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Overview of 2007-2008 Irvine Indicators Report

In this annual update of the indicators used to track the well-being of children, youth, and families in Irvine, changes have been made both in the process of compiling the indicators and in some of the trend lines.

This report also includes

1. The full 47-indicator matrix
2. A summary of proposed new indicators drawn from the work of the strategic planning team [already sent 3/14]
3. Initial Summary of High School Student Survey (Conducted in February 2008)
4. Opportunities for Geocoding Data: a summary of proposed indicators for geocoding
 - a. Models of geocoding: child care, FRL maps
5. Redefining Poverty: a review of an approach to adjusting the poverty levels in Irvine so that they are more reflective of Irvine's higher cost of living and other issues
6. A preview of the 2009 survey
 - a. Ethnicity as an Identifier in Irvine
 - b. 2009 Survey Issues
7. A review of prospective future issues

Indicator Changes

Last year, 36 indicators were used to monitor progress. This year, one of those has been dropped and twelve more have been added, for a total of 47 indicators. The dropped indicator was the percent of federal taxpayers making charitable contributions, which over time has become a measure of income levels rather than social capital.

The new indicators include

- Child care slots, with new data added on specific infant, toddler, preschool, and afterschool slots
- Child care quality, measured by accredited center-based programs
- Affordable housing, with more detail on numbers of units
- Percent of children overweight or at risk of being overweight
- Children covered by Healthy Families coverage
- Mental health risk and resilience factors drawn from a survey of high school students (see discussion below)
- Driving while drinking
- Truancy rates
- Graduates eligible for CSU and UC entrance

Significant Indicator Trend Lines

In addition to changing some of the indicators, the directions of the indicators are also worth noting in several cases. It should be noted that updates are not available for eleven of the indicators for which data was gathered in the January 2007 resident survey; these will be included in next year's report following a second resident survey.

Progress continued to be made in several important areas:

- Reading scores for 4th graders that remained at high levels and math scores that rose
- An increase in physical fitness among youth (although an increase in overweight percentage was also noted)
- Positive feedback from most high school students regarding their general outlook on life and their relations with peers
- Improvements in sense of safety at school among 7th and 9th graders
- A decline among 11th graders reporting symptoms of depression (although levels among 7th and 9th graders did not change)
- A slight decrease of accredited child care centers relative to earlier reports

- A decrease in the rate of low birth weight infants
- An increase in CSU/UC eligible graduates

Areas of concern included

- Responses from the high school youth survey that suggested some students, more typically females, are “stressed out” at levels well above their peers
- Responses from the high school youth survey indicating that students are devoting substantial amounts of time every day—on average, over six hours—in sedentary activities such as video games, non-homework use of the internet, TV, and phone contacts. A smaller group, totaling about one-fifth of the total respondents, shows low sleep habits and high sedentary time use in combination.
- Responses to the IUSD Healthy Kids survey that indicated increases among 11th graders in the use of alcohol in the last 30 days (22% to 26%), increases in binge drinking (12% to 15%) and lifetime incidence of being drunk or high on campus (10% to 14%)
- Healthy Kids responses that indicated an increase in the number of 11th graders who had ever been high from using drugs (17% to 21%)
- One in six 11th grade students reported having driven after drinking or having been driven by a friend who had been drinking
- A truancy rate of 26.3%, compared with the Orange County-wide rate of 19%
- An significant increase in arrests of Irvine youth, which appears attributable in part to a strong enforcement effort aimed at reducing retail theft

Mental Health and Stress

On the important issues of mental health and stress, we have several useful data points that help paint a picture of what is happening:

- The high school student survey revealed that of the responding students, 34% (122 students) answered that it was mostly true or very true that they were "stressed out; 26% said they were "overwhelmed by all that I have to do", and 50% responded mostly or very true to the statement that they "worry about things." The numbers for females tended to be significantly higher.
- In contrast, in a survey of residents that included 400 parents in January 2007, 19% of parents indicated that their child/teen was "often stressed out"; only 5% indicated their child/teen was "often depressed."
- The Orange County Health Care Agency has provided information indicating that 182 children and youth living in Irvine received publicly funded mental health services in 2006-07; an unknown additional number received assistance from private practitioners.

- Finally, the Healthy Kids survey conducted in the schools found that 28% of 11th graders said they were experiencing symptoms of depression in 2007, which compares with 31% in 2005 and 31% in 2003.

Taken together, these numbers suggest that stress and depression touch the lives of about one-third of all students in Irvine, with a smaller number seeking and receiving professional care for these symptoms. While adolescence is a time of stress for many, and a high-achieving community tends to create its own pressure to succeed, as discussed in earlier versions of the indicators reports, concerns should be raised about levels of stress that are this high for some youth.

Interim Indicators Report on the Condition of Children, Youth and Families in Irvine June 2008

Bold denotes updated data
- denotes data unavailable

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Family Income									
1	Students receiving free and reduced-cost lunches (percent of total student enrollment)	1,476 (6.2%)	1,549 (6.3%)	1,724 (7.0%)	1,806 (7.2%)	1,558 (6.3%)	1,587 (6.2%)	1,636 (6.5%) [06-07]	OC: 38.0% [06-07] CA: 50.7% [06-07]
2	Children and youth receiving financial assistance through CalWORKs	492	567	500	585	581	532	-	OC: 32,076 [2006]
3	Percent of low-income returns that receive Earned Income Tax Credit			-	12.2%	11.9%	-	-	CA: 24.1% [2005]
4	Planned number of RHNA housing units	-	-	-	-	-	-	35,660 [2008-2014]	
	Very low income	-	-	-	-	-	-	7,735 (21.7%)	
	Low income	-	-	-	-	-	-	6,408 (18.0%)	
	Moderate Income							7,139 (20.0%)	
	Above Moderate Income							14,378 (40.3%)	
5	Families receiving rental assistance through the Orange County Housing Authority (Section 8 Housing Choice Vouchers)	197	345	580	612	626	623	621	OC: 9,617 [2008]
	Families	-	-	-	283	270	246	234	OC: 3,187 [2008]
	Average annual income	-	-	-	-	-	-	\$23,445	
	Disabled	-	-	-	146	165	166	167	OC: 2,220 [2008]
	Average annual income	-	-	-	-	-	-	\$17,523	
	Elderly	-	-	-	139	191	209	220	OC: 4,120 [2008]
	Average annual income	-	-	-	-	-	-	\$15,356	

Family Income

Students receiving free and reduced-cost lunches

Includes children, ages 5-17, who are enrolled in the Irvine Unified School District, excluding private or home schooled children or dropouts.

City/County/State: California Department of Education, Educational Demographics Unit (2006-07). Available from California Department of Education, Dataquest website:

<http://dq.cde.ca.gov/dataquest/>

Tax returns with Earned Income Tax Credit

The Earned Income Tax Credit (EITC) is a tax credit (i.e., a dollar-for-dollar reduction of taxes) for certain people who work, meet certain requirements, and have earned income under a specified limit. Formula: $100 * (\text{Number of Returns with EITC} / \text{Returns with EITC Low Inc [below \$50,000 due to data categorization]})$. Zip codes analyzed: 92602, 92603, 92604, 92606, 92612, 92614, 92617, 92618, 92620, 92616(P.O. Box), 92619 (P.O. Box), 92623 (P.O. Box), 92650 (P.O. Box), 92697 (UCI Campus); other Irvine zip codes were not identified in data file. The IRS ZIP code study is not undertaken every year.

City/State: Internal Revenue Service. IRS Individual Master File, Statistics of Income (September, 2007). *California, Individual Income Tax Returns: Selected Income and Tax Items by State, ZIP Code and Size of Adjusted Gross Income, Tax Year 2005* [data file]. Requested data.

Planned number of RHNA housing units

City of Irvine's Regional Housing Needs Allocation (RHNA) that the city must plan to accommodate. The Regional Housing Needs Assessment (RHNA) is mandated by State Housing Law as part of the periodic process of updating local housing elements of the General Plan. The RHNA quantifies the need for housing within each jurisdiction during specified planning periods. The RHNA consists of two measurements of housing need (1) existing need and (2) future need.

City: City of Irvine, (2007, October 25). *2008-2014 Housing Element, An Overview of Housing Element Requirements and Challenges*. Presented at a City of Irvine Housing Meeting.

Families receiving rental assistance through the Orange County Housing Authority (Section 8 Housing Choice Vouchers)

City/County: U.S. Department of Housing and Urban Development Office of Public and Indian Housing, Orange County Housing Authority. (n.d.) *Public Housing Authority Annual Plan for Fiscal Year 2008*. Available from Orange County Housing Authority website:

<http://www.ochousing.org/renter.asp> City: U.S. Department of Housing and Urban Development Office of Public and Indian Housing, Orange County Housing Authority. (n.d.) *Irvine residents receiving rental assistance through OCHA*. [Data file]. Unpublished data.

