The Santa Clara County Children’s Agenda

2018 Data Book

Every child safe, healthy, successful in learning, and successful in life
The Santa Clara County Children’s Agenda

Dear Allies of Santa Clara County Children, Youth and Families,

We are proud to present the Santa Clara County Children’s Agenda 2018 Data Book. Each year, Kids in Common reports on the progress Santa Clara County is making towards fulfilling the vision of the Children’s Agenda and the Bill of Rights for Children and Youth.

The Children’s Agenda is a data-driven, collective effort with the goal of improving results for our community’s children and eliminating disparities along the life course framework. The Children’s Agenda is led by a network of agency directors, elected officials, policy makers, community activists and grass-roots leaders who support mutually reinforcing activities, systems-change and the use of data to drive results.

The following values guide this work:

- **Equity** - Addressing structural and institutional racism, discrimination, harassment, and biases across systems that contribute to inequitable outcomes for children and their families;
- **Results** - Using data and evidence to tell us whether or not we are successful;
- **Families at the Center** - Children are more likely to succeed when we build on family strengths and work in true partnership;
- **Strategic Action** - Aligning efforts and resources to magnify impact within my organization and in partnership with other organizations;
- **Continuous Improvement** - Disciplined and relentless commitment to improved results and to narrowing racial and economic disparities;
- **Generosity** - Celebrating our successes and recognizing the good work of others; and
- **Stakeholder Engagement** - Ensuring those affected by the decisions are involved in making them.

We are grateful to the many members of the Children's Agenda Network and Planned Parenthood Mar Monte staff who contributed to the development and writing of the Data Book, as well as to Applied Survey Research, Children Now, KidsData.org and the Santa Clara County Public Health Department for their data support. The Data Book would not have been possible without the support of the Santa Clara County Office of Education which designed and produced the 2018 Children’s Agenda Data Book.

Our hope is that the data you find here spurs you to action. Not all the news here is good news. That is why we have provided recommended strategies and included the collaboratives and agencies that are working on these problems. It is only by working together that we will make a difference in outcomes for our kids.

In community partnership,

Len Edwards
Co-Chair Children’s Agenda Network

Fernando Mendoza
Co-Chair Children’s Agenda Network

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How to Use this Data Book:

After introductory information on the Bill of Rights for Children and Youth, the life-course framework, and other topics, this data book is divided into four sections: child safety, health, success in learning, and success in life. Each of the four sections shares information and progress of individual indicators and key recommendations to “move the needle” on each indicator. Many sections also have special topic discussions such as the Neighborhood Services Unit or decreasing school suspensions.

The Children’s Agenda Data Book also incorporates strategies and recommendations from the Santa Clara County Children’s Health Assessment, a two-volume report published in 2017 by the county’s public health department at the direction Dave Cortese, president of the county’s board of supervisors.
The Bill of Rights for Children and Youth

Taking a Stand for Children

Endorsed by the Santa Clara County Board of Supervisors on Feb. 9, 2010, the Bill of Rights for Children and Youth ensures that leaders keep the needs of young people at the forefront of decisions about budgets and government policies. The Bill of Rights provides the foundation for the Children’s Agenda and helps our community make children and youth a top priority, even during times of political change and financial upheaval.

All children and youth have a right to be safe, healthy, successful in learning, and successful in life regardless of their language, culture, race, immigration status, gender or gender identity, sexual orientation, religion, and developmental or physical abilities. Santa Clara County is enriched by the diversity of its children and youth.

Therefore, we resolve to support Santa Clara County children and youth so that:

• They have a healthy mind, body, and spirit that enable them to maximize their potential.
• They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.
• Their essential needs are met—nutritious food, shelter, clothing, health care, and accessible transportation.
• They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.
• They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
• They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.
• They have employment opportunities with protections from unfair labor practices.
• They have freedom from mistreatment, abuse and neglect.
• They have a voice in matters that affect them.
• They have a sense of hope for their future.

Child Impact Statements: How County Decision-making Affects Our Children

If you are a parent about to make a major decision, one of your first questions will be: “Is it good for our children?” What if our public officials asked the same question before making decisions about our community? Since 2011, the Santa Clara County Board of Supervisors has made children’s welfare a top consideration in making budget and policy decisions through “Child Impact Statements,” a systematic approach to evaluating and understanding how government decisions will affect children and families. Utilizing the Bill of Rights for Children and Youth and the goals of the Children’s Agenda, Child Impact Statements help the Board by making the needs of children a primary concern early in the decision-making process.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Trends and Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Hunger</td>
<td>- The number of students eligible for Federal Free/Reduced Price (FRP) meal programs decreased from 84,691 in 2015 to 82,116 in 2016.</td>
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<tr>
<td></td>
<td>- The percent of the children eligible for the programs and who actually participated in them remained flat.</td>
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<tr>
<td>Child &amp; Family Homelessness</td>
<td>- Between 2013 and 2017, the number of homeless unaccompanied minors and families increased.</td>
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<td></td>
<td>- Between 2013 and 2015, the number of transition age youth (TAY) identified as homeless increased from 1,063 to 2,021.</td>
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<tr>
<td>Children in Foster Care</td>
<td>- There was a decline in the rate of children entering foster care between 2007 and 2017, from 5 per 1,000 to 2 per 1,000.</td>
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<td></td>
<td>- Racial and ethnic disparities have improved, but still remain high.</td>
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<tr>
<td>Juvenile Justice Engagement</td>
<td>- Between FY 2008 and 2017, total arrests decreased 76%, felony arrests by 60% and probation violations by 71%. Felony arrests increased from 1,151 in 2016 to 1,464 in 2017, and should be monitored over the next year.</td>
</tr>
<tr>
<td>Access to Health Care</td>
<td>- Insurance enrollment rates are at 96% or higher for all ethnic groups.</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>- 96% of children reported having a routine check-up in the past 12 months.</td>
</tr>
<tr>
<td>Developmental Assets</td>
<td>- Fitness levels continue to trend downward since 2012.</td>
</tr>
<tr>
<td>Emotional Health and Well-Being</td>
<td>- The average number of developmental assets increased between 1999 and 2016.</td>
</tr>
<tr>
<td>School Readiness</td>
<td>- In 2017, there were only 5,815 high-quality subsidized, preschool slots to serve the needs of 11,633 eligible 3- and 4-year olds. This was a small improvement over 2014.</td>
</tr>
<tr>
<td>Third and Eighth Grade</td>
<td>- After a 3 to 6 point increase in English language arts (ELA) and math scores between 2015 and 2016, there was a one-point decrease in 2017.</td>
</tr>
<tr>
<td>English Language Arts &amp; Math Skills</td>
<td>- The gap between Asian or White students and African American and Latino students is large, ranging from 39 and 50 percentage points. A similar gap exists between low-income and not low-income students.</td>
</tr>
<tr>
<td></td>
<td>- Only 12-20% of foster youth are at or above the ELA and math standards.</td>
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<tr>
<td>High School Graduation Rates</td>
<td>- The percentage of students graduating with a-g requirements increased slightly between 2014 and 2016 for most ethnic groups.</td>
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<tr>
<td></td>
<td>- A significant racial/ethnic disparity persists.</td>
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<tr>
<td>Students Able to Speak Two or More Languages</td>
<td>- The number of students receiving the Seal of Biliteracy increased from 208 awarded in 2012 to 2,174 in 2017.</td>
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<tr>
<td>Opportunity Youth</td>
<td>- Between 2014 and 2016, the number of youth who did not graduate from high school on time remained flat.</td>
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<td></td>
<td>- In 2014, 15% of African American students did not graduate on time. This improved in 2016 to 9%.</td>
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<tr>
<td></td>
<td>- Increased focus and investment is leading to more opportunity youth 18 years or older re-engaging in secondary and post-secondary education.</td>
</tr>
</tbody>
</table>

**Making Progress** means the indicator has been improving over time and/or best practices are being implemented that should result in measurable improvement.  
**Losing Ground** means that the indicator is trending in the wrong direction.  
**Mixed Results** means that some aspects of the indicator are doing better while others are doing worse or that this indicator does not have trend information at this time.
Recommendations for Action:

- Reduce childhood food insecurity through expansion and optimization of school and community-based nutrition and food assistance programs. (CHA priority*)
- Expand access to housing and supportive services for families with children and youth who are homeless or at risk of homelessness. (CHA priority*)
- Social service agencies should create protocols that enable at-risk children to be promptly placed with relatives.
- Utilize data to inform decision-making and program improvement, reducing the overrepresentation of youth of color in the juvenile justice system.
- Expand and improve accessibility of high quality medical and dental services for all children in the county, with a focus on children with special needs. (CHA priority*)
- Develop a system to identify and support children whose parents are incarcerated.
- Make sure children have opportunities to play outside and exercise, and access to healthy food.
- Embed Project Cornerstone in every school and youth-serving organization
- Ensure all children, ages 0 to 5, have access to routine prenatal, developmental and behavioral health screenings with connection to early intervention services. (CHA priority*)
- Establish an assessment/diagnosis center to identify and prevent prenatal exposure to alcohol and other drugs and support youth who have been exposed to these substances.
- Ensure all youth workers understand trauma and have a healing-informed approach as they support children and families.
- Expand access to high quality early learning opportunities for all children in Santa Clara County. (CHA priority*)
- Institute a statewide kindergarten readiness assessment so we can understand and work to improve children’s readiness to start school.
- Develop coordinated transition plans that support children as they move from preschool to elementary school.
- Educate and support parents to talk, sing and read to their young children.
- Promote the development of early math skills in preschool and at home.
- Address chronic absenteeism by putting data and support systems in place that help schools identify and assist children who miss 10% or more days of school.
- Implement proven strategies to support English Learners’ proficiency in English.
- Fund evidence-based after-school programs, academic tutoring and summer programming for children who need additional support to meet academic benchmarks.
- Support investments that increase family engagement and leadership at school.
- Districts should develop plans to identify and support students with dyslexia.
- School districts should join DataZone to provide “real time” data on student outcomes to evaluate the effectiveness of new policies.
- Districts should adopt policies that decrease the use of suspensions as a disciplinary tool.
- Create a college-going culture at school from Kindergarten through high school graduation
- Provide college enrollment support services including affordable SAT/ACT preparation programs and financial support for college application fees.
- Promote the Seal of Biliteracy to students at all high schools in order to encourage students to become proficient in more than one language.
- Establish early warning systems to identify youth who are off-track for graduation and develop individualized learning plans to help them get back on track.
- Governmental and private funders should develop common education/employment measures for all programs serving OY.
- Ensure youth have meaningful adult relationships that support their education and employment journey to adulthood and success in life.
- Create an “Opportunity Center” to ensure that opportunity youth are connected to “best fit” education resources.
- Increase access to services such as housing, child care, transportation and behavioral health to support students who are ready to re-engage in education or employment.

Children’s Health Assessment (CHA). In 2015, Board of Supervisors President Dave Cortese called upon the Health and Hospital System to conduct a new assessment of the health and well-being of children in Santa Clara County. The CHA collected new data through interviews, focus groups as well as surveys of parents, community members and key stakeholders. A set of seven top priorities were identified and most are highlighted in this report. For more information go to www.sccgov.org.
Life Course Framework

The Life Course Framework provides a structured way to understand what leads to a child’s success along each stage of their life path. It emphasizes that there is not one “make or break” point of investment in children’s lives, but that the key factor is for the community to invest early in children’s lives, and to continue that support, if we want to get and keep them on track.

This model is based on Arnold Chandler’s “A Life Course Framework for Improving the Lives of Boys and Men of Color.” For more on this framework visit www.forwardchangeconsulting.com.

The bolded items in this figure are discussed in this data book.
Every Child Safe, Healthy, Successful in Learning, and Successful in Life

- **Proven and Good Grades in 8th Grade Reading & Math**
- **High School Graduation**
- **Proficient and Good Grades in 8th Grade Reading & Math**
- **Ready for College & Career**
- **College Completion**
- **College Enrollment**
- **Postsecondary Credential or Certificate**
- **Stable, Safe Housing**
- **Positive Net Worth**
- **Stable Full-Time Employment (300% Federal Poverty Level)**

12-18

- **Not Proficient in 8th Grade Reading & Math**
- **Juvenile Delinquency, Arrest and Detention (violence, suspensions, expulsions)**
- **Disconnected from School & Work**
- **Poor Grades**
- **School Disengagement**
- **Untreated Substance Abuse or Behavioral Health Problems**

19-25

- **Leave School Before Graduation**
- **Arrest, Felony Conviction, Incarceration, Recidivism**
- **Housing Instability or Homelessness**

26-35

- **Arrest, Felony Conviction, Incarceration, Recidivism**
- **Long-term Unemployment or Underemployment**
- **Earning Below the Federal Poverty Level (FPL)**
Addressing Race and Inequity in Santa Clara County

Despite the good intentions of Santa Clara County community leaders and policy makers, data about how the county’s children are faring provides us with a narrative that illustrates inequities based on race and ethnicity. Here are a few data points for Santa Clara County that demonstrate these inequities:

- 17% of African American and 16% of Latino children live at or below the Federal Poverty Level (FPL) of $24,600 for a family of four. Only 4% of Asian and white children live at or below the FPL.
- There has been a 76% decrease in juvenile arrests since 2008, however 77% of those being arrested are Latino or African American despite making up only 38% of the population.
- Since 2007, there has been a 57% decline in children entering foster care. However, there are still stark racial inequities. White children enter foster care at a rate of 1.1 per thousand children and Asian children enter at a rate 0.3 per thousand. Latino, Native American and African American children enter at a rate of 3.9, 5.0 and 10.1 per thousand children, respectively.
- The percent of Latinos and African Americans who meet or exceed the standards for math and English on standardized tests lags 40-60 points behind white and Asian students.
- 76% of Asian and 59% of White students graduated with the a-g requirements, an indicator of college readiness. Only 34% of African American and 24% of Latino students did.
- 5% of white students and 3% of Asian students left high school without graduating. In contrast, 9% of African American and 23% of Latino students left school without graduating.

“Racial equity results when you cannot predict an outcome by race. It is quantifiable and measurable.”
- The Race Matters Institute

There are 437,558 children in Santa Clara County
Poverty in Santa Clara County

The U.S. Census Bureau estimates that 9% of Santa Clara County children lived in households with income that fell below the Federal Poverty Level (FPL). The FPL is $24,600 for a family of four—two adults living with one preschooler and one school-age child. Eligibility for many public support programs is based on factoring a percentage of the FPL. For example, Federal Free School lunch eligibility is 130% of the FPL, and the Reduced Price Lunch (RPL) program is based on a family earning 185% of the FPL. This family will qualify for the RPL program only if they earn no more than $45,510 annually.

The formula for the FPL was developed in 1963 and was based on the cost of food as a percentage of income. It does not take into account other costs such as housing or child care. In response to the rising cost of living, California has legislated a minimum wage of $10.50/hour in 2018 which will rise to $15.00/hour by 2023. Many communities in Santa Clara County already have a higher minimum wage. San Jose, Cupertino, Los Altos and Palo Alto have a minimum wage of $13.50/hour and in Mountain View and Sunnyvale it is $15.00/hour. Two recent studies have shown the importance of increased income can have for children and families. In one study, a one dollar increase in minimum wage was correlated with a decrease of child maltreatment reports. Another study showed a small increase in annual income ($4,000) was correlated with improved long-term outcomes for children including going further in school and being more likely to have a full-time job as an adult.

