,456	26%
Sexual Abuse	2,003	1,911	2,085	2,000	9%
Emotional Abuse	589	1,699	1,942	1,410	7%
Other	954	715	575	748	4%
<b>Total</b>	<b>21,463</b>	<b>21,390</b>	<b>21,162</b>	<b>21,338</b>	<b>100%</b>

\* A child is counted only once, in the category of highest severity (CCWIP)  
Table 60 | Source: California Child Welfare Indicators Project (CCWIP) (2017–2019)

**Entries Into Foster Care** | Children and youth enter foster care when abuse and/or neglect is substantiated, and there is reason to believe that the child(ren) or youth are in immediate danger and there are no immediate resources to make the home safe.<sup>77</sup> During the three-year period of 2017 through 2019, 85 percent of children and youth enter foster care due to neglect.

### First Entries to Foster Care by Removal Reason and Entry Year, Children in Care 8 Days or More, Sacramento County | 3-Year Trend

Type of Abuse	2017		2018		2019		3-Year Average	
	#	%	#	%	#	%	#	%
Neglect	695	83%	631	87%	646	84%	657	85%
Physical	96	11%	45	6%	90	12%	77	10%
Sexual	21	3%	17	2%	*		19	2%
Other	24	3%	35	5%	19	2%	26	3%
<b>Total</b>	<b>836</b>	<b>100%</b>	<b>728</b>	<b>100%</b>	<b>767</b>	<b>100%</b>	<b>777</b>	<b>100%</b>

Table 61 | Source: California Child Welfare Indicators Project (2017–2019)  
\* Value is less than 11 and redacted for anonymity.

<sup>77</sup> <https://dcfas.sacounty.net/CPS/Pages/When-A-Report-is-Made.aspx/>

## DOMESTIC VIOLENCE

**Violence Crisis Intervention** | Domestic violence data is frequently underreported due to the hidden nature of domestic violence. The data presented is collected from WEAVE, Inc., a primary provider who serves survivors of domestic violence in Sacramento County. From 2017 through 2019, WEAVE received an average of 7,000 calls per year seeking support for domestic violence situations. The number of calls increased from 2017 to 2019 by almost 1,000 calls. Other calls involving domestic violence include an average of 762 per year for sexual assault and another 215 for sex trafficking.

### Calls to Domestic Violence Support Line (WEAVE), Sacramento County | 3-Year Trend

Violence-Related Calls	2017	2018	2019	3-Year Average	
	#	#	#	#	%
Domestic Violence	6,604	6,945	7,598	7,049	88%
Sexual Assault	711	833	741	762	9%
Sex Trafficking	203	246	196	215	3%
<b>Annual Totals</b>	<b>7,518</b>	<b>8,024</b>	<b>8,535</b>	<b>8,026</b>	<b>100%</b>

Table 62 | Source: WEAVE

**Law Enforcement Assistance** | Only a small proportion of domestic violence incidences are reported to police. During the 2017 through 2019 three-year period, law enforcement agencies in Sacramento County received about 5,000 domestic violence calls per year. Over half of these calls (52%) are in response to circumstances involving a weapon. Weapons include the use of hands, fists, feet, a firearm, a knife, a cutting instrument, and/or another dangerous weapon. The average rate of domestic violence calls during the same three-year period is 3.2 individuals per 1,000 county residents.

### Calls Received by Law Enforcement for Domestic Violence, Sacramento County | 3-Year Trend

	2017	2018	2019	3-Year Average
Total Calls Received	4,813	4,696	5,069	4,859
% with Weapon Involved	55%	51%	50%	52%
Rate per 1,000 Population	3.2	3.0	3.3	3.2

Table 63 | Source: Open Justice, Department of Justice

### Types of Weapons Reported in Domestic Violence-Related Calls, Sacramento County

Types of Weapons	2019
Personal (Hands, Feet, or Fists)	70%
Other	24%
Knife	5%
Firearm	2%

Table 64 | Source: Open Justice, Department of Justice

## JUVENILE JUSTICE INVOLVEMENT

**Juvenile Arrests** | Family characteristics such as parenting skills, family size, home discord, child maltreatment, and antisocial parents are risk factors linked to juvenile delinquency.<sup>78</sup> A child or youth who is older than twelve and younger than seventeen is considered a juvenile in the courts. Over a three-year period, the average juvenile misdemeanor arrest rate in Sacramento County is 3.7 per 1,000 children and youth, declining from 4.2 in 2017 to 3.4 in 2019. The average juvenile felony arrest rate is 4.2, declining from 4.8 in 2017 to 3.9 in 2019.

### Total Juvenile Felony and Misdemeanor Arrests per 1,000 Population in Sacramento County | 3-Year Trend

Arrests Under 18 Years	2017		2018		2019		3-Year Average	
	#	Rate	#	Rate	#	Rate	#	Rate
Misdemeanor	694	4.2	585	3.5	566	3.4	615	3.7
Felony	796	4.8	639	3.8	652	3.9	696	4.2

Table 65 | Source: Open Justice, CA Department of Justice  
\*Rates are per 1,000 population

**Disparity in Arrest Rates** | In 2019, half (50%) of juvenile felony arrests in Sacramento County are of Black/African American children and youth, while comprising 11 percent of the county's child and youth population. Twenty-three percent of juvenile felony arrests are of Hispanic children and youth (30% of the county's child and youth population), 18 percent of White children and youth (38% of the county's child and youth population), and eight percent children and youth who identify as other races. The racial gap in juvenile felony arrests between Black/African American, Hispanic, and White children and youth has remained consistent between 2017 and 2019.

For 2019 juvenile misdemeanor arrests, the difference between racial groups is less pronounced. Thirty-four percent (34%) of juvenile misdemeanor arrests are Black/African American children and youth, 27 percent are Hispanic, 28 percent are White, and 11 percent are children and youth who identify as other races.



78 [https://www.ncjrs.gov/hTml/ojjdp/jjjournal\\_2003\\_2/index.html](https://www.ncjrs.gov/hTml/ojjdp/jjjournal_2003_2/index.html)



### Sacramento County Juvenile Felony and Misdemeanor Arrests by Percent Race and Ethnicity | 3-Year Trend

Arrests Under 18 Years	2017	2018	2019	3-Year Average
<b>Total Felonies</b>	<b>796</b>	<b>639</b>	<b>652</b>	<b>696</b>
Black/African American	50%	55%	50%	52%
Hispanic	23%	20%	23%	22%
White	21%	19%	18%	19%
Other Races	6%	7%	8%	7%
<b>Total Misdemeanors</b>	<b>694</b>	<b>585</b>	<b>566</b>	<b>615</b>
Black/African American	40%	41%	34%	38%
Hispanic	23%	24%	27%	25%
White	28%	27%	28%	28%
Other Races	9%	8%	11%	9%

Table 66 | Source: Open Justice, CA Department of Justice

For comparison:

### Estimated Population of Children and Youth by Age, Race and Ethnicity, Sacramento County

	%
Hispanic (any race)	30%
Non-Hispanic	
Am. Indian/Alaska Native	1%
Asian	15%
Native Hawaiian/Pacific Is.	1%
White	38%
Multiracial	6%
Black/African American	11%

Table 67 | Source: CA Department of Finance (2020)  
\*Data released in 2020 based on 2019 median projections

**Gang Membership** | Children and youth look for strong social connections. Gangs appear to offer social connection and are appealing to children and youth who do not have connections with trusted adults or institutions (such as schools, sports, etc.).<sup>79</sup> On average, about six percent of students in seventh through eleventh grade report that they considered themselves gang members.