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Health									
6	Early prenatal care (percent of all Irvine births)	1,658 (95.9%)	1,775 (95.7%)	1,976 (96.4%)	1,985 (96.8%)	1,983 (96.8%)	2,114 (96.0%)	-	OC: 91.6% [2005] CA: 85.2% [2006]
7	Physically fit children	1,620 (32.5%)	1,686 (29.7%)	2,077 (35.6%)	2,637 (46.0%)	2,968 (49.7%)	2,930 (50.6%)	3,082 (51.8%) [06-07]	OC: 38.1% [06-07] CA: 29.3% [06-07]
8	Percent of children who are overweight or at risk of being overweight	19.9%	21.3%	17.7%	14.9%	13.3%	14.7%	15.6% [06-07]	OC: 27.1% [06-07] CA: 31.9 % [06-07]
9	Parent's estimate of daily average time spent in physical activity for his/her child and youth	-	-	-	-	-	-	83 minutes	
10	Parent's estimate of daily average time spent in sedentary activities for his/her child and youth	-	-	-	-	-	-	166 minutes	
11	Youth's estimate of his/her daily average time spent in sedentary activities	-	-	-	-	-	-	376 minutes	
12	Barriers that prevent youth participation in youth-related recreational activities according to parents (by percent)								
	Lack of Time	-	-	-	-	-	-	23.0%	
	Limited program availability	-	-	-	-	-	-	19.0%	
	Lack of money	-	-	-	-	-	-	16.0%	
	Ineligible to participate	-	-	-	-	-	-	12.0%	
13	Percent of parents reporting inadequate healthcare for their children and youth	-	-	-	-	-	-	4.0%	
14	Children and youth enrolled in Healthy Families	-	-	-	-	-	-	2,163 (Jan. 2008)	OC: 62,649 [Jan. 2008] CA: 321,268 [Jan. 2008]
15	Children and youth receiving Medi-Cal	1,451	2,033	2,401	2,469	2,328	2,422	2,144 (28.4% of all enrollment)	OC: 49.0% of all enrollment [2007] CA: 53% of all enrollment [2007]
16	Percent of students reporting feelings of sadness and hopelessness								
	7th graders	15.0%	-	19.0%	-	20.0%	-	21.0%	OC: 25.0% [2005] CA: 28.0% [2005]
	9th graders	18.0%	-	27.0%	-	25.0%	-	25.0%	OC: 30.0% [2005] CA: 32.0% [2005]
	11th graders	21.0%	-	31.0%	-	31.0%	-	28.0%	OC: 33.0% [2005] CA: 33.0% [2005]
17	Children and youth receiving mental health services	-	-	-	-	-	-	182 [06-07]	OC: 11,962 [05-06]
17A	Children and youth receiving school-based counseling services	-	-	-	-	-	-	1,867 [06-07]	

Health

Prenatal Care (percent of all Irvine births)

Includes number and percent of infants born to women whose prenatal care began during the first trimester (the first three months) of pregnancy. Location is based on mother's place of residence as reported on child's birth certificate. Zip codes included in 2006 analysis: 92602, 92603, 92604, 92606, 92612, 92614, 92617, 92618 and 92620; other Irvine zip codes were not identified in data file.

City/State: California Department of Public Health (n.d.) *California Birth Profiles by Zip, 2006* [Data file]. Available from California Department of Public Health website:

<http://www.cdph.ca.gov/data/statistics/Pages/default.aspx>.

County: California Department of Public Health (n.d.) *Number and percent of low birth weight births, California Counties, 1996-2005 (Place of Residence)* [Data file]. Available from California Department of Public Health website:

<http://www.cdph.ca.gov/data/statistics/Pages/default.aspx>.

Physically fit children

Students in grades 5th, 7th 9th grades, enrolled in the Irvine Unified School District, who met 6 of 6 statewide fitness standards.

City/County/State: California Department of Education, Standards and Assessment Division. (n.d.). *California Physical Fitness Test 2006-07 Summary Report* [Data report]. Available from California Department of Education Dataquest website:

<http://dq.cde.ca.gov/dataquest/>

Children who are overweight or at risk of being overweight

Students in grades 5th, 7th 9th grades, enrolled in the Irvine Unified School District, who are not in the Healthy Fitness Zone for Body Composition.

City/County/State: California Department of Education, Standards and Assessment Division. (n.d.). *California Physical Fitness Test 2006-07 Summary Report* [Data report]. Available from California Department of Education Dataquest website:

<http://dq.cde.ca.gov/dataquest/>

Parent's estimate of daily average time spent in physical activity for his/her child and youth

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: On an average school day, about how much time does this child/teen spend doing physical activity?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Parent's estimate of daily average time spent in sedentary activities for his/her child and youth

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: On an average school day, about how much time does this child/teen spend playing video games on a TV or computer, watching TV, surfing the Internet, other than for homework, and/or talking on the phone or text messaging?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Youth's estimate of his/her daily average time spent in sedentary activities

In February 2008, a survey was distributed through health education classes in all high schools in the Irvine Unified School District. A total of 362 responses were received. Survey question: On an average school day, about how much time does you spend playing video games on a TV or computer, watching TV, surfing the Internet, other than for homework, and/or talking on the phone or text messaging?

City: Children and Family Futures Youth Survey. Conducted February 2008

Barriers that prevent youth participation in youth-related recreational activities according to parents (by percent)

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Participants were asked the question, "Has any member of your household ever wanted to participate in a youth-related program in Irvine but not been able to for some reason?" Participants were

then asked the question, "What prevented the individual from participating in the program?" The top four barriers cited the most by participants were included on the indicator matrix. For the full list of barriers, refer to *An Indicators Report on the Condition of Children, Youth and Families in Irvine 2007*, Indicator 10: Barriers to availability of recreational activities, page 24 for more information.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of parents reporting inadequate healthcare for their children and youth

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: This child/teen has adequate healthcare.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Children and youth enrolled in Healthy Families

Includes children and youth ages 0-19, who do not have insurance and do not qualify for free Medi-Cal. Healthy Families provides low cost health, dental and vision coverage.

City/County/State: California Managed Risk Medical Insurance Board (MRMIB). (n.d.). *Healthy Families Current Enrollment by Zip Code* [Data report]. Available at the California Managed Risk Medical Insurance Board website:

<http://www.mrmib.ca.gov/MRMIB/HFPRports1.shtml>

Children and youth receiving Medi-Cal.

Includes children and youth, ages 0-20, who are receiving public health insurance through the Medi-Cal program.

City/County/State: California Department of Health Services, Medical Care Statistics Section (2007). *Medi-Cal Beneficiaries by Zip Code* [Data file]. Available from California Department of Health Services, Medical Care Statistics website:
<http://www.dhs.ca.gov/mcss/RequestedData>

Percent of students reporting feelings of sadness and hopelessness

Includes the Healthy Kids Survey administered in fall 2007 to students from grades 7th, 9th and 11th in the Irvine Unified School District. Survey question: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?

City: WestEd (2008). *Key Findings Fall 2007* [Data report]. Unpublished. County/State: WestEd. (2005). *Key Findings Fall 2005* [Data report]. Available from WestEd Healthy Kids Survey website:

http://www.wested.org/cs/chks/print/docs/chks_reports.html

Children and youth receiving mental health services

Includes the number of children with Irvine addresses who were provided some type of County outpatient mental health service. This includes services provided by a regional outpatient clinician at a clinic site, school or other community-based site. The number does not reflect mental health services received through private insurance or providers.

City: Orange County Health Care Agency. (n.d.). *Irvine Children and Youth Receiving Mental Health Services from Orange County Health Care Agency, FY 2006-07* [Data file]. Unpublished data.

County: *The 13th Annual Report on the Conditions of Children in Orange County (2007)*. Available from The 13th Annual Report on the Conditions of Children in Orange County website:

<http://www.ochealthinfo.com/cscs/report>

Children and youth receiving school-based counseling services

Students (K-12) receiving eight or more individual and/or small-group counseling sessions by IUSD support services staff. Students served are those identified via data management system as exhibiting high risk behaviors, such as alcohol and other drug use, delinquency, and poor social-emotional coping strategies that result in significant school and/or community problems. The 1,867 served in 2006-07 include 1,097 elementary (K-6), 364 middle school, and 406 high school students.

City: Irvine Unified School District, Guidance Resources, Mental Health Data Summary. Unpublished Data. June, 2008.

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Child Care and School Readiness									
18	Child care slots in licensed programs (capacity/enrollment)	-	-	-	-	-	5,790	8,877/8,156	
	Infant/toddler (capacity/enrollment)	-	-	-	-	-	-	1,021/681	
	Preschool (capacity/enrollment)	-	-	-	-	-	-	4,919/4,511	
	School-age (capacity/enrollment)	-	-	-	-	-	-	2,937/2,964	
19	Accredited child care centers	-	-	-	-	-	23	21	
20	Percent of parents who report reading to their preschooler at least 3 times over the past seven days	-	-	-	-	-	-	87.0% [06-07]	OC: 60.4% [2005] CA: 62.8% [2005]
21	Percent of parents who report difficulty in obtaining suitable child care services	-	-	-	-	-	-	43.0% [06-07]	

Child Care and School Readiness

Child care slots in licensed programs

Licensed capacity represents the greatest possible availability, while current enrollment represents the current number of children served (reflecting both children sharing positions on a part-time basis and intentional under-enrollment to preserve small teacher-child ratios and group sizes). Licensed capacity is not necessarily a good indicator of child care availability. Centers may choose to accept fewer children than Licensing Regulations permit for a variety of reasons, even if demand for child care services is present. Licensed capacity reflects the number of children who may be present in the program at any moment in time. If centers allow children to enroll for partial schedules (e.g., some days of the week or part of the day), two or more children may be enrolled in the same licensed opening.

City: Seidman, S., Gardner, S., Valdez, S., & Ortegon, M. (2007, March). *Irvine Child Care Study City*.

Accredited child care centers

Includes child care centers only. Accreditation bodies include: National Association for the Education of Young Children (NAEYC), National Association of Child Care Professionals (NACCP), Association of Christian Schools International (ACSI). The majority of Irvine preschools report being Accredited by some national group, most commonly NAEYC.

For more information on accreditation as an indicator of quality child care, please refer to the 2007 Irvine Child Care Study.

City: Seidman, S., Gardner, S., Valdez, S., & Ortegon, M. (2007, March). *Irvine Child Care Study City*.