The Cost of Living in Santa Clara County

The high cost of living in Santa Clara County creates enormous challenges as we endeavor to make every child safe, healthy, successful in learning and successful in life. The Insight Center for Community Economic Development has estimated that to meet basic needs without public or private assistance, a family of four in Santa Clara County needs a household income of $81,774. This estimate is known as the Family Economic Self-Sufficiency Standard.

The gulf between the Self-Sufficiency Standard and the Federal Poverty Level in Santa Clara County is sobering.

Figure 3, below, shows the percentage of families at different income levels in Santa Clara County. It also shows key income indicators such as the self-sufficiency rate for a family of four in Santa Clara County, median family income rates by race/ethnicity, city minimum wage income levels, and qualification levels for federal food programs.
**Neighborhoods Matter**

**Figure 4** shows the disparities that exist between neighborhoods in Santa Clara County in terms of racial and ethnic percentages and the percent of children living below the Federal Poverty Level (FPL) and the Self-Sufficiency Standard (SSS).

Some data points to consider:

- Northwest San Jose and the East Valley area of San Jose have the highest level of children living below the FPL (17%).
- 66-67% of the children in the highest poverty neighborhoods are Latino.
- The east valley area of San Jose has the highest concentration - 94% - of children living below the SSS.
- Even areas with the lowest percentage of children living below the FPL (Cupertino, Saratoga & Los Gatos) have more than 60% of children living below the SSS.

For additional information on neighborhoods, including social determinants of health such as percent of overcrowded households, average distance to nearest park or full-service grocery store, and average number of violent crimes within one mile, go to sccgov.org and search for City Profiles.

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<table>
<thead>
<tr>
<th>Neighborhood</th>
<th># of Children</th>
<th>Below FPL</th>
<th>Below Self-Sufficiency Standard</th>
<th>White</th>
<th>Latino</th>
<th>Asian</th>
<th>Black</th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest San Jose City</td>
<td>23,417</td>
<td>17%</td>
<td>83%</td>
<td>15%</td>
<td>67%</td>
<td>9%</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>East Valley area of San Jose</td>
<td>23,489</td>
<td>17%</td>
<td>94%</td>
<td>2%</td>
<td>66%</td>
<td>28%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Central San Jose City</td>
<td>32,293</td>
<td>13%</td>
<td>80%</td>
<td>21%</td>
<td>47%</td>
<td>23%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Gilroy, Morgan Hill &amp; South San Jose</td>
<td>25,979</td>
<td>11%</td>
<td>79%</td>
<td>28%</td>
<td>60%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>East Central San Jose City &amp; Alum Rock</td>
<td>21,734</td>
<td>11%</td>
<td>87%</td>
<td>6%</td>
<td>55%</td>
<td>32%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Southeast San Jose City/Evergreen</td>
<td>25,177</td>
<td>10%</td>
<td>81%</td>
<td>7%</td>
<td>40%</td>
<td>46%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Northwest San Jose &amp; Santa Clara</td>
<td>23,961</td>
<td>9%</td>
<td>71%</td>
<td>24%</td>
<td>27%</td>
<td>38%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>West Central San Jose &amp; Campbell</td>
<td>26,267</td>
<td>8%</td>
<td>74%</td>
<td>25%</td>
<td>27%</td>
<td>38%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Milpitas &amp; Northeast San Jose</td>
<td>23,940</td>
<td>7%</td>
<td>80%</td>
<td>7%</td>
<td>22%</td>
<td>63%</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>Sunnyvale &amp; North San Jose</td>
<td>28,952</td>
<td>7%</td>
<td>67%</td>
<td>24%</td>
<td>25%</td>
<td>40%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Mountain View, Palo Alto &amp; Los Altos</td>
<td>37,893</td>
<td>7%</td>
<td>63%</td>
<td>44%</td>
<td>16%</td>
<td>28%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>South Central San Jose inc. Branham &amp; Cambrian Park</td>
<td>21,087</td>
<td>6%</td>
<td>75%</td>
<td>36%</td>
<td>33%</td>
<td>20%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Southwest San Jose/Almaden Valley</td>
<td>23,204</td>
<td>6%</td>
<td>72%</td>
<td>36%</td>
<td>30%</td>
<td>21%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Cupertino, Saratoga &amp; Los Gatos</td>
<td>30,168</td>
<td>4%</td>
<td>61%</td>
<td>35%</td>
<td>6%</td>
<td>52%</td>
<td>1%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Other includes Native American, multi-racial and other races*
Children in Immigrant Families

Sixty-five percent of children who live in Santa Clara County live with one or more parent who was born in another country. The county’s foreign-born parent population includes those who are naturalized U.S. citizens, lawful permanent residents, temporary migrants, humanitarian migrants or unauthorized migrants and represent five of the top six countries whose citizens migrate to the United States: Mexico, the Philippines, India, Vietnam and China.

A recent report from the Kaiser Family Foundation surveyed focus groups, immigrant families and pediatricians to illustrate how the Trump administration’s new immigration restrictions and enforcement policies have led to rising anxiety among immigrants, even those with lawful status. Families with an undocumented member are afraid of being separated from each other. Those who are documented worry about the stability of their status and the loss of permission to stay in the United States. This is especially true among adults who were brought to the U.S. as children and are now facing the rescission of the federal Deferred Action for Childhood Arrivals (DACA) program.

The researchers also found:
- Parents and pediatricians are reporting increased racism, discrimination and bullying;
- Families afraid to leave their home and limiting their participation in activities;
- Employment challenges; and
- Parents are reporting that their children are experiencing problems sleeping, headaches and stomach aches and mental health issues, such as depression and anxiety.

Recognizing the civic, social and economic strength immigrants bring to our region, the Santa Clara County Board of Supervisors (BOS) has made numerous investments to support our immigrant community members. These include establishing the Office of Immigrant Relations; providing programs that support immigrant integration and promoting citizenship; funding legal services and deportation defense; and collaboration with schools and school districts.

Santa Clara County is a Sanctuary County

On January 25, 2017, Santa Clara County filed a federal lawsuit against President Trump and members of his administration, challenging his January 25, 2017 executive order intended to deny federal funding to any local government that fails to comply with his aggressive immigration enforcement plan.

For many years, Santa Clara County has not participated in the Priority Enforcement Program (PEP) which relies on voluntary local assistance with deportations. The county does not notify U.S. Immigration and Customs Enforcement (ICE) 48 hours prior to the release of an individual who is thought to be an immigrant subject to deportation. The county also does not detain individuals for an additional 48 hours beyond their scheduled release, which would allow for apprehension by ICE.

In fact, despite the general perception that sanctuary policies are a risk to public safety, a recent study by the Center on Juvenile and Criminal Justice has found that white residents in sanctuary counties are safer from homicide, firearm death, and illicit drug overdose deaths than White residents living in non-sanctuary counties. Residents of color in sanctuary counties experience lower rates of overall violent deaths than those in non-sanctuary counties, although they have higher rates of illicit drug overdose deaths. Nationally, violent deaths in non-sanctuary urban counties are 81.5 per 100,000 for white community members and 52.8 per 100,000 for residents of color. In Santa Clara County the rate of death for White residents is 58.8 per 100,000 for White residents and 44.2 per 100,000 for residents of color.
Historical Racism and its Legacy of Structural Racism

Neighborhoods Matter
Segregation of children into poor neighborhoods has historical roots that have been coded into the genetic material of this country. These policies go back to the forced removal of native people from their ancestral lands, slavery, and the Jim Crow South which left African-ancestry families behind the growing middle class. After World War II, lending and real-estate practices of “red-lining” excluded people of color and established “white only” neighborhoods.

*The GI Bill supported education and accumulation of assets for white veterans but not for African American and Latino veterans.*

Today, one can see the legacy of these practices and policies in San Jose’s neighborhoods. Some neighborhoods are well-lit, tree-lined, and have safe places to play. But others are pot-holed, dark, littered, and lack parks or other safe and clean places to play. These differences don’t go unnoticed by many of those who live here. One participant in the Children’s Health Assessment survey said, “What makes me sad is that the areas in which people have more money, they have lots of parks. We are in a poorer area with more young kids who really need those parks.”

Education Matters
Another consequence of these structural policies and practices is the historical segregation of African American and Latino children into poorly resourced schools. In “Brown at 60,” The Civil Rights Project writes about segregation by race and poverty that still exists throughout the United States. Here in Santa Clara County, 56% of Latino students – about 60,000 – attend schools where 10% or fewer of the students are white. (Whites make up 24% of and Latinos make up 36% of the child population.) Eighty-one schools (out of 419) have student populations that are 80% or more Latino. Students in these schools are also low-income – a majority of these schools have more than 75% of their students on Free/Reduced Price Lunch.

Bilingual Education Matters
In 1998, the passage of Proposition 227 – which many regarded as anti-Latino and anti-immigrant – relegated English Learners to English-only immersion programs in our public schools. The Center for Research on Education, Diversity and Excellence conducted a narrative review of 200 studies and determined that more instruction in a student’s first language over a longer period of time produced higher levels of achievement and introduces long-term cognitive benefits including increased memory and abstract reasoning skills.

The ineffectiveness and long-term negative consequences of English-only immersion programs in California have contributed to the dismal results on standardized testing and graduation rates. Only 15% of English Learners in eighth grade met or exceeded the Math Standards on the California Assessment of Student Performance and Progress (CAASPP). Only 15% of English Learners in eighth grade met or exceeded the Math Standards on the California Assessment of Student Performance and Progress (CAASPP). 33% of English Learners left high school and did not receive their diploma. In November of 2016, voters’ overwhelming approval of Proposition 58 repealed the English-only requirement and will bring back bilingual education, an approach proven to be more effective.
Our Response to Adolescent Behavior Matters

Zero Tolerance policies and aggressive arrest policies that began in the 1970’s have led to significant increases in school suspensions, expulsions and juvenile arrests that have disproportionately affected Latino and African American youth. Our county schools have focused on decreasing the use of suspensions as a disciplinary tool and this has led to a 36% reduction in suspensions, from 17,591 in 2012 to 11,243 in 2017. However, 73% of these suspensions were given to Latino and African American students though they make up only 41% of the student population. This is important because one suspension triples the probability of a student’s involvement with the justice system.¹²

Between 1973 and 2010, imprisonment rates throughout the country have more than quadrupled. This was largely due to policies that increased incarceration rates and sentence-lengths, particularly for drug-related offenses (which, it should be noted, could have been treated with a public health approach instead). Incarceration has a harsh impact on families and children. First, an incarcerated parent means the family is missing a wage-earner. There is a negative social-emotional impact on children when a parent is missing. When felons leave prison, they then face legal employment discrimination that often leads to decreased family earnings.¹³

One factor behind racial inequities in California’s rates of imprisonment has been prosecutors’ ability to charge youth as adults (known as “direct file”) and to increase the seriousness of the charges by adding “gang enhancements.” In 2015 in Santa Clara County, 158 youth were eligible for direct file based on their charges. The data shows that 17% of African American youth who were eligible for direct file were charged as an adult and 19% of eligible Latino youth were charged as an adult. Only 12% of Asian youth and 4% of white youth who were eligible for direct file were charged as an adult.¹⁴

Adolescent brain development should be taken into consideration when charging youth as adults or adding gang enhancement charges. Instead of increasing the charges, we should take a rehabilitative approach to these young offenders. The recent passage of Proposition 57 will move the decision about whether a young person should be charged as an adult from the district attorney’s office to the courts. It is hoped this will lead to fewer youth being formally charged as adults because prosecutors must make direct file decisions within 48 hours of arrest, without the statutory parameters that guide juvenile court judges when making these determinations.

Implicit Bias Matters

According to The Kirwan Institute implicit bias is defined as “the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner, encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control, and do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.”

The well-known Implicit Association Test (IAT) shows how implicit bias works. Among respondents who took the test, whites found it easier to quickly pair a positive word (e.g., happy, honest) with a white face and a negative word (e.g., violent, angry) with an “African American” face. Interestingly, IAT respondents of color were also more likely to associate “white” faces with more positive dispositions.

The implication is that when two pieces of information are so closely associated and reinforced by one’s surroundings, the uncoupling requires extra time.¹⁵ Everyone is vulnerable to this type of bias, and it is easy to see how it can lead to inequitable outcomes for children of color.

You can take the IAT at https://implicit.harvard.edu/implicit/
Addressing Racial Inequity

Utilize data to identify implicit bias and structural/institutional racism.

There are many decision points and decision-makers that can be influenced by both structural racism and implicit bias when a young person is disciplined at school, arrested or enters into foster care. One place to begin to address inequity in our community is by gathering data that will help us understand when these factors are in play. Data, collected at key decision-making points in our education, justice and child welfare systems, disaggregated by race and ethnicity, allows us to analyze the factors that may be leading to disparate outcomes for our youth and families of color. This requires investment of time, money and other resources, but can be one of the most effective ways to move the needle on racial and ethnic disproportionate results.

Identify strategies and target resources to address root causes of inequities.

While it may seem like too large a task to address the structural or institutional barriers to achieving equitable outcomes for people of all races, ethnicities and incomes, it can be done. We can invest in schools and provide financial and social supports to help families thrive. We can invest in improving the physical environment and remake neighborhoods so that there isn’t a visible divide between poor and rich neighborhoods. Current and future policies that are created around schools, health care and resource allocation can be analyzed for implicit bias and should be based in principles that take into account the racial inequities that exist within our communities.

An example of how this can work happened here in Santa Clara County. In 2005, community leaders made a decision to provide health insurance to all children who live here regardless of race, ethnicity or immigration status. This required a significant financial investment and, perhaps even more difficult, changing practices that created barriers to insurance enrollment. Today, as a result of those investments and practice changes, we have a system where a remarkable 96% of children in our county - no matter their race or ethnicity - have health insurance. And 96% of families reported they had a regular source of health care for their children.16

Focus on Racial Healing

We have a long history in the United States that has created a false hierarchy of human value based on race, class, religion, and immigration status. The effect of this false hierarchy is evident all around us - in our policies, hiring decisions, education and bureaucracies - and it results in poorer outcomes for children in Santa Clara County. It creates one of the greatest obstacles to our goal of having a community where every child is safe, healthy, and successful in learning and life.

Santa Clara County Office of Cultural Competency

The County Executive Office of Cultural Competency (OCC) was established in 2013 with the mission to support County Agencies and Departments to adopt and implement culturally responsive practices. The OCC’s mandate is also to plan, organize, adopt, monitor, and evaluate programs and policies to effectively dismantle disproportionalities affecting ethnic children and youth in the child-welfare and juvenile-justice systems.

In order to achieve racial equity, we need to address the root causes of inequity and heal the wounds of racism.

The Walter K. Kellogg Foundation provides an example of this by placing “truth and racial healing” at the center of its work. The foundation has created tools and resources designed to bring members of the community together to talk openly about the role of race in their lives. By overcoming past differences and implementing strategies that will heal the wounds and address inequities, we can create more nurturing environments.

Santa Clara County should adopt this model, working towards creating a community that understands the complex roots of racial inequity. To do so will allow us to stand together and make the investments and changes necessary to transform our systems and achieve equity.