### Self-Reported Gang Membership, by Grade Level, Sacramento County

Grade Level	Yes	No
	%	%
7 <sup>th</sup> Grade	6%	94%
9 <sup>th</sup> Grade	5%	95%
11 <sup>th</sup> Grade	6%	94%

Table 68 | Source: California Healthy Kids Survey (2017–2019)

79 <https://nij.ojp.gov/topics/articles/changing-course-preventing-gang-membership>

## COMMUNITY SAFETY

**Student Safety** | Creating safe and supportive environments encourages students to be more engaged in their school life and feel connected to important adults at school and at home. Most children and youth in Sacramento County feel that their schools are safe – with almost two-thirds (65%) of seventh graders, 57 percent of ninth graders, and 56 percent of eleventh graders reporting feeling “safe or very safe”. About one third of students feel “neither safe nor unsafe”. An average of eight percent of seventh, ninth, and eleventh graders in Sacramento County perceive their school as “unsafe or very unsafe”. Fewer female students consistently report feeling “safe or very safe” across grade levels compared to male students.

Perceptions of violence on school campus impact school safety. While 65 percent of seventh graders report feeling “safe or very safe”, seventh graders report the most instances of school violence with 23 percent saying that they had been afraid of being beaten up at least once in the past year and 17 percent being in a physical fight in the last year. Seventeen percent of seventh graders also claim to have seen a weapon on campus in the past year.

Conversely, ninth and eleventh graders are less likely to perceive their schools as “safe”/“very safe” (57% and 56% respectively) and are also less likely to be afraid of being beaten up (15% and 9%) or being in a physical fight in the past year (10% and 8%). Fourteen percent of ninth graders and 12 percent of eleventh graders claim to have seen a weapon on campus in the past year.

### Public Students Perceptions of School Safety by Grade Level, Sacramento County

Perception of School Safety	7th Grade	9th Grade	11th Grade
Safe or Very Safe	65%	57%	56%
Neither Safe nor Unsafe	27%	35%	35%
Unsafe or Very Unsafe	8%	9%	8%

Table 69 | Source: California Healthy Kids Survey (2017–2019)

### Public Students Perceptions of School Safety by Grade Level and Gender, Sacramento County

Feels ‘Safe or Very Safe at School’	Female	Male
7th Grade	63%	67%
9th Grade	54%	60%
11th Grade	53%	60%

Table 70 | Source: California Healthy Kids Survey (2017–2019)

### Perceptions of School Violence in Past Year on School Property, Sacramento County

Students in the past twelve months who have at least once...	7th Grade	9th Grade	11th Grade
Been Afraid of Being Beaten Up	23%	15%	9%
Been in a Physical Fight	17%	10%	8%
Seen a Weapon on Campus	17%	14%	12%

Table 71 | Source: California Healthy Kids Survey (2017–2019)

**Crime Rate** | The crime rate is an indicator of community safety, demonstrating the prevalence of criminal behavior in the county. Over three years, the average rate of property crimes is 23.5 per 1,000 incidences. Most of the property crime is larceny-theft (e.g., shoplifting, breaking into cars, stealing bicycles, etc.) at an average rate of 15.3, followed by burglary (4.3) and motor vehicle theft (3.9). Violent crimes occur in the county at a three-year average rate of 4.6 per 1,000 incidences. The most common violent crimes reported are aggravated assault (2.9) and robbery (1.4). From 2017–2019, both property and violent crime rates are declining.

### MENTIMETER QUESTION: “When I look around my neighborhood, I notice that families need...”

“POLICE BUILDING RELATIONSHIPS WITH THE NEIGHBORHOOD”

### Crime Rates Reported in Sacramento County per 1,000 Incidences | 3-Year Trend

Rate per 1,000 incidences	2017	2018	2019	3-Year Average	
Crimes	Rate	Rate	Rate	Av. Rate	Av. #
<b>Property Crimes</b>	<b>24.1</b>	<b>23.0</b>	<b>23.3</b>	<b>23.5</b>	<b>36,081</b>
Larceny-Theft	15.4	14.9	15.6	15.3	23,511
Burglary	4.6	4.1	4.3	4.3	6,618
Motor Vehicle Theft	4.1	4.1	3.5	3.9	5,952
<b>Violent Crimes</b>	<b>4.9</b>	<b>4.5</b>	<b>4.4</b>	<b>4.6</b>	<b>7,031</b>
Aggravated Assault	3.1	2.9	2.7	2.9	4,468
Robbery	1.5	1.3	1.3	1.4	2,074
Rape + Attempted Rape	0.3	0.3	0.3	0.3	413
Homicide	0.1	<0.1	0.1	0.1	76

Table 72 | Source: Open Justice, CA Department of Justice

\*Arrest rates calculated using Department of Finance projections of the total population

## Community Voice



When asked “**How safe do you feel your neighborhood is for children?**” Community convening attendees reported:

- Very safe – 23%
- Mostly safe – 37%
- Somewhat safe – 37%
- Not Safe – 4%

### HOMELESSNESS

**Families Experiencing Homelessness** | Every two years, Sacramento County conducts a point-in-time count to identify the number of people experiencing homelessness. The study is carried out within a 24-hour period in the month of January. In 2019, 20 percent of the people reporting homelessness are families with children and youth.<sup>80</sup> Of these families, over half (52%) are “unsheltered”, meaning that they are not in a homeless shelter, motel, or another habitable place.<sup>81</sup> The percent of families who are unsheltered in Sacramento County is five-times higher than the national average.<sup>82</sup>

**MENTIMETER QUESTION: “When I look around my neighborhood, I notice that families need...”**

**“MORE CONSISTENT HOMELESSNESS SUPPORT SERVICES”**

**Students Experiencing Homelessness** | Safe and stable housing provides a foundation for children and youth’s well-being and development.<sup>83</sup> Students considered to be experiencing homelessness are those who do not have a fixed, regular, and adequate nighttime residence. During the 2018–2019 school year, 7,435 students in Sacramento County experienced homelessness. This represents three percent of all enrolled students, compared to the state average of 3.4 percent of all enrolled students (207,677 of 6,186,278 students enrolled in the state).

In a three-year period from 2016–2017 through 2018–2019, half of the students (50%) experiencing homelessness in Sacramento County are enrolled in grades Kindergarten through fifth grade. One-fifth (20%) are enrolled in middle school (sixth through eighth grade) and 29 percent are enrolled in high school (ninth through twelfth grade).

80 <https://sacramentostepsforward.org/wp-content/uploads/2019/06/2019-Final-PIT-Report-1.pdf>

81 <https://sacramentostepsforward.org/wp-content/uploads/2019/06/2019-Final-PIT-Report-1.pdf>

82 <https://sacramentostepsforward.org/wp-content/uploads/2019/06/2019-Final-PIT-Report-1.pdf>

83 <https://www.cbpp.org/blog/stable-housing-is-foundational-to-childrens-well-being/>

### Public School Students Experiencing Homelessness | Sacramento County and State Comparison

2018-2019	%
County	3.0%
State	3.4%

Table 73 | CA Department of Education (2018-2019)

### Public School Students Experiencing Homelessness by Grade Level in Sacramento County | 3-Year Trend

Grade Levels	2016-17	2017-18	2018-19	3-Year Average
Total Number of Students	6,855	6,185	7,435	6,825
K – 5 <sup>th</sup> Grades	51%	50%	50%	50%
6 <sup>th</sup> – 8 <sup>th</sup> Grades	21%	20%	20%	20%
9 <sup>th</sup> – 12 <sup>th</sup> Grades	28%	30%	30%	29%

Table 74 | Source: CA Department of Education

**Reported Runaways** | A runaway is a child or youth who has voluntarily left their home and their parent/caregiver has reported them missing. While this definition does not capture the complexity of what has occurred, this is how these children or youth are distinguished as different from lost and abducted children or youth.<sup>84</sup> From 2017 through 2019 in Sacramento County, there are an average of 7,221 reported runaways per year, which represents nine percent of the state's reported runaways. The three-year average rate of runaways in Sacramento County is more than double the state rate (19.7 and 8.5 respectively).