Percent of parents who reported reading to their preschooler at least 3 times over the past seven days

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: How many times have you or someone in your family read to this child in the past seven days? Would you say not at all, once or twice, three or more times, or everyday?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

County/State: California Health Interview Survey (CHIS). 2005. Available from <http://www.chis.ucla.edu/>

Percent of parents who reported difficulty in obtaining suitable child care services

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: Did you have any difficulty obtaining suitable childcare services in Irvine?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Academic Achievement									
	Number of students enrolled in Irvine Unified School District (K-12)	23,961	24,412	24,771	24,930	25,158	25,496	25,821	
	Public school enrollment by race/ethnicity (percent of total enrollment)								
	African American	457 (1.9%)	548 (2.2%)	611 (2.5%)	611 (2.5%)	638 (2.5%)	587 (2.3%)	569 (2.2%)	
	American Indian or Alaska Native	99 (0.4%)	121 (0.5%)	131 (0.5%)	141 (0.6%)	150 (0.6%)	176 (0.7%)	166 (0.6%)	
	Asian	7,207 (30.1%)	7,912 (32.4%)	8,391 (33.9%)	8,905 (35.7%)	9,341 (37.1%)	9,673 (37.9%)	10,228 (39.6%)	
	Filipino	370 (1.5%)	417 (1.7%)	434 (1.8%)	475 (1.9%)	515 (2.0%)	568 (2.2%)	625 (2.4%)	
	Hispanic or Latino	1,593 (6.6%)	1,661 (6.8%)	1,774 (7.2%)	1,841 (7.4%)	1,856 (7.4%)	1,929 (7.6%)	1,989 (7.7%)	
	Pacific Islander	89 (0.4%)	92 (0.4%)	83 (0.3%)	84 (0.3%)	73 (0.3%)	94 (0.4%)	103 (0.4%)	
	White not Hispanic	13,383 (55.9%)	13,358 (54.7%)	12,774 (51.6%)	12,113 (48.6%)	11,600 (46.1%)	11,240 (44.1%)	10,739 (41.6%)	
	Multiple or No Response	763 (3.2%)	303 (1.2%)	573 (2.3%)	760 (3.0%)	985 (3.9%)	1,229 (4.8%)	1,402 (5.4%)	
22	4th grade language arts mean scaled scores	-	-	384.6	388.5	395.8	404.8	404.3	OC: 362.7 [06-07] CA: 353.1 [06-07]
	% Advanced	-	-	46%	50%	56%	61%	61%	
	% Proficient	-	-	30%	27%	27%	22%	23%	
	% Basic	-	-	19%	17%	12%	11%	10%	
	% Below Basic	-	-	4%	4%	4%	3%	3%	
	% Far Below Basic	-	-	2%	3%	2%	2%	2%	
23	4th grade math mean scaled scores	-	-	390.9	398.9	407.2	414.9	416.1	OC: 376.1 [06-07] CA: 366.1 [06-07]
	% Advanced	-	-	41%	48%	56%	58%	57%	
	% Proficient	-	-	34%	30%	26%	24%	25%	
	% Basic	-	-	17%	15%	12%	13%	12%	
	% Below Basic	-	-	6%	6%	6%	4%	5%	
	% Far Below Basic	-	-	1%	1%	1%	1%	1%	
24	High school graduates (graduation rate)	1,734 (98.0%)	1,838 (98.1%)	1,823 (99.0%)	1,887 (99.2%)	1,959 (99.7%)	2,062 (97.0%)	-	OC: 92.2% [05-06] CA: 83.3% [05-06]
25	Percent of 10th graders who passed the California High School Exit Exam (Math/English-Language Arts)	Math 83.3%	Math 59.0%	Math 86.0%	Math 95.0%	Math 96.0%	Math 96.0%	Math 97.0%	OC: Math 83.0%; ELA 83.0% [06-07]
		ELA 93.0%	ELA 73.0%	ELA 92.0%	ELA 94.0%	ELA 95.0%	ELA 95.0%	ELA 94.0%	CA: Math 73.0%; ELA 77.0% [06-07]
26	Meet UC/CSU entrance requirements (percent of all graduates)	1,192 (68.7%)	823 (44.8%)	591 (32.4%)	1,010 (53.5%)	1,085 (55.4%)	1,183 (57.4%)	-	OC: 43.4% [05-06] CA: 35.9% [05-06]
27	Percent of parents who report concern about child's skills training and preparation for future job opportunities.	-	-	-	-	-	-	17.0%	

Academic Achievement

Public school enrollment (K-12)

Includes students in grades K-12 from Irvine Unified School District and 40 students from non-public/non-sectarian schools.

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *District Level 2006-07 Summary Report* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

Public school enrollment by race/ethnicity (percent of total enrollment)

Includes students in grades K-12 from Irvine Unified School District and 40 students from non-public/non-sectarian schools.

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *District Level 2006-07 Summary Report* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

4th grade language arts mean scaled scores

This is the arithmetic mean of the scale scores for all students who took content-specific CSTs without modifications. The scale scores for each grade and subject area range between 150 (low) to 600. California uses five performance levels to report student achievement on the CSTs:

- Advanced performance in relation to the content standards tested
- Proficient performance in relation to the content standards tested
- Basic performance in relation to the content standards tested
- Below Basic performance in relation to the content standards tested
- Far Below Basic performance in relation to the content standards tested

City/County/State: California Department of Education, Standards and Assessment Division. (n.d.). *California Standardized Testing and Reporting (STAR) Irvine Unified District 2007* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

4th grade math mean scaled scores

This is the arithmetic mean of the scale scores for all students who took content-specific CSTs without modifications. The scale scores for each grade and subject area range between 150 (low) to 600. California uses five performance levels to report student achievement on the CSTs:

- Advanced performance in relation to the content standards tested
- Proficient performance in relation to the content standards tested
- Basic performance in relation to the content standards tested
- Below Basic performance in relation to the content standards tested
- Far Below Basic performance in relation to the content standards tested

City/County/State: California Department of Education, Standards and Assessment Division. (n.d.). *California Standardized Testing and Reporting (STAR) Irvine Unified District 2007* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

High school graduates

Number of students from the Irvine Unified School District completing the 12th grade.

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *Graduation Rates Based on NCES Definition - District Report, 2005-06* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

High school graduation rates

Graduation Rate Formula is based on the NCES definition: Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4).

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *Graduation Rates Based on NCES Definition - District Report, 2005-06* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

Percent of 10th graders who passed the California High School Exit Exam (Math/English-Language Arts)

Includes all tenth grade students who pass the Math and English-Language Arts sections of the California High School Exit Exam (CAHSEE). Students take the CAHSEE for the first time in the tenth grade, and may re-take the test twice per academic year until they pass, through the end of twelfth grade.

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA) by Program (Combined 2007) for (Grade 10)* [Data report]. Available from California Department of Education Dataquest website:

<http://dq.cde.ca.gov/dataquest/>

Meet UC/CSU entrance requirements (percent of all graduates)

Includes number of twelfth-grade graduates, completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. This represents only a portion of the entrance requirements for UC or CSU.

City/County/State: California Department of Education, Educational Demographics Unit. (n.d.). *12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance, 2005-06* [Data report]. Available from California Department of Education Dataquest website:

<http://dq.cde.ca.gov/dataquest/>

Percent of parents who report concern about child's skills training and preparation for future job opportunities

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: I am concerned that this child/teen may lack the skills needed to earn a good wage or salary in today's economy.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Risky Behavior									
28	Juvenile arrests (by gender)	-	623	560	526	534	444	633 (female: 170; male: 463)	OC: 13,014 [2005]
29	Juvenile probation referrals	279	242	217	242	251	294	422	OC: 10,772 [2005]
30	Truancy rate (K-12)	-	-	-	-	20.2%	19.2%	26.3%	OC: 19.4% [06-07] CA: 28.3% [06-07]
31	Percent of students who used alcohol during the past 30 days								
	7th graders	-	-	-	-	4.0%	-	4.0%	OC: 11.0% [2005] CA: 11.0% [2005]
	9th graders	16.0%	-	13.0%	-	17.0%	-	12.0%	OC: 23.0% [2005] CA: 24.0% [2005]
	11th graders	26.0%	-	29.0%	-	22.0%	-	26.0%	OC: 35.0% [2005] CA: 37.0% [2005]
32	Percent of students who report ever being high from using drugs								
	7th graders	2.0%	-	2.0%	-	1.0%	-	2.0%	OC: 5.5% [2005] CA: 6.0% [2005]
	9th graders	10.0	-	8.0%	-	10.0%	-	9.0%	OC: 16.0% [2005] CA: 20.0% [2005]
	11th graders	24.0%	-	22.0%	-	17.0%	-	21.0%	OC: 28.0% [2005] CA: 37.5% [2005]
33	Percent of students who have ever driven after drinking (respondent or friend)								
	9th graders	-	-	-	-	-	-	11.0%	
	11th graders	-	-	-	-	-	-	16.0%	
34	Percent of students who report feeling very safe at school								
	7th graders	39.0%	-	29.0%	-	34.0%	-	37.0%	OC: 23.0% [2005] CA: 22.0% [2005]
	9th graders	33.0%	-	28.0%	-	33.0%	-	37.0%	OC: 18.0% [2005] CA: 16.0% [2005]
	11th graders	36.0%	-	29.0%	-	45.0%	-	42.0%	OC: 22.0% [2005] CA: 16.0% [2005]
35	Percent of parents who report youth access to alcohol or drugs is easy	-	-	-	-	-	-	75.0%	
36	Percent of parents who feel that their child/youth's school is very safe	-	-	-	-	-	-	74.0%	
37	Percent of parents who report concern about the safety of their child/youth's activities on the Internet	-	-	-	-	-	-	35.0%	
38	Percent of parent who report their child/youth is often stressed-out	-	-	-	-	-	-	19.0%	
39	Percent of youth who report feeling stressed out	-	-	-	-	-	-	34.0%	

Risky Behavior

Juvenile arrests (by gender)

Includes children and youth who indicated an Irvine address at time of arrest, ages 10-17. According to the Irvine Police Department, fifty percent of the increases in juvenile crime are due to shoplifting. Other increases include possession of tobacco, vandalism and misdemeanor assaults.

City: City of Irvine Police Department. (n.d.). *Irvine Police Department - 2007 Juvenile Arrest / Irvine Resident* [Data file]. County: *The 13th Annual Report on the Conditions of Children in Orange County* (2007). Available from *The 13th Annual Report on the Conditions of Children in Orange County* website: <http://www.ochealthinfo.com/cscs/report>

Juvenile probation referrals

Includes youth ages 10-18 years who have been arrested and referred to the Orange County Probation Department for further action. Note: According to the City of Irvine Police Department, there were significant changes in coding probation data between 2006 and 2007.

City: City of Irvine Police Department. (n.d.). *Irvine Police Department - 2007 Juvenile Arrest Disposition - Irvine Resident* [Data file].

County: *The 13th Annual Report on the Conditions of Children in Orange County* (2007). Available from *The 13th Annual Report on the Conditions of Children in Orange County* website: <http://www.ochealthinfo.com/cscs/report>

Truancy rate

Includes number of students from grades K-12 with unexcused absence or tardy on 3 or more days.