Address structural and institutional racism, discrimination, harassment, and biases across systems (health, education, criminal justice, and other service sectors) that contribute to inequitable outcomes for children and their families.

- A top priority of the 2016 Santa Clara County Children’s Health Assessment
Along the Life Course Framework
The Power of Two-Generation Approaches

Too often, programs designed to improve outcomes for children and families - particularly those who are low-income - focus only on the child or the parent, rather than both.

The Aspen Institute’s Ascend initiative promotes “two-generation approaches,” focusing on education, economic supports, health and the family and community networking that comprise social capital.

The components of this intergenerational cycle of opportunity are:

**Education** for parents and children can build long-term economic security. A parent with a college degree will earn twice as much as one without. Parents with a high school certificate, learning English, or engaging in post-secondary education, have a better understanding of what will help their children succeed academically as well as showing their children the importance of education. And children who are enrolled in high quality early education programs are more likely to arrive to kindergarten ready to learn.

**Economic supports** during a child’s early years can have a lasting impact. An additional $3,000 family income per year, when a child is young, is associated with a 17% increase in the child’s future earnings. It is also important to help families develop assets, such as savings accounts, to build economic security.

**Social capital** is the network of families, friends, neighbors and institutions that help develop meaningful connections and build economic security. As families’ networks expand, resources and support also grow. Families can develop social capital through career coaches, mentors, case managers, faith organizations and engagement in their children’s schools.

**Health and well-being** is a critical component to two-generation approaches because physical and mental health has a major impact on a family’s ability to thrive. This includes access to health insurance and a place to receive routine health care, mental health supports such as preventing toxic stress, and support to build strong parent-child relationships and family planning.

Many struggling parents experienced trauma in childhood that will have an impact on their own ability to parent, and there must be healing to support a positive relationship with their children. Studies also show that parents who have health insurance are more likely to seek care for themselves and their children.

**Mutually reinforcing activities** can lead to better results for families, though fragmented funding streams may prevent one organization from delivering all the necessary components of a two-generation approach. When organizations have a common interest in seeing families succeed, it is a powerful incentive to effectively knit services together and build a system of two-generation supports.
Every Child Safe

Safety is integral to a child’s healthy growth and development. Children raised in safe and stable homes are more likely to be healthy, successful in learning and successful in life. Children who face challenges in their home environment such as unstable housing or food insecurity, family violence or parents with mental health or substance use issues are more likely to drop out of school, become engaged in the juvenile justice system and need government supports as adults.¹

Recommendations for Action

**Child Hunger**
- Reduce childhood food insecurity through expansion and optimization of school and community-based nutrition and food assistance programs. (This is a priority of the Children’s Health Assessment.)

**Child and Family Homelessness**
- Recommendation: Expand access to housing and supportive services for families with children and youth who are homeless or at risk for homelessness. (This is a priority of the Children’s Health Assessment.)
- County agencies and community-based organizations that serve youth and families should adopt the Office of Supportive Housing’s Coordinated Assessment System (CAS) to ensure that youth and families eligible for housing support are linked to services.

**Children in Foster Care**
- Social service agencies should create protocols that enable at-risk children to be promptly placed with relatives.

**Juvenile Justice Engagement**
- Utilize data to inform decision-making and program improvement, reducing the overrepresentation of youth of color in the juvenile justice system.
- Develop a system to identify and support children whose parents are incarcerated.
A safe and stable home is vital to children’s physical and mental health and their capacity to learn. There is disproportionate representation of Latino and African American children in both the child welfare and juvenile justice system. It is important that we look at the data and strategies for change through a lens that considers how to end disparities.

Key findings from research conducted by the National Center for Children in Poverty (NCCP) describe a relationship between low family income and family stability. The findings show higher risk factors for depression, substance use and domestic violence in low-income families. NCCP recommends promising strategies that include integrating family support systems, early childhood education, substance use prevention and mental health services.

Children’s lives evolve within families, schools and communities. We increase the ability of families to support their children’s success when we support families’ health and well-being, make schools capable of linking families with appropriate programs and services, and ensure that our communities are safe.

Bill of Rights for Every Child Safe

Children and youth have a right to a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.

Children and youth have a right to have their essential needs met – nutritious food, shelter, clothing, health care and accessible transportation.

Goals for Every Child Safe

- Eligible children and families are enrolled in federal food programs.
- All children and families have safe and healthy housing.
- Children remain safely in their own homes or the homes of relatives. When they do enter the child welfare system, there are few or no placement changes.
- Fewer youth are arrested for felony and misdemeanor offenses, fewer are detained and recidivism decreases.
- The racial and ethnic disparities for children in foster care and youth in juvenile probation is eliminated.
Child Hunger

Food insecurity and hunger are strongly associated with many negative outcomes for children, including:

- Maternal depression that has an impact on a young child’s social-emotional development;
- Susceptibility to illness and infection;
- Deficits in cognition, attention and behavior;
- Increased school absences, students repeating a grade, suspensions and higher rates of tardiness;
- Depressive disorders and suicidal behaviors in teenagers;
- Greater likelihood of dropping out of high school; and
- Greater rates of and obesity and health problems caused by being overweight.3

What the Data Tell Us:

- The number of students eligible for Federal Free/Reduced Price (FRP) meal programs decreased from 84,691 in 2015 to 82,116 in 2016.
- The percent of the children eligible for FRP meal programs and who actually participate in those programs has remained flat for the past two years, at 67% in FRP lunch, 35% in FRP breakfast and 11% in the Summer Feeding program.

With only 67% of eligible children receiving federal Free/Reduced Price (FRP) lunch, 35% participating in FRP breakfast and 11% in summer food programs, Santa Clara County could have a significant impact on child and family hunger by increasing the rate of enrollment in these programs. Second Harvest Food Bank (SHFB) has identified three key strategies to support FRP breakfast, decreasing stigma and increasing participation:

- Breakfast in the Classroom: Students eat breakfast at their desks during homeroom or first period, eliminating the issue of students unable to get to school in time for early morning before class breakfast. This model has been shown to have the greatest increase in breakfast participation because students don’t have to make it to school early to participate.
- Grab and Go: Students pick up breakfast from portable carts placed in high traffic areas such as school entrances, hallways and even bus stops and eat in the lunchroom, hallway or at their desks.
- Second Chance Breakfast: In this case, breakfast is offered mid-morning between class periods.4

Providing meals in the summer can be particularly difficult because very few schools offer summer education programs. Yet the cost to children and families is high, with families often spending an additional $300 per month on food during the summer.

Many of the barriers to these programs can be overcome through collaboration between schools, libraries, parks, churches and others. Many successful collaborations occurred in summer 2017 in the cities of San Jose, Santa Clara, Mountain View, Morgan Hill and Gilroy. Thousands of meals were served each day at school sites, libraries, parks and the YMCA.5

In the coming year, SHFB will bring together a network of county agencies, schools, parent groups, faith communities, policy-makers and programs to expand participation in federal and local nutrition programs, promoting access to healthy food and ensuring that all children have what they need to thrive and learn.

To participate in this work, contact Cindy McCown at CMcCown@shfb.org.
Child and Family Homelessness

A child who is or has been homeless has a greater likelihood of suffering from hunger as well as poor physical and mental health. They are also more than twice as likely to repeat a grade in school, be expelled or suspended. Families that experience homelessness are most often headed by a young, single woman with limited education and are likely to have experienced domestic violence or mental health problems. Often these families become homeless due to unforeseen circumstances such as a death in the family, a lost job or an unexpected expense, such as a hospital stay. In many cases families find housing and stabilize quickly, however some require more intensive assistance.

Homeless Youth and Young Adults

There are segments of the older youth population (unaccompanied youth) that are at greater risk of becoming homeless. These include:

- Victims of physical, verbal or sexual abuse at home;
- Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth;
- Former foster youth and youth exiting the juvenile justice system; and
- Pregnant or parenting youth.

Two strategies that address homelessness for families and youth are Permanent Supportive Housing (PSH) and Rapid Rehousing (RRH). PSH targets those who are chronically homeless, defined as being homeless for more than a year. Many people who are chronically homeless also need mental health services, substance use services or other medical care. RRH provides transitional housing for those who have an income but have experienced brief periods of homelessness. The goal of RRH is to create enough stability for families and youth to move into permanent housing after 18 months.

RRH often serves those who have been in the foster care system or are survivors of domestic violence or human trafficking.

McKinney-Vento

Another measure of child and youth homelessness is the number of students served through the McKinney-Vento Act, which protects the educational rights of homeless students. The act ensures that homeless children and youth have the right to go to their school of origin the entire time they are homeless. If they find permanent housing, they can finish the school year at their school of origin. Under McKinney-Vento, children can also get preschool services, free or reduced meal services, special education, before- and after-school care and many other services. McKinney-Vento expands the definition of homeless to include not only those who are unsheltered, but those who are living in temporary housing situations such as doubling up with family members, couch-surfing or staying in a hotel.

What the Data Tell Us:

- Between 2013 and 2017 there was an increase in Unaccompanied Minors from 203 to 509 and in Transition Age Youth (TAY) from 1,063 to 2,021. This increase may both indicate a significant increase in homeless children and youth as well as improved data collection outreach.
- Homeless families increased from 266 in 2015 to 294 in 2017. In 2013, 349 homeless families were identified.

Santa Clara County Point-in-Time Homeless Census and Survey

Every two years, Santa Clara County participates in a comprehensive count of its homeless population, as required by the US Department of Housing and Urban Development (HUD). This count aids Santa Clara County in its planning of programs and services, evaluation of existing efforts and allocation of future funding. The data below reflects the 2017 survey:

The results of the survey found:

- 96% of the 2,530 unaccompanied homeless children and transition age youth (TAY) were unsheltered at the time of the survey.
- 41% of the youth respondents identified as Hispanic or Latino, 37% as white, and 24% as African American.
- 13% of the TAY reported the primary cause of their homelessness was aging out of foster care. 45% of unaccompanied homeless children and TAY reported they had been in the foster care system.
- 18% reported an argument with a family members was the cause of their homelessness.
Recommendation: Expand access to housing and supportive services for families with children and youth who are homeless or at risk for homelessness. (This is a priority of the Children’s Health Assessment.)

In November 2016, voters approved Measure A, a $950 million general obligation bond that will support the development of permanent affordable housing for our most vulnerable populations. This includes Permanent Supportive Housing, Rapid Rehousing and Very Low Income Housing, for those who earn 31-50% of the median income. Permanent affordable housing funding by Measure A also includes housing assistance for moderate-income households and support for moderate-income, first-time homebuyers.

For the past five years, a coalition of agencies – including Destination Home, the County of Santa Clara, the Housing Authority, the City of San Jose and many community-based partners – have worked to take collective responsibility for systematically ending homelessness. Progress has been made by establishing a centralized data-collection system and a relentless commitment to making homelessness rare, brief and non-recurring. In the first 10 months of 2016, more than 1,450 formerly homeless individuals – including families and youth, veterans and those who are chronically homeless - have been housed and are still living in their homes.

University of Southern California, Homeless Youth Risk and Resiliency Survey (HSSR)

In 2017, working with the Bill Wilson Center, researchers from USC’s Suzanne Dworak-Peck School of Social Work, surveyed 208 homeless young adults to better understand their lives and experiences. The data collected on these young adults help to give us a fuller picture of TAY homelessness:

- 45% reported they were kicked out of their family home.
- 18% indicated they were part of a homeless family before they became independently homeless.
- 43% stated they had a caregiver currently in prison.
- 25% indicated they currently have children, with 11% stating they have children living with them.
- 19% reported they were currently in school and 38% reported they were working. 63% reported having a high school diploma or GED.
- 22% reported they were gender non-conforming (LGBTQ or Questioning).
- 29% reported being the victim of robbery while homeless. 38% reported being the victim of assault and 43% reported being threatened while homeless.
- 28% reported being diagnosed with ADHD/Attention Disorder/Hyperactivity. 26% reported being diagnosed with a major depression.

Of course, one of the greatest obstacles to finding housing for low-income people is the lack of affordable units in Santa Clara County. Measure A has great promise to address this issue and provide the resources needed to end homelessness here.
Children in Foster Care

Children who are victims of abuse or neglect are more likely to suffer from depression, attempt suicide, use alcohol and drugs and demonstrate learning and behavioral difficulties in school. They are also more likely to commit crimes, mistreat their own children and become involved in domestic violence as adults.

More than 80% of the children entering the foster care system are removed from their families because parents or guardians are charged with “child neglect.” In these cases, the parents may be experiencing mental health issues, drug/alcohol addiction or are otherwise unable to provide their child with a safe and stable environment.

Because separation from a primary caregiver can be traumatic for children, especially those under the age of six, it is important that children be taken away from those caregivers only when their safety is truly at risk. Children need stable placements and with extended family members if possible.

Many times, calls to the county’s child abuse hotline do not rise to the level of an official report of abuse or neglect. In these cases families may still need support and services. When we provide supports to families at the first sign of chronic stress, we can prevent their entry into the child welfare system.12

What the Data Tell Us:

- There has been a 57% decrease in the rate of children coming into foster care from 4.7 per 1,000 in 2007 to 2 per 1,000 in 2017.
- In the same time period, the rate of African American children coming into foster care has decreased from 23 to 10 per 1,000. The Latino youth rate decreased from 8 to 4 per 1,000.
- A significant disparity still exists with white children entering at a rate of 1 per 1,000 and Asian children entering at a rate of 0.3 per thousand.

Recommendation:

Social service agencies should create protocols that enable at-risk children to be promptly placed with relatives.

When children are removed from their parents’ care because of abuse or neglect, placing them with relatives is a best practice. It is also the law. Placing children with relatives minimizes the trauma of being separated from their parents. They likely have a relationship with relatives, who are also more likely to accept sibling groups.

Research has shown that children placed with relatives fare better than those placed in foster care. They experience better stability, and have fewer placement changes, behavior problems, and school changes.13 Living with a relative helps preserve a child’s cultural identity and community connections and eliminates the stigma that many children in foster care experience.14

However, in spite of these advantages, the percentage of children placed with relatives Santa Clara County and California remains low – 28% and 33%, respectively.15

Los Angeles is experimenting with increasing the number of children placed with relatives. Through several changes that cleared some legal and bureaucratic hurdles, two of the 19 regional offices have increased this practice significantly. In the first year, their monthly average rose to 84%, and this only required the addition of one support person in each office.

Some of the changes include instituting practices to identify relatives when it seems likely that a judge will order the removal of the child from the home, or using a search engine to locate “lost” relatives.

Other policies have been instituted that allow for emergency placement of children with relatives. These include running background checks on the spot or expediting waivers for relatives who have misdemeanors so they can care for the child. Emergency Response staff can conduct in-person interviews or conduct an initial home assessment for a potential caregiver who is a child’s relative, to be followed up with a more intensive home study later.