### Comparison of Runaways Reported by Sacramento County and State | 3-Year Trend

Runaways Reported	2017	2018	2019	3-Year Average
State Total	84,370	76,923	73,106	78,133
County Total	7,491	7,792	6,381	7,221
% State Total	9%	10%	9%	9%
Rate* of Runaways				
County	20.4	21.2	17.4	19.7
State	9.2	8.4	8	8.5

Table 75 | Source: Department of Justice Reports of Missing Children; Department of Finance Population Projection  
\*Rate is per 1,000 population children <18 years

84 <https://scholars.unh.edu/cgi/viewcontent.cgi?article=1015&context=ccrc>

## VII. SOCIAL AND EMOTIONAL WELL-BEING

### WHY IS THIS IMPORTANT?

Children and youth who are strong and healthy, socially, and emotionally, have the capacity to express and control emotions, form safe and meaningful relationships, explore their surroundings, and learn new skills within their family and community. Adults can support child and youth social and emotional wellness by providing thoughtful attention to their connections and interactions, and by increasing protective factors.<sup>85</sup> Protective factors are actions and surroundings that assist in the recovery from stressful events. These factors also help in avoiding potential risks and increase social and emotional well-being, now and in the future.<sup>86</sup>

Children and youth's connectedness with adults, and with their community, has a positive impact on their well-being, including their physical and mental health.<sup>87</sup> Trusted adults and peers have a critical role in creating these connections with children and youth where they model behavior, share strong communication skills, and provide support. One of the keys to enticing children and youth to get involved in their communities is having an adult that they feel connected to ask them to participate. Child and youth connection and involvement in their community builds confidence, responsibility, and empowerment. Children and youth, in turn, benefit their communities by introducing new thoughts and ideas, and by serving as new community leaders.<sup>88</sup>

Children and youth also build social connections through school connectedness. Factors that can increase school connectedness include available and accessible adult support, positive peer groups, a commitment to education, and a healthy school environment.<sup>89</sup> Children and youth who feel connected to school experience more positive health outcomes, specifically related to sexual health, substance use (including tobacco, vaping, and e-cigarettes), violence (including bullying), and mental health.<sup>90</sup> By addressing bullying alone, there is a reduction in mental health challenges, better sleep, and higher academic achievement. Children and youth are also less likely to bully others, further reducing the risk of substance use, elevating academics, and reducing violence throughout their lifetime.<sup>91</sup>

Adverse Childhood Experiences (ACEs) are potentially traumatic experiences, including abuse, neglect, mental health, and other household challenges, which occur before 18 years of age.<sup>92</sup> Increasing awareness about ACEs, and screening for them, help prevent and reduce their impact. Focusing on strengthening families and increasing their protective factors promotes positive changes.

85 <http://bkc-od-media.vmhhost.psu.edu/documents/tips1303.pdf>

86 <https://www.cdc.gov/healthyyouth/protective/index.htm>

87 <https://www.all4kids.org/news/blog/social-connection-on-child-development/#:~:text=As%20they%20develop%20their%20own,and%20recover%20from%20life's%20challenges.>

88 <https://files.eric.ed.gov/fulltext/EJ955663.pdf>

89 <https://publications.aap.org/pediatrics/article/144/1/e20183766/37106/Adolescent-Connectedness-and-Adult-Health-Outcomes?autologincheck=redirected>

90 Adolescent Connectedness | Adolescent and School Health | CDC

91 <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>

92 <https://www.cdc.gov/violenceprevention/aces/fastfact.html>

There is also growing research about Positive Childhood Experiences (or “PCEs”). Examples of PCEs include:

- Being able to talk openly to family about feelings and feel heard, accepted, and supported
- Feeling safe and protected by an adult in the home
- Feeling supported by friends
- Having a sense of belonging and connection with a larger group (e.g., school, church, clubs, neighborhood, etc.)
- Participating in family and community traditions
- Having a relationship with at least one non-parent adult who takes a genuine interest

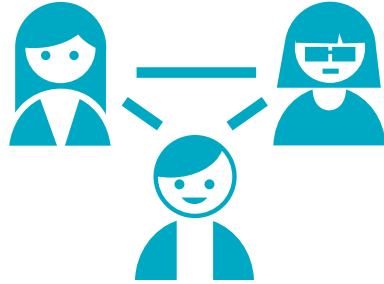
Research shows that the more PCEs a child and youth have, the more likely they are to be healthy, resilient, and successful in school. PCEs help mitigate the effects of ACEs and nurture healthy childhood development.<sup>93</sup>



93 <https://cssp.org/resource/balancing-aces-with-hope-final/>

HOW ARE WE DOING?

Social and Emotional Well-Being



54%

Seventh Graders Reporting **High Level of School Connectedness**



37%

Eleventh Graders Reporting Having Used **Alcohol** at **Least Once in Their Lifetime**



39%

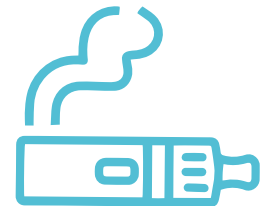
Seventh Graders Reporting Being **Bullied/Harassed in the Last Year**



19%

Households with Four or More **Traumatic Experiences (ACEs)**

26%



Eleventh Graders Reporting Having Used **E-Cigarettes** at **Least Once in Their Lifetime**



## CHILD AND YOUTH DEVELOPMENT AND CONNECTEDNESS

**Household ACEs** | In Sacramento County, more than two-thirds of households with children and/or youth report experiencing one or more traumatic experiences. Children and youth who experience four or more ACEs suffer twice the risk of nearly half of the 12 leading causes of death, in the United States.<sup>94</sup> One in five households (19%) in Sacramento County from 2011–2017 experience four or more traumatic experiences. A slightly greater proportion of households in the county (67%) experience ACEs than the state average (64%).

### Prevalence of Adverse Childhood Experiences (ACEs) in Households with Children and Youth | Sacramento County and State Comparison

Number of ACEs	County	State
0 ACEs	33%	36%
1–3 ACEs	48%	47%
4 or More ACEs	19%	17%

Table 76 | Source: UC Davis Violence Research Prevention Program (2011–2017)

**School Connectedness** | The California Healthy Kids Survey measures levels of school connectedness based on self-reported student responses about feeling happy, safe, close to people, feeling like they are a part of the school, and perspectives on teachers treating students fairly. The levels of school connectedness from 2017–2019 decrease as students age, with eleventh graders (39%) having the lowest percentage of students reporting high engagement, followed by ninth graders (41%), then seventh graders (54%).

### Students' Level of School Connectedness by Grade, Sacramento County

Level of School Connectedness	High	Medium	Low
7 <sup>th</sup> Grade	54%	38%	9%
9 <sup>th</sup> Grade	41%	47%	12%
11 <sup>th</sup> Grade	39%	48%	14%

Table 77 | Source: California Healthy Kids Survey (2017–2019)

94 <https://burkefoundation.org/wp-content/uploads/reports/2019-NJ-ACEs-Opportunities-Report.pdf>. 2019-NJ-ACEs-Opportunities-Report.pdf (burkefoundation.org)



**Bullying and Harassment at School** | Bullying is a form of child and youth violence and includes acts of aggressive behavior towards other children and youth where there is an observed or perceived power imbalance, and that is expected to or does occur more than once over time.<sup>95</sup> The proportion of students reporting being bullied in the last year drops as students age, with over a third of seventh graders (39%) reporting being bullied or harassed, followed by ninth graders (34%) and eleventh graders (29%). Sacramento County’s rates of bullying and harassment are slightly higher than the state average.