City/County/State: California Department of Education, Safe & Healthy Kids Program Office. (n.d.). *Irvine Unified Expulsion, Suspension, and Truancy Information for 2006-07* [Data report]. Available from California Department of Education Dataquest website: <http://dq.cde.ca.gov/dataquest/>

Percent of student who used alcohol during the past 30 days

Includes students from grades 7th, 9th and 11th enrolled in the Irvine Unified School District. Includes the Healthy Kids Survey administered in fall 2007 to students from grades 7th, 9th and 11th in the Irvine

Unified School District. This question addresses current alcohol use.

City: WestEd. (2008). *Key Findings Fall 2007* [Data report]. Unpublished.

County/State: WestEd. (2005). *Key Findings Fall 2005* [Data report]. Available from WestEd Healthy Kids Survey website: http://www.wested.org/cs/chks/print/docs/chks_reports.html

Percent of students who report ever being high from using drugs

Includes the Healthy Kids Survey administered in fall 2007 to students from grades 7th, 9th and 11th in the Irvine Unified School District. This question addresses student participation in high risk behaviors associated with alcohol, tobacco or other drugs.

City: WestEd (2008). *Key Findings Fall 2007* [Data report]. Unpublished.

County/State: WestEd. (2005). *Key Findings Fall 2005* [Data report]. Available from WestEd Healthy Kids Survey website: http://www.wested.org/cs/chks/print/docs/chks_reports.html

Percent of students who have ever driven after drinking (respondent or friend)

Includes the Healthy Kids Survey administered in fall 2007 to students from grades 9th and 11th in the Irvine Unified School District. This question addresses student participation in high risk behaviors associated with alcohol, tobacco or other drugs.

City: WestEd (2008). *Key Findings Fall 2007* [Data report]. Unpublished.

County/State: WestEd. (2005). *Key Findings Fall 2005* [Data report]. Available from WestEd Healthy Kids Survey website: http://www.wested.org/cs/chks/print/docs/chks_reports.html

Percent of students who report feeling very safe at school

Includes the Healthy Kids Survey administered in fall 2007 to students from grades 7th, 9th and 11th in the Irvine Unified School District. This question addresses perceived safety of school.

City: WestEd (2008). *Key Findings Fall 2007* [Data report]. Unpublished. County/State: WestEd. (2005).

Key Findings Fall 2005 [Data report]. Available from WestEd Healthy Kids Survey website:
http://www.wested.org/cs/chks/print/docs/chks_reports.html

Percent of parents who perceive youth access to alcohol or drugs is easy

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: It is easy for teenagers to get alcohol or drugs if they want them?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of parents who feel that their child/youth's school is very safe

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: How safe do you feel your child/teen's school is?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of parents who report concern about the safety of their child/youth's activities on the Internet.

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: I am concerned about the safety of this child/teen's activities on the Internet.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of parent who report their child/youth is often stressed-out

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: This child/teen is often stressed out.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of youth who report feeling stressed out

In February 2008, a survey was distributed through health education classes in all high schools in the Irvine Unified School District. A total of 362 responses were received. Students were asked to rate "how true this statement is for you: I am stressed out." 34% of respondents (122) reported that this statement was mostly or very true for them.

City: Children and Family Futures Youth Survey. Conducted February 2008.

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Family Stability									
40	Child abuse reports	-	775	954	1,103	899	1,158 (does not include Dec.)	1,147	OC: 39,326 [2007] CA: 482,706 [2006]
41	Domestic violence reports	250	290	246	265	270	227	266	OC: 12,553 [2005] CA: 181,362[2005] OC: Female: 58,414 (8.5%); Male: 22,675 (3.3%) [2006] CA: Female: 890,994 (10.7%); Male: 338,125 (4.1%) [2006]
42	Single parent households with own children under 18 (female/ male-headed) (percent of all family households)	-	-	-	-	Female: 2,654 (6.4%); Male: 1,208 (2.9%)	Female: 3,431 (8.0%); Male: 259 (0.6%)	-	

Family Stability

Child abuse reports

Includes children and youth ages 0-18 reported to Orange County Child Abuse Registry. It important to note that the number indicates reported cases of child abuse; therefore, they do not reflect the actual number of child abuse and neglect cases.

City/County: Orange County Social Services Agency. (2007). *Orange County Social Services Agency Child Abuse Registry Statistics Report, Quarterly Statistical Report 2007*. Available from Orange County Social Services Agency website: http://www.ssa.ocgov.com/Abuse_Reporting/Child_Abuse/CFStats/CFStats.htm

State: University of California, Center for Social Services Research. (n.d.). *Child Abuse Referrals Report* [Data report]. Available from University of California, Center for Social Services Research website: <http://CWS/CMS 2007 Quarter 2 Extract> http://cssr.berkeley.edu/ucb_childwelfare/Referrals.aspx

Domestic violence reports

Includes Includes all calls to which the city of Irvine Police Department responded for which domestic violence incidents were documented.

City: City of Irvine Police Department. (n.d.). *Irvine Police Department – Domestic Violence Statistics* [Data file]. Unpublished data.

County/State: State of California, Office of Attorney General, Criminal Justice Statistics Center. (n.d.). *Domestic violence-related calls for assistance, 2005 Type of Call and Weapon* [Data report]. Available from State of California, Office of Attorney General, Criminal Justice Statistics Center website: <http://ag.ca.gov/cjsc/>

Single parent households with own children under 18 (female/ male-headed) (percent of all family households)

City/County/State: U.S. Census Bureau, American Community Survey 2006. (n.d.). *Selected Social Characteristics in the United States: 2006 Data Set: 2006 American Community Survey: 2006 American Community Survey* [Data file]. Available from U.S. Census Bureau website:

http://factfinder.census.gov/home/saff/main.html?_lang=en

#	Indicator	2001	2002	2003	2004	2005	2006	2007	Comparisons
Social Capital and Diversity									
43	Percent foreign-born population	-	-	-	-	36.4%	31.8%	-	OC: 30.5% [2006] CA: 27.2% [2006]
44	Percent who speak a language other than English at home	-	-	-	-	42.30%	38.1%	-	OC: 43.8 % [2006] CA: 39.5% [2006]
45	Percent of adult residents who feel people in different ethnic, cultural and religious groups stay within their own group	-	-	-	-	-	-	58.0%	
46	Percent of adult residents who report volunteer work	-	-	-	-	-	-	52.0%	
47	Percent of youth involved with volunteer work and community service	-	-	-	-	-	-	40.0%	

Social Capital and Diversity

Percent foreign-born population

Includes all foreign born population, excluding born at sea population.

City/County/State: U.S. Census Bureau, American Community Survey 2006. (n.d.). *Selected Social Characteristics in the United States: 2006 Data Set: 2006 American Community Survey: 2006 American Community Survey* [Data file]. Available from U.S. Census Bureau website: http://factfinder.census.gov/home/saff/main.html?_lang=en

Percent who speak a language other than English at home

Includes population over 5 years and over speaking languages other than English at home.

City/County/State: U.S. Census Bureau, American Community Survey 2006. (n.d.). *Selected Social Characteristics in the United States: 2006 Data Set: 2006 American Community Survey: 2006 American Community Survey* [Data file]. Available from U.S. Census Bureau website: http://factfinder.census.gov/home/saff/main.html?_lang=en

Percent of adult residents who feel people in different ethnic, cultural and religious groups stay within their own group

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: In Irvine, people in different ethnic, cultural and religious groups pretty much stay within their group.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of adult residents who report volunteer work

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey question: In the past 12 months, have you volunteered for any organizations or cause, such as a religious, recreational, health or neighborhood group?

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Percent of youth involved with volunteer work and community service

Based on responses from a phone survey of Irvine adults conducted by True North in January 2007, resulting in a sample size of 1,089 households. Survey statement: This child/teen is involved in groups that do volunteer work for a cause, group or the community in general.

City: True North Research. (2007, January). *Children and Family Futures Irvine Community Survey*.

Initial Summary of Irvine Student Survey

In February, 2008, a survey on teens' activities and experiences was distributed through the health education classes in all high schools in the Irvine Unified School District (IUSD). The administration and results of this survey represent a collaborative effort between IUSD's Guidance Resources and Children and Family Futures, in the interest of informing the City of Irvine's strategic planning process for children, youth, and families, as well as potentially informing educational and guidance programs within IUSD.

Survey Sample

Nine high school health teachers were asked to distribute the survey to their health classes during the period between February 14 and 29, 2008; surveys were administered and returned from approximately 11 classes. A total of 362 students, or 57% of all students enrolled in IUSD health classes at the time, completed the youth survey.

The sample was comprised of 147 females (41%) and 214 males (59%), and students ranged in age from 14 to 19, with a mean age of 16.1 years.

The sample was not stratified to select a balanced proportion of students from each high school. The number of students surveyed at each IUSD high school was as follows:

- 42% (n=153) were from Northwood High School
- 23% (n=82) were students from Irvine High School
- 15% (n=54) were from Woodbridge High School
- 9% (n=32) were from University High School
- 7% (n=26) were from Creekside Continuation High School
- 3% (n=9) were from San Joaquin Independent Study High School

With respect to grade:

- 16% (n=59) of the sample were 9th graders
- 23% (n=83) were 10th graders
- 36% (n=129) were 11th graders
- 23% (n=84) were in 12th grade

Regarding ethnicity, the sample included

- 44% (159) white non-Hispanic youth
- 26% (94) Asian or Pacific Islander youth
- 13% (46) multi-ethnic youth
- 9% (32) Hispanic or Latino youth
- 2% (7) black non-Hispanic youth
- 0.3% (1) American Indian or Alaskan Native youth,
- 6% (20) reporting “other” ethnicity

Administering the survey via high school health classes was determined to be an appropriate and convenient approach to gathering data, since the survey questions related to a number of educational topics in IUSD’s health curriculum. The resulting sample is not a random sample, however, nor can we presume that it is a statistically representative one. In fact, we can see some of the systematic weaknesses in the sample by looking at the demographic breakouts above. For example, because standards definitions of ethnicity do not capture the range of diversity that exists in Irvine, we are not confident that the “Asian/Pacific Islander” category captured a sufficient or proportionate number of youth (although state demographic indicators use this as an ethnic category).