The offices in LA also provide relatives with a temporary stipend ($400 a month) for three months to help the family members adjust to having additional children in their care. The office provides some other equipment and services such as child care or car seats. The policy is to take whatever steps are necessary to ensure the placement is successful. The result is that more children are placed with family members. These practices have been used in other child welfare systems in the U.S. and could be replicated in Santa Clara County.16

![Figure 10 – Percent of Santa Clara County Children in Relative Placement (December 31, 2017)](chart.png)
Important Santa Clara County Resources to Help Families Be Safe and Stable

Family Resource Centers
FIRST 5 has established Family Resource Centers (FRCs) throughout Santa Clara County that increase access to services and provide opportunities for parents/caregivers to become more engaged in their children’s healthy development, school readiness, and other collaborative efforts to improve their lives and the communities in which they live. Activities at the FRCs include:

• Fun and educational parent and child activities;
• Nutrition, health and wellness programs for the whole family;
• Health insurance application assistance: Eligible parents and caregivers receive application assistance for Medi-Cal and other affordable health insurance programs for children;
• Developmental screenings for children from birth through age five;
• Professional development opportunities, resources, and other support services for licensed family child care providers;
• Parent and caregiver workshops and seminars including Triple P - Positive Parenting Program, SEEDS of Early Literacy and others;
• Family Engagement Advisory Committees provide leadership opportunities for parents, caregivers, and community members; and
• Volunteer Opportunities for parents, caregivers, and community members to assist with programs and activities.

For more information on the FRCs, including location addresses and a map, visit www.first5kids.org, and under Parenting Resources click on Family Resource Centers.

The California Well-Being Project
Santa Clara County is participating in the California Well-Being Project, a state waiver, granting the county greater flexibility in how it spends funds dedicated to child safety and well-being. Prior to the waiver, most child welfare funding was focused on children who were removed from their families and placed in foster care. The waiver allows the Santa Clara County Department of Family and Children’s Services to explore different ways of improving results for children and families. It will enable our county to create a system that focuses on strengthening families and supporting the development of protective factors for children and families.

These include:
• Strong social connections;
• Knowledge of parenting and child development;
• Social and emotional competence of children;
• Nurturing and attachment;
• Parental and child resilience; and
• Concrete support for parents. These implementation of the California Well-Being Project in Santa Clara County will have an impact in both child welfare and juvenile probation. In child welfare, resources will be directed towards establishing a collection of practice strategies and concrete tools that will improve family participation and create more equitable decision-making processes, ultimately increasing child safety without an overreliance on out-of-home care. Probation will focus on increasing wraparound services to youth and their families.18 (Wraparound services are family-centered, needs driven practices that offer individualized alternative services to youth in high-level group home placements, or to those at risk of group home placement.)
Juvenile Justice Engagement

Engagement in the juvenile justice system is associated with poor education outcomes for youth, recidivism and eventual entry into the adult justice system. In one study, researchers reported that youth engaged in the criminal justice system were seven times more likely to have adult criminal records than youth with self-reported delinquency and similar backgrounds, but no system engagement. The article states that “the more restrictive and more intense the justice system intervention was, the greater was its negative impact.”

Youth living in low-income areas with sub-standard housing that lack quality education and access to meaningful employment are more likely to have contact with the juvenile justice system. In Santa Clara County, most of the youth who are detained in juvenile hall are likely to be two to eight years behind academically. Reconnecting to school and having success may be a key strategy to supporting youth in the justice system get back on track for success in life.

Decreasing the juvenile arrest rate involves reducing the number of youth who enter the system and the number who re-enter it, either through violation of probation or by committing another crime.

What the Data Tell Us:

- Between 2008 and 2017, total arrests decreased 76% from 14,663 to 3,498.
- Felony arrests decreased from 3,615 in 2008 to 1,151 in 2016 and then increased to 1,464 in 2017.
- Juvenile Hall detentions decreased by 55% between 2008 and 2017, and Violations of Probation (VOPs) decreased by 71%.
- Racial and ethnic disparities continue, as 77% of those arrested in October, 2017 were African American or Latino.

**Recommendation:**
Utilize data to inform decision-making and program improvement, reducing the overrepresentation of youth of color in the juvenile justice system.

Santa Clara County has had great success with decreasing the number of youth who become engaged in the juvenile justice system, but has not been able to address the overrepresentation of Latino and African American Youth. For example, over 80% of the youth in Juvenile Hall and James Ranch are Latino or African American, while only making up 38% of the county’s youth population.

Consider how the probation department changed the administration of the Deferred Entry of Judgement (DEJ) program to address the disparity of why white youth were successfully completing DEJ at much higher rates than African American youth. In DEJ, a youth with specific felony crimes makes a contract with the court to complete goals that will lead to their records being sealed.

Data about DEJ was analyzed at key decision points. There was a disparity in how African American and white youth were regarded as suitable for this program, and this was addressed. Then a difference was found in the overall success rates. To address this, a new mentoring program, Fresh Lifelines for Youth’s Court Appointed Friend and Advocate (CAFA), was offered to African American youth. These two data-driven interventions led to their 100% completion rate in the DEJ program.

There are many other decision points in the juvenile justice system where data can be analyzed to understand and address disproportionalities. With these kind of successes, the probation department should continue using data to drive to better results.

**Recommendation:**
Develop a system to identify and support children whose parents are incarcerated.

Recent studies have shown that, nationwide, more than 5 million children - one in 14 - have had a parent who is behind bars. One in eight poor children and one in nine African American children have a parent who has been incarcerated. This can lead to increased emotional and behavioral difficulties, poor academic performance and a higher likelihood of experiencing trauma. Children who have witnessed a parent’s arrest or feel the stigma of having an incarcerated parent may need emotional or behavioral supports.

Other supports may be needed to address the financial instability of having an incarcerated parent who can no longer contribute to the family income. Family unity can be facilitated by supporting visits and telephone calls. It is also important to provide adequate supports to incarcerated parents when they return to the community.

We are making progress: In 2017, the Santa Clara County probation department’s adult division began contracting case management, safety planning and legal services for parents involved in the county’s criminal justice system who have children either involved in or at risk of entering the child welfare system. The focus is on parents with children between the ages of 0 and 5 years old. The services are provided in partnership with the Department of Family and Children’s Services, FIRST 5 and the Dependency Advocacy Center. A team comprising an attorney, social worker and two parent mentors links clients to community supports, such as mentoring; public benefits; substance use treatment; housing assistance; employment & job training; parent education and support; and high-quality early care and education.
An Increase in Juvenile Crime?

In late 2017, a spate of local media stories focused on an apparent increase in juvenile crime in San Jose. Some of these stories reported that youth were being brought to juvenile hall only to be released the next day, implying that more should be detained in order to prevent crime. However, it is important to consider established data showing that the more time youth spend in detention the more likely they are to commit other crimes in the future. This is a moment when we need to carefully consider all the data and not overreact.

An increase in juvenile arrests in one year may be an anomaly, or may be attributed to a change in policy or practice or an increase in police officers. Also, the statistics in Santa Clara County show that the great majority of youth brought to juvenile hall – 85% – are detained. When youth are released, it is because a validated, standardized assessment showed they are unlikely to be a threat to the community. Even in those cases when a youth’s score recommends release, a probation officer overrules the assessment 35% of the time to keep them in juvenile hall.

We should not immediately react with calls to lock up more youth, which has already been shown not to work. A decade ago, Santa Clara County leaders used a carefully coordinated approach to reduce juvenile crime that was based on comprehensive data and research. The effort resulted in a 76 percent decrease in juvenile arrests between 2008 and 2017. Community leaders should keep working together with a focus on to making Santa Clara County – and it’s youth – safe.

The Beat Within

The Beat Within gives incarcerated youth the opportunity to share their ideas and life experiences in a safe space that encourages literacy, self-expression, some critical thinking skills, and healthy, supportive relationships with adults and their community. For more information visit www.thebeatwithin.org.

Figure 11 – Ethnicity of Youth at Arrest (Oct. 2017)

I believe we all make mistakes and it doesn’t make us any better when we blame someone else for those mistakes.

In order for me to change I would really have to get away from everybody no matter now much it hurts.

This life is crazy and a lot of people seem to look at me like I’m a nobody. Seems like people want to see you do good but never better than them.

A lot of young ninjas don’t realize that no matter now hard you fall, you can always get back up. We all have things we have to work on but before we can start on that we have to put the bullshhh to the side.

I’ve disappointed a lot of people specially my parents, but once I get back on my feet, those are the first people that will come up with me.

Doesn’t matter if I’m locked up right now, I will make the best out of it. Once I get out I will prove to people I’m more than just a nobody, I’m the future.

Eddie
Santa Clara County Juvenile Hall
Physical health sets the stage for healthy development in childhood and later years. Physical and mental health outcomes for children and youth include normal growth and development, minimum disability from acute and chronic diseases, a strong sense of self and respect for others, and positive health behavior.

**Recommendations for Action**

**Access to Healthcare**
- Expand and improve accessibility of high quality medical and dental services for all children in the county, with a focus on children with special needs. (This is a priority of the Children’s Health Assessment.)

**Health and Fitness**
- Make sure children have opportunities to play outside and exercise, and access to healthy food.

**Developmental Assets**
- Embed Project Cornerstone in every school and youth-serving organization.

**Emotional Health and Well-being**
- Ensure all children, ages 0 to 5, have access to routine prenatal, developmental and behavioral health screenings with connection to early intervention services. (This is a priority of the Children’s Health Assessment.)
- Establish an assessment/diagnosis center to identify and prevent prenatal exposure to alcohol and other drugs and support youth who have been exposed to these substances.
- Ensure all youth workers understand trauma and have a healing-informed approach as they support children and families.
By the Numbers

Figure 12 – Percent of Children with Health Insurance

<table>
<thead>
<tr>
<th>Year</th>
<th>Low Income</th>
<th>Not Low Income</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>27%</td>
<td>49%</td>
<td>43%</td>
</tr>
<tr>
<td>2014</td>
<td>29%</td>
<td>47%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Figure 13 – Percent of Children with a Routine Health Check-up in the previous 12 months

<table>
<thead>
<tr>
<th>Year</th>
<th>Low Income</th>
<th>Not Low Income</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>86%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 14 – Ninth Grade Students Meeting All Six Fitness Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>2012</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>23.2</td>
<td>20.9</td>
</tr>
<tr>
<td>9th</td>
<td>18.3</td>
<td>20.8</td>
</tr>
<tr>
<td>11th</td>
<td>17.3</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Figure 15 – Average Number of Developmental Assets (out of 40)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>11,600</td>
<td>17,981</td>
<td>13,003</td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 16 – Number of Developmental Screenings Conducted with children from birth to age five

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>11,600</td>
</tr>
<tr>
<td>2016</td>
<td>17,981</td>
</tr>
<tr>
<td>2017</td>
<td>13,003</td>
</tr>
</tbody>
</table>
Overview

Health is influenced by many factors including genetic makeup, a healthy birth, routine access to health care, healthy foods, exercise opportunities, and healthy environments that support social-emotional development. When a child experiences positive emotional and physical health, they are able to participate fully in education and activities that will lead to a fulfilling life, making them full participants in society.

Bill of Rights for Every Child Healthy

Children and youth have a right to a healthy mind, body and spirit that enables them to maximize their potential.

Children and youth have a right to develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.

Children and youth have a right to have their essential needs met - nutritious food, shelter, clothing, health care and accessible transportation.

Children and youth have a right to a safe and healthy environment, including homes, schools, neighborhoods and communities.

Goals for Every Child Healthy

• All children have health coverage.
• Children have timely visits to the doctor and the dentist.
• Children will have access to care that addresses developmental and behavioral health needs.
• Children pass the state physical fitness test and are meeting the aerobic fitness standard.
• All children receive early developmental screenings.
• All youth report they are in the “thriving zone” and have at least 31 of the 40 developmental assets.
• Health disparities based on socioeconomic differences will be eliminated.

Working Collectively to Make Every Child Healthy

The following collaborative or community efforts are working to make every child healthy in Santa Clara County:

Adolescent Pregnancy Prevention Network
appnsantaclaracounty@gmail.com

City of Palo Alto Project Safety Net
www.pspaloalto.com

City of Santa Clara Challenge Team
hkidsf.org/our-programs/

Mountain View – Los Altos Challenge Team
www.challengeteam.org

Project Cornerstone
projectcornerstone.org

Sunnyvale Challenge Team
sunnyvale.ca.gov

Santa Clara County Childhood Feeding Collaborative
www.sccgov.org
Access to Healthcare

Routine access to health care is one of many factors that influence children’s health and well-being. Optimal health outcomes result when families have:

- Insurance and a regular place to receive care;
- Timely visits to their doctor;
- Access to specialty doctors, behavioral health services, dentists, vision and hearing specialists;
- Education about prevention measures; and
- Relevant health screening so that health problems can be detected and treated as they emerge.

What the Data Tell Us:

- Insurance enrollment rates and those who report having a usual source of care is at 96% or higher for all Santa Clara County children regardless of race or ethnicity.
- Children who had a routine check-up in the past 12 months improved.

**Recommendation:**
Expand and improve accessibility of high quality medical and dental services for all children in the county, with focus on children with special needs. (This is a priority of the Children’s Health Assessment.)

In many ways, Santa Clara County has been very successful in creating high levels of health insurance coverage starting in 2005 through the Children’s Health Initiative. In 2015, 97% of children in the county had health insurance, and 96% had a routine check-up in the past 12 months. While this is excellent, issues that still create barriers for many of our community members include:

- A shortage of providers for specific services prevent children from receiving care in a timely manner. This includes a dearth of mental health providers who work with children and teens. While recently increased, Medi-Cal reimbursement rates are still low and disproportionately affect lower income families access of specialists such as audiologists, pediatric dentists or mental health providers;
- A “benefits cliff” for families who earn too much money to qualify for Medi-Cal and other public insurance benefits, but cannot afford insurance premiums, meet their deductibles or co-payments;
- Geographic isolation that makes it difficult for many families in the southern part of the county to get access to services;
- Difficulty navigating the complex health care system. Eligibility requirements for services, differences in insurance plans and coverage details, and lack of information about available services prevent families from accessing them;
- Fear and distrust of the health care system: Undocumented immigrant families reported being afraid to access services, often waiting until a health concern becomes a crisis. Many Asian communities may not access mental health services due to a stigma related to mental health; and
- Lack of culturally-relevant, multilingual services. There is a lack of services for mono-lingual, non-English speakers. Additionally, some providers lack the knowledge and competence to provide services to diverse sub-populations. This can include specific ethnic groups, but it also impacts LGBTQ youth when service providers are unable to provide competent care to diverse sexualities and genders. Youth in the foster care system are also impacted by lack of culturally-competent services.

In the coming year, the Public Health Department will lead efforts to gain more specific information about these access-barriers and develop strategies to address the challenges.¹
Dental, Hearing and Vision Screening

Screening children for dental issues, hearing and vision, with a referral to specialty care is a cost-effective way to identify issues that may impact a child’s well-being. Tooth decay is the most common chronic infectious disease of childhood and dental pain can interfere with a child’s ability to learn. If a child has hearing issues, it is difficult for them to learn language. If a child cannot see, it will be difficult for them to learn to read and to be successful in school. Too often, dental, hearing and vision issues are not addressed until a child enters school. This is too late.

I had no idea that my child was experiencing any sort of dental issues. He never expressed to me that he had pain.
- Mother of 9-year-old son

In 2013, the Healthier Kids Foundation (HKF) began screening preschoolers for vision issues using a photo optic scan camera instead of the Snellen Eye Chart, the main screening tool used since 1862. Since 2013, nearly 76,000 children have been screened for visual problems. 14% of the children received a referral to vision care and HKF followed up to insure the children received optometric care.