**Students Reporting Bullying or Harassment | Sacramento County and State Comparison**

Bullying/Harassment	County	State
7 <sup>th</sup> Grade	39%	37%
9 <sup>th</sup> Grade	34%	30%
11 <sup>th</sup> Grade	29%	27%

Table 78 | Source: California Healthy Kids Survey (2017–2019)

95 <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>. Fast Fact: Preventing Bullying | Violence Prevention | Injury Center | CDC

## SUBSTANCE USE

**Alcohol and Marijuana Use** | Substance abuse among children and youth is linked to poor social-emotional outcomes, in addition to health and academic challenges. In 2017–2019, about one-in-ten students in seventh grade (10%) report using alcohol at least once in their lifetime. The rate of use doubles in ninth grade (21%) and nearly doubles again in eleventh grade (37%). Rates of alcohol use in the county are slightly lower than the state average. Reported lifetime marijuana use follows roughly the same pattern, with use in seventh grade (6%) tripling by the ninth grade (18%) and reaching 31 percent by the eleventh grade. Like alcohol use, the county's rates are similar to the state average.

“My son and I have conversations about drugs, but what about others and how they are influenced?”

(Attendee/parent at Folsom Cordova Convening)

### Students' Use of Alcohol and Marijuana at Least Once in Lifetime | Sacramento County and State Comparison

Used at Least Once	County		State	
	Alcohol	Marijuana	Alcohol	Marijuana
7 <sup>th</sup> Grade	10%	6%	14%	6%
9 <sup>th</sup> Grade	21%	18%	31%	17%
11 <sup>th</sup> Grade	37%	31%	44%	29%

Table 79 | Source: California Healthy Kids Survey (2017–2019)

**Tobacco Use** | Children and youth are at increased risk of becoming addicted to the nicotine in tobacco products, which harms adolescent brain development and negatively impacts mental health. Smoking trends among children and youth nationwide have shifted from traditional cigarettes to “E-cigarettes”, electronic devices that heat a substance and produce an aerosol that the user inhales. Sometimes using an E-cigarette is called “vaping”. The use of E-cigarettes in Sacramento County from 2017–2018 is about four times that of traditional cigarettes across grade levels. In seventh grade, two percent of students report a lifetime use of traditional cigarettes compared to seven percent of E-cigarettes. By eleventh grade, at least one-in-four students (26%) have tried smoking an E-cigarette, compared to only seven percent using traditional cigarettes. Overall, Sacramento County's tobacco use is lower than the state average, especially in the higher grades.

### Students' Use of Tobacco at Least Once in Lifetime | Sacramento County and State Comparison

Used at Least Once	County		State	
	Cigarettes	E-Cigs	Cigarettes	E-Cigs
7 <sup>th</sup> Grade	2%	7%	2%	9%
9 <sup>th</sup> Grade	4%	17%	5%	19%
11 <sup>th</sup> Grade	7%	26%	8%	26%

Table 80 | Source: California Healthy Kids Survey (2017–2019)

## VIII. FOCUS ON CHILDREN AND YOUTH IN FOSTER CARE

### WHY IS THIS IMPORTANT?

According to the Children’s Law Center of California, just under 437,000 children and youth are in foster care nationwide, at any given time, with more than 60,000 (13%) of them in California alone.<sup>96</sup> When a child or youth needs out-of-home placement due to a risk of ongoing abuse and/or neglect, relatives must be considered first. When a relative is not able to provide care, foster homes are utilized as a safe space for children and youth until the parent(s) or relative(s) can provide a safe and stable home.<sup>97,98</sup>

Stability is key for children and youth in foster care. Every child and youth needs a stable, solid, and unshakeable attachment to at least one adult, such as a parent, family member, caregiver, and/or teacher. That relationship is key to a child and youth’s development and well-being. Stability is also found in safe spaces and routines, such as going to school, the library, etc.

Children and youth in foster care have unique demographic characteristics and achievements compared to other students.<sup>99</sup> Children and youth in foster care who receive a high school diploma and have a stable high school experience have the highest levels of college persistence and academic success later in life.<sup>100</sup> Living in foster care presents unique challenges when it comes to school attendance. Absences due to complications from changing foster home locations, court appearances, and court ordered family visits, to name a few.<sup>101</sup> Additionally, absences are reported due to a higher rate of suspensions. School stability, child and youth advocates, and behavioral health supports improve school outcomes for children and youth in foster care.<sup>102</sup> Alternatives to suspension, like restorative justice/practices and social-emotional learning, also help reduce the number of suspensions and absences from school.<sup>103</sup>

“Parents have reported that the drug rehabilitation, parenting classes, coping skills, and counseling services helped immensely towards their sobriety and becoming better parents.”

(Sacramento County CPS, Parent Focus Groups held 11/18–19/2021)

96 [www.clccal.org/resources/foster-care-facts/](http://www.clccal.org/resources/foster-care-facts/)

97 <https://www.aecf.org/blog/what-is-foster-care/>

98 <https://www.casey.org/placement-stability-impacts/>

99 **Invisible Achievement Gap Part 1** [https://www.researchgate.net/publication/286456190\\_The\\_Invisible\\_Achievement\\_Gap\\_Part\\_1\\_Education\\_Outcomes\\_of\\_Students\\_in\\_Foster\\_Care\\_in\\_California's\\_Public\\_Schools](https://www.researchgate.net/publication/286456190_The_Invisible_Achievement_Gap_Part_1_Education_Outcomes_of_Students_in_Foster_Care_in_California's_Public_Schools) and **Invisible Achievement Gap Part 2** <https://stuartfoundation.org/wp-content/uploads/2016/04/IAGpart2.pdf>

100 **Accelerating Success** [https://www.edresults.org/\\_files/ugd/90307c\\_bb4e8ccd4ac14c9c83b32b5baab45b99.pdf/](https://www.edresults.org/_files/ugd/90307c_bb4e8ccd4ac14c9c83b32b5baab45b99.pdf/)

101 <https://www.clccal.org/resources/foster-care-facts/>

102 <https://www.wested.org/wp-content/uploads/2016/11/1372694634pp1201-3.pdf>

103 <https://www.aclusocal.org/sites/default/files/wp-content/uploads/2014/03/Ev-Based-Practices-LCFF-Discipline-Toolkit.3.17.14.public.pdf>

Proactive approaches, including prevention and early intervention services and support, elevate strong healthy families and prevent children and youth from entering the child welfare system. While foster care is necessary in some cases, foster care can also trigger a traumatic response including emotional and physical reactions. In some cases, children and youth can remain safe at home while parents/ caregivers receive the services and supports they need.<sup>104</sup>

Nationwide, child welfare agencies work hard to better serve and strengthen children, youth, and families.<sup>105</sup> Governments, school systems, and the broader community also have a responsibility to advocate for children and youth in foster care, and their families. To effectively serve and strengthen children, youth, and families, broader issues must be addressed including the building of safe and supportive neighborhoods ensuring that all children and youth reach their full potential.<sup>106</sup>

“Parents working to reunify with their children expressed a desire to be engaged with genuine cultural awareness and empathy.”

(Sacramento County CPS, Parent Focus Groups held 11/18–19/2021)



104 <https://www.casey.org/placement-stability-impacts/>

105 <https://www.casey.org/placement-stability-impacts/>

106 <https://www.casey.org/placement-stability-impacts/>

HOW ARE WE DOING?