In addition to sampling error, the sample obtained includes unknown types and degrees of bias. One probable bias inherent in the sample is due to the fact that some students take health classes at different times of year, most notably in the summer session, in order to free their schedule during the regular academic year for other electives like music or additional advanced placement classes, or perhaps because they work part-time during the school year. Similarly, a number of students fulfill their graduation requirement for health via online classes. While we believe that such students are likely to be systematically different from the students in our sample, we don’t know to what extent excluding them introduces a lack of representativeness in the sample. Thus, caution should be used in inferring any statistical estimates or generalizations to the population of all IUSD high school students.

With these qualifications, we believe that the results may be illustrative of activities and attitudes across a significant cross-section of high school students. Looking at overall averages and how some of these averages differ by group may give us a fair glimpse into the lives of a typical IUSD high school student. At a minimum, they provide some data from which to base future investigations.

Results

Two sets of questions were included: those on use of time and those on broad attitudes about school, stresses, and students' futures. The questions about how high school students use their time elicited the following responses (means and medians are reported in hours for all students answering that question).

Table 1: How IUSD Youth Spend Their Time

<i>On an average school day, in a 24-hour period, about how much unduplicated time do you spend:</i>	Mean (hrs)	Median (hrs)
Sleeping	7.22	7.29
Attending school	6.37	6.50
Doing homework (including time on long-term projects or papers)	2.25	2.00
Playing video games on a TV or computer	1.21	0.50
Watching TV	1.41	1.00
Using the internet, other than for homework	1.62	1.00
Talking on the phone or texting	2.03	0.50
Playing sports on a school or community team	1.13	0.00
Being physically active (not on a team)	1.12	1.00
Doing religious or faith-based activities	0.43	0.00
Practicing music, dance, or another art form	0.69	0.00
Working at a place of employment	0.72	0.00
Hanging out with friends, not doing homework or other structured activities	1.83	1.29
Doing community service activities	0.27	0.00
Doing things in other clubs or organizations (<i>examples include Scouts, theater, Wolfpack, JCL</i>)	0.27	0.00

Average student responses to a series of self-descriptive statements are depicted in Table 2. A version of this table that shows actual scores graphically by intensity of response is at the end of this report.

Table 2: IUSD Youth Attitudes

<i>How true would you say these statements are for you? (Check one)</i>	Not at all	Sometimes	Mostly	Very
	True 1	True 2	True 3	True 4
I enjoy having a lot of different extracurricular activities in my weekly routine		2.45		
Sometimes I just don't have the energy to do everything that's expected of me		2.27		
Overall I think my life is pretty good			3.08	
I am stressed out		2.33		
I feel I am able to manage all the activities I have on my plate		2.68		
I find it very difficult to stay awake during class	1.83			
I am pushed by others to excel in academics		2.50		
I am happy			3.10	
I feel overwhelmed by all that I have to do		2.19		
I worry about things		2.61		
I go to bed past midnight		2.29		
I have trouble sleeping: falling asleep, staying asleep, or waking up too early		2.09		
I eat about the right amounts of all food groups every day		2.47		
I worry about which college I will attend		2.60		
I have a lot of people supporting me			3.11	
I have more conflicts with other people than most of my friends do	1.53			
I use caffeinated beverages (may include energy drinks) to help me stay awake	1.52			

<i>How true would you say these statements are for you? (Check one)</i>	Not at all True 1	Sometimes True 2	Mostly True 3	Very True 4
I put a lot of pressure on myself to excel in school				2.25
I feel a lot of pressure to excel in sports	1.91			
It is easy for me to balance homework demands with extra-curricular activities				2.32
I worry about having enough time to do school work				2.14
I think students need to learn more about mental health issues				2.52
I think adults need to learn more about mental health issues				2.70
If I were having problems I couldn't handle, I would go to my family for help.				2.56
If I were having problems I couldn't handle, I would go to a doctor, counselor, or other professional for help.				2.00
If I were having problems I couldn't handle, I would go to my friends for help.				2.89
If a friend was having problems that s/he couldn't handle, I would ask a knowledgeable or caring adult for help.				2.44

Preliminary Global Analysis:

A detailed analysis with cross-tabulations of responses by gender and grade is being made. At this point, the most important findings appear to be

- Unstructured leisure time occupies an average of 6-7 hours a day. High school students spend a total of 376 minutes (6.27 hours) on average playing video games, watching tv, using the internet, and/or texting or talking on the phone, compared with the time they spend on homework (2.25 hours), organized sports (1.13 hours), work (0.72 hours), and other structured activities. The time that youth estimate they spend on leisure activities is more than twice as much as parents estimated for the same activities (166 minutes, based on a phone survey conducted in 2007).
- Findings about leisure time coupled with satisfaction and other ratings seem to suggest that pressure is not excessive for most students surveyed. When contrasted with the responses indicating that students sometimes worry about things like college and having enough time for school work—the message seems to be that most of these students have worries, but not at a level that most of them view as “stressed out.”
- A substantial minority of high school students, 34% (122 students), responded that it was mostly true or very true that they were "stressed out", 26% said they were "overwhelmed by all that I have to do", and 50% responded mostly or very true to the statement that they "worry about things." This population of highly-stressed students (who are more likely to be girls than boys) is one that should be studied more closely.
- On the broadest questions about students' outlook, the responses on their level of happiness, their support from others, and the perspective that “my life is pretty good” elicited some of the highest average scores in the survey.
- The issue of sleep was addressed in several questions. High school students report sleeping an average of 7.2 hours per night, more than an hour below the recommended average of 9 hours for adolescents in this age range (National Sleep Foundation). While IUSD students appear to be getting more sleep than we might have predicted, this issue

has been probed further with analyses of the differences among students who had five hours or less a night compared with those who had eight hours or more (a separate section below deals with this issue).

- There was somewhat troubling evidence that high school students would be less likely to seek help from professionals for “problems they couldn’t handle” than from friends or family. Reliance on friends and family is constructive, but the lower levels of agreement with statements related to help from other adults may be a concern worth examining further among professionals serving youth.
- Concerns about use of time in possibly addictive video games and internet activities were not borne out, with these activities occupying an average 2.83 hours. The more moderate results for median time spent on such activities indicates that a more detailed analysis could be done of those students whose use was especially high.

Analyses By Gender

For unknown reasons, there were more males than females surveyed: the sample included 147 females (41%) and 214 males (59%). While we cannot explain the magnitude or direction of this bias in our sample, we believe that looking at the data by gender might yield some findings worth consideration. Analysis of Variance (ANOVA) tests to examine whether mean scores for males and females were statistically different yielded the following results:

- Girls in our high school sample spend significantly more time doing homework compared to boys, 2.7 hours on an average school day compared to 2.0 hours, a difference of over 40 minutes
- Boys spend about twice as much time as girls playing video games on tv or computer : 1.5 hours on an average school day compared to 0.7 hours for girls
- Despite the almost even exchange in homework and game time for girls and boys, high school boys report being significantly more active when reports of time spent “playing sports on a team” and other time “being physically active” are combined: boys’ total average 2.4 hours per day, compared to 2.0 hours per day for girls
- Compared to boys, girls spend more weekday time practicing music, dance, or other artforms as well as talking on the phone or texting

A number of differences are found in looking at attitude ratings by gender.

- Compared to boys, high school girls are more likely to say that they are “stressed out”
- Girls worry about things more than boys, including worrying about having enough time to do their schoolwork
- Girls are less likely to report being “able to manage all the activities I have on my plate” and more likely to say they are “overwhelmed by all that I have to do”

- Although high school girls and boys get about the same amount of sleep, boys agreed more strongly than girls that they find it difficult to stay awake during class
- Boys expressed significantly higher levels of pressure to excel in sports compared to girls
- High school girls may be more likely to seek help from a friend for a problem they couldn't handle. However, if their friend has a problem, girls appear to be more likely than boys to ask a knowledgeable or caring adult for help
- Girls also agreed more strongly than boys with the statement that adults need to learn more about mental health issues

Analyses By Grade

Analysis of Variance (ANOVA) tests were conducted to examine whether there were statistically significant differences in how high school students in different grades (9-12) spend their time. Differences were found on a number of the time-related variables. Most of the notable differences between grades on use of time appear to occur in 12th grade.

- IUSD high school seniors spend about 45 minutes less on homework compared to students in grades 9-11, who spend between 2.3 and 2.5 hours doing homework on week nights.
- Seniors also spend more time playing video games (on tv or a computer) than their younger classmates, averaging 1.5 hours. Eleventh graders' game time is significantly different from that of seniors, and they spend the least amount of time playing games, reporting an average of 0.83 hours per night.
- Students in 12th grade spend about 45 minutes more than students in other grades on the internet (unrelated to internet time for homework); they spend at least half an hour more hanging out with friends; and they spend half an hour more per day practicing music, dance, or other art forms compared to freshman. Given Irvine's high rate of college enrollment and the fact that the junior year is the most important for determining college placements, it is not surprising to see a significant increase in leisure time among high school seniors.
- From tenth to twelfth grade, there is a statistically significant decrease in sleep time. Students in grades 11 and 12 report getting about 7 hours of sleep per night, compared to 7.6 hours per night in grade 10 (and 7.4 hours per night in grade 9). Although hours of sleep decline beginning in grade 10, students do not report differently by grade on their ability to stay awake in class or the extent to which they use caffeinated beverages to help them stay awake. It should be noted, however, that hours of sleep for all grades are at least an hour below nationally recommended averages.

Some statistically significant differences were also found by grade on a handful of the rating scale items, and the trends appear to follow the findings above for how seniors spend their time. Tenth grade appears to be a peak point on these ratings, although average results for

grade ten are not sizably different from grade 9.

- Students in grades 9 and 10 report that they sometimes go to bed past midnight, whereas 11th and 12 graders lean toward the “mostly true” response on this item.
- The pressure that students put on themselves to excel in school declines significantly from tenth grade (when the average is 2.4 on a 4-point scale) to twelfth grade (2.0), along with the pressure they feel to excel in sports.
- While students in 10th grade worry about having enough time to do their schoolwork (with an average rating of 2.4 on this item), high school seniors are significantly less concerned (reporting an average rating of 1.9 on this item).

It should be noted that students in different grades did not differ significantly in their reports on a number of items. There were no grade-level differences detected on ratings reflecting positive views, such as “I am happy” or “I have a lot of people supporting me.” Nor were there differences on most negative coping items such as being “stressed out,” worrying, “feeling overwhelmed by all that I have to do.” On items related to the balancing act that IUSD high schoolers face, students in all grades report enjoying having a lot of extracurricular activities, and are generally able to manage all the activities on their plates.