With the success of the vision screening program, HKF began dental screenings in partnership with local dentists in February 2014. More than 34,000 children were screened and 29% of the children were referred to dentists for urgent or emergency care.

Hearing screening launched in July 2014. Since then more than 21,000 children have been screened and 13% were referred to a hearing specialist. For more info go to www.hkidsf.org

An Important Access Issue: Prenatal Care

Early access to prenatal care within the first 3 months of a pregnancy greatly reduces the rate of infant mortality and the risk of other adverse birth outcomes, such as developmental delays, premature birth and low birth weight. It is also very important to the health of the mother. Women whose pregnancies are unintended are more likely to not receive early prenatal care. Those living in poverty, young women ages 18-24, those with less than a high school diploma, African Americans and Latinas have the highest rates of unintended pregnancies.

Early prenatal care helps mothers understand critical health issues related to their pregnancy and detect individual health risks. In 2015, 92% of all births in Santa Clara County received adequate prenatal care, an increase from 74% in 2013. While only 73% of teen mothers received adequate prenatal care in 2015, this is an increase from 57% in 2013.

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text4baby – An Innovative Free Health Text Messaging Service and App

By texting BABY (or BEBE for Spanish) to 511411, expectant women can receive at least three free text messages a week with expert health tips and safety information about their pregnancy. This information is timed to their due date or the baby’s birth date. The service was created to help prevent the infant mortality rate in the U.S. by addressing the lack of access to health information and care that is common in impoverished areas.

Text4baby moms learn about prenatal care, postpartum depression, a baby’s developmental stages, breastfeeding, and other topics. They also can receive appointment reminders. Evaluations of the service found that 82% of participants learned medical warning signs they did not know about, 65% spoke with their doctor about a topic they read about on Text4baby and 75% reported Text4baby helped them remember to make an appointment for a child’s immunization.
Health and Fitness

In children, good physical fitness and physical activity increases memory, concentration and energy levels that assist in learning. Almost any physical activity is sufficient as long as children are moving. Playing actively or participating in athletic or physical fitness activities during school time is important. Physical activity outside of school time, instead of watching television or playing video games, provides children with the kind of activity they need in order to be healthy. Good nutrition habits also contribute to a child’s overall health and fitness.4

The culmination of having a healthy lifestyle with opportunities to eat well and exercise can be seen in the annual California Physical Fitness tests for fifth, seventh, and ninth grade students. These tests evaluate six categories of physical fitness: aerobic capacity, body composition (based on the body mass index, or BMI) abdominal strength, trunk extension strength, upper body strength, and flexibility.

What the data tell us:
• There was a decrease in fitness levels, overall and for all racial/ethnic groups.

Recommendation:
Make sure children have opportunities to play outside and exercise, and access to healthy food.

To improve fitness levels and achieve a healthy weight, children must have access to safe places to play and healthy food choices. In many communities, crime and unsafe traffic make it difficult to go out and play or take a walk. Young children living in low-income households are more likely to be overweight, in part because families who live on a tight budget often sacrifice healthy food for inexpensive, calorie-dense and nutrition-poor fare such as fast food. This is compounded in low-income neighborhoods by lack of access to grocery stores with fresh food.5 These circumstances can be improved by ensuring that every community has a full-service market where fresh food is available and by expanding the use of CalFresh at farmer’s markets. (Formerly called Food Stamps, CalFresh is California’s Supplemental Nutrition Assistance Program, also called SNAP).

Cities can address unsafe traffic issues, build safety-monitored playgrounds and provide family-friendly events in community centers, parks and other public spaces. Preschools and schools can support healthy eating by following guidelines for nutritious, healthy food choices. Afterschool programs can focus on healthy eating and physical activity. School districts can develop shared-use agreements to allow playing fields and playgrounds to be used when schools are closed. As a community, we can sponsor participation on sports teams for low-income youth. Lastly, parents can provide healthy food for their children and give them opportunities to exercise and play outside and decrease time watching television or playing computer games.

Figure 18 - Ninth Grade Students with Healthy Aerobic Heart Rates

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>77</td>
<td>69</td>
</tr>
<tr>
<td>Asian</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>White</td>
<td>91</td>
<td>69</td>
</tr>
<tr>
<td>African American</td>
<td>88</td>
<td>70</td>
</tr>
<tr>
<td>Latino</td>
<td>51</td>
<td>62</td>
</tr>
</tbody>
</table>
Developmental Assets

Developmental assets are the positive relationships, opportunities, values and skills that young people need to grow up to be daring, caring, responsible and ambitious about their future. These 40 assets include dimensions such as whether youth feel supported, have good boundaries, use their time constructively, have positive values, are committed to learning, feel socially competent and have a positive identity. The Search Institute has demonstrated that the more assets youth have, the less likely they are to engage in high-risk activities. In Silicon Valley, Project Cornerstone has worked to engage adults and youth to change our schools and communities into environments where all youth develop the skills for social and academic success.

What the Data Tell Us:

- The average number of developmental assets increased between 1999 and 2016. In School Year 2017, 3,497 adults were working with Project Cornerstone in 202 schools, reaching 78,303 students.

**Recommendation:**

Embed Project Cornerstone in every school and youth-serving organization.

An initiative of the Silicon Valley YMCA, Project Cornerstone’s mission is to engage adults and youth to change our schools and communities into environments where all youth develop the skills for social and academic success. Each year, it provides training and consultation to thousands of adults who regularly touch young people’s lives. Through partnership with more than 200 schools, it empowers young people, parents and staff to improve school climate and create vibrant, caring communities of learners. Over the past 15 years, the number of schools and volunteers with Project Cornerstone has been correlated with an increase of children with the developmental assets needed to thrive, as well as improvements in school climate and academic test results.

For more information go to www.projectcornerstone.org.

Visit www.projectcornerstone.org to read the full Developmental Assets Survey conducted in Fall 2016.

**ABC and Los Dichos**

Two important Project Cornerstone programs bring parents into the classroom to help build assets and meaningful connections with students.

These programs also align with the Children’s Health Assessment priority: “Support school and community based efforts to prevent bullying and violence among children.”

**Asset Building Champions (ABC)**

Parents who volunteer for the ABC program read books to students and lead classroom activities on a monthly basis. The program teaches students important life skills such as decision making, peaceful conflict resolution, and interpersonal skills. ABC parents teach students how to be “UPstanders” – to stand up for a schoolmate who is being bullied – instead of being bystanders in situations of conflict. In addition to providing meaningful opportunities for parent engagement and for students to interact with caring adults, the program helps create a common language for behavioral expectations throughout the school.

**Los Dichos de la Casa (Los Dichos)**

This Spanish-language program opens new doors for Spanish-speaking parents, to volunteer at school and be in their child’s classroom. Each month, Los Dichos volunteers read bilingual books and lead activities about Latino heritage, tolerance, family pride, peaceful conflict resolution and other important values. Students develop a sense of positive cultural identity, a greater sense of cultural competence, and respect for one another.
Highlights from the 2016 Project Cornerstone Developmental Asset Survey

Highlights from Middle School & High School Data

In Fall, 2016 13,735 middle school students and 18,734 high school students took the Attitudes and Behaviors Survey created by the Search Institute. From 1999 to 2016, the number of youth with 21 or more assets (Adequate & Thriving zones) increased from 38% to 54%.

The 2016 data reveals that:
- Only half of all youth (including elementary school students) feel their school is a caring place;
- Most high school students don’t feel valued or appreciated by adults in the community;
- Nearly two-thirds of middle school students don’t feel safe at home, school, or in their neighborhoods;
- More than half of middle and high school students don’t have adult role models;
- Less than half of all youth are actively engaged in learning. (A decrease from 60% to 41%); and
- More than half to nearly two-thirds of middle and high school students don’t have a strong sense of personal power or high self-esteem.7

Highlights from LGBTQ Data for Middle and High School

For the first time, in Fall 2016 the developmental asset survey administered to middle and high school youth allowed them to identify as transgender and included demographic questions about their sexual orientation. A report was generated including the 2,426 students who identified as lesbian, gay, bisexual, transgender or queer (LGBTQ). This was 7% of the population surveyed.

Some alarming findings:
- LGBTQ youth average only 18 out of 40 assets as compared to 21.4 for all students surveyed;
- They are 3x more likely to attempt suicide;
- They are 1.5x more likely to use drugs and alcohol;
- Only 22% report positive family communication;
- Only 11% feel valued by the community;
- LGBTQ youth are higher in 23 out of 24 Risk Behaviors; and
- LGBTQ youth are lower in six out of seven Thriving Indicators.8

Figure 19 – Individual Assets with Significant Increases between 1999 and 2016

<table>
<thead>
<tr>
<th>Asset</th>
<th>1999</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality and Social Justice</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Positive Peer Influence</td>
<td>66%</td>
<td>87%</td>
</tr>
<tr>
<td>High Expectations</td>
<td>41%</td>
<td>61%</td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td>66%</td>
<td>81%</td>
</tr>
<tr>
<td>Caring</td>
<td>51%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Emotional Health and Well-Being

A variety of factors influence emotional health and well-being. A child’s emotional health is closely linked to his or her physical health. A child’s social-emotional development can be influenced by genes, prenatal exposure to alcohol and drugs or exposure to toxic stress, especially during sensitive periods in the child’s development. Factors that support positive development include having caring relationships and positive routines and practices. Early identification of social-emotional issues can lead to intervention that will support the child’s development. This is why we track developmental screenings as a proxy for emotional health and well-being.

What the Data Tell Us:
The number of developmental screenings decreased from 17,981 in 2016 to 13,003 in 2017. This decrease is attributed to a reorganization in the program that will eventually lead to screenings being conducted at all seven Valley Health Center’s pediatric clinics.

The Impact of Social-Emotional Health on Learning
Children who are emotionally healthy have acquired skills that enable them to learn from teachers, make friends, cope with frustration and express thoughts and feelings. Important among these skills is being able to:

- identify and understand one’s own feelings;
- accurately read and understand the emotional states of others;
- manage strong emotions in a constructive manner;
- have empathy for others; and
- establish and sustain relationships.

Children with poor social-emotional skills often display difficult or disruptive behavior in day-care programs, preschool and when they enter school. Teachers may find it harder to teach them, and may see them as less socially and academically competent.

Consequently, teachers may provide these children with less positive feedback. Peers may reject them, resulting in even less emotional support and fewer opportunities for learning from their classmates.

Faced with rejection by both teachers and peers, children may grow to dislike school, disengage from learning and have poor outcomes. Persistent physical aggression, high school drop-out rates, juvenile delinquency and other anti-social behaviors are all associated with social-emotional issues.

There are startling inadequacies and inequities in the mental health system. A 2014 UCLA study found that 75% of children with mental-health needs in California do not receive treatment, and a 2015 Pennsylvania State University study found that African American and low-income students were far more likely than white students to be punished instead of being offered behavioral treatment when they misbehaved.

Suicide is the second-leading cause of death for children ages 15-19. Several risk factors contribute to a youth attempting or committing suicide including substance use, incarceration and a history of mental illness or depression. Between 2005 and 2015, 203 youth in Santa Clara County, ages 10-24, took their own lives. A disturbing data point from the California Healthy Kids Assessment is that 20% of high school students reported they had seriously considered suicide in the past 12 months.

Parents and caregivers who have concerns about their child’s social, emotional, behavioral and/or physical development are encouraged to call 1-800-704-0900 and have their child referred for screening, assessment and intervention services.
**Recommendation:**
Ensure all children, ages 0 to 5, have access to routine prenatal, developmental and behavioral health screenings with connection to early intervention services. (This is a priority of the Children’s Health Assessment.)

If we want to help young children succeed in school, it is important that we address the significant number of children who are at risk for school difficulties because their social-emotional development is off-track.

Developmental screening at baby and child check-ups, using simple, fast and accurate tools, allows for the early identification and provision of support to children who may be getting off-track. As more children are screened, we can expect them to receive services and supports that will help them stay on track in early social-emotional development. For every dollar spent on early intervention there is an associated savings of $7 to society.\(^\text{14}\)

In his State of the County address in early 2013, Board of Supervisors President Ken Yeager identified the “need for more universal and more frequent developmental screenings for young children during their well-child pediatric visits.” He asked that “VMC and our clinics begin to perform routine developmental screenings for all children.” After a pilot project, where more than 20,000 children received developmental screenings, Santa Clara Valley Medical Center has committed to fund eight full-time licensed vocational nurses to conduct developmental screenings at all seven of Valley Health Center’s pediatric clinics.

**Want More Data on Emotional Health and Well-Being?**
Kidsdata.org is your resource for county level data on childhood adversity, resilience and youth emotional health. Visit kidsdata.org for more information.

**Recommendation:**
Establish an assessment/diagnosis center to identify and prevent prenatal exposure to alcohol and other drugs and support youth who have been exposed to these substances.

Exposure to drugs, alcohol and tobacco during pregnancy can have significant health and developmental impacts on the child.

Attention to Fetal Alcohol Spectrum Disorder (FASD) – the umbrella term describing the range of effects that occur in an individual prenatally exposed to alcohol – is particularly important. The National Organization on Fetal Alcohol Syndrome estimates that 40,000 infants each year are affected by FASD. Depending on the timing and frequency of maternal alcohol consumption, outcomes from prenatal exposure may include abnormal facial characteristics, growth deficits, brain damage, attention and memory problems, hyperactivity/behavior problems, poor coordination, motor-skill delays, learning disabilities and difficulty with judgement or reasoning. More than 60% of those with FASD over age 12 have been charged with a crime, and 95% also have a mental illness.\(^\text{15}\)

The challenges presented in school for these children include the need for constant supervision, disregard for rules and authority, poor social skills, inability to complete tasks as well as disruptiveness, hyperactivity, impulsivity, and attention/memory deficits.

An assessment/diagnosis center in Santa Clara County would allow health care providers to support women in abstaining from consuming alcohol and other substances during pregnancy and would help in the diagnosis of children who have FASD, allowing the implementation of strategies in school and other settings to support their success in learning and life.

**Recommendation:**
Ensure all youth workers understand trauma and have a healing-informed approach as they support children and families.

Many of our community’s children – especially those who are in our child welfare, juvenile justice, and behavioral health systems – have experienced trauma or chronic stress. Illuminated by the 1995-97 CDC-Kaiser Permanente Adverse Childhood Experiences (ACEs) study we have begun to understand that the stressors in children’s lives impact their development, their ability to concentrate in school, and their health into adulthood. When we see behavior that is challenging – children unable to sit still or focus in class, teens shutting down or reacting aggressively or violently, young adults engaging in substance or alcohol use – we need to recognize that it may be trauma or chronic stress that is at the root of the behavior. Recognizing this is an important first step so we do not further traumatize youth by blaming, shaming, or punishing them.\(^\text{16}\)

The National Latino Fatherhood and Family Institute (NLFFI) discusses how we must move beyond “trauma-informed care” and generic wraparound services and replace these with a “healing-informed” culturally specific approach that is rooted in indigenous principles and practices. “La Cultura Cura” or Cultural-Based Healing, employs a multigenerational process of learning and remembering one’s true and positive cultural values, principles, customs and traditions. NLFFI’s approach recognizes the path to healing is linked to restoring one’s true cultural identity and recognizing the origins of unhealthy and maladaptive behaviors.\(^\text{17}\)
Success in learning happens when children are in good physical and mental health, live in safe and stable families and communities and are on track developmentally. Children must have educational opportunities that develop fundamental language, literacy, cognitive and social-emotional skills that are critical for lifelong learning and success. The skills that children need to grow into successful students – including capacity for reasoning, problem-solving and self-regulation – are largely developed from birth through third grade.  