Focus on Children and Youth In Foster Care



**Foster Care Entries** of Children Age 0-5

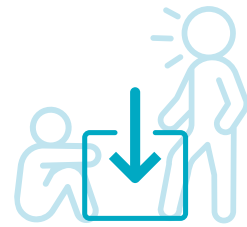
10%

Children and Youth in Foster Care Who are **High School Graduates Meeting UC/CSU Requirements**



7%

Children and Youth Who are **Parenting While in Foster Care**

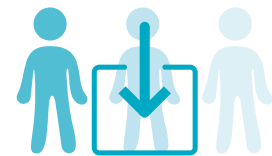


15.1 to 7.4

**Reduction** in the **Rate of Reports of Maltreatment** in Foster Care, Over Three Years per 1,000

Three-Year Average **Rate of Black/ African American** Children and Youth in Foster Care per 1,000

18.8



5.8 to 4.7

**Reduction of Children and Youth in Foster Care**, Over Three Years per 1,000

51%

Children and Youth in Foster Care with a **Four-Year High School Graduation**



## OUT-OF-HOME PLACEMENT

**Foster Care Entry** | Over three years, from 2017–2019, an annual average of 1,081 Sacramento County children and youth entered foster care. Over half (51%) are children aged five years or younger. In 2019, 22 percent of children entering foster care are less than one year old and another 28 percent are one to five years old. Only seven percent are aged 16–17 years.

### Sacramento County Entries into Foster Care | 3-Year Trend

Foster Care Entries	2017	2018	2019	3-Year Average
Total Entries	1,188	1,029	1,024	1,081
Entries by Age Group				
< 1 year	22%	22%	22%	22%
1–5 years	31%	29%	28%	29%
6–10 years	18%	19%	21%	19%
11–15 years	18%	20%	19%	19%
16–17 years	8%	9%	7%	8%

Table 81 | Source: California Child Welfare Indicators Project

**Rate of Children and Youth in Foster Care** | There is a three-year average of about 2,000 children and youth in foster care or a rate of 5.3 per 1,000 in the county. Disparities are seen across race/ethnicity in the rates of children and youth in foster care. On average, over three years between 2017–2019, Black/African American (18.8) and American Indian/Alaska Native (18.6) children and youth have over four times the rate of foster care than White children and youth (4.4). On the other hand, Hispanic/Latino (4.7) and Asian/Pacific Islander (1.6) children and youth have lower rates of foster care than White children and youth. Over the same three-year period, the rate of children and youth in foster care drops overall (from 5.8 to 4.7), with the greatest reduction among Black/African American children and youth in foster care (20.2 to 17.4).

In 2019, Sacramento County has an overall lower rate of children and youth in foster care (4.7) when comparing to the state average (5.7). The largest disparity between the county and state rates by race/ethnicity is seen among Black/African American children and youth in foster care (17.4 and 22.2 respectively).

### Sacramento County Rate of Foster Care by Race and Ethnicity | 3-Year Trend

Rate per 1,000 Population (0–17 years)	2017	2018	2019	3-Year Average
Total Number	2,109	2,003	1,696	1,936
Total Rate	5.8	5.5	4.7	5.3
Am. Indian/Alaska Native	18.2	19.9	17.7	18.6
Black/African American	20.2	18.8	17.4	18.8
White	5.0	4.7	3.5	4.4
Hispanic/Latino	5.1	4.8	4.2	4.7
Asian/Pacific Islander	1.6	1.9	1.3	1.6

Table 82 | Source: California Child Welfare Indicators Project

**Rate of Foster Care by Race and Ethnicity | Sacramento County and State Comparison**

Rate per 1,000	County	State	Difference
Total Children and Youth	4.7	5.7	-1.0
Black/African American	17.4	22.2	-4.8
American Indian/Alaska Native	17.7	19.5	-1.8
Hispanic/Latino	4.2	6.1	-1.9
White	3.5	4.2	-0.7
Asian/Pacific Islander	1.3	0.9	+0.4

Table 83 | Source: California Child Welfare Indicators Project (2019)

**Parenting Children and Youth in the Foster Care System** | Between 2017–2019, an average of six percent of children and youth in foster care are parents. During a point-in-time count in 2019, there are 69 parenting children and youth in the foster care system, between ten and twenty years old, in Sacramento County.

**Parenting Children and Youth in the Foster Care System, Sacramento County | 3-Year Trend**

Children and Youth in Foster Care (10–20 Years Old)	2017	2018	2019	3-Year Average
Parents				
Total Number	61	68	69	66
Percent of Youth	5%	7%	7%	6%

Table 84 | Source: California Child Welfare Indicators Project | Point in Time as of January 1st of each year.

## Community Voice

**Sacramento community-based organizations suggest:**

- “[Help families] overcome distrust and fear, and present ways that are supportive and non-stigmatizing.”
- “Early/Preventative linkage to community providers.”
- “Strengthening families, access to services that are culturally appropriate, supportive, and positive in approach.”



## EDUCATION

**School Enrollment** | Children and youth in foster care comprise a three-year average of 2,297 students, less than one percent of the county's total K-12 enrollment. The largest number of students in foster care, in 2018–2019, are enrolled in high school (850 ninth through twelfth-grade students) and in the first through fifth grade (658). Similarly, the largest numbers of all students enrolled in Public School overall are first through fifth graders (93,592) and ninth through twelfth graders (75,663).

### Public School Students who are Children and Youth in Foster Care, Sacramento County | 3-Year Trend

Public School Students	2016–17	2017–18	2018–19	3-Year Average
Kindergarten	225	167	164	185
1 <sup>st</sup> –5 <sup>th</sup> Grades	805	744	658	736
6 <sup>th</sup> –8 <sup>th</sup> Grades	445	444	391	427
9 <sup>th</sup> –12 <sup>th</sup> Grades	1011	944	850	935
<b>Total Students in Foster Care</b>	<b>2,514</b>	<b>2,313</b>	<b>2,063</b>	<b>2,297</b>
<b>Percent of Student Enrollment</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>

Table 85 | Source: CA Department of Education (2018–19)

### Sacramento County Public School Enrollment by Grade Level

Grade Level	2018–19
Kindergarten	20,086
1 <sup>st</sup> –5 <sup>th</sup> Grades	93,592
6 <sup>th</sup> –8 <sup>th</sup> Grades	57,322
9 <sup>th</sup> –12 <sup>th</sup> Grades	75,663
<b>Total Enrollment</b>	<b>246,663</b>

Table 86 | Source: CA Department of Education (2018–19)

**Suspension Rates** | In 2018–2019, suspension rates for Sacramento County children and youth in foster care (20.1%) are suspended at a higher rate than the state (15.1%). Sacramento County children and youth in foster care also have the highest rate of suspension (20.1%) across sub-groups and are higher than student suspensions overall (5.3%).

### Suspension Rates by Student Sub-Groups | Sacramento County and State Comparison

Suspension Rates	County	State
All Students	5.3%	3.5%
Foster	20.1%	15.1%
Homeless	11.9%	6.3%
Socio-Economically Disadvantaged	6.9%	4.4%
Migrant	4.1%	4.0%

Table 87 | Source: CA Department of Ed (2018–19)

**Graduation Rate for Foster Students** | Students who are in foster care have some of the lowest graduation rates from high school. In Sacramento County, during 2018–2019, over half (51%) of students in foster care graduated from high school within four years compared to the overall four-year graduation rate of 82 percent. The four-year graduation rate for youth in foster care in the county (51%) is slightly below the state average of 56 percent.

**4-Year Graduation Rate for Children and Youth in Foster Care | Sacramento County and State Comparison**

Graduation Rate	County	State
Foster Students	51%	56%
All Students	82%	85%

Table 88 | Source: CA Department of Education (2018–19)

**Foster Graduates Meeting University Requirements** | Ten percent (10%) of students in foster care who graduate from high school meet the requirements to attend a California State University or University of California institution. The county's rate is half of the state average for foster graduates (20%).