Analyses of Stress

To understand more about high school students who reported being the most “stressed out,” we split the sample into two groups: those who responded that it was “mostly true” or “very true” that they were stressed out, and those who responded that the statement was “not at all true” or “sometimes true.” The high stress group was comprised of 122 students, or 34% of the sample. Analyses on how these highly stressed youth spend their time and how they rate other items reveals some stark trends.

- Highly stressed students did not spend their time differently from those who reported low stress, except that those in the high stress group got significantly less sleep, 6.8 hours on an average school night compared to 7.5 hours among the low stress group.
- Though the difference was not significant, high stress students spent about 20 minutes more per day engaged in sedentary entertainment activities like video games, tv, using the internet, and talking or texting on the phone.
- Girls are significantly more likely to be in the high stress group than boys.
- On most of the rating scale items, students who are more stressed out respond significantly differently from those who report lower levels of stress. For example,
 - ✓ Highly stressed students appear to be less able manage their activities and more likely to report being overwhelmed by all they have to do.

- ✓ Compared to students in the low stress group, highly stressed students worry more about things, including which college they will attend and whether they have enough time to do their school work.
- ✓ Students with high stress levels are less likely to agree strongly that their life is pretty good overall or that they are happy.

The fact that one in three of the high school students surveyed reported high agreement about being stressed out, and that there are significant differences associated with that grouping, leads us to conclude that this population should be further investigated.

Sleep Patterns

Analysis of high school students' sleep patterns as they correlate with other issues confirms predictable results; students who said that they got five hours of sleep a night or less (32 students, or 9% of the total sample) showed some significant differences from those that got eight hours of sleep a night or more (131 students, accounting for 36% of the total sample):

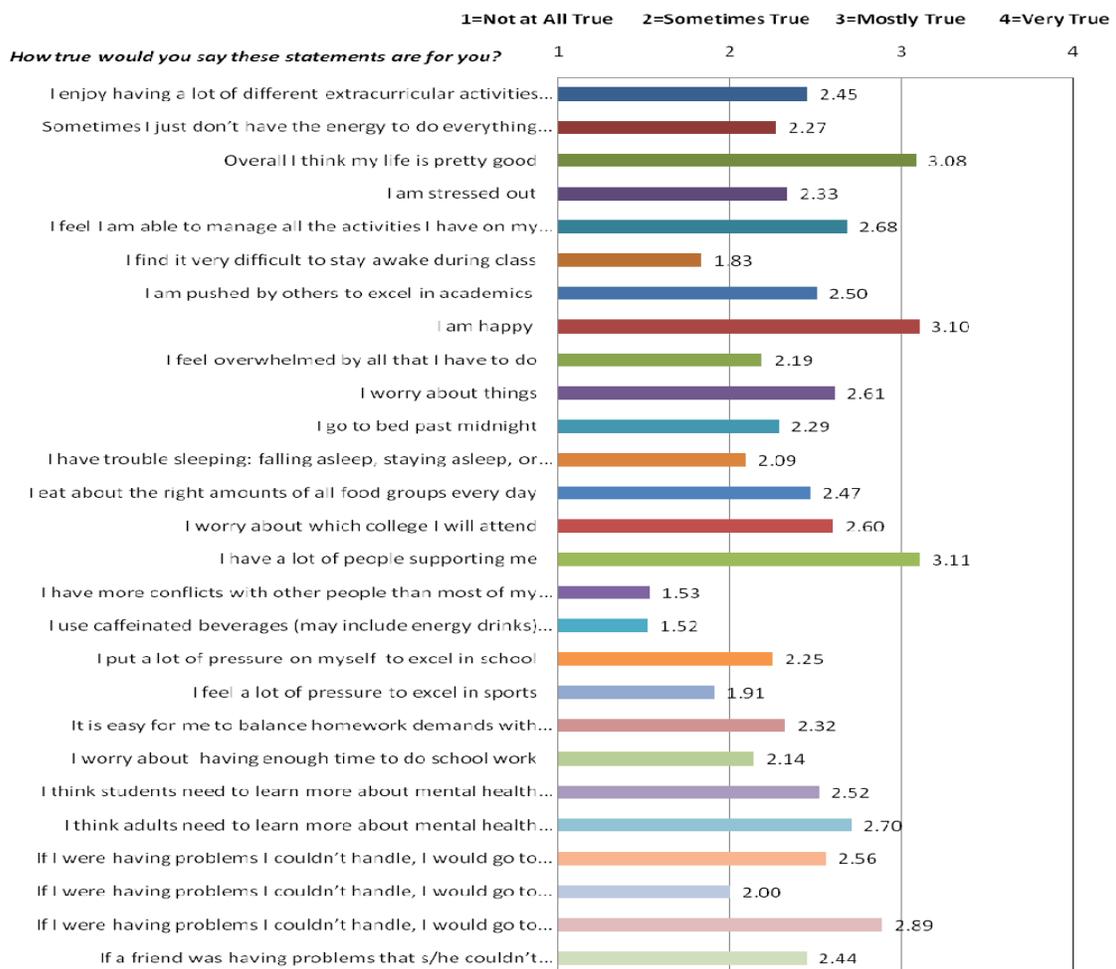
- Those with less sleep were more worried about having time to accomplish all they needed to do
- They said they were more “stressed out” and more overwhelmed by their assignments
- They were more worried about college
- They were more likely to report that they use caffeinated beverages to stay awake
- They had more problems with sleep and said they were sleepy more often
- They responded that they were less happy than their peers who got more sleep
- They showed no difference from other students in uses of time—except for phone time, which they reported doing more often, and sports time, on which they reported lower amounts

There is an extensive body of research documenting losses in cognitive functioning associated with sleep loss in childhood and adolescence; some research even suggests a link between sleep, metabolism, and obesity. IUSD high school students surveyed reported getting about 7.2 hours of sleep on an average weeknight, which is about an hour less than the recommended amount. The small minority (9%) who are getting five hours or less present a more serious subgroup that should be investigated further.

Summary

These are the analyses of the high school student survey that we have been able to perform thus far (detailed tables are available for each of these items). While we are reluctant to draw many specific conclusions from these data, given the limitations of the sample, we do believe there is good news here. The majority of IUSD students surveyed seem to have a positive sense of well being, and are able to balance the time they spend on various activities and schoolwork. However, students may be getting less sleep than they should, and a significant minority of students, 34%, report being very stressed out. These students are having more difficulties than students who are not stressed – they sleep less, worry more, and are less happy with their lives. A number of professionals working with high-achieving youth in IUSD believe that this subgroup may be particularly vulnerable to serious problems related to physical and mental health. We believe that understanding this population of youth in Irvine is important. In the future, we hope to further explore the activities and attitudes of Irvine youth through additional analyses and regular administration of this high school student survey.

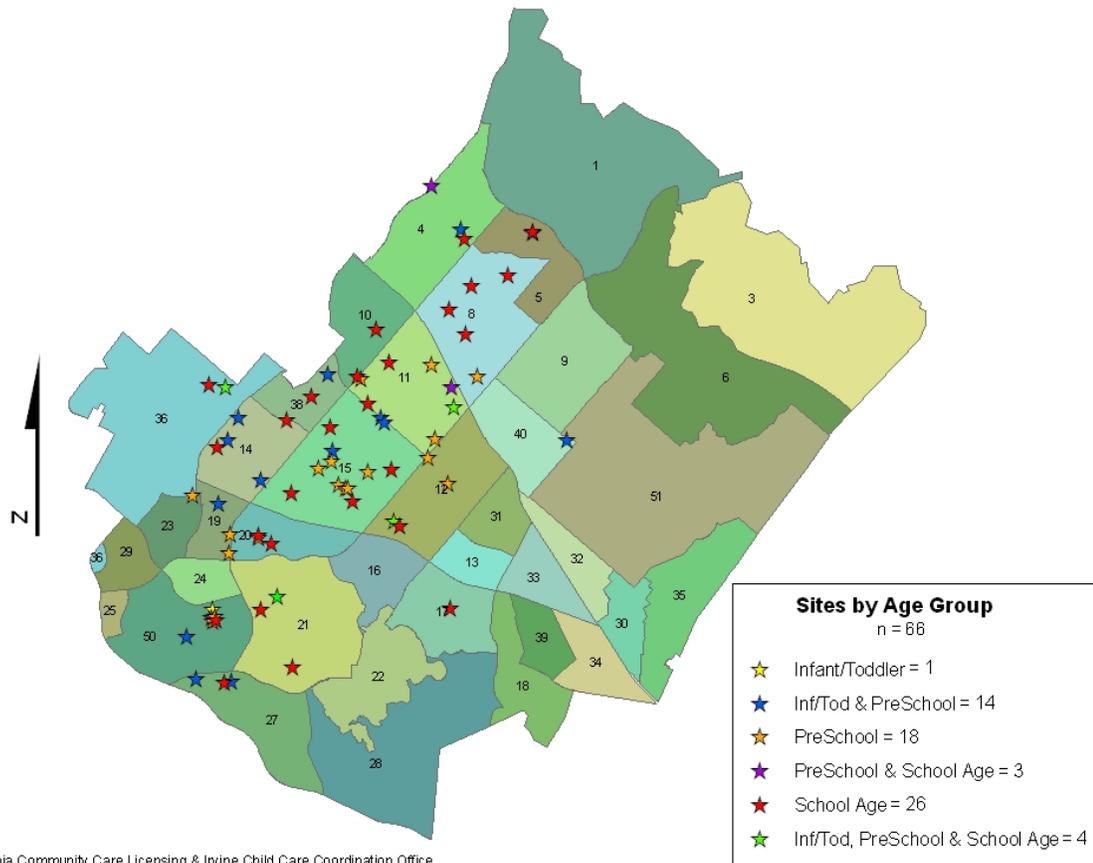
Table 3: IUSD Youth Attitudes



Opportunities for Geocoding Data

The 46 indicators in the attached report are compiled on a citywide basis. For some indicators, however, a more finely-grained breakdown can be helpful in understanding where progress is being made and where problems are persistent. In our related work on child care, for example, maps were made with the assistance of the City’s Community Development staff which mapped child care facilities according to the planning areas of the city—which is how those facilities were originally allocated in city planning processes. This enables the City to determine whether changes over time—with a substantial number of centers opening and closing since the original allocations were made—may have reduced the availability of child care in certain parts of the city.