**Recommendations for Action**

**School Readiness**
- Expand access to high quality early learning opportunities for all children in Santa Clara County. (This is a priority of the Children’s Health Assessment.)
- Institute a statewide kindergarten readiness assessment so we can understand and work to improve children’s readiness to start school.
- Develop coordinated transition plans that support children as they move from preschool to elementary school.

**Third and Eighth Grade English Language Arts and Math Skills**
- Educate and support parents to talk, sing and read to their young children.
- Promote the development of early math skills in preschool and at home.
- Implement proven strategies to support proficiency in English by students who are English Learners.
- Address chronic absenteeism by putting data and support systems in place that help schools identify and assist children who miss 10% or more days of school.
- Fund evidence-based afterschool programs, academic tutoring and summer programming for children who need additional support.
- Support investments that increase family engagement and leadership at school.
- Districts should develop implementation plans to address the identification and support of students with dyslexia as provided by AB 1369.
- School districts should adopt policies that decrease the use of suspensions as a disciplinary tool.
- School districts should join DataZone to provide “real time” data on student outcomes, enabling us to evaluate the effectiveness of new policies.
### By the Numbers

**Figure 20 – Access to Subsidized, High-Quality Preschool for Low-Income, and Eligible 3- and 4-year-old Children**

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Number of Children Living Below Poverty</th>
<th># of Head Start or State Preschool Spaces Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>11,915</td>
<td>5,363</td>
</tr>
<tr>
<td>2017</td>
<td>11,633</td>
<td>5,816</td>
</tr>
</tbody>
</table>

**Figure 21 – Percentage of Children at or above Standard for English Language Arts (ELA) and Math (2015-2017)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>53</td>
<td>57</td>
<td>56</td>
<td>63</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>8th</td>
<td>64</td>
<td>63</td>
<td></td>
<td>59</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

**Figure 22 – Percentage of Children at or above Standard for English Language Arts (ELA) and Math by Race/Ethnicity (2017)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>ELA 3rd Grade</th>
<th>ELA 8th Grade</th>
<th>Math 3rd Grade</th>
<th>Math 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>78</td>
<td>86</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>White</td>
<td>41</td>
<td>50</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>African American</td>
<td>31</td>
<td>46</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Latino</td>
<td>36</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview

When children enter kindergarten ready to learn, they are much more likely to remain in school and stay on track for graduation. They are also more likely to pursue postsecondary education and training, successfully transitioning to adulthood.

In Santa Clara County, student achievement varies significantly by race and ethnicity. This gap threatens the future of a large segment of students and the future well-being of our community. The factors contributing to these academic disparities are complex. To counteract their effects, we need increased learning opportunities for students from cradle to career, as well as sustained support from all sectors. It is not solely our schools’ responsibility to close the achievement gap. Students, parents, civic leaders, businesses and our community at large all have a role to play in children’s success in learning.

Bill of Rights for Every Child Successful in Learning

- Children and youth have a right to have access to a 21st Century education that promotes success in life, in future careers and a love of life-long learning.
- Children and youth have a right to training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.

Goals for Every Child Successful in Learning

- All children receive high quality early education.
- All children are ready for school.
- All children are on-track for reading and math in third and eighth grade.
- All children have access to afterschool and summer learning opportunities.
- Reduced the use of suspensions to manage student behavior.
- Elimination of the opportunity gap that leads to the disparity in achievement for children of color.

Working Collectively to Make Every Child Successful in Learning

The following collaborative or community efforts are working to make every child successful in learning in Santa Clara County:

**Strong Start**
strongstartsantaclara.org

**Santa Clara County Office of Education Safe and Healthy Schools Department**
www.sccoe.org/depts/schoolhealth

**Santa Clara County School Linked Services**
www.schoollinkedservices.org
**School Readiness**

Being ready to start Kindergarten is important to later school success. **Figure 23** shows the building blocks of school readiness and **Figure 24** shows readiness profiles of children from Santa Clara and San Mateo Counties (2004-2009) and their later academic performance in third grade. When children entered kindergarten ready in all domains, they were much more likely to be proficient or advanced in third grade math and English. Those who start kindergarten behind in these readiness skills were less likely to be successful in third grade.²

High-quality early care and education improves school readiness. However, due to the high cost of quality preschool and the shortage of spaces in quality programs many children do not receive the benefits of early education. Because we do not have standardized and readily available kindergarten readiness assessment data, we are using “access to high-quality preschool for low-income and eligible 3- and 4-year-old children” as a proxy for school readiness.

**What the Data Tell Us:**
- In 2017, there were 5,816 high-quality, subsidized preschool slots to serve the needs of 11,633 eligible 3- and 4-year-olds. This is an increase from 2014, when there were 5,363 slots.

---

**K Academics**

- Recognizes letters
- Recognizes shapes
- Recognizes colors
- Counts 20 objects

**Understands book structures**
- Writes own first name
- Recognizes rhyming words
- Answers questions about literature

**Self-Regulation**

- Stays focused
- Follows class rules
- Follows directions
- Plays cooperatively

**Successfully participates**
- in large group activities
- Handles frustration well

**Social Expression**

- Expresses empathy
- Tells about story/experience
- Is curious and eager to learn
- Expresses needs and wants

**Foundations of School Readiness**

- Health and well-being
- Fine motor skills
- Gross motor skills

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**Figure 23 – Building Blocks of Kindergarten Readiness**

**Figure 24 – How Kindergarten Readiness Translates into 3rd Grade School Success**

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**Kindergarten Readiness Profiles for 100 Children**

- 39 Ready to start
- 33 Have mixed readiness
- 28 Are starting behind

**3rd Grade Achievement Profiles for 100 Children**

- 27 Proficient or Advanced
- 0 Have mixed proficiency
- 4 Are behind

- 14 Proficient or Advanced
- 9 Have mixed proficiency
- 10 Are behind

- 6 Proficient or Advanced
- 9 Have mixed proficiency
- 13 Are behind
**Recommendation:**
Expand access to high quality early learning opportunities for all children in Santa Clara County.
(This is a priority of the Children’s Health Assessment.)

Nobel Laureate James Heckman wrote, “The best way to improve the American workforce in the 21st Century is to invest in early childhood education and to ensure that even the most disadvantaged children have the opportunity to succeed alongside their more advantaged peers.”

**Figure 25** draws a correlation between school readiness and attending preschool. 43% of the children who attended preschool were ready in all four domains of school readiness compared to only 31% who did not attend preschool. This 2013 study included 844 students from 12 schools in four San Jose school districts and was conducted by FIRST 5 and Applied Survey Research. 3

With the cost of center-based preschool averaging over $11,000 a year in Santa Clara County, many children are not able to attend. According to Strong Start, Santa Clara County’s early learning initiative, high-quality early learning opportunities help children get ready for kindergarten, be more likely to read by fourth grade, and be more likely to go to college. 4 It is important that we increase the number of affordable preschool spaces so all children have access to this important opportunity.

**Recommendation:**
Institute a statewide kindergarten readiness assessment so we can understand and work to improve children’s readiness to start school. A developmentally appropriate and aligned school readiness assessment can provide useful information to teachers and administrators in order to better address children’s learning and developmental needs over time. This essential strategy can help to close the readiness gap and ensure that all children thrive in their earliest years. When the same assessment tool is used statewide, the community can see if investments in young children are paying off.

**Recommendation:**
Develop coordinated transition plans that support children as they move from preschool to elementary school. Stronger links between preschool, transitional kindergarten and kindergarten help to support children’s successful entry into school. The state should support stronger links by aligning curriculum, using developmentally appropriate assessments and using data to improve instruction, both in the elementary and preschool settings. This type of system can also help parents better support their child’s development. 5

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**2017 Santa Clara County Early Learning Master Plan (ELMP)**

The 2017 ELMP, the result of a year-long collaborative process led by the Santa Clara County Office of Education with almost 100 community stakeholders. The ELMP presents a snapshot of the early care and education (ECE) system in Santa Clara County and a roadmap for the future, addressing the needs of our community’s children ages birth to age eight, their families and the ECE professionals who teach and care for them. The plan provides goals, milestones and actions to address the challenges in six major areas of early childhood education:

- Access;
- Articulation, alignment and data systems;
- Facilities;
- Family engagement;
- Program quality; and
- Workforce Development.

To learn more about the plan and its goals, go to: www.sccoe.org/elmp2017

---

**Figure 25 - Percent of Children Strong in all Four Domains of Kindergarten Readiness**

<table>
<thead>
<tr>
<th>Overall</th>
<th>Not Low Income</th>
<th>Did Not Attend Preschool</th>
<th>Attended Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>32%</td>
<td>31%</td>
<td>43%</td>
</tr>
</tbody>
</table>
The ability of students to read at grade level by the time they are in third grade is a powerful indicator of later academic success. By the end of third grade, children should be able to show evidence of reading comprehension and to read unfamiliar words using various strategies such as identifying word-roots, prefixes and suffixes. Even if children are ready for school when they enter Kindergarten, it takes hard work, attentive parenting, extended learning opportunities, an effective curriculum and skilled teachers to help children become good readers. For some Santa Clara County students, especially low-income and Latino students, initial performance gaps at kindergarten actually widen by third grade.

The skills needed to understand math are key for all problem-solving. Math skills help develop logical thinking, critical reasoning and analytical acuity. They are also an important part of being proficient at playing music and are used in almost every line of work. Doing math helps students analyze complicated situations and organize them into clear, logical structure. Math is the basic language of science, engineering, technology, medicine, biology and even construction. Math skills start developing in preschool and success in math in eighth grade is the most powerful predictor of success in high school. Students who struggle with math in eighth and ninth grade are more likely to not graduate from high school.

What the Data Tell Us:
- After a 3 to 6 point gain in English Language Arts (ELA) and Math for third and eighth grade students on standardized tests in 2016, there was a one point drop in these scores.
- Latino and African American students lag 40 to 60 points behind Asian and white students on the standardized tests.

Recommendation: Educate and support parents to talk, sing and read to their young children.

A growing body of evidence demonstrates that 90% of a child’s critical brain development happens by age five. A significant impact on the child’s language and vocabulary development occurs when parents and caregivers talk, sing, and read to their child. When infants and toddlers hear and use language – English or the language spoken at home – their brains develop the connections needed to learn how to read.

Recommendation: Promote the development of early math skills in preschool and at home.

Children who are proficient in early math concepts by the time they enter kindergarten will do better not only in math, but in reading and language skills. Children who have poor math skills often do not catch up and may lag behind their better-prepared peers through eighth grade. Doubling the time spent (from 2% to 4%) on the intentional teaching of mathematical concepts in early education settings can lead to a significant increase in early math skills.

Early math is not about completing timed multiplication drills or using a calculator to do complex equations. The daily routines children participate in help develop early math skills, language skills and social-emotional skills. For example, when Suzie is playing with two dolls and shares one, she realizes she only has one left. Dividing a plate of cookies so that everyone gets an equal amount teaches early division skills as well as a sense of fairness and self-regulation. Playing a game together, such as Chutes ‘n Ladders, teaches counting, shapes and colors, patience, cooperation and language skills.

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**Recommendation:**
Implement proven strategies to support proficiency in English by students who are English Learners.

Proposition 58, approved by over 73% of voters in 2016, repealed the English-only immersion requirement and waiver provisions required by 1998’s Proposition 227. This change allows schools to offer bilingual instruction if it is determined appropriate by community needs and staff capacity.

English Learners (ELs) in Santa Clara County have the lowest success rates on the Math and English Language Arts proficiency tests, with only 12% meeting the standards on the eighth grade math test. ELs also have one of the highest drop-out rates in our schools with 33% leaving school before graduation.

In Santa Clara County, we have an opportunity with the passage of Proposition 58, to improve these results. Studies show that dual immersion models of bilingual education are as effective or are more effective than English-only instruction. High-quality dual immersion models offer cognitive and academic gains to both ELs and students who are learning a second language other than English. In 2006, the Center for Research on Education, Diversity and Excellence (CREDE) conducted a narrative review of 200 studies and determined that more instruction in a student’s first language over a longer period of time produces higher levels of achievement and introduces long-term cognitive benefits including an increased working memory and abstract reasoning skills.11

**Recommendation:**
Address chronic absenteeism by putting data and support systems in place that help schools identify and assist children who miss 10% or more days of school.

School attendance starting in the early grades plays a significant role in student success. A child who is absent more than 10% of the time – for whatever reason – is less likely to be on-target for reading and math skill development as shown in Figure 26.12

Schools should monitor chronic absenteeism, identify and support children who are chronically absent. When students are identified as chronically absent, a few simple actions have been shown to reduce attendance issues:

- Educate parents about the importance of attendance;
- Encourage families to help each other improve their children’s attendance;
- Offer incentives for attendance to all children; and
- Conduct early outreach to families with poor attendance, and, as appropriate, provide case-management to address social, medical, economic and academic needs.13

9% of Santa Clara County students missed 10 or more days of school in school year 2017.
Recommendation:
Funding evidence-based afterschool programs, academic tutoring, and summer programs for children who need additional support to meet academic benchmarks.

Children from middle- and high-income families have much greater access to extended learning activities than children from low-income families.

Children need meaningful learning experiences during the summer months in order to be on track when they return to school in the fall. Figure 28 shows how low-income children without ongoing summer opportunities to reinforce and learn skills can fall behind dramatically.\(^{14}\)

While there is no difference in learning rates between low-income and higher-income students during the school year, summer learning loss accounts for two-thirds of the achievement gap by ninth grade.\(^{15}\)

Recommendation
Support investments that increase family engagement and leadership at school.

Parents and caregivers are a child’s first teachers and can continue in this role as children enter early education and elementary school reinforcing learning at home. Family engagement should include a welcoming school environment, effective school-family communications, and meaningful resources for families such as offering parent workshops on how to support their student’s learning. Other family engagement investments include professional development for teachers and staff, a family center on campus, and family outreach workers.

Principles of Family Engagement
The following principles of family engagement were developed by the Santa Clara County Early Learning Master Plan’s Family Engagement and Leadership Committee:

- **Partnership**
  The reciprocal relationship between families and staff is one of equality and respect, resulting in the creation of a mutually beneficial partnership. Success comes from promoting the excellence of all partners.

- **Family Strengths**
  Families are assets, not obstacles to overcome or work around. They are vital resources to their students, to one another, and to programs.

- **Social Support**
  Social support networks create connections and build relationships, promoting the overall well-being of the child, the family, and the community.

- **Cultural Competence**
  Each family’s culture is recognized, valued, respected and reflected in practice.

- **Shared Leadership and Power**
  Families and school staff are partners in decisions that affect their children. Families can also advocate for change in district policy and decision-making.

- **Shared Responsibility**
  All community members recognize that learning begins at birth and occurs in multiple settings. All take responsibility for expanding learning opportunities, community services, and civic participation.

- **Child Success**
  Families, staff, and community members collaborate so children have access to opportunities that equitably support their success and health.
**Recommendation**

Districts should develop plans to identify and support students with dyslexia.