**Graduates Meeting University of California/California State University Requirements | Sacramento County and State Comparison**

Graduates Meeting UC/CSU Requirements	County	State
Foster Students Graduating	10%	20%
All Students Graduating	45%	51%

Table 89 | Source: CA Department of Education (2018–19)

## MALTREATMENT IN CARE

**Maltreatment of Children and Youth in Foster Care** | It is concerning when suspected maltreatment is reported regarding a child or youth in foster care. There are different reasons why reports of maltreatment of children and youth in foster care occur. It is crucial that these reports be investigated and, when maltreatment has occurred, children and youth at risk be protected from further harm.<sup>107</sup> The rate of maltreatment includes all children and youth in foster care during the 12-month period. Over the three years between 2017–2019, the county rate has dropped by over half from 15.1 in 2017 to 7.4 in 2019, which is less than the state average (8.4).

**Rate of Maltreatment of Children and Youth in Foster Care | 3-Year Trend and Sacramento County and State Comparison**

Rate (per 100,000 days)	2017	2018	2019	3-Year Average
County	15.1	11.7	7.4	11.4
State	8.0	8.1	8.4	8.2

Table 90 | Source: California Child Welfare Indicators Project

107 <https://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/policy-issues/maltreatment-guidelines.pdf>

# APPENDIX

## DATA GLOSSARY

**Bullying and Harassment at School** | Respondents were asked “During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?” The reasons provided were race, ethnicity, or national origin; religion; gender; sexuality or perceived sexuality; physical or mental disabilities; immigration status or perceived immigration status; or any other reason. The table indicates the percentage of students per grade level who indicated that they had been bullied for any of the listed reasons at least once in the past year. (*California Healthy Kids Survey*)

**Career Technical Education (CTE)** | A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. (*California Department of Education*)

**Child Care Centers** | Child care centers provide “care for infants, toddlers, preschoolers, and/or school-age children all or part of the day. These facilities may be large or small and can be operated independently by nonprofit organizations, for-profit companies, churches, school districts, or other organizations. Most are licensed by the California Department of Social Services (DSS), Community Care Licensing (CCL).” (*Child Care Resource and Referral Network*)

**Child Care Desert** | The Center for American Progress’s 2018 report defines a child care desert as “a ratio of more than three young children for every licensed child care slot” for every census tract with at least fifty children under the age of five. (*Center for American Progress*)

**Chronic Sad or Hopeless Feelings** | Respondents were asked “During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?” 2017–2019 data reported for the state and county level. (*California Healthy Kids Survey*)

**College or Career Readiness** | “College or career readiness” means completing rigorous coursework, passing challenging exams, or receiving a state seal”. Readiness includes the following measures: Career Technical Education Pathway completion, Grade 11 English Language Arts and Mathematics summative assessments, Advanced Placement (AP) exams, International Baccalaureate (IB) exams, completion of college credits, completion of “a-g” requirements for California State University or University of California admission, State Seal of Biliteracy, and Military Science/Leadership. (*California Department of Education*)

**Child Abuse and Neglect Homicide** | An Abuse or Neglect Homicide in which a child is killed, either directly, or indirectly, by their caregiver. An Abuse Homicide is when child abuse was the direct cause, or was in the direct chain of causes, of the child’s death. All deaths caused intentionally or unintentionally by abuse where the perpetrator was a parent, or a caregiver, fall under this category. Neglect Homicides are deaths that involve critical moments in which the child, left without adequate supervision, food, shelter, or medical care is killed by a suddenly arising danger. Deaths where poor caregiver skills and/or judgment endangered the life of a child are also included in this category. (*Sacramento County Child Death Review Team and Fetal Infant Mortality Review Annual Report 2015*)

**Digital Access** | District-level digital access scores are from “Education Equity in Crisis: The Digital Divide” by the Education Trust—West, published April 2020. Digital access scores were projected based on the percent of low-income students without internet access, the percent of students of color without



internet access, the percent of English learners in a district, the percent of students with disabilities in a district, and the percent of youth experiencing homelessness in a district. (*The Education Trust—West*)

**Employed People** | Employed people are “all those who, during the reference week (the week including the 12th day of the month), (a) did any work as paid employees, worked in their own business or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of their family, or (b) were not working but who had jobs from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job.” (*US Bureau of Labor Statistics Handbook of Methods*)

**English Language Learners (ELL)** | ELL students are students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), 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. (*California Department of Education*)

**Enrollment (K-12)** | K-12 enrollment (see Table 10 School Enrollment by School District and Table 11 Public and Private School Enrollment by Grade Level) are number of students by grade levels that were enrolled at school on the previous year Fall Census Day (first Wednesday in October). (*California Department of Education*)

**Enrollment (Preschool)** | Preschool enrollment (see Table 9 Preschool Enrollment of Children Ages 3 and 4) counts 3 and 4 years olds who are considered enrolled in regular school according to respondent replies to Current Population Survey interviewer inquiries. Interviewers were instructed to count as enrolled anyone who had been enrolled at any time during the current term or school year in any type of public, parochial, or other private school in the regular school system. Such schools can include nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. (*American Community Survey*)

**Enrollment (Ungraded)** | Ungraded students are students not formally enrolled in a grade level including students with disabilities. As of July 2018, the designation has been retired and local education authorities have been instructed by the state to assign grade levels to ungraded elementary and secondary students in their reporting to the state. (*California Department of Education*)

**Entries into Foster Care** | Entry Rates for a given year are computed by dividing the unduplicated count of children entering foster care by the child population and then multiplying by 1,000. (*California Child Welfare Indicators Project*)

**Family Child Care Homes** | Family child care homes are licensed by the Department of Social Services. Care is offered in the home of the provider. Small family child care homes can accept up to eight children under the supervision of one adult, while large family child care homes can accept up to fourteen children under the supervision of two adults. (*Child Care Resource and Referral Network*)

**Food Insecurity** | Food insecurity rates are estimated by Feeding America based on economic and demographic data. Their calculation includes the following variables: “unemployment rates, median income, poverty rates, homeownership rates, percent of the population that is African American and percent of the population that is Hispanic.” (*Feeding America*)

**Foster Care Maltreatment** | Cases of maltreatment are cases of “substantiated or indicated reports of maltreatment (by any perpetrator)”. For maltreatment rate, cases are divided by the “the total number of days these children were in foster care as of the end of the 12-month period”. (*California Child Welfare Indicators Project*)

**Gang Affiliation** | Respondents were asked “Do you consider yourself a member of a gang?” (*California Healthy Kids Survey*)

**Homeless Sub-Group** | Public School Students experiencing homelessness uses the homeless enrollment sub-group includes children and youth “as individuals who lack a fixed, regular, and adequate nighttime residence” as defined by the McKinney-Vento Act. The definition includes students sharing housing with other individuals, living in temporary accommodations, trailer parks, public spaces, or only have access to a “public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.” Migratory children may also qualify as homeless under this definition. (*California Department of Education*)

**Licensed Child Care** | Licensed child care includes “[c]enter- or home-based care that meets health, safety, and educational standards set by Department of Social Services/Community Care Licensing.” It does not include unlicensed or license-exempt child care. (*Child Care Resource and Referral Network*)

**Living Wage** | A living wage is the “minimum income standard that, if met, draws a very fine line between the financial independence of the working poor and the need to seek out public assistance or suffer consistent and severe housing and food insecurity.” MIT’s living wage calculation is defined as “the wage needed to cover basic family expenses”, or basic needs which included the cost of food, child care, insurance/healthcare, housing, transportation, other necessities, civic engagement, and broadband, plus all relevant taxes. Living wage values are reported in 2022 dollars. (*MIT*) Note: Child Care costs reflect parents who do not qualify for child care subsidies.