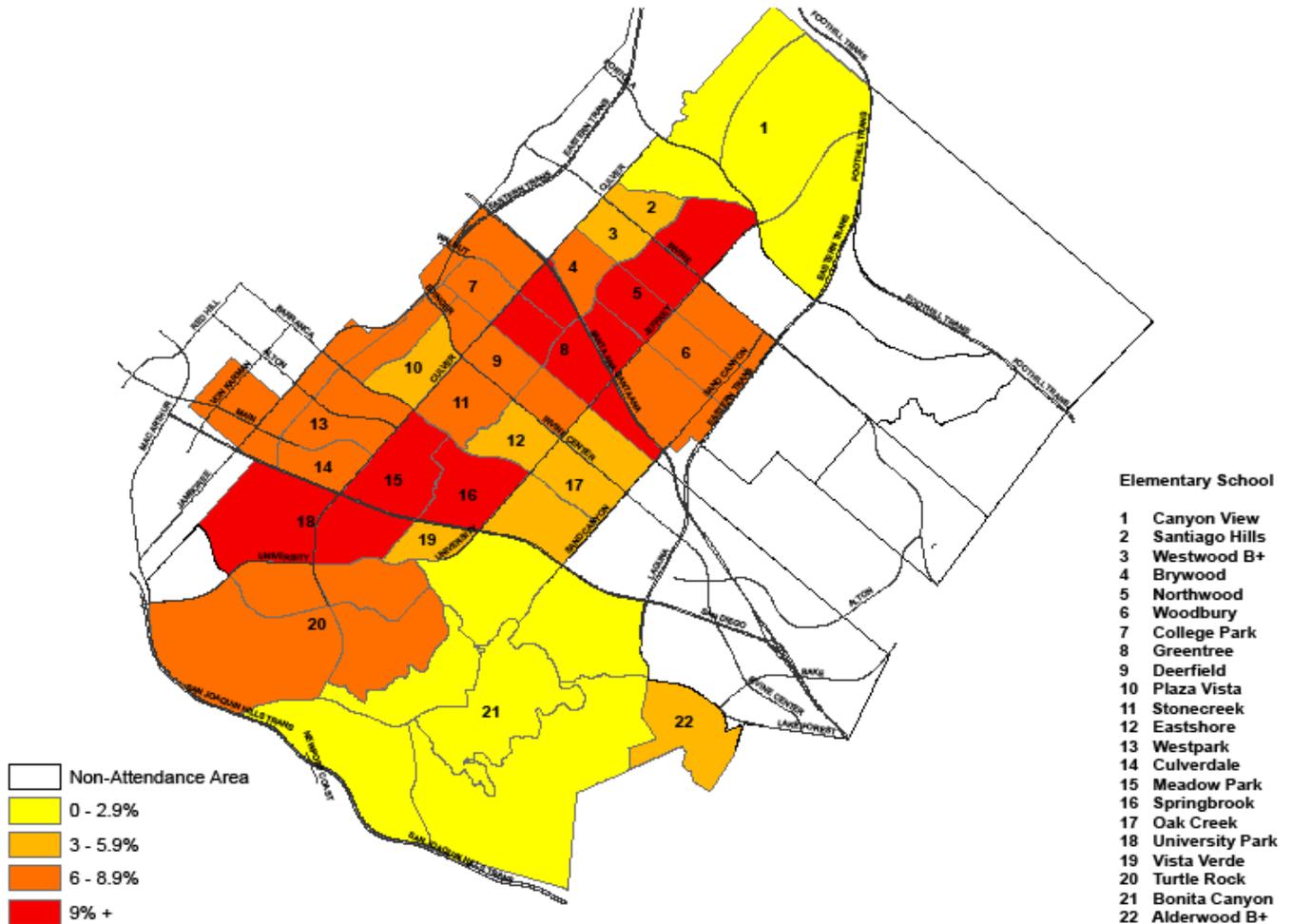
Irvine Child Care Centers by Planning Area, 2008



Source: California Community Care Licensing & Irvine Child Care Coordination Office

Similarly, the differential among elementary schools in students eligible for free and reduced lunch subsidies indicates a more detailed breakdown of which schools are affected by the presence of lower-income families, whose educational needs may be greater than those of students in other areas. The attached map illustrates this differential.

Percentage of Free & Reduced Lunch by Attendance Areas, 2006-07



Other indicators that may be helpful in future years in deepening the analysis of needs if they were geocoded include

- Youth arrests
- Births and low-birth weight infants
- Non-graduates from high school and students who fail to pass the CAHSEE exit exams

Redefining Poverty

Understanding the true level of poverty in Irvine requires addressing three separate factors that are unique to the City:

- The cost of living in Irvine, which is much higher than the national average
- The sizable numbers of college students living in the City who inflate the poverty numbers
- The sizable number of lower-income workers who work in Irvine but do not live here.

Each of these will be reviewed in turn. The baseline is an estimated total of 18,887 persons living in Irvine in 2006 who were found in the sample collected by the American Community Survey of the Census Bureau to be below the poverty line. These represent 10.7% of the total 2006 population of the city as determined by the ACS. This compares with the 2000 Census, which found that 12,379 or 9.1% of the population was below the official poverty line.

The net effect of considering the first two of these factors is an increase in the estimated total and percentage of persons living below the adjusted poverty level in Irvine. The third factor concerns non-residents and does not affect the city rate.

Irvine's Cost of Living

In 2002, at the hearing on poverty in Irvine convened by City Council members, Cal State Fullerton professor Edward Castronova testified on the need to adjust poverty standards to the cost of living in Orange County and a community like Irvine. At that time, Dr. Castronova calculated that the countywide percentage of children in poverty would increase from 16.7% to 31.9% if relative poverty were calculated using cost of living and housing costs in the county.

The Santa Ana-Anaheim-Irvine area is treated as a single area in a nationally used index of the cost of living, the COLI, and its COL is measured at 155.6 in the first quarter of 2007 compared with a national average of 100.¹ Adjusting the poverty line using this calculator, the poverty level would increase significantly in Irvine from the national figure used in the Census Bureau's calculations in the 2006 American Community Survey. Fortunately, the poverty level surveys done by the Census Bureau include the population below the poverty level and also include a figure that is 150% of the poverty level, which corresponds very closely to the cost of living figure of 155.6% of the national average. Using this figure for the below-poverty population adjusted for the cost of living is a very conservative assumption, since the housing component

¹ The ACCRA *Cost of Living Index* measures regional differences in the cost of consumer goods and services, excluding taxes and non-consumer expenditures, for professional and managerial households in the top income quintile. It is based on more than 50,000 prices covering almost 60 different items for which prices are collected quarterly by chambers of commerce, economic development organizations or university applied economic centers in each participating urban area. Small differences should not be interpreted as showing a measurable difference. The composite index is based on six components – housing, utilities, grocery items, transportation, health care and miscellaneous goods and services. <http://www.coli.org/> Council for Community and Economic Research.

of the index in Irvine is 256% of the national average. At the 150% level, the poverty population would rise by an additional 5,082 persons from 10.7% of total City population to 13.5%, resulting in a total poverty population in 2006 of 23,969. Updating that based on the current population in 2008 results in an estimate of 26,486 persons in 2008 who are below 150% of national poverty, which takes cost of living in Irvine into account. A significant number in addition to this total would be included if those in near-poverty status were also counted, and if housing costs were more accurately factored in, since they are higher than the total cost of living.

The Student Factor

Irvine's census figures are significantly affected by the fact that the City includes a substantial numbers of colleges and universities; in 2006, a total of 31,998 residents were enrolled in college or graduate schools, which represents 18.2% of the City's total population that year. Students are often low earners, by definition, and this needs to be taken into account in compiling data on poverty status in Irvine. While the Census excludes students living in group quarters such as dormitories, it counts those living off campus, which would include the bulk of Irvine-residing students, since dormitories and student housing include 13,500 of the population attending college in 2006. UCI's segment of this is by far the largest, with 12,064 persons in group quarters on campus.² The 2000 Census listed 7,112 persons living in group quarters in Irvine, which included 6,852 persons living in college dormitories; the 2006 American Community Survey only listed 5,920 persons living in group quarters.³

In considering the college-attending population below the poverty line, the 11,337 college students in the Irvine 2006 population who were listed as below the poverty line are the primary focus. These students represent a large segment—62.9%—of the total poverty population in 2006 in Irvine. If these students are all removed from the below-poverty population, it is reduced to 7,187, which drops the total population in Irvine under the poverty level from 10.7% to 4.1%.⁴ This corresponds closely with the family poverty rate in Irvine in the 2006 ACS which was estimated at 4.7% of all families. If the cost of living factor is included, using the 150% of poverty level, the total rate of non-college student poverty becomes 7.5%, which includes an estimated 15,149 persons.

² Communication from Housing Outreach Services, UCI, 2/4/08

³ Problems:

- does the 2000 or 2006 total include students who were counted here but attend college out of Irvine, or only resident and attending in Irvine?
- Why the inconsistency between total 32000 and 13,500?
- How to resolve group quarters inclusion and dorm counts?
- How fix Concordia number?
- Private part-time enrollments—while working?

⁴ The logic for dropping these students from the poverty population is that they are currently enrolled in and able to afford (or borrow money for) attending college, and their income prospects with a college degree from a UC university suggest strongly that they will earn well above the poverty level for the rest of their lives. Their current poverty status is thus temporary and very different from other families and individuals in Irvine who are not enrolled in college.

Non-resident lower-income workers in Irvine

A total of 91,047 workers were included in the Irvine resident labor force as of January 2008, with 36,928 of them working in Irvine. A total of 168,000 workers are estimated by the City to hold jobs located in Irvine (cited from City website; Mayor Krom's 2008 state of the city address mentions "nearly a quarter of a million workers," with 150,000 of them in the Spectrum and the Irvine Business Complex). So between 130,000 and 200,000 in-commuters come to Irvine each day.