Reading is a fundamental skill that supports success in learning and life, but up to 15% of students nationwide have dyslexia, a neurobiological disability that makes reading difficult. Fortunately, when the problem is addressed, especially early in life, people who have it can learn to read fluently. However, when dyslexia is not addressed effectively students can become frustrated and disconnect from school. This can lead to students not graduating, being unemployed, or becoming engaged in the justice system. For example, a study of the Texas Department of Criminal Justice found a 48% prevalence rate of dyslexia among prisoners.\(^\text{16}\)

In 2016, AB 1369 was passed to provide schools and teachers with a set of guidelines and resources to recognize the warning signs and screen for dyslexia in order to help dyslexic students learn. As a result, the California Dyslexia Guidelines were released in September, 2017.\(^\text{17}\)

The Los Angeles Unified School District already has asked its superintendent to develop a plan to implement the training and resources provided by these guidelines. If the largest school district in the nation can do this, so can the districts in Santa Clara County. Assisting teachers to help these students is a wise investment and will encourage students stay on track and connected in school.

---

**Recommendation:**

School districts throughout Santa Clara should join DataZone to provide “real time” data on student outcomes, enabling us to evaluate the effectiveness of new policies.

DataZone, Santa Clara County Office of Education’s data warehouse, supports school districts’ continuous improvement processes by providing teachers and administrators with daily access to a wide range of student data while safeguarding student privacy and information security through rigorous network protocols and standards. DataZone receives nightly, automated updates of all district source systems (National Student Clearing House, Renaissance Learning, PowerSchool, etc.) and translates those data sources into clear metrics. DataZone currently includes 90 dashboards and over 350 metrics that have been developed by and for teachers and administrators. Each data domain and its dashboards – such as attendance, enrollment, discipline, programs and interventions – have been organized in metrics that support collaborative conversations among teachers and administrators. The Data Zone features include Local Control Accountability Plan (LCAP) dashboards and early warning indicators that identify students who need additional academic and/or behavioral support.

FosterVision, one of DataZone’s applications, provides streamlined dashboards with timely information for probation officers, foster youth caseworkers and authorized school services personnel to support timely interventions and improved educational outcomes for the county’s foster and justice-involved youth.

DataZone and FosterVision currently support 20 Santa Clara County school districts and over 210,000 students.\(^\text{18}\)
 Recommendation: School districts should adopt policies that decrease the use of suspensions as a disciplinary tool.

When children and youth are suspended from school, they are not in the classroom learning. Often the behavior that leads to a school suspension is indicative of an underlying issue that, if left unaddressed, will continue. As little as one suspension triples the likelihood of a student’s involvement with the juvenile justice system within the school year. Almost 70% of youth who are excluded from school are arrested. Students who are suspended or expelled are at a higher risk of repeating a grade or dropping out of school.\(^\text{19}\)

**Suspensions in Santa Clara County**

Suspensions decreased 36% from 17,591 in 2012 to 11,243 in 2017.

The decrease in suspensions that we saw between 2012 and 2017 is largely due to local education initiatives sponsored by the Reducing Ethnic Disparity through Prevention Workgroup (part of the Juvenile Justice Systems Collaborative) and the Santa Clara County Office of Education. Additionally, new state laws have reduced suspensions for younger students for willful defiance.

While the decreased use of suspensions is good news, there are still significant racial and ethnic disparities that begin to appear in the primary school years (kindergarten through 3rd grade) and continue into high school.

- 73% of all suspensions are given to Latino, African American or Native American students, who make up only 41% of the student population.
- In kindergarten through 3rd grade, 1,249 young children were suspended in 2016. Of these, 69% were Latino, African American or Native American students.
- Socio-economically disadvantaged students, who comprise 40% of the population, receive 69% of all suspensions.
- Students in special education, 11% of the population, received 33% of all suspensions.

This last data point is especially troubling because special education students have an Individual Education Plan (IEP) that is designed to address any area of the student’s education that can interfere with learning, including behavior issues. Federal law requires students with an IEP to receive a “manifest determination,” which establishes whether the problem behavior is related to the student’s disability, and to plan a course of intervention to decrease the behavior.
Santa Clara County Initiatives Supporting Students’ Non-Academic Needs

Santa Clara County Office of Education’s Safe and Healthy Schools Department (SHSD)

Strong academic skills alone are not enough to lead a child to a productive, fulfilling adulthood and create a lifelong love of learning. When students are engaged, feel safe and are connected to the adults in their school, the elements needed for learning are present.

SHSD provides a variety of services, supports and training opportunities to help create a positive school culture that supports learning. Trainings include topics such as bullying prevention, Positive Behavior Intervention and Support (PBIS – see right column), Restorative Practices, and tobacco-use prevention.

The department is also leading the county’s work to implement Multi-Tiered System of Support (MTSS), a systemic, continuous improvement framework in which data is used to ensure every student receives the appropriate level of support to be successful. In MTSS, School Linked Services and PBIS become part of a web of supports that meet children and families where they are at and help teachers be able to work for the success of every child.

Santa Clara County is piloting MTSS in the East Side Union High School District and the Morgan Hill Unified School District.20

For more information about SCCOE’s Safe and Healthy Schools Department and its programs visit www.sccoe.org/depts/schoolhealth.

School Linked Services (SLS)

Funded by Santa Clara County and school districts, the SLS program is designed to support students in elementary, middle and high school districts across Santa Clara County.

SLS coordinators, some at the individual school level and others at the district level, provide coordinated services on school campuses with the goal of improving the overall health and well-being of the student. Specifically, SLS supports young people and their families who experience economic, social and other inequities that directly affect learning and success in school.

SLS strategies for success include:

- Provide culturally competent, coordinated services that meet the students’ needs with an emphasis on prevention and early intervention;
- Build stronger relationships between parents or caregivers and the teachers and schools;
- Foster a positive school climate and culture;
- Make schools into community hubs and build local services and supports; and
- Use data to facilitate and inform services, track results and improve interventions.

SLS helps schools become a place where youth and their families can find a network of preventive services. This enables all young people to become healthy, responsible and successful adults.21

For more information visit www.schoollinkedservices.org.

Positive Behaviors, Interventions and Support (PBIS)

Supported in Santa Clara County by SHSD and SLS, PBIS is a systematic approach for establishing a supportive school culture and individualized behavioral supports and provides a set of tools to teachers to prevent and deal with challenging student behaviors.

The underlying theme of PBIS is that behavioral expectations should be focused on the positive, consistent throughout the school, and taught.

Another important aspect of PBIS is the collection of data about where, when and with whom the most problematic behaviors occur. With this information, schools are able to identify and address problems in specific school areas or times during the day. Many schools choose to use the web-based, School-Wide Information System (www.swis.org) to design school-wide and individual student interventions.22
Every Child Safe

Every Child Healthy

Every Child Successful in Learning

Every Child Successful in Life
Every Child Successful in Life

Being successful in life is the cumulative result when children grow up safe, healthy and successful in learning. They are more likely to be successful in life when they have meaningful adult connections and graduate from high school ready for college and career. Young adults will also be “global citizens” if they are fluent in at least two languages.

Recommendations for Action

High School Graduation with a-g Requirements
- Create a college-going culture at school from kindergarten through high school graduation.
- Provide college enrollment support services including affordable SAT/ACT preparation programs and financial support for college application fees.

Students Able to Speak Two or More Languages
- Promote the Seal of Biliteracy to students at all high schools in order to encourage students to become proficient in more than one language.

Opportunity Youth - Youth Disconnected from Education and Employment
- Establish early warning systems to identify youth who are off-track for graduation and develop individualized learning plans to help them get back on track.
- Ensure youth have meaningful adult relationships that support their education and employment journey to adulthood and success in life.
- Governmental and private funders should develop common education/employment measures for all programs serving opportunity youth.
- Create an “Opportunity Center” to ensure that opportunity youth are connected to the “best fit” education resources.
- Increase access to services such as housing, child care, transportation and behavioral health to support youth who are ready to re-engage in education or employment.
By the Numbers

Figure 31 – Percent of All High School Students who Graduate with a-g Requirements (required for admittance to UC or CSU schools)

Note: The CDE reports on % of graduates with a-g Requirements. This figure includes both students who did and did not graduate on time.

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Latino</th>
<th>African American</th>
<th>White</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>% 2014</td>
<td>47</td>
<td>22</td>
<td>31</td>
<td>59</td>
<td>75</td>
</tr>
<tr>
<td>% 2015</td>
<td>47</td>
<td>23</td>
<td>26</td>
<td>60</td>
<td>74</td>
</tr>
<tr>
<td>% 2016</td>
<td>47</td>
<td>24</td>
<td>26</td>
<td>59</td>
<td>76</td>
</tr>
</tbody>
</table>

Figure 32 – Number of Students Awarded the Seal of Biliteracy

Figure 33 – Percent of Students who Left School Before Graduation (2016)

By the Numbers
Overview

Youth make a successful transition to adulthood when they are prepared for employment and higher education with technical and language skills to prepare them for the global workplace and when they have substantial prospects for work that lead to self-sufficiency. If all children and youth are to be successful in life, we need to have effective services and supports to aid those with the greatest challenges and barriers. While investment in early childhood makes it easier to see success at subsequent stages, we must also provide children with extended learning opportunities through elementary, middle, and high school and make investments to help adolescents stay on track for graduation and employment.

Brain development science tells us that the adolescent brain develops at a rapid rate, providing a window of opportunity similar to that in early childhood. What the young person experiences during this period plays a critical role in shaping their future as an adult. We can help young people by ensuring they have meaningful adult connections, a chance to practice and build resiliency, and to develop the academic and work-related skills that will serve them well as they enter adulthood.

Bill of Rights for Every Child Successful in Life

• Children and youth have a right to have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.
• Children and youth have a right to training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.
• Children and youth have a right to employment opportunities with protections from unfair labor practices.
• Children and youth have a right to a voice in matters that affect them.
• Children and youth have a right to a sense of hope for their future.

Goals for Every Child Successful in Life

• All students graduate on time, fulfilling the a-g requirements.
• Eliminate the socio-economic disparity in graduation rates and fulfillment of a-g requirements.
• All students receive the Seal of Biliteracy, preparing them for the global economy.
• All youth report having meaningful adult connections.
• Increased opportunities for youth to be connected or reconnected to career-potential employment.

Working Collectively to Make Every Child Successful in Life

The following collaborative or community efforts are working to make every child successful in Santa Clara County:

College Day Collaborative
www.collegeday.org

Opportunity Youth Partnership
www.sccoyp.org
High School Graduation Rate with a-g Requirements

Students taking a rigorous core curriculum in high school are better prepared to succeed in college and in the workforce. Many local education leaders suggest that for students to be successful in life, it is important that they complete the a-g requirements – coursework required for entry into California’s university system – even if they don’t intend to go to college. Even jobs that don’t require a college degree, such as construction, require algebra and other “a-g” skills.

**What the Data Tell Us:**
- The percentage of students graduating with a-g requirements increased slightly for most groups between 2014 and 2016.
- 76% of Asian and 59% of White students graduated with a-g requirements. Only 34% of African American and 24% of Latino students did so.

The California Department of Education reports this as the percentage of the students who graduate and complete a-g requirements. Figure 31 shows this as the percentage of students in the cohort starting in 9th grade, whether or not they graduated.

**Recommendation:**
Create a college-going culture at school from kindergarten through high school graduation.

The importance of college is clear. By 2018, 63% of all jobs will require some postsecondary education. College-educated adults tend to have higher incomes and greater productivity and, on average, earn nearly $1 million more over a lifetime than those who only a have a high school diploma.¹

Professor Patricia McDonough of UCLA identified nine critical interrelated elements that together help schools build and strengthen a college-going culture. These include:
- Being intentional about college talk;
- Having clear expectations;
- Providing information and resources;
- Comprehensive counseling, testing and curriculum;
- Faculty involvement;
- Family involvement;
- College partnerships;
- Articulation between elementary, middle and high school; and
- Tracking college attendance data.²

**Recommendation:**
Provide college enrollment support services including affordable SAT/ACT preparation programs and financial support for college application fees.

For students who will be the first in their family to go to college, applying to college can be overwhelming. Counseling and planning support should begin in middle school and continue as students transition to high school to ensure students are completing the coursework that will help them successfully apply to college.

Scores on the SAT/ACT College Entrance Exams are closely tied to family income with students from higher income families doing better than those from lower income families. Because these tests impact college acceptance and entry, families who can afford to do so, pay for expensive test preparation courses. If we want a fair and equitable college-application and acceptance system, all students should have access to these programs.

Recently the Khan Academy, in partnership with the Scholastic Testing Service, began offering an online SAT preparation program that is easy to use and free to all students. Considering the success the online Khan Academy has had with teaching students math skills, this could be a game-changer for many students. Low-income students who will be the first in their family to attend college could benefit the most from access to this program. For more information visit khanacademy.org/sat.

“**If you attend college you can have more opportunities and you can follow your dreams**” - 8th grade College Day Participant
One of the big differences between students who go to college and those who don’t is whether or not their families, schools and communities communicate college-going expectations from an early age.

College Day is an effort to create a community where every child believes, from a very early age, that he or she can go to college. Spearheaded by the College Day Coalition – a collaboration of schools, city and county agencies, nonprofit organizations, colleges and universities - College Day is celebrated at elementary, middle and high schools with students learning about the benefits of going to college, how to get there and how to pay for it. In 2017, 159 schools – with over 110,000 students (about half on Free/Reduced Price Lunch) – participated in College Day.

Some schools have college rallies and celebrations. At others, teachers decorate their doors with college-going messages. Teachers access lesson plans from the College Day website on a wide variety of topics including planning for college and finding financial aid. Parents, teachers, librarians, youth leaders and other family members, talk with children and youth about their own college experience and their expectation that the young person will go to college. Many schools use College Day to launch a year-long conversation about going to college.

Visit www.CollegeDay.org for ideas, lesson plans and other resources that will build a college-going culture at your school or youth program.

College Savings Accounts
Research shows that children who have as little as $500 in a college savings account are five times more likely to go to college than those who don’t have college savings. When we help families understand the value of saving for college and provide them with a simple way to do so, we support college aspirations. Across the country, matched savings programs have been shown to provide additional encouragement to save.³

The Silicon Valley Education Foundation (SVEF) in partnership with Step Up Silicon Valley (the campaign to end poverty) and EARN (a national nonprofit that gives working families the tools to achieve life-changing financial goals) has launched a pilot Savings Circle program within the East Side Alliance. The purpose of this pilot project is to support the goal of going to college for the mostly lower income, marginalized and immigrant communities of East San Jose.

A Savings Circle is an easy and self-empowering platform where parents and kids take charge and set their own goals in terms of timeframe and the amount they can afford to save for college.

Over 110,000 students at 159 schools participated in College Day 2017. About half were on Free/Reduced Price lunch.

“The best part of College Day was when the students were thinking about which college they might want to attend in the future, and which career they would choose. We heard students saying that they would like to be teachers, doctors, veterinarians, etc.”

- College Day School Site Coordinator

October 19, 2018

College Today, College Tomorrow. Be a Star!