**Married Couple Households** | Married couple household refers to couples where both spouses are counted as members of the same household with both parents present. (*American Community Survey*)

**Population Born Outside of the U.S.** | “Born outside the U.S.” refers to children, youth, and parents who would be classified as “foreign born” by the American Community Survey. A “foreign born” individual is any individual who was not a United States citizen at birth including “naturalized U.S. citizens, lawful permanent residents (immigrants), temporary migrants (such as foreign students), humanitarian migrants (such as refugees and asylees), and unauthorized migrants.” (*American Community Survey*)

**Pupil Services Staff** | Certified employees who provide direct services to students but are not teachers. Examples include counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel. (*California Department of Education*)

**Race and Ethnicity (Estimated Population)** | Population projection demographics (see Table 2 Estimated Population of Children and Youth by Age, Race and Ethnicity) are categorized as White (Non-Hispanic); Black (Non-Hispanic); American Indian or Alaska Native (Non-Hispanic); Asian (Non-Hispanic); Native Hawaiian or Pacific Islander (Non-Hispanic); Multiracial (Non-Hispanic); and Total Hispanic. Hispanic individuals were counted once as an exclusive group, regardless of their identification with another racial group. (*California Department of Finance*)

**Rate of Children and Youth in Foster Care** | In Care Rates for a given year are computed by dividing the Point In Time count of children in child welfare supervised foster care by the child population and then multiplying by 1,000. (*California Child Welfare Indicators Project*)



**Reported Runaway** | The Reports of Missing Children by County published by the California Department of Justice includes the following categories of missing children: runaway, lost, catastrophe, stranger abduction, parental/family abduction, suspicious circumstances, and unknown circumstances. A runaway is a “missing child who has left home without the knowledge or permission of parents or guardian.” It is a distinct category from children who are lost (whereabouts unknown), stranger abduction, or suspicious circumstances. (*Reports of Missing Children in California*). ‘Rate of runaways’ are calculated using the Department of Finance Population Project per 1,000 children <18 years old. ‘Percent of state total’ represents the percentage of reported runaways in the county of Sacramento against the number of reported runaways in CA.

**School Connectedness** | The school connectedness scale questions included the following statements: “I feel close to people at this school”; “I am happy to be at this school”; “I feel like I am part of this school”; “The teachers at this school treat students fairly”; and “I feel safe in my school”. Respondents were categorized as having a “High”, “Moderate”, or “Low” level of school connectedness based on the averages of the questions that comprised each scale. (*California Healthy Kids Survey*)

**Single Parent Households** | Single parent households mean that only one parent is home. The parent may be never-married, widowed, divorced, or married, spouse absent. (*American Community Survey*)

**Social Vulnerability Index** | The Social Vulnerability Index (SVI) developed by the Center for Disease Control and Prevention’s Agency for Toxic Substance and Disease Registry (ATSDR) using U.S. Census data to determine the social vulnerability of every Census tract to help public health officials and emergency response partners identify and map the communities that will most likely need support before, during, and after a hazardous event. SVI rankings are based on social factors and related themes. (*Center for Disease Control and Prevention’s Agency for Toxic Substance and Disease Registry*)

**Socio-Economically Disadvantaged Sub-Group** | The Socio-Economically Disadvantaged Sub-Group includes students who meet at least one of the following seven criteria: neither parent received a high school diploma, eligible for the Free Meal or Reduced-Price Meal program, eligible for the Title I Part C Migrant program, has been identified as homeless, is Foster Program eligible, is Directly Certified to receive free school meals, enrolled in a Juvenile Court School, or is an eligible Tribal Foster Youth. (California Department of Education)

**Special Education** | Special education is defined as “specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities.” (34 C.F.R. § 300.39; Cal. Educ. Code § 56031(a)). (*Code of Federal Regulations*)

**Student Safety** | Respondents were asked “How safe do you feel when you are a school?” (*California Healthy Kids Survey*)

**Student Testing** | Students are tested in English Language Arts/Literacy and Mathematics and are evaluated according to the following achievement level descriptors: standard not met, standard nearly met, standard met, and standard exceeded. Students who met or exceeded the standard are included in the table as “proficient”. (*California Assessment of Student Performance and Progress (CAASPP)*)

**Suicide Contemplation** | Respondents were asked “During the past 12 months, did you ever seriously consider attempting suicide?” 2017–2019 data reported for the state and county level. (*California Healthy Kids Survey*)

**Suspension Rates** | School suspension data is for public schools only, representative of charter school (operating independently from a school district) and non-charter (under the governing board of a school district). Suspension rates are calculated with the [unduplicated count of students involved in one of more incidents for which the student was suspended during the academic year] divided by [the unduplicated count of students with a primary, secondary, or short-term enrollment during the academic year]. The academic year runs from July 1 to June 30. (*California Department of Education*)

**Three-Year Rolling Averages** | Three-year rolling averages are the calculated average of a given indicator for a year and the two preceding calendar years. For example, a 2019 three-year rolling average would be the average of annual totals for 2019, 2018, and 2017 across the three-year period. Three-year averages provide a more consistent indicator of year-to-year trends than single year measures which may be affected by outliers.

**Unemployed People** | Unemployed people are “all people who were not employed during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment some time during the 4-week period ending with the reference week. People who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.” (*US Bureau of Labor Statistics Handbook of Methods*)

**Unemployment Rate** | The unemployment rate is the total number of unemployed people divided by the total civilian labor force (or “all people in the civilian noninstitutional population ages 16 and older classified as either employed or unemployed”) multiplied by one hundred. (*US Bureau of Labor Statistics Handbook of Methods*)

**Weapons** | California law enforcement agencies report to the California Department of Justice information on the total number of domestic violence related calls for service received by law enforcement, the number of calls for service involving weapons, and the description of the type of weapon reported. Weapons include firearms, knives or other cutting instruments, other dangerous weapons, and “personal weapons” such as hands, feet, or fists. (*California Department of Justice*)



## DATA SOURCES

Unless otherwise noted, county data represents Sacramento County and state data represents California. In an effort to maintain consistency during the data collection period, most indicators reflect 2018–2019 figures. In cases where 2018–2019 data was not available, the most recent historical or publicly available data is included.

### Family and Community Demographics

#### Population Trends for Children and Youth

<b>Table 1</b>	<i>Projected Sacramento County Children and Youth Population by Age Group   20 Year Trend</i> Population Projections (Baseline 2019) [California Department of Finance]
<b>Figure 1</b>	<i>Map of Children and Youth Population in Sacramento County</i> American Community Survey (ACS) 2015–2020, 5-Year Estimates (Population data) Sacramento Area Council of Governments, 2022 (District boundaries) Map by Patrick Oberle, California State University, Sacramento (CSUS) Department of Geography

#### Population Diversity

<b>Table 2</b>	<i>Estimated Population of Sacramento County Children and Youth by Age, Race and Ethnicity</i> Population Projections (Baseline 2019) [California Department of Finance]
<b>Table 3</b>	<i>Sacramento County English Language Learners by Grade Level</i> Enrollment by English Language Acquisition Status (ELAS) and Grade, 2018–2019 [California Department of Education DataQuest]
<b>Table 4</b>	<i>Languages Spoken by English Language Learners   Sacramento County and State Comparison</i> English Learner Students by Language by Grade, 2018–2019 [California Department of Education DataQuest]