Significant portions of these workers in Irvine who have families are paid at or near minimum wage levels, based on available state and regional data on jobs and wages in Irvine. These include service workers in restaurants and fast-food retail outlets, landscape workers and gardeners, entry-level hospital and health workers, janitors and cleaning staff in the city's nearly 13,000 businesses, including office buildings, colleges, and universities, and domestic workers in homes who perform both housekeeping and child care duties. Few of these workers live in Irvine; a significant number commute from other parts of Orange County or from the Inland Empire. The city has a formal child care policy that makes clear its child care facilities are available to those who live or work in the City. And in 2007 the City adopted a livable wage policy that affects some of these in-commuting workers—those that work for firms with a contract with the City over \$100,000.

So, to summarize, if Irvine residents are the only focus of an antipoverty policy, these non-resident workers are not relevant to the issue of poverty in Irvine. But in two instances, city policy already makes clear that non-resident workers are of concern. Therefore, the potential that some of these families could be living at or near poverty levels (especially once their transportation costs are figured in) suggests strongly that the poverty among these workers should be measured to determine whether it is improving or worsening over time. Seeking to eliminate poverty among city residents while ignoring poverty among workers in the city who contribute to the economic life of the city has policy consequences, especially in light of already existing city policy.

Other adjustments that may be needed

Mayor Bloomberg in New York City has called for a thorough revision of the forty-plus year old poverty standard, relying in part on the 1995 recommendations of the National Academy of Sciences' Panel on Poverty and Family Assistance.⁵ The original standard is based on a calculation set in the 1960's at three times the annual cost of basic groceries, which no longer factors in what households spend on the real big-ticket items of urban life—housing, child care, and utilities—or the fact that food now claims only one-seventh of the average family's income. Once the 2010 Census is available, it would be possible for cities to use the new comprehensive

⁵ http://www.nyc.gov/html/ceo/downloads/pdf/ways_and_means_testimony.pdf

data to develop their own detailed poverty standard, to be used side-by-side with the official standard.

The lifting effect of city policy

In the 2003 report to the city council, “Strategic Planning for Services to Children, Youth, and Families in the City of Irvine,” it was pointed out that there is a “lifting effect” of city policies that affects poverty levels:

The “lifting effect” of City and other programs

An estimate can be developed of the “lifting effect” of city programs that have the effect of lifting families above the poverty or near-poverty levels. These programs include affordable housing, family support, and subsidized child care.

- The affordable housing programs of the City and its regional and private sector partners provide housing to more than six hundred very low-income families.⁶
- The family support services provided directly by the City through For Families and indirectly through its links with agencies such as Families Forward and Human Options provide services to several hundred families, some of which receive state and federal benefits for which they were eligible but not previously enrolled.
- The efforts to enroll working parents in Earned Income Tax Credit programs for which they are eligible.
- State and local child care subsidies are provided to approximately 200 families in Irvine’s child care programs, some of which fall below the poverty or near-poverty lines.

In all, these programs serve an overlapping group of more than 2,000 families. The combination of these family income support programs—both those funded by the City and those funded by state and federal entitlements—results in an estimated 500-1,000 of these families being lifted above poverty or near-poverty levels. This additional funding from income supports and housing programs enables these families to play a more active role in the economic life of the community, and enables their children to reap the benefits of increased family income, which has been shown to have a concrete effect on child development. A more intensively organized effort to conduct outreach to these families could result in an even larger number of them being lifted above poverty or near-poverty levels.

⁶ This assumes that 40% (this is the approximate percentage of families included in the total waiting lists now on file) of the affordable housing units in Irvine—from those 1600 units that are at the very low-income level—are providing cash equivalents that increase the net family income of these families.

These numbers provide the basis for the argument that all family support programs serving lower-income, working poor families should be evaluated in part by their effectiveness in connecting families with these benefits, which they are eligible for because they work and have children.

To update this point to 2008, it should be pointed out that efforts to expand EITC enrollment have resulted in additional working families being covered by this critical income support program. The City's living wage ordinance and a new proposal to provide health coverage for lower-income children will also have a positive effect on the level of poverty and near-poverty, but in amounts that cannot yet be determined. Taking all of these factors into account is a major challenge to future efforts to track progress in the conditions of children, youth, and families in Irvine.

Ethnicity as an identifier in Irvine

In a highly diverse community such as Irvine, standard definitions of ethnicity are not always helpful, and may even be misleading. This is for at least four reasons:

1. Self-identified categories such as “Asian Pacific Islander” that are used as standard categories in Census and other reports are not helpful because of the wide diversity of groups that are technically on the Asian continent but not necessarily identified as Asian—such as Middle Eastern, Indian, Pakistani, and others. Even within categories such as Asian, distinctions such as Korean, Chinese, Japanese, etc. can be very important—and are not captured by the broad labels.
2. Multiracial categories are increasingly common in certain parts of the country, and California is the state, after Hawaii, in which this characteristic is most highest. Nearly 5% of the state’s population self-identifies as multi-racial.
 - For example, in a recent survey of 362 students in Irvine high schools, 60 or 18% of the total identified themselves as multi-ethnic or other, when offered the choices of
 - white non-Hispanic,
 - Asian or Pacific Islander,
 - Hispanic or Latino,
 - black non-Hispanic
 - multi-ethnic or other

A number of those students in this survey identified themselves as being from Middle Eastern countries, which suggests the need for a finer distinction between “Asian” and Middle Eastern.” In the separate Healthy Kids 2007 survey, approximately 15% of all responding students identified themselves as “other” and 12% chose more than one identifier.

3. Racial and ethnic categories are overlaid by national origin categories in the Census, the broad label of “foreign-born,” and information on linguistic categories. Each of these can be, for some purposes, at least as helpful as the racial categories.
4. School districts use different categories than the state government or the Census bureau, distinguishing among
 - a. African American
 - b. American Indian
 - c. Asian
 - d. Filipino
 - e. Hispanic
 - f. Pacific Islander
 - g. Multiple/no response

The net effect of these issues and complication is to require considerable caution in interpreting Irvine data in racial or ethnic terms. The 2009 Survey will analyze these factors more carefully.

2009 Survey Issues

The 2009 resident survey will address the following issues, as well as others raised by City staff and Council feedback:

1. Child care refinement: a question in the 2007 survey asked parents of preschool children “In the past two years, have you tried to find suitable childcare services in Irvine for this child?” The question, however, might be interpreted as not applying to parents who are satisfied with their child care arrangements and were thus not seeking child care, which would result in understating the demand for care. As a result, the question will be refined to more clearly apply to all parents of preschool children who were using or seeking child care. Additional questions may also be needed to gather more accurate information on full-time and part-time uses of child care.
2. Ethnic and racial distinctions: as discussed above, more precise options are needed and new categories will be used in the 2009 survey

Prospective Future Issues

Depending upon feedback from City staff, at least three additional topics may be pursued in further depth in the 2009 indicators compilation, including

- performance enhancing drugs used for both athletic and academic purposes
- diversity
- the relationship between the indicators and expenditures of city and other public agencies

Discussion

Current Healthy Kids surveys include two questions on use of performance-enhancing drugs for *athletic* purposes, and approximately 5% of high school-aged youth indicate they have used PEDs. A growing concern about high school and college-level use of prescription drugs, especially stimulants, for enhancing *academic* performance suggests that there is a need to explore students' responses on this variation of the PED question, especially in a context of pressure for academic excellence and high-stakes testing. As far back as 1996, the federal Drug Enforcement Administration noted that Ritalin (methylphenidate) was being misused by students. In 2000, the House Education and Workforce Committee held hearings on the illegal use of Ritalin.⁷ Anecdotal reports in Irvine and several recent articles in national sources indicate that this may be a growing problem, which will be monitored in future surveys and focus groups.

Diversity and the Putnam thesis

Robert Putnam is a political scientist who has studied social capital in American communities for the past twenty years, including a seminal work, *Bowling Alone*. He has developed a more recent view of diversity and social capital; the CEO of the James Irvine Foundation recently summarized this thesis:

In his study, the largest ever on civic engagement in America, Putnam found that the greater the diversity in a community, the more people tend to withdraw from collective life — to volunteer less, give less to charity, register to vote less, have less confidence in local government and local leaders, and even have fewer close friends.

By almost every measure of civic health, diverse communities scored lower, according to

⁷ <http://www.nytimes.com/2008/03/09/weekinreview/09carey.html?scp=1&sq=brain+enhancement&st=nyt>
http://www.breitbart.com/article.php?id=080409184817.qle46eoh&show_article=1
<http://heldref-publications.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,3,6;journal,20,26;linkingpublicationresults,1:119928,1>
<http://www.medicalnewstoday.com/articles/55427.php>
<http://ndsn.org/march96/prescrp.html>

Putnam's survey, which was based on interviews with nearly 30,000 people in 41 cities and towns across the country, including 3,800 Californians, drawn from San Diego, Los Angeles, Silicon Valley, Oakland and San Francisco.⁸

"Diversity seems to trigger not in-group/out-group division, but anomie and social isolation," wrote Putnam, a renowned political scientist known for his best selling book, *Bowling Alone*. "In colloquial language, people living in ethnically diverse settings appear to 'hunker down' — that is, to pull in like a turtle."

In Irvine, Healthy Kids surveys and the resident survey conducted in January 2007 revealed some attitudes that touch on these issues. The HK survey asks questions about harassment. A constant one-quarter of students at all grade levels over the past five years, including the 2007 Healthy Kids survey results, has responded that they were harassed due to race, ethnicity, gender, sexual orientation, or disability. When the 2005 and 2007 responses are broken out into each of the five categories, the category of race, ethnicity or national origin was the highest frequency by a significant margin, with an average of one in six students saying they had been harassed or bullied at school in the last 12 months for those reasons.

Questions in the 2009 surveys may address these issues further.

Results and resources

Ultimately, a link is needed between indicators of well-being and both public and private efforts to improve those indicators. If prevention programs, for example, are intended to reduce risky behavior, monitoring what is actually spent on those programs is useful in assessing the effectiveness of those programs. Prior efforts have set forth an analysis of 2004-2005 city spending on children and family programs; in 2009, these will be updated.

⁸ <http://www3.interscience.wiley.com/journal/118510920/abstract>