College Day

October 19, 2018
The ability to speak a language in addition to English can be a valuable asset to young people as they enter the workplace. Employees who are fluent in more than one language are able to converse with and serve customers and clients more effectively. When a person understands a second language, he or she is likely to have insight into important cultural mores. In today’s global economy, being multilingual is a clear advantage. Speaking a second language is also associated with more flexible and creative thinking.

The Seal of Biliteracy is issued to students who demonstrate, through standardized testing, that they are proficient in English and at least one other language.

**What the Data Tell Us:**
- The number of students receiving the Seal of Biliteracy increased from 208 awarded in 2012 to 2,174 in 2017.

**Recommendation:**
Promote the Seal of Biliteracy to students at all high schools in order to encourage students to become proficient in more than one language.

In 2011, Governor Brown signed AB 815 which authorizes the State Superintendent of Public Instruction to issue the Seal of Biliteracy to graduating seniors. Consisting of a certificate, a seal on the diploma, and a transcript notation, it is awarded to eligible graduating high school seniors who demonstrate that they have mastered English and any other language.

The goal of this award is to:
- Encourage students to develop and maintain biliteracy and multilingual skills;
- Recognize and honor our rich and diverse language assets;
- Promote world language instruction in our schools;
- Promote the development of language and cultural appreciation and cross-cultural understanding;
- Encourage the development of dual language immersion programs and foreign, native and heritage language programs in schools; and,
- Provide employers with a method of identifying people with language and biliteracy skills.

While the growth in the number of districts awarding the Seal of Biliteracy has grown over the past four years, there are districts that do not actively promote it. In the global economy, all students should be encouraged to learn a second language and earn this award.
Opportunity Youth – Youth Disconnected from Education and Employment

“Opportunity youth” are those youth, ages 16-24, who are not in school and are not working at a job that pays a living wage. In some cases, these youth may have left high school without graduating. In other cases, these youth may have a high school degree, but no connection to post-secondary training or education which is necessary for employment that pays a living wage.

Students who do not graduate from high school earn $400,000 – $500,000 less over a working lifetime than those who graduate or earn a secondary credential (diploma or GED). Attaining some post-secondary education is also important. Ninety-nine percent of the jobs created since the 2008 recession went to those with at least some college or career/technical education.

To decrease the number of opportunity youth, we must both decrease the number of youth who are not succeeding in school and do not graduate, as well as provide clear pathways to education for those who have already left school without graduating. We also need clear pathways to post-secondary education and training programs that will lead to employment that pays a living wage. By bolstering pathways to education and gainful employment, we can provide a skilled workforce to local business and industry, which will strengthen our economy and the community.

What the Data Tell Us:

- In 2016, 23% of Latino students did not graduate on time, as opposed to only 3% of Asian students and 5% of white students.
- In 2016, 9% of African American students did not graduate on time, an improvement over 15% in 2015.
- In 2016, only 57% of English-learners and 43% of foster youth graduated on time.

Recommendation:

Establish early warning systems to identify youth who are off-track for graduation and develop individualized learning plans to help them get back on track.

Disengaging from school is a slow process for most students and may be missed by parents and teachers. However, research shows we can predict with 66% accuracy whether a student in elementary school will later get off-track for graduation. Some of the early warning signs include poor school attendance – absent more than 10% of the time – not reading at grade-level in third grade, and a suspension or an “F” in middle school. When these and other early warning signs occur, it should be a call to action to help that student get back on-track.

Sometimes all it takes is an adult at the school to form a connection with the student. In other cases, it may mean addressing social service and out-of-school needs the student has. It also may mean taking steps to see that the student receives additional academic supports, such as tutoring, summer programming, or afterschool learning opportunities.

In more than two thirds of Santa Clara County high schools, fewer than 30 students don’t graduate on time each year. If we learn to identify these students early and provide them with academic or other supports, we can ensure they get the help they need to stay in school.

Recommendation:

Ensure youth have meaningful adult relationships that support their education and employment journey to adulthood and success in life.

In the September 2015 report, “Don’t Quit on Me,” the America’s Promise Alliance firmly identified relationships as a key driver of education outcomes and dropout prevention and recovery. Through survey and interviews, the report found that relationships buffer the effects of adversity and that young people are more likely to graduate with a strong “anchor and web of support.” The University of Minnesota’s Institute on Community Integration has implemented the Check & Connect model of student engagement and mentoring for 27 years. Empirical evidence from this program demonstrated improved outcomes related to persistence, enrollment, attendance, progress toward graduation, and even progress among students with emotional or behavioral disabilities.

Programs whose primary focus is to work with youth to stabilize their lives should recognize that they can play a role in supporting a young person’s reconnection with education and employment and eventual self-sufficiency. These stabilization programs – so often built on a case-manager or youth-worker developing a trusting relationship with the youth – have a unique opportunity to help them see education and employment as a pathway to having a positive live. Youth are future-focused, and when they see a pathway to success for themselves, illuminated by the adults in their lives, that vision can become a supportive factor in their stabilization and success.
Governmental and private funders should develop common measures assessing education and employment for programs that serve opportunity youth. When funders ask programs to include measures on education and employment as measures of success, it changes the framing of the problem to go beyond helping a young person become stable to one that includes helping the young person become self-sufficient.

There are many programs, both governmental and in the community, that are designed to support and stabilize youth who are struggling with homelessness, engagement in the justice and child welfare systems or youth who are pregnant or parenting. Many times these programs are focused on housing, mental health or substance abuse. Too often, they do not focus on education and employment outcomes for these youth, even though both play a role in supporting and motivating a youth to do better and achieve self-sufficiency. Shared measurement can provide a foundation for continuous improvement, allowing those providing services to opportunity youth to understand which strategies lead to improved results. A common method of assessment encourages better collaboration among youth-serving organizations and can improve community-level results for them.

Recommendation:
Create an “Opportunity Center” to ensure that opportunity youth are connected to the “best fit” education resources.

The current education and career environment in Santa Clara County is abundant and diverse while also being disjointed and difficult to navigate. Youth often do not have access to information that will help them make the best decisions to be successful, based on their own skills and interests, and which also takes into account their other needs such as child care or transportation. For example, youths may decide to go to a GED program because that is what their friends did. Or perhaps they register for community college classes because a caseworker had a former client who was successful in that program. These choices are based on anecdotal information, not on what is best for that particular youth.

An “opportunity center” would provide a set of services and tools that give youth the information they need to make the best choice for their next step in education. Whether virtual or place-based, this center can provide a structured, organized, measurable and repeatable process to help students find their particular best pathway to success. The opportunity center can provide a common intake process and coordinated assessment that allow staff with knowledge of the Santa Clara County education and career environment guide young people to the place they are most likely to be successful.

Recommendation:
Increase access to services such as housing, child care, transportation and behavioral health to support students who are ready to re-engage in education or employment.

While there are many local organizations that serve youth and young adults, they can be difficult to navigate, with long waiting lists and exclusive criteria that prevent access – particularly for youth older than 18. However, when young people demonstrate that they want to get back on track for education and employment, it is important that we see this as a crucial opportunity to link them to programs that will help stabilize their lives and lead to success in learning.

Despite the hardship that many of these youth have experienced, they are optimistic about their futures. In fact, according to a study conducted by the America’s Promise Alliance, 73% are very confident they will achieve their goals in life and 53% percent saw themselves graduating from college.9 If we can find ways to provide the services and supports they need – such as transportation, child care, a computer or housing – then we can build on this optimism and help them onto a pathway to success.

Figure 34 - Opportunity Youth by Ethnicity
Santa Clara County Opportunity Youth Partnership

In July 2014, Santa Clara County was selected by the Aspen Institute for Community Solutions as one of 21 communities nationwide to focus on improving results for opportunity youth. The Santa Clara County Opportunity Youth Partnership (OYP) is a collaborative with more than 35 community partners, all committed to creating and implementing engagement strategies for our county’s opportunity youth. The OYP is focusing on opportunity youth who have been engaged in the child welfare or justice system, have experienced homelessness, or are pregnant or parenting.

The OYP uses a collective impact approach and recognizes that reengaging youth is a complex issue and requires cross-sector collaboration between county and city government, community-based organizations, workforce development organizations, education, occupational training programs, businesses, and youth themselves.

Foster Youth Aligned Action Network

Current and former foster youth make up an important sub-population of opportunity youth. They have substantially worse education and earnings outcomes than the general population, leading to homelessness, incarceration and long-term reliance on public systems.

In 2016, only 43% of foster youth graduated from high school on time. Only 9% received a four-year college degree. Foster youth in California earn an average of $690 per month at age 24, far below the $1,530 average earned by their non-foster peers.

The Foster Youth Aligned Action Network (FYAAN) is a coalition of providers and community leaders who have banded together to create shared goals, outcomes and measures for foster youth. They are also working to implement specific strategies, such as using a standardized assessment tool and developing personal education plans with these young adults.

The FYAAN’s vision is to achieve parity for foster youth. Working together, the aim of the FYAAN is for 86% of the current freshman class to graduate from high school on time, with a 65% college enrollment rate, and for 33% to earn their bachelor’s degree by the time they are 26 years old. The end goal is for at least 50% of these youth to earn an annual salary of $50,000 by the time they are 26.

If you are interested in learning more about the FYAAN, please contact Joe Herrity at jherrity@kidsincommon.org.

Photo courtesy of MetroEd.
Opportunity Youth in Santa Clara County

Utilizing methodology developed by Measure of America, Applied Survey Research created this Opportunity Youth Rate table based on U.S. Census data. It shows the different neighborhoods in Santa Clara County and the percentage of youth ages 16-24 who are not engaged in school or work (opportunity youth). It is interesting to note that even in neighborhoods where the overall rate of opportunity youth is fairly low (Mountain View, Palo Alto & Los Altos with a 6% disconnection rate) some subpopulations such as Latinos have a high rate of disconnection (12%) from school and work.
Re-engaging Opportunity Youth in Santa Clara County

Opportunity Youth Academy (OYA): Removing Barriers to Obtaining a High School Diploma

Opportunity Youth Academy is a county-wide benefit and dependent charter of the Santa Clara County Office of Education designed to support Opportunity Youth in earning a high school diploma and entering a career pathway. OYA has a blended learning program with a personalized approach to diploma recovery and operates at five classroom sites across Santa Clara County, with more to come. OYA students, aged 16-24, are taught by Specialized Academic Instructors who provide them with a personalized education leading to a postsecondary program and career-potential employment. Education Navigators support them in re-engaging in school and may help with access to housing, transportation, child care, medical and/or employment services. OYA students have a flexible class schedule, participate in online and classroom-based learning, and can access free workforce training and opportunities for employment.

At Opportunity Youth Academy, students earn their high school diploma and prepare for a career on their own time, at their own pace, and in a personalized and caring environment.

If you know a 16- to 24-year old who would benefit from Opportunity Youth Academy, please call 1-844-OYA-4UUU (1-844-692-4888) or email oya@sccoe.org. www.sccoe.org/oya.

San Jose Conservation Corps & Charter School

Since 1987, the San Jose Conservation Corps & Charter School (SJCC&CS) has provided San Jose’s most disadvantaged youth, ages 18-27, with the education, job training, and life skills they need to become responsible, productive, and caring citizens. SJCC&CS invests in a theory of change that enables disconnected youth to move from poverty to prosperity through its holistic combination of education and job training which emphasizes the interdependence of work ethic, education, and civic responsibility. SJCC&CS offers a full high school curriculum at its charter school, giving students the opportunity to complete their high school diploma. Career technical education and paid job training is offered through the Environmental Conservation Department and Recycling Department, which provides zero-waste services at special events as well as for individual clients across Santa Clara County. Entry-level job training through the Environmental Conservation Department includes projects across Santa Clara County maintaining parks and trails; clearing creeks, streets, and vacant lots; eradicating graffiti; restoring native habitats; and protecting the local watershed. Their Green Energy Program offers advanced job-training in solar photovoltaic installation, turf conversion (water conservation), and weatherization/energy efficiency. Beyond direct services to youth, SJCC&CS also has a very real impact on the broader communities it serves by improving the natural environment, bringing energy and cost savings to people who otherwise could not afford them, and helping to create sustainable, revitalized communities for all. For more information visit sjcccs.org.
End Notes

Introductory Section, Pages 2 - 15


7. Males, Mike. “White Residents of Urban Sanctuary Counties are Safer From Deadly Violence than White Residents in Non-Sanctuary Counties.” Center on Juvenile and Criminal Justice. December 2017.


Every Child Safe - Pages 16 - 25

2. Ibid.


Every Child Healthy - Pages 28 - 35


Every Child Successful in Life – Pages 48-58


Every Child Safe, Healthy, Successful in Learning, and Successful in Life

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1. Ethnicity of Children in Santa Clara County. Source: Santa Clara County Public Health Department. 2016 Children’s Health Assessment Vol. 1

**Every Child Safe**

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13. Percent of Children with a Routine Health Check-up in the Previous 12 Months. Source: California Healthy Kids Survey and Santa Clara County Public Health Department.
15. Average Number of Developmental Assets (out of 40). Source: Project Cornerstone.
16. Number of Developmental Screenings Conducted with Children from Birth to Age Five. Source: FIRST 5 Santa Clara County.
17. Mothers Receiving Early Prenatal Care. Source: Santa Clara County Public Health Department.
18. Ninth Grade Students with Healthy Aerobic Heart Rates. Source: California Department of Education, Data Quest.

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21. Percentage of Children At or Above Standard for English Language Arts (ELA) and Math 2015 - 2017. Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP).
22. Percentage of Children At or Above Standard for English Language Arts (ELA) and Math. Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP).
25. Percent of Children Strong in All Four Domains of Kindergarten Readiness. Source: 2013 School Readiness in Santa Clara County a Report from Applied Survey Research and FIRST 5. (Note: This assessment was conducted in 12 schools in four San Jose School Districts. 844 students participated in this assessment.)
26. Percentage of Children At or Above Standard for English Language Arts (ELA) and Math by Demographic Factors. Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP).
27. Attendance Risk and Students who are Proficient or Advanced in English and Math in Third Grade. Source: Attendance Works and Applied Survey Research.
29. School Suspensions by Year. Source: California Department of Education, Data Quest.

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Santa Clara County Children's Agenda Data Book 2018

Kids in Common is that voice and challenges leaders in our community to act on behalf of children.
Our Vision: Every child safe, healthy, successful in learning, successful in life.
www.kidsincommon.org
The Children’s Agenda Network

Members have agreed to the values of the Children’s Agenda and to advance its goals by focusing on results and mutually-reinforcing activities.

Children’s Agenda Network Co-chairs
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Dr. Fernando Mendoza
Stanford University School of Medicine & Lucile Packard Children’s Hospital

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Step Up Silicon Valley
Betsy Nikolichev
Family Engagement Institute, Foothill College
Haley Ottaway
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The Permanente Medical Group
Mary Patterson
The Health Trust
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William Watson
San José - Evergreen Community College District
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Mountain View Whisman School District Trustee
Marlene Zapata
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Bay Area Tutoring Association
Bill Wilson Center
City of San José Mayor’s Gang Prevention Task Force
ICAN (International Children’s Assistance Network)
Parents Helping Parents
Santa Clara County Public Health Department
Silicon Valley Community Foundation Center for Early Learning
Santa Clara County Public Defender’s Office
Silicon Valley Council of Nonprofits
Silicon Valley Leadership Group
Tech CU
United Way Bay Area
Youth Alliance