#### Family Structure

<b>Table 5</b>	<i>Sacramento County Household Types of Children and Youth</i> Children Characteristics, 2018 [American Community Survey (ACS) 2018, 5-Year Estimates, Table S0901]
<b>Table 6</b>	<i>Grandchildren Under 18 Years of Age Living with Grandparents in Sacramento County</i> Grandparents, 2018 [American Community Survey (ACS) 2018, 5-Year Estimates, Table S1002]
<b>Table 7</b>	<i>Children and Youth with Parents Born Outside the US   Sacramento County and State Comparison</i> Age and Nativity of Own Children Under 18 Years in Families and Subfamilies by Number and Nativity of Parents, 2018 [American Community Survey (ACS) 2018, 5-Year Estimates, Table B05009]



## Children and Youth with Disabilities

Table 8	<p><i>Special Education Enrollment by Disability Type in Sacramento County</i>  Special Education Enrollment by Age and Disability, 2018–2019  [California Department of Education DataQuest]</p>
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## Community Vulnerability

Figure 2	<p><i>Map of Social Vulnerability Index in Sacramento County</i>  Centers for Disease Control and Prevention, American Community Survey (ACS) 2018  Map by Patrick Oberle, California State University, Sacramento (CSUS) Department of Geography</p>
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## Family Economic Well-being

### Family Income Sufficiency

Table 9	<p><i>Sacramento County Wage Needed (per Hour) to Afford Household Expenses by Household Type</i>  Living Wage Calculation for Sacramento County, California, 2020  [MIT Living Wage Calculator]</p>
Table 10	<p><i>Federal Poverty Wage (per Hour) by Household Type</i>  Living Wage Calculation for Sacramento County, California, 2020  [MIT Living Wage Calculator]</p>

### Employment Stability

Table 11	<p><i>Unemployment by Sacramento County and State   3-Year Trend</i>  Labor force data by county, annual averages for 2017–2019  [Bureau of Labor Statistics – Local Area Unemployment Statistics]</p>
Table 12	<p><i>2018–2028 Occupations with the Most Job Openings in Sacramento Metropolitan Statistical Area</i>  Occupations with the Most Job Openings for the Sacramento–Roseville–Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties), 2018–2028  [CA Employment Development Department – Employment Projections]  Note: An estimate could not be provided for wages listed as \$0</p>
Table 13	<p><i>2018–2028 Fastest Growing Occupations in Sacramento Metropolitan Area</i>  Fastest Growing Occupations for the Sacramento–Roseville–Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties), 2018–2028  [CA Employment Development Department – Employment Projections]</p>

### Living Expenses

Table 14	<p><i>Average Living Expenses by Household Type in Sacramento County</i>  Living Wage Calculation for Sacramento County, California, 2020  [MIT Living Wage Calculator]</p>
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## Housing

Table 15	<p><i>Housing Profile   Sacramento County and State Comparison</i> Quick Facts: Sacramento County and California (Housing), 2021 [American Community Survey (ACS) Quick Facts 2021 Sacramento County, Quick Facts 2021 California]</p>
Table 16	<p><i>Housing Affordability Index (HAI) 3-Year Trend   Sacramento County and State Comparison</i> Traditional Housing Affordability Index, 2017–2019 [California Association of Realtors] Note: Annual Housing Affordability Index reported in Table 16 is the calculated average of historic quarterly data for each year.</p>
Table 17	<p><i>Percent of Household Income Paid for Rental Units   Sacramento County and State Comparison</i> Selected Housing Characteristics, 2018 [American Community Survey (ACS) 2018, 5-Year Estimates, Table DP04]</p>

## Quality Care for Children

Table 18	<p><i>Sacramento County Child Care Availability for Children Ages 0–5</i> Sacramento County Family and Child Data (pp 73–74), 2019 Child Care Supply [California Child Care Resource &amp; Referral Network – 2019 California Child Care Portfolio] Note: Child Action, Inc. supplies the child care data to the California Child Care Resource and Referral Network, for the purpose of creating Sacramento County’s Child Care Portfolio.</p>
Table 19	<p><i>Annual Average Cost of Full-Time Care Comparison in Sacramento County</i> Sacramento County Family and Child Data (pp 73–74), 2019 Child Care Supply [California Child Care Resource &amp; Referral Network – 2019 California Child Care Portfolio] Note: Child Action, Inc. supplies the child care data to the California Child Care Resource and Referral Network, for the purpose of creating Sacramento County’s Child Care Portfolio.</p>
Table 20	<p><i>Sacramento County Children with Working Parents who Need Child Care</i> Availability of Child Care for Working Families, 2019 [KidsData]</p>
Figure 3	<p><i>Map of Child Care Deserts in Sacramento County</i> America’s Child Care Deserts in 2018 published by the Center for American Progress [Center for American Progress U.S. Child Care Deserts Interactive Map] Reproduced from the original report</p>

## Poverty

Table 21	<i>Children and Youth Living in Poverty, by Age and Race in Sacramento County</i> Poverty Status in the Past 12 Months by Sex by Age [American Community Survey (ACS) 2018, 5-Year Estimates, Table B17001] Note: Tables B17001A-I report poverty status by individual race/ethnicity.
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## Focus on Children and Youth in Foster Care

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Table 81	<p><i>Sacramento County Entries into Foster Care   3-Year Trend</i>            Entries to Foster Care, 2017–2019            [California Child Welfare Indicators Project]            Note: Interval: Jan-Dec; Agency Type: Child Welfare; Row: Removal Reason; Days in Care: 8 Days or more; Episode Count: All Entries</p>
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Table 90	<p><i>Rate of Maltreatment of Children and Youth in Foster Care   3-Year Trend and Sacramento County and State Comparison</i>  3-S1 Maltreatment in Foster Care, 2017–2019  [California Child Welfare Indicators Project]  Note: Interval: Jan-Dec; Agency Type: Child Welfare; Output: Rate per 100,00 days, Row: Age Group (Total for all ages per annual period reported in Table 87).</p>
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## ACKNOWLEDGMENTS

Sacramento County is fortunate to have countless parents, caregivers, families, service providers, and community members who are dedicated to improving the health, safety, and well-being of children, youth, and families. Their commitment to this effort has been demonstrated by their participation in the *Children's Report Card* Community Convenings and Children's Coalition's public meetings that helped to shape this report. The 2022 Sacramento County *Children's Report Card* could not have been written without your invaluable insight. Thank you!

**The Sacramento County Children's Coalition would also like to express our appreciation to the following *Children's Report Card* collaborating partners, for their assistance in providing information, data, facilitation and/or technical expertise for the development of this report:**

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 Fruitridge Community Collaborative  
 La Familia Counseling Center  
 North Sacramento Family Resource Center  
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**A special thank you to the community members  
 who provided the vision and guidance for the  
 development of this report:**

Parents, youth, families, and community  
 members who participated in the *Children's  
 Report Card* Community Convenings and  
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Kiwanis Club of Citrus Heights

Sacramento Youth Commission

We would like to give special acknowledgment to our friend and colleague, Ernie Brown, who passed on before this report was completed. Ernie served on the Children’s Coalition for over a decade, in many leadership roles including Chair of the Children’s Trust Fund Committee for several years. Ernie was known to many as being a true humanitarian who was dedicated to serving the Sacramento Community. He cared about the needs and well-being of others, particularly children, families, and seniors, and actively worked towards meeting community needs. He was an exemplary volunteer and community leader, had a big heart, was generous with his time, energy and wisdom, and really set the standard for others to follow. He was a friend to many, had a well-reasoned community voice, and was greatly respected by community members, policymakers, and elected officials, alike. No words can express the significance and value of the impact he had on so many.

This report honors Ernie Brown’s legacy and that of others who are no longer with us, but whose work has made lasting impacts in the lives of children and families in Sacramento County.